

JOURNEYS

COMMON CORE

SCOPE AND SEQUENCE

Grade K



JOURNEYS

COMMON CORE

Scope and Sequence of Skill Instruction K–6

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Week	Selections	Concepts of Print	Phonemic Awareness	Letter Names
1	Listen to Rhymes "Jack and Jill" "One, Two, Three, Four, Five" "Pease Porridge Hot" "Colors" "To Market, To Market"	Concepts of Print Recognize Names Distinguish Letters, Numbers Book Handling Environmental Print	Phonemic Awareness Rhyming Words Blend Syllables	Letter Names Letters: Aa, Bb, Cc, Dd, Ee
2	Listen to Rhymes "I Went Upstairs" "Mix a Pancake" "Sing a Song of Sixpence" "Little Arabella Stiller" Listen to Songs "Quack! Quack! Quack!"	Concepts of Print Book Handling Distinguish Letters, Numbers Environmental Print Recognize First and Last Names	Phonemic Awareness Rhyming Words Blend and Segment Syllables	Letter Names Letters: Ff, Gg, Hh, Ii, Jj

Grade K: Unit 1

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE	WRITING		
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing
1	Big Book What Makes a Family? Genre: Informational Text Read Aloud Book Building with Dad Genre: Realistic Fiction Paired Selections "Frère Jacques" "Everybody Says" "Tortillas for Mommy" "My Little Sister" Genre: for "Frère Jacques" Poetry and Lullaby Genre: for Remaining Paired Selections Poetry	Target Skill Main Ideas Target Strategy Summarize Supporting Skills Genre	Phonological Awareness Rhyming Words Single Sounds Letter Names Letters Kk, Ll, Mm, Nn, Oo Decodable Readers See What We Can Do We Can Make It	Concepts of Print Directionality: Left to Right Book Parts Words to Know (High-Frequency Words) / Fluency Read with Expression	N/A	Selection Vocabulary celebrate (v), family (n), memories (n), include (v) Oral Vocabulary cranes, crew, gleaming, mechanic, outlining, solid Domain-Specific Vocabulary aren't, sibling, ancestor, relation Vocabulary Strategy Classify and Categorize Family Words Enrich Vocabulary Talk About Families	Grammar Skill Nouns for People	Writing Mode Narrative Writing Writing Form Names Focus Trait Conventions

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS			SPEAKING & LISTENING	LANGUAGE	WRITING	
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing
2	<p>Big Book How Do Dinosaurs Go to School? Genre: Fantasy</p> <p>Read Aloud Book Friends at School Genre: Informational Text</p> <p>Paired Selection "My School Bus" Genre: Informational Text</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Author's Purpose</p>	<p>Phonological Awareness Beginning Sounds</p> <p>Letter Names Letters <i>Pp, Qq, Rr, Ss, Tt</i></p> <p>Decodable Readers We Go to School I Like</p>	<p>Concepts of Print Directionality: Follow Words Left to Right, Top to Bottom Book Handling</p> <p>Words to Know (HFW) <i>like</i></p> <p>Fluency Pause for Punctuation</p>	N/A	<p>Selection Vocabulary <i>bullying (v), tidies (v), fidget (v), interrupt (v)</i></p> <p>Oral Vocabulary <i>busy, company, container, job, scoop, tortoises</i></p> <p>Domain-Specific Vocabulary <i>behave, member, respect, community</i></p> <p>Vocabulary Strategy Antonyms</p> <p>Enrich Vocabulary Talk About School</p>	<p>Grammar Skill Nouns for Places</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Labels</p> <p>Focus Trait Word Choice</p>
3	<p>Big Book Please, Puppy, Please Genre: Realistic Fiction</p> <p>Read Aloud Book I Have a Pet! Genre: Realistic Fiction</p> <p>Paired Selection "Different Kinds of Dogs" Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Conclusions</p>	<p>Phonological Awareness Beginning Sounds Words in Oral Sentences</p> <p>Letter Names Letters <i>Uu, Vv, Ww, Xx, Yy, Zz</i></p> <p>Decodable Readers Baby Bear's Family The Party</p>	<p>Concepts of Print Letters and Words: First, Last Letters, Distinguish Letters from Words</p> <p>Words to Know (HFW) <i>the</i></p> <p>Fluency Reading Rate</p>	N/A	<p>Selection Vocabulary <i>fetch (v), inside (n), outside (n), please (v)</i></p> <p>Oral Vocabulary <i>cooperate, curious, interesting, slimy, smooth, vet</i></p> <p>Domain-Specific Vocabulary <i>responsibility, groom, train, nurture</i></p> <p>Vocabulary Strategy Synonyms</p> <p>Enrich Vocabulary Talk About Pets</p>	<p>Grammar Skill Nouns for Animals and Things</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Captions</p> <p>Focus Trait Ideas</p>

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
4	<p>Big Book Everybody Works Genre: Informational Text</p> <p>Read Aloud Book Pizza at Sally's Genre: Realistic Fiction</p> <p>Paired Selection "The Elves and the Shoemaker" "The Lion and the Mouse" Genre: for Elves Fairy Tale Genre: for Lion Fable</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Genre</p>	<p>Phonological Awareness Beginning Sounds Words in Oral Sentences</p> <p>Phonics Letter Mm *</p> <p>Decodable Readers Mm I Like Mm</p>	<p>Concepts of Print Spaces Between Words Environmental Print</p> <p>Words to Know (HFW) and</p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Talk About Jobs</p>	<p>Selection Vocabulary <i>creating (v), delivering (v), hobby (n), protecting (v)</i></p> <p>Oral Vocabulary <i>customers, dough, famous, perfect, sprinkled, stretchy</i></p> <p>Domain-Specific Vocabulary <i>volunteer, worker, job, goods, services</i></p> <p>Vocabulary Strategy Classify and Categorize Words for Jobs</p> <p>Enrich Vocabulary Words with Endings -ed, -ing</p>	<p>Grammar Skill Action Verbs in Present Tense</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Sentences (Adding Details)</p> <p>Focus Trait Ideas</p>	
5	<p>Big Book The Handiest Things in the World Genre: Informational Text</p> <p>Read Aloud Book The Little Red Hen Genre: Folk Tale and Fable (Traditional Tale)</p> <p>Paired Selection Stone Soup Genre: Informational Text</p>	<p>Target Skill Details</p> <p>Target Strategy Question</p> <p>Supporting Skills Cause-and-Effect</p>	<p>Phonological Awareness Beginning Sounds Words in Oral Sentences</p> <p>Phonics Letter Ss * Review m, s</p> <p>Decodable Readers Ss I Like Ss</p>	<p>Concepts of Print Capitalization: First Word in a Sentence Punctuation: Period, Question Mark</p> <p>Words to Know (HFW) <i>Review: I, like, the, and</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Share Ideas</p>	<p>Selection Vocabulary <i>appears, future, handy, stray</i></p> <p>Oral Vocabulary <i>admired, delicious, delight, doubt, fable, sigh</i></p> <p>Domain-Specific Vocabulary <i>invention, utensil, aid, purpose</i></p> <p>Vocabulary Strategy Synonyms</p> <p>Enrich Vocabulary Asking Questions</p>	<p>Grammar Skill Action Verbs in Present Tense</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Class Story (Telling Details)</p> <p>Focus Trait Ideas</p> <p>Research/Media Literacy Skills Research a Tool</p>	

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS			SPEAKING & LISTENING	LANGUAGE	WRITING	
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing
6	<p>Big Book My Five Senses Genre: Informational Text</p> <p>Read Aloud Book Listen, Listen Genre: Concept Book</p> <p>Paired Selections "Poems About Senses" "Picnic Day" "Here Are My Eyes" "The Storm" "Five Wonderful Senses" Genre: Poetry</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Summarize</p>	<p>Phonological Awareness Blend Onset and Rime</p> <p>Phonics Letter Aa* (Short a)</p> <p>Decodable Readers Aa I See</p>	<p>Concepts of Print Book Parts Using a Chart</p> <p>Words to Know (HFW) see</p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Discuss Daily Activities</p>	<p>Selection Vocabulary <i>aware (adj.), senses (n), sight (n), touch (n)</i></p> <p>Oral Vocabulary <i>drift, ripen, scurry, sizzle, whisper, whistle</i></p> <p>Domain-Specific Vocabulary <i>vision, sound, flavor, texture, scent</i></p> <p>Vocabulary Strategy Context Clues</p> <p>Enrich Vocabulary Sentence Completion Activity (using opposites)</p>	<p>Grammar Skill Sensory Words</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Descriptive Sentences (Sensory Words)</p> <p>Focus Trait Word Choice</p>
7	<p>Big Book Mice Squeak, We Speak Genre: Realistic Fiction</p> <p>Read Aloud Book Amelia's Show-and-Tell Fiesta Genre: Realistic Fiction</p> <p>Paired Selection "The Fort Worth Zoo" Genre: Informational Text</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Author's Word Choice</p>	<p>Phonological Awareness Blend Onset and Rime Segment Onset and Rime</p> <p>Phonics Letter Tt *</p> <p>Decodable Readers Tt We Like Toys</p>	<p>Concepts of Print Punctuation: Period, Question Mark, Exclamation Point</p> <p>Words to Know (HFW) we</p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Have a Conversation</p>	<p>Selection Vocabulary <i>chatter (v), coo (v), snore (v), squawk (v)</i></p> <p>Oral Vocabulary <i>foolish, frowns, ruffled, special, treasures, tropical</i></p> <p>Domain-Specific Vocabulary <i>communicate, respond, language, conversation</i></p> <p>Vocabulary Strategy Classify and Categorize Sensory Words</p> <p>Enrich Vocabulary Words for Sounds</p>	<p>Grammar Skill Sensory Words</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Descriptive Sentences (Sensory Words)</p> <p>Focus Trait Word Choice</p>
8	<p>Big Book Move! Genre: Informational Text</p> <p>Read Aloud Book Jonathan and His Mommy Genre: Realistic Fiction</p> <p>Paired Selection "The Hare and the Tortoise" Genre: Folk Tale and Fable</p>	<p>Target Skill Details</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Compare and Contrast</p>	<p>Phonological Awareness Blend Onset and Rime Segment Onset and Rime</p> <p>Phonics Letter Cc * (/k/)</p> <p>Decodable Readers Cc I Can See</p>	<p>Concepts of Print Spaces Between Words Directionality</p> <p>Words to Know (HFW) a</p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Share Information and Ideas</p>	<p>Selection Vocabulary <i>colony (n), rustling (v), slithers (v), startled (v)</i></p> <p>Oral Vocabulary <i>backward, beat, leap, strange, wiggle, zigzag</i></p> <p>Domain-Specific Vocabulary <i>dive, swim, climb, fly</i></p> <p>Vocabulary Strategy Classify and Categorize Action Words</p> <p>Enrich Vocabulary Movement Words</p>	<p>Grammar Skill Adjectives for Colors</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Captions (Descriptive Sentences; Colors, Sensory Words)</p> <p>Focus Trait Word Choice</p> <p>Research/Media Literacy Research an Animal</p>

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
9	<p>Big Book What Do Wheels Do All Day? Genre: Informational Text</p> <p>Read Aloud Book Good Morning, Digger Genre: Realistic Fiction</p> <p>Paired Selection "Wheels Long Ago and Today" Genre: Informational Text</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Supporting Skills Conclusions</p>	<p>Phonological Awareness Blend Phonemes</p> <p>Phonics Letter Pp *</p> <p>Decodable Readers Pp I Like Animals</p>	<p>Concepts of Print Letters in Words</p> <p>Words to Know (HFW) to</p> <p>Fluency Reading Rate</p>	<p>Speaking and Listening Share Information and Ideas</p>	<p>Selection Vocabulary <i>sputter (v), travelers (n), swirl (v), patrol (v)</i></p> <p>Oral Vocabulary <i>early, weeds, community, cement, vacant, welding</i></p> <p>Domain-Specific Vocabulary <i>push, pull, roll, spin</i></p> <p>Vocabulary Strategy Synonyms</p> <p>Enrich Vocabulary Talk About Vehicles</p>	<p>Grammar Skill Adjectives for Numbers</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Description (Descriptive Words, Numbers)</p> <p>Focus Trait Word Choice</p> <p>Research/Media Literacy Skills Answer Questions About Vehicles</p>	
10	<p>Big Book Mouse Shapes Genre: Concept Book</p> <p>Read Aloud Book David's Drawings Genre: Realistic Fiction</p> <p>Paired Selection "Signs and Shapes" Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Characters</p>	<p>Phonological Awareness Blend Phonemes</p> <p>Phonics Review Letters Aa* (Short a), Tt*, Cc* (/k/), Pp*</p> <p>Decodable Readers Mmmm, Good! The Playground</p>	<p>Concepts of Print Capitalization: First Letter of a Sentence Space Between Words</p> <p>Words to Know (HFW) <i>Review: see, we, a, to</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Talk About Characters</p>	<p>Selection Vocabulary <i>hurry (v), pounced (v), sneaky (adj.), tricky (adj.)</i></p> <p>Oral Vocabulary <i>add, fluffy, fresh, grinned, moment, shyly</i></p> <p>Domain-Specific Vocabulary <i>rectangle, triangle, diamond, circle, oval, square</i></p> <p>Vocabulary Strategy Classify and Categorize Shape Words</p> <p>Enrich Vocabulary Words with Suffixes -ly, -ful</p>	<p>Grammar Skill Adjectives for Size and Shape</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Description (Descriptive Words, Size and Shape)</p> <p>Focus Trait Word Choice</p>	

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
11	<p>Big Book Jump into January Genre: Concept Book</p> <p>Read Aloud Book Every Season Genre: Informational Text</p> <p>Paired Selection "Holidays All Year Long" Genre: Informational Text</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Question</p> <p>Supporting Skills Text and Graphic Features</p>	<p>Phonological Awareness Blend Phonemes Final Sound</p> <p>Phonics Review Letter Aa* (Short a) Words with a (Short a) Blending Words</p> <p>Decodable Readers Come and See Me Pam and Me</p>	<p>Concepts of Print Letters in Words Spaces Between Words</p> <p>Words to Know (HFW) <i>come, me</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Share Information</p>	<p>Selection Vocabulary <i>glistens (v), jive (v), local (adj.), orchard (n)</i></p> <p>Oral Vocabulary <i>bloom, peck, scatter, speckled, store, tracks</i></p> <p>Domain-Specific Vocabulary <i>wind, weather, season, evaporate, air</i></p> <p>Vocabulary Strategy Figurative Language</p> <p>Enrich Vocabulary Multiple-Meaning Words</p>	<p>Grammar Skill Sentence Parts: Subject</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Sentences (Exact Nouns)</p> <p>Focus Trait Word Choice</p> <p>Research/Media Literacy Skills Chart the Weather</p>	
12	<p>Big Book Snow Genre: Fantasy</p> <p>Read Aloud Book Storm Is Coming! Genre: Fantasy</p> <p>Paired Selection "How Water Changes" Genre: Informational Text</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Understanding Characters</p>	<p>Phonological Awareness Blend Phonemes Final Sound</p> <p>Phonics Letter Nn * Words with n Blending Words</p> <p>Decodable Readers I Can Nap Tap with Me</p>	<p>Concepts of Print Letters and Words Spaces Between Words</p> <p>Words to Know (HFW) <i>with, my</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Compare Texts</p>	<p>Selection Vocabulary <i>drifted (v), gathering (v), swirled (v), wisely (adv.)</i></p> <p>Oral Vocabulary <i>guard, huddle, nodded, pasture, silent, stampede</i></p> <p>Domain-Specific Vocabulary <i>hibernate, adapt, temperature, melt</i></p> <p>Vocabulary Strategy Classify and Categorize Sensory Words</p> <p>Enrich Vocabulary Words with Endings -ed, -ing</p>	<p>Grammar Skill Sentence Parts: Verb</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Sentences (Exact Verbs)</p> <p>Focus Trait Word Choice</p>	
13	<p>Big Book What Do You Do With a Tail Like This? Genre: Informational Text</p> <p>Read Aloud Book A Zebra's World Genre: Informational Text</p> <p>Paired Selections Wings Dragonfly Tails On Our Way Genre: Poetry</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Text and Graphic Features</p>	<p>Phonological Awareness Blend Phonemes Final Sound</p> <p>Phonics Letter Ff * Words with f Blending Words</p> <p>Decodable Readers What Can You See? Fat Cat</p>	<p>Concepts of Print Directionality High-Frequency Word Hunt</p> <p>Words to Know (HFW) <i>you, what</i></p> <p>Fluency Reading Rate</p>	<p>Speaking and Listening Share Information and Ideas</p>	<p>Selection Vocabulary <i>belongs, capture, nasty, sensitive</i></p> <p>Oral Vocabulary <i>daily, herd, muscles, pattern, several, usually</i></p> <p>Domain-Specific Vocabulary <i>insect, mammal, fish, reptile, bird</i></p> <p>Vocabulary Strategy Context Clues</p> <p>Enrich Vocabulary Words with Prefixes un-, re-</p>	<p>Grammar Skill Complete Sentences: Capitalization and Punctuation</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Sentences (Details)</p> <p>Focus Trait Ideas</p> <p>Research/Media Literacy Skills Animal Fun Facts</p>	

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
14	<p>Big Book Turtle Splash! Genre: Concept Book</p> <p>Read Aloud Book Home for a Tiger, Home for a Bear Genre: Informational Text</p> <p>Paired Selection "Where Animals Live" Genre: Informational Text</p>	<p>Target Skill Cause-and-Effect</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Author's Purpose</p>	<p>Phonological Awareness Blend Phonemes Isolate Middle Sound</p> <p>Phonics Letter <i>Bb</i> * Words with <i>b</i> Blending Words</p> <p>Decodable Readers What Now? At Bat</p>	<p>Concepts of Print High-Frequency Word Hunt</p> <p>Words to Know (HFW) <i>are, now</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Share Ideas</p>	<p>Selection Vocabulary <i>idle (adj.), lounging (v), scampers (v), timid (adv.)</i></p> <p>Oral Vocabulary <i>burrow, desert, (beaver's) lodge, patient, shade, soaring</i></p> <p>Domain-Specific Vocabulary <i>habitat, environment, woodland, grassland, wetland</i></p> <p>Vocabulary Strategy Classify and Categorize Number Words</p> <p>Enrich Vocabulary Number Words and Ordinals</p>	<p>Grammar Skill Verbs in Past Tense</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story (Sequence: Beginning, Middle, Ending)</p> <p>Focus Trait Organization</p> <p>Research/Media Literacy Skills Use References Sources to Gather Information About a Particular Habitat</p>	
15	<p>Big Book What a Beautiful Sky! Genre: Informational Text</p> <p>Read Aloud Book How Many Stars in the Sky? Genre: Realistic Fiction</p> <p>Paired Selection "What Will the Weather Be Like?" Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Author's Word Choice</p>	<p>Phonological Awareness Blend Phonemes Isolate Middle Sound</p> <p>Phonics Review Letters <i>Aa*</i> (Short <i>a</i>), <i>Nn*</i>, <i>Ff*</i>, <i>Bb*</i> Words with <i>a</i> (Short <i>a</i>), <i>n</i>, <i>f</i>, <i>b</i> Blending Review</p> <p>Decodable Readers Pam Cat Come with Me</p>	<p>Concepts of Print Letters, Words, and Sentences</p> <p>Words to Know (HFW) Review: <i>come, me, with, my, you, what, are, now</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Talk About the Night Sky</p>	<p>Selection Vocabulary <i>fireball (n), thinner (adj.), beautiful (adj.), misty (adj.)</i></p> <p>Oral Vocabulary <i>dazzling, distance, gazing, leaned, planet, tunnel</i></p> <p>Domain-Specific Vocabulary <i>star, sun, moon, galaxy</i></p> <p>Vocabulary Strategy Figurative Language: Simile</p> <p>Enrich Vocabulary Words with Endings <i>-ed, -ing</i></p>	<p>Grammar Skill Statements (Capitalization and Punctuation)</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story (Sequence: Beginning, Middle, Ending)</p> <p>Focus Trait Organization</p>	

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
16	<p>Big Book What Is Science? Genre: Poetry</p> <p>Read Aloud Book Dear Mr. Blueberry Genre: Fantasy</p> <p>Paired Selection "Benjamin Franklin, Inventor" Genre: Biography</p>	<p>Target Skill Details</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Main Ideas</p>	<p>Phonological Awareness Blend Phonemes Isolate Middle Sound</p> <p>Phonics Letter <i>l</i> * Words with (Short <i>l</i>) Blending Words</p> <p>Decodable Readers What Is It? It Is My Cab</p>	<p>Concepts of Print High-Frequency Word Hunt</p> <p>Words to Know (HFW) <i>is, how, of, so many, where</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Share Ideas About Science</p>	<p>Selection Vocabulary <i>fossils (n), geodes (n), geysers (n), glaciers (n)</i></p> <p>Oral Vocabulary <i>information, perhaps, pleased, pond, spurt, travel</i></p> <p>Domain-Specific Vocabulary <i>experiment, life science, earth science, physical science</i></p> <p>Vocabulary Strategy Classify and Categorize Science Words</p> <p>Enrich Vocabulary Science and Scientists</p>	<p>Grammar Skill Proper Nouns for People and Pets</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Message (Different Parts)</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>	
17	<p>Big Book From Caterpillar to Butterfly Genre: Informational Text</p> <p>Read Aloud Book It Is the Wind Genre: Realistic Fiction</p> <p>Paired Selection "Anansi and Grasshopper" Genre: Folk Tale and Trickster Tale</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Author's Word Choice</p>	<p>Phonological Awareness Blend Phonemes Segment Phonemes</p> <p>Phonics Letter <i>Gg</i> * Words with <i>g</i> Blending Words</p> <p>Decodable Readers Can You Find It? Gig Pig</p>	<p>Concepts of Print Letters in Words Spaces Between Words</p> <p>Words to Know (HFW) <i>find, this, from, came, but, on</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Share Information and Ideas</p>	<p>Selection Vocabulary <i>ever, pumps (v), rush, tiny</i></p> <p>Oral Vocabulary <i>creaks, hare, hinge, howling (wind), path, sways</i></p> <p>Domain-Specific Vocabulary <i>metamorphosis, molt, chrysalis, larva</i></p> <p>Vocabulary Strategy Multiple-Meaning Words</p> <p>Enrich Vocabulary Words for Sounds</p>	<p>Grammar Skill Proper Nouns for People and Pets</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Thank-You Note</p> <p>Focus Trait Voice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Make a Poster</p>	
18	<p>Big Book Atlantic Genre: Informational Text</p> <p>Read Aloud Book One-Dog Canoe Genre: Fiction</p> <p>Paired Selections Poems About the Sea "If You Ever" "A Sailor Went to Sea, Sea, Sea" "Ten Little Fishes" "Undersea" Genre: Poetry</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Figurative Language</p>	<p>Phonological Awareness Blend Phonemes Segment Phonemes</p> <p>Phonics Letter <i>Rr</i> * Words with <i>r</i> Blending Words</p> <p>Decodable Readers What Will It Be? Rac Is It</p>	<p>Concepts of Print Directionality: Follow Words Left to Right, Top to Bottom, Page by Page</p> <p>Words to Know (HFW) <i>will, be, into, that, your, who</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Share Information</p>	<p>Selection Vocabulary <i>conquered, lapping, relatives, scraping</i></p> <p>Oral Vocabulary <i>canoe, dew, glided, paddle, peered, crew</i></p> <p>Domain-Specific Vocabulary <i>inlet, iceberg, gulf, wave, tide</i></p> <p>Vocabulary Strategy Context Clues</p> <p>Enrich Vocabulary Ask Questions About Words</p>	<p>Grammar Skill Verbs in Future Tense</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Friendly Letter (Different Parts)</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Compare Bodies of Water</p>	

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS			SPEAKING & LISTENING	LANGUAGE	WRITING	
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing
19	<p>Big Book Sheep Take a Hike Genre: Fantasy</p> <p>Read Aloud Book Nicky and the Rainy Day Genre: Fantasy</p> <p>Paired Selections "The Three Billy Goats Gruff" "The Builder and the Oni" Genre: Fairy Tale</p>	<p>Target Skill Cause-and-Effect</p> <p>Target Strategy Question</p> <p>Supporting Skills Sequence of Events</p>	<p>Phonological Awareness Blend Phonemes Segment Phonemes</p> <p>Phonics Letter <i>Dd</i> * Words with <i>d</i> Blending Words</p> <p>Decodable Readers Go for It! D Is for Dad</p>	<p>Concepts of Print Punctuation: Period, Question Mark, Exclamation Point Directionality Top to Bottom, Left to Right</p> <p>Words to Know (HFW) <i>go, for, here, they, soon, up</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Tell a [Cumulative] Story</p>	<p>Selection Vocabulary <i>bicker (v), compass (n), hiking (adj.), tramp (v)</i></p> <p>Oral Vocabulary <i>blizzards, boring, cliffs, impossible, jungle, meadow</i></p> <p>Domain-Specific Vocabulary <i>trail, gear, supplies, pack</i></p> <p>Vocabulary Strategy Antonyms</p> <p>Enrich Vocabulary Words for Walking and Hiking</p>	<p>Grammar Skill Verbs in Past Tense</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Sentences</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p>
20	<p>Big Book Curious George's Dinosaur Discovery Genre: Fantasy</p> <p>Read Aloud Book Duck & Goose Genre: Fantasy</p> <p>Paired Selection "Exploring Land and Water" Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Conclusions</p>	<p>Phonological Awareness Blend Phonemes Segment Phonemes</p> <p>Phonics Review Letters <i>ll*</i> (Short <i>i</i>), <i>Gg*</i>, <i>Dd*</i>, <i>Rr*</i> Review words with <i>i</i> (Short <i>i</i>), <i>g, d, r</i> Blending Review</p> <p>Decodable Readers The Big Dig We Fit</p>	<p>Concepts of Print High-Frequency Word Hunt</p> <p>Words to Know (HFW) Review: <i>is, how, of, so, many, where, this, find, from, came, but, on, will, be, into, that, your, who, go, for, here, they, soon, up</i></p> <p>Fluency Reading Rate</p>	<p>Speaking and Listening Discuss Curiosity</p>	<p>Selection Vocabulary <i>expected (v), display (n), museum (n), quarry (n)</i></p> <p>Oral Vocabulary <i>apologized, attention, confusion, notice, snooze, webbed</i></p> <p>Domain-Specific Vocabulary <i>discover, examine, experiment, verify</i></p> <p>Vocabulary Strategy Synonyms</p> <p>Enrich Vocabulary Multiple-Meaning Words</p>	<p>Grammar Skill Verbs Past, Present, Future</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Sentences</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p>

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
21	<p>Big Book Zin! Zin! Zin! a Violin Genre: Poetry</p> <p>Read Aloud Book Simon and Molly plus Hester Genre: Realistic Fiction</p> <p>Paired Selections Celebration The Lobsters and the Fiddler Crab "The More We Get Together" "Make New Friends" Genre: Poetry/Song</p>	<p>Target Skill Details</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Author's Word Choice</p>	<p>Phonological Awareness Blend Phonemes Segment Phonemes</p> <p>Phonics Letter Oo* (Short o) Words with o (Short o) Adding -s (/s/, /z/) (no formal lesson) Blending Words</p> <p>Decodable Readers Make It Pop! My Dog Tom</p>	<p>Concepts of Print Directionality: Top to Bottom, Left to Right, Page by Page</p> <p>Words to Know (HFW) <i>make, play, them, give, say, new</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Share Ideas</p>	<p>Selection Vocabulary <i>especially (adv.), market (n), messy (adj.), sometimes (adv.)</i></p> <p>Oral Vocabulary <i>idea, just, plain, teach, together, until</i></p> <p>Domain-Specific Vocabulary <i>practice, rehearsal, perform, applause</i></p> <p>Vocabulary Strategy Multiple-Meaning Words</p> <p>Enrich Vocabulary Words with Suffixes <i>-ful, -ly</i></p>	<p>Grammar Skill Pronouns <i>he, she, we</i></p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Lists (Structure of Numbered Lists)</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Research Musical Instruments</p>	
22	<p>Big Book Leo the Late Bloomer Genre: Fantasy</p> <p>Read Aloud Book A Tiger Grows Up Genre: Informational Text</p> <p>Paired Selection "What Can a Baby Animal Do?" Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Sequence of Events</p>	<p>Phonological Awareness Blend and Segment Phonemes Substitute Phonemes</p> <p>Phonics Letters Xx *, Jj * Words with x, j Blending Words</p> <p>Decodable Readers A Good Job Fix It!</p>	<p>Concepts of Print Punctuation: Quotation Marks</p> <p>Words to Know(HFW) <i>said, good, was, then, ate, could</i></p> <p>Fluency Reading Rate</p>	<p>Speaking and Listening Talk About Fiction and Informational Text</p>	<p>Selection Vocabulary <i>bloomer (n), patience (n), signs (n), sloppy (adj.)</i></p> <p>Oral Vocabulary <i>blend, (tiger) cub, den, pounces, prey, scraps</i></p> <p>Domain-Specific Vocabulary <i>mature, develop, height, ability</i></p> <p>Vocabulary Strategy Antonyms</p> <p>Enrich Vocabulary Words with Suffix <i>-less</i></p>	<p>Grammar Skill Pronouns <i>they, it, I</i></p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Lists (Structure of Numbered Lists)</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>	
23	<p>Big Book Zinnia's Flower Garden Genre: Informational Text</p> <p>Read Aloud Book Oscar and the Frog Genre: Informational Text</p> <p>Paired Selection "Growing Sunflowers" Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Text and Graphic Features</p>	<p>Phonological Awareness Blend and Segment Phonemes Substitute Phonemes</p> <p>Phonics Letter Ee * (Short e) Words with e (Short e) Blending Words</p> <p>Decodable Readers My Pet Dog Ben and Jen</p>	<p>Concepts of Print Using Graphics</p> <p>Words to Know (HFW) <i>she, all, over, her, when, some</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Share Information and Ideas</p>	<p>Selection Vocabulary <i>fragrant (adj.), inspects (v), pesky (adj.), sprinkles (v)</i></p> <p>Oral Vocabulary <i>tadpole, stared, gills, hatch, shrink, (river) bank</i></p> <p>Domain-Specific Vocabulary <i>nutrients, sprout, sunlight, soil, water</i></p> <p>Vocabulary Strategy Context Clues</p> <p>Enrich Vocabulary Words for Growing</p>	<p>Grammar Skill Proper Nouns for Days and Months</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Invitations (Lists, Sentence Fluency)</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills How Living Things Grow</p>	

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS			SPEAKING & LISTENING	LANGUAGE	WRITING	
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing
24	<p>Big Book Chameleon, Chameleon Genre: Informational Text</p> <p>Read Aloud Book Red Eyes or Blue Feathers Genre: Informational Text</p> <p>Paired Selection "Amazing Animal Bodies" Genre: Informational Text</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Author's Purpose</p>	<p>Phonological Awareness Blend and Segment Phonemes Substitute Phonemes</p> <p>Phonics Letters <i>Hh*</i>, <i>Kk*</i> Words with <i>h</i>, <i>k</i> Blending Words</p> <p>Decodable Readers Hog in a Hat Kid Hid</p>	<p>Concepts of Print Parts of a Book: Front and Back Covers, Title Page, Dedication Page</p> <p>Words to Know (HFW) <i>he, no, away, must, by, there</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Play a Guessing Game</p>	<p>Selection Vocabulary <i>danger (n), juicy (adj.), peaceful (adj.), poisonous (adj.)</i></p> <p>Oral Vocabulary <i>communicate, mood, scent, sly, survive, temperature</i></p> <p>Domain-Specific Vocabulary <i>adapt, disguise, predator, prey, blend</i></p> <p>Vocabulary Strategy Classify and Categorize Describing Words</p> <p>Enrich Vocabulary Words with Suffixes <i>-ful, -ly</i></p>	<p>Grammar Skill Questions (Capitalization and Punctuation)</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Report (Dictate Facts)</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p>
25	<p>Big Book Pie in the Sky Genre: Realistic Fiction</p> <p>Read Aloud Book Bread Comes to Life Genre: Informational Text</p> <p>Paired Selection "From Apple Tree to Store" Genre: Informational Text</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Sequence of Events</p>	<p>Phonological Awareness Blend and Segment Phonemes Substitute Phonemes</p> <p>Phonics Review Letters <i>Oo*</i> (Short <i>o</i>), <i>Xx*</i>, <i>Jj*</i>, <i>Ee*</i> (short <i>e</i>), <i>Hh*</i>, <i>Kk*</i> Words with <i>o</i> (Short <i>o</i>), <i>x</i>, <i>j</i>, <i>e</i> (Short <i>e</i>), <i>h</i>, <i>k</i> Blending Review</p> <p>Decodable Readers Six Pigs Hop Play Kid, Play</p>	<p>Concepts of Print Types, Functions of Print Materials</p> <p>Words to Know (HFW) Review: <i>make, play, them, give, say, new, said, good, was, then, ate, could, she, all, over, her, when, some, no, he, away, must, by, there</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Share Ideas</p>	<p>Selection Vocabulary <i>buds (n), damp (adj.), feast (n), finally (adv.)</i></p> <p>Oral Vocabulary <i>crop, golden, patch, sprout, sturdy, grind</i></p> <p>Domain-Specific Vocabulary <i>crop, harvest, fruit, grains, vegetables</i></p> <p>Vocabulary Strategy Classify and Categorize Seasons</p> <p>Enrich Vocabulary Words for Eating and Foods</p>	<p>Grammar Skill Exclamations (Capitalization and Punctuation)</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Report (Dictate Facts)</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Favorite Recipes</p>

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
26	<p>Big Book Kitten's First Full Moon Genre: Fiction</p> <p>Read Aloud Book Curious George Makes Pancakes Genre: Fantasy</p> <p>Paired Selection Drinking Fountain The Puppy Chased the Sunbeam Silvery Moon Boat Genre: Poetry</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Genre: (Fantasy vs. Realistic Text)</p>	<p>Phonological Awareness Substitute Phonemes</p> <p>Phonics Letter <i>Uu*</i> (Short <i>u</i>) Words with <i>u</i> (Short <i>u</i>) Blending Words</p> <p>Decodable Readers All In Bug and Cat</p>	<p>Concepts of Print High-Frequency Word Hunt</p> <p>Words to Know (HFW) <i>do, down, went, only, little, just</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Talk About Trying Your Best</p>	<p>Selection Vocabulary <i>seemed, sprang, stretched, tumbled</i></p> <p>Oral Vocabulary <i>assistant, enormous, generous, mayor, shocked, volunteers</i></p> <p>Domain-Specific Vocabulary <i>persistence, effort, attempt, accomplishment</i></p> <p>Vocabulary Strategy Antonyms</p> <p>Enrich Vocabulary Words with Prefix <i>re-</i></p>	<p>Grammar Skill Nouns Singular and Plural</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response to Literature (Sentence Frames, Expressing an Opinion)</p> <p>Focus Trait Voice</p> <p>Write About Reading Performance Task</p>	
27	<p>Big Book One of Three Genre: Realistic Fiction</p> <p>Read Aloud Book Someone Bigger Genre: Humorous Fiction</p> <p>Paired Selection "Cross-Country Trip" Genre: Informational Text</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Understanding Characters</p>	<p>Phonological Awareness Substitute Phonemes</p> <p>Phonics Letters <i>Ll*</i>, <i>Ww*</i> Words with <i>l, w</i> Blending Words</p> <p>Decodable Readers Win a Cup! Wes Can Help</p>	<p>Concepts of Print Directionality</p> <p>Words to Know (HFW) <i>have, help, one, every, ask, walk</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Talk About a Trip</p>	<p>Selection Vocabulary <i>since (adv.), invited (v), remember (v), triplets (n)</i></p> <p>Oral Vocabulary <i>creatures, firmly, kite, launched (a kite), light, replied</i></p> <p>Domain-Specific Vocabulary <i>luggage, tourist, journey, landmark</i></p> <p>Vocabulary Strategy Classify and Categorize Places</p> <p>Enrich Vocabulary Words with Prefix <i>un-</i></p>	<p>Grammar Skill Subject-Verb Agreement (Past, Present, Future)</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response to Literature (Sentence Frames, Giving Reasons)</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p>	
28	<p>Big Book You Can Do It, Curious George! Genre: Fantasy</p> <p>Read Aloud Book The Little Engine That Could Genre: Fantasy</p> <p>Paired Selections Poems About Things You Can Do "Whistling" "Time to Play" "By Myself" Genre: Poetry</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Genre: Fantasy</p>	<p>Phonological Awareness Substitute Phonemes</p> <p>Phonics Letters <i>Vv*</i>, <i>Zz*</i> Words with <i>v, z</i> Blending Words</p> <p>Decodable Readers Vet on a Job! Roz the Vet</p>	<p>Concepts of Print Environmental Print</p> <p>Words to Know (HFW) <i>look, out, very, their, saw, put</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Share Ideas</p>	<p>Selection Vocabulary <i>prize (n), different (adj.), chef (n), slope (n)</i></p> <p>Oral Vocabulary <i>bellowed, dingy, rumbled, valley, waiters, weary</i></p> <p>Domain-Specific Vocabulary <i>considerate, kind, loyal, thoughtful</i></p> <p>Vocabulary Strategy Context Clues</p> <p>Enrich Vocabulary Multiple-Meaning Words</p>	<p>Grammar Skill Subject-Verb Agreement (Past, Present, Future)</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response to Literature (Sentence Frames, Giving Reasons)</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Write About Curious George</p>	

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
29	<p>Big Book Look at Us Genre: Informational Text</p> <p>Read Aloud Book Baby Brains Genre: Fiction</p> <p>Paired Selection "The Three Little Pigs" Genre: Fairy Tale</p>	<p>Target Skill Main Idea and Details</p> <p>Target Strategy Question</p> <p>Supporting Skills Author's Purpose</p>	<p>Phonological Awareness Track Syllables</p> <p>Phonics Letters Yy*, Qq* (qu) Words with y, q (qu) Blending Words</p> <p>Decodable Readers Not Yet Can Not Quit Yet</p>	<p>Concepts of Print Types, Functions of Print Materials</p> <p>Words to Know (HFW) <i>off, take, our, day, too, show</i></p> <p>Fluency Reading Rate</p>	<p>Speaking and Listening Share Information and Ideas</p>	<p>Selection Vocabulary <i>projects (n), visitors (n), scared (adj), proud (n)</i></p> <p>Oral Vocabulary <i>certainly, embarrassed, languages, mumbled, popular, study</i></p> <p>Domain-Specific Vocabulary <i>develop, accomplish, knowledge</i></p> <p>Vocabulary Strategy Figurative Language</p> <p>Enrich Vocabulary Words for Feelings</p>	<p>Grammar Skill Prepositions <i>for, to, with</i></p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Journal</p> <p>Focus Trait Voice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Simon James Books</p>	
30	<p>Big Book Miss Bindergarten Celebrates the Last Day of Kindergarten Genre: Fantasy</p> <p>Read Aloud Book Pet Show! Genre: Realistic Fiction</p> <p>Paired Selection "Schools Then and Now" Genre: Informational Text</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Genre: (Fantasy vs. Realistic Text)</p>	<p>Phonological Awareness Track Syllables</p> <p>Phonics Review Letters Aa* (short a), Ee* (Short e), Ii* (Short i), Oo* (Short o), Uu* (Short u) Blending Review Words with -s, -ing</p> <p>Decodable Readers Max Is Down A Fun Job</p>	<p>Concepts of Print Environmental Print</p> <p>Words to Know (HFW) <i>Review: down, do, went, only, little, just, have, help, one, every, ask, walk, look, out, very, their, saw, put, off, take, our, day, too, show</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Good Neighbors and Good Friends</p>	<p>Selection Vocabulary <i>attendance (n), balance (v), perfume (n), success (n)</i></p> <p>Oral Vocabulary <i>announced, entrance, expect, favorite, independent, judge</i></p> <p>Domain-Specific Vocabulary <i>concern, kindness, neighborly, generous</i></p> <p>Vocabulary Strategy Synonyms</p> <p>Enrich Vocabulary Prepositions in Sentences</p>	<p>Grammar Skill Prepositions <i>in, on, out, off, by</i></p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Journal</p> <p>Focus Trait Voice</p> <p>Write About Reading Performance Task</p>	

Grade K: Fast Track

Week	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Writing
1	<p>Phonological Awareness Medial Sounds Long and Short Vowel Sounds</p> <p>Phonics Long e CV Words Long i CV Words Long o CV Words</p> <p>Decodable Readers How Can We Go? Can I Play?</p>	<p>Words to Know (HFW) <i>Review: them, many, new, when, soon, then, give, say, where, how</i></p> <p>Fluency Rate</p>	<p>Writing Opinion Writing</p> <p>Writing Form Respond to a Story</p>

Week	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Writing
2	<p>Phonological Awareness Medial Sounds Long and Short Vowels Sounds</p> <p>Phonics Long a CVCe Words Long i CVCe Words Long o CVCe Words Long u CVCe Words</p> <p>Decodable Readers Get Set! Dive Luke, June and Rose</p>	<p>Words To Know (HFW) <i>Review: her, little, for, put, said, away, find, one, come, came</i></p> <p>Fluency Expression</p>	<p>Writing Opinion Writing</p> <p>Writing Form Respond to a Story</p>



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