

The background is a deep blue gradient with scattered white stars of varying sizes. Several large, faint, overlapping circles are visible, creating a sense of depth and movement. The text is centered and rendered in a clean, white, sans-serif font.

GRADE 2
Scope & Sequence

READING TEXTS

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
1	<p>Anchor Text Sami Goes to the Zoo Genre: Realistic Fiction</p> <p>Paired Selection All in the Family Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skill Author's Word Choice</p>	<p>Phonemic Awareness Identify Phonemes Syllables in Spoken Words</p> <p>Phonics Short Vowels <i>a, i</i> CVC Syllable Pattern</p>	<p>Fluency Accuracy: Word Recognition</p> <p>High-Frequency Words <i>around, be, five, help, next, or, pull, take, until, walked</i></p>	<p>Speaking and Listening Skill Hold a Conversation</p> <p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>
2	<p>Anchor Text Dolphins Genre: Informational Text</p> <p>Paired Selection Poems about Dolphins Genre: Poetry</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Question</p> <p>Second Read Skill Informational Text</p>	<p>Phonemic Awareness Identify Phonemes Syllables in Spoken Words</p> <p>Phonics Short Vowels <i>o, u, e</i> CVC Syllable Pattern</p>	<p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>bring, children, comes, do, family, like, make, those, use, with</i></p>	<p>Speaking and Listening Skill Ask and Answer Questions</p> <p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>
3	<p>Anchor Text Working Animals Genre: Informational Text</p> <p>Paired Selection Helping Paws Genre: Informational Text</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Compare and Contrast</p>	<p>Phonemic Awareness Blend Phonemes Sort Phonemes</p> <p>Phonics Long Vowels <i>a, i</i> Sounds for <i>c</i></p>	<p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words <i>city, full, no, think, other, places, put, school, think, this</i></p>	<p>Speaking and Listening Skill Share an Experience</p> <p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>

LANGUAGE

WRITING

Target-Academic Vocabulary	Spelling	Language	Writing
<p>Target-Academic Vocabulary <i>curly, straight, floppy, drooled, weighed, stood, collars, row</i></p> <p>Domain-Specific Vocabulary <i>traits, offspring, inherit</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Alphabetical Order</p>	<p>Spelling Principle Short Vowels a, i</p> <p>Spelling Words Basic: <i>sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask</i> Review: <i>as, his</i> Challenge: <i>sandwich, picnic</i></p>	<p>Grammar Skill Subjects and Predicates</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences That Tell a True Story</p> <p>Focus Trait Ideas</p>
<p>Target-Academic Vocabulary <i>remembered, porch, crown, spend, stuck, visit, cousin, piano</i></p> <p>Domain-Specific Vocabulary <i>conflict, related, siblings, unity, interact</i></p> <p>Apply Vocabulary Knowledge Guide Words</p> <p>Vocabulary Strategies Using a Glossary</p>	<p>Spelling Principle Short Vowels o, u, e</p> <p>Spelling Words Basic: <i>wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot</i> Review: <i>get, not</i> Challenge: <i>lunch, spend</i></p>	<p>Grammar Skill Simple Sentences</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Friendly Letter</p> <p>Focus Trait Voice</p>
<p>Target-Academic Vocabulary <i>hairy, litter, canned, clipped, stayed, coat, chews, mammals</i></p> <p>Domain-Specific Vocabulary <i>reproduce, characteristic, canine, adapt</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Multiple-Meaning Words</p>	<p>Spelling Principle Long Vowels a, i</p> <p>Spelling Words Basic: <i>cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake</i> Review: <i>gave, bike</i> Challenge: <i>mistake, while</i></p>	<p>Grammar Skill Types of Sentences</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences That Describe</p> <p>Focus Trait Word Choice</p>

READING TEXTS

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
4	<p>Anchor Text The Play Date Genre: Realistic Fiction</p> <p>Paired Selection A Swallow and a Spider Genre: Fable</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Summarize</p> <p>Second Read Skill Figurative Language</p>	<p>Phonemic Awareness Segment, Substitute Phonemes Sort Phonemes</p> <p>Phonics Long Vowels o, u, e Sounds for g</p>	<p>Fluency Intonation</p> <p>High-Frequency Words <i>mind, could, today, play, cheer, hello, read, see, by, hundred</i></p>	<p>Talk It Over </p> <p>Look for this icon for speaking and listening practice throughout the program</p>
5	<p>Anchor Text Animals Building Homes Genre: Informational Text</p> <p>Paired Selection Whose Home Is This? Genre: Informational Text</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Second Read Skill Using Context</p>	<p>Phonemic Awareness Identify Phonemes</p> <p>Phonics Consonant Blends with r, l, s Common Final Blends nd, ng, nk, nt, ft, xt, mp</p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>bear, work, animals, know, most, myself, sleep, second, three, she</i></p>	<p>Talk It Over </p> <p>Look for this icon for speaking and listening practice throughout the program</p>
6	<p>Anchor Text Vegetable Soup Genre: Realistic Fiction</p> <p>Paired Selection They Really Are GIANT! Genre: Informational Text</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Story Structure</p>	<p>Phonemic Awareness Sort Phonemes Identify Medial Phonemes</p> <p>Phonics Double Consonants and ck Double Consonants (CVC)</p>	<p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>pictures, air, pretty, told, window, funny, try, he, cried, car</i></p>	<p>Speaking and Listening Skill Communication</p> <p>Talk It Over </p> <p>Look for this icon for speaking and listening practice throughout the program</p>

LANGUAGE

WRITING

Target-Academic Vocabulary	Spelling	Language	Writing
<p>Target-Academic Vocabulary <i>rotten, sticky, insects, scare, judge, screaming, dangerous, breeze</i></p> <p>Domain-Specific Vocabulary <i>appreciate, compliment, cooperate, peer</i></p> <p>Apply Vocabulary Knowledge Multiple Entries</p> <p>Vocabulary Strategies Context Clues</p>	<p>Spelling Principle Long Vowels o, u</p> <p>Spelling Words Basic: <i>doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune</i> Review: <i>home, joke</i> Challenge: <i>wrote, ice cube</i></p>	<p>Grammar Skill What Is a Noun?</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Personal Story</p> <p>Focus Trait Sentence Fluency</p>
<p>Target-Academic Vocabulary <i>beaks, break, deepest, hang, pond, shaped, winding, branches</i></p> <p>Domain-Specific Vocabulary <i>habitat, shelter, pasture</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Base Words and Prefixes <i>un-, re-</i></p>	<p>Spelling Principle Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i></p> <p>Spelling Words Basic: <i>next, end, camp, sank, drink, hunt, stand, long, stamp, pond, bring</i> Review: <i>jump, left</i> Challenge: <i>young, friend</i></p>	<p>Grammar Skill Singular and Plural Nouns</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Ideas</p>
<p>Target-Academic Vocabulary <i>blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled</i></p> <p>Domain-Specific Vocabulary <i>nutrients, seedling, solar energy</i></p> <p>Apply Vocabulary Knowledge Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences)</p> <p>Vocabulary Strategies Homophones</p>	<p>Spelling Principle Double Consonants and <i>ck</i></p> <p>Spelling Words Basic: <i>dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll</i> Review: <i>will, off</i> Challenge: <i>across, pocket</i></p>	<p>Grammar Skill Proper Nouns</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Summary Paragraph</p> <p>Focus Trait Organization</p>

READING TEXTS

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
7	<p>Anchor Text Super Storms Genre: Informational Text</p> <p>Paired Selection Weather Poems "Night Drumming for Rain" "Who Has Seen the Wind" "Weather" Genre: Poetry</p>	<p>Target Skill Main Ideas and Details</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Cause and Effect</p>	<p>Phonemic Awareness Substitute Phonemes Syllables in Spoken Words</p> <p>Phonics Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i> Base Words and Endings <i>-s, -ed, -ing</i></p>	<p>Fluency Rate</p> <p>High-Frequency Words <i>few, people, eye, high, my, open, yellow, happy, starts, before</i></p>	<p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>
8	<p>Anchor Text The Tortoise Genre: Folktales</p> <p>Paired Selection Why Rabbits Have Short Tails Genre: Traditional Tale</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Second Read Skill Author's Word Choice</p>	<p>Phonemic Awareness Add Phonemes Syllables in Spoken Words</p> <p>Phonics Base Words and Endings <i>-ed, -ing</i> CV Syllable Pattern</p>	<p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words <i>kept, would, afraid, own, show, might, why, many, for, dark</i></p>	<p>Speaking and Listening Skill Listen to Compare and Contrast</p> <p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>
9	<p>Anchor Text Jellies Genre: Informational Text</p> <p>Paired Selection Splash Photography Genre: Informational Text</p>	<p>Target Skill Fact and Opinion</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skill Author's Purpose</p>	<p>Phonemic Awareness Add and Delete Phonemes</p> <p>Phonics Contractions</p>	<p>Fluency Stress</p> <p>High-Frequency Words <i>really, you, because, right, go, they, was, me, old, better</i></p>	<p>Speaking and Listening Skill Have a Conversation</p> <p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>
10	<p>Anchor Text Boo, Hoo, Moo Genre: Humorous Fiction</p> <p>Paired Selection Talk About Smart Animals! Genre: Informational Text</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skill Author's Word Choice</p>	<p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Base Words and Endings <i>-s, -es</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>another, heard, some, kind, light, hard, more, grow, far, to</i></p>	<p>Speaking and Listening Skill Class Discussion</p> <p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>

LANGUAGE

WRITING

Target-Academic Vocabulary	Spelling	Language	Writing
<p>Target-Academic Vocabulary <i>flash, equal, damage, reach, pounding, prevent, beware, bend</i></p> <p>Domain-Specific Vocabulary <i>lightning, precipitation, water vapor</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Compound Words</p>	<p>Spelling Principle Consonant Digraphs <i>th, sh, wh, ch, tch</i></p> <p>Spelling Words Basic: <i>dish, than, chest, such, thin, push, shine, chase, white, while, these, flash</i> Review: <i>which, then</i> Challenge: <i>catch, thumb</i></p>	<p>Grammar Skill What Is a Verb?</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Voice</p>
<p>Target-Academic Vocabulary <i>curled, direction, healed, height, toward, tunnel, tease, brag</i></p> <p>Domain-Specific Vocabulary <i>tradition, culture, literature</i></p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Synonyms</p>	<p>Spelling Principle -ed and -ing endings</p> <p>Spelling Words Basic: <i>liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked</i> Review: <i>mixed, sleeping</i> Challenge: <i>teasing, knocking</i></p>	<p>Grammar Skill Verbs in the Present</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Instructions</p> <p>Focus Trait Ideas</p>
<p>Target/Academic Vocabulary <i>decide, disgusting, drift, millions, simple, wrapped, choices, weaker</i></p> <p>Domain-Specific Vocabulary oceanography, gulf, current</p> <p>Apply Vocabulary Knowledge Use a Thesaurus</p> <p>Vocabulary Strategies Base Words and Suffixes -er, -est</p>	<p>Spelling Principle Contractions</p> <p>Spelling Words Basic: <i>I'm, don't, isn't, can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've</i> Review: <i>us, them</i> Challenge: <i>they're, wouldn't</i></p>	<p>Grammar Skill Verbs in the Present, Past, and Future</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Instructions</p> <p>Focus Trait Word Choice</p>
<p>Target-Academic Vocabulary <i>problem, impossible, understand, impatient, furious, demand, gathered, believe</i></p> <p>Domain-Specific Vocabulary <i>notify, announce, companion</i></p> <p>Apply Vocabulary Knowledge Guide Words</p> <p>Vocabulary Strategies Prefixes <i>pre-</i> and <i>mis-</i></p>	<p>Spelling Principle Base Words with Endings -s, -es</p> <p>Spelling Words Basic: <i>hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes</i> Review: <i>jets, frogs</i> Challenge: <i>stitches, fences</i></p>	<p>Grammar Skill Compound Sentences</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Letter</p> <p>Focus Trait Ideas</p>

READING TEXTS

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
11	<p>Anchor Text Schools Around the World Genre: Informational Text</p> <p>Paired Selection An African School Genre: Informational Text</p>	<p>Target Skill Main Idea and Details</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Text and Graphic Features</p>	<p>Phonemic Awareness Match Phonemes</p> <p>Phonics Vowel Digraphs ee, ea Vowel Digraphs ai, ay</p>	<p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words <i>story, world, about, everything, first, store, her, two, slowly, of</i></p>	<p>Speaking and Listening Skill Summarizing</p> <p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>
12	<p>Anchor Text Louis Braille Genre: Biography</p> <p>Paired Selection Talking Tools Genre: Informational Text</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Summarize</p> <p>Second Read Skill Genre: Biography</p>	<p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Long o (o, oa, ow)</p>	<p>Fluency Natural Pauses</p> <p>High-Frequency Words <i>front, hair, warm, started, stories, never, all, food, sky, party</i></p>	<p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>
13	<p>Anchor Text Officer O'Brien to the Rescue Genre: Humorous Fiction</p> <p>Paired Selection Safety at Home Genre: Readers Theater</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skill Humor</p>	<p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Compound Words Schwa Vowel Sound</p>	<p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>ever, care, thought, over, off, small, new, book, live, after</i></p>	<p>Speaking and Listening Skill Retell or Summarize</p> <p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>

LANGUAGE

WRITING

Target-Academic Vocabulary	Spelling	Language	Writing
<p>Target-Academic Vocabulary <i>culture, community, languages, transportation, subjects, lessons, special, wear</i></p> <p>Domain-Specific Vocabulary <i>education, public, schedule, tutor</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Using a Dictionary</p>	<p>Spelling Principle Words with ee, ea</p> <p>Spelling Words Basic: <i>free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning, weave</i> Review: <i>eat, read</i> Challenge: <i>between, reason</i></p>	<p>Grammar Skill Quotation Marks</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Paragraph</p> <p>Focus Trait Word Choice</p>
<p>Target-Academic Vocabulary <i>curious, imitated, knowledge, motion, silence, illness, darkness, behavior</i></p> <p>Domain-Specific Vocabulary <i>nonverbal, communicate, visual</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategy Suffix -ly</p>	<p>Spelling Principle Long o (o, oa, ow)</p> <p>Spelling Words Basic: <i>own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach</i> Review: <i>so, grow</i> Challenge: <i>swallow, ocean</i></p>	<p>Grammar Skill Using Proper Nouns</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Essay</p> <p>Focus Trait Ideas</p>
<p>Target-Academic Vocabulary <i>attention, buddy, obeys, speech, enormous, safety, shocked, station</i></p> <p>Domain-Specific Vocabulary <i>risk, protection, hazard, inform</i></p> <p>Apply Vocabulary Knowledge Determine Pronunciation</p> <p>Vocabulary Strategy Root Words</p>	<p>Spelling Principle Compound Words</p> <p>Spelling Words Basic: <i>cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing</i> Review: <i>into, inside</i> Challenge: <i>nobody, everywhere</i></p>	<p>Grammar Skill Abbreviations</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Essay</p> <p>Focus Trait Organization</p>

READING TEXTS

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
14	<p>Anchor Text Mrs. Malouf's Baklava Genre: Realistic Fiction</p> <p>Paired Selection The Jefferson Daily News Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skill Understanding Characters</p>	<p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Base Words and Endings -ed, -ing</p>	<p>Fluency Rate</p> <p>High-Frequency Words <i>gone, said, something, fly, also, saw, look, horse, river, have</i></p>	<p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>
15	<p>Anchor Text Adam in Goals Genre: Realistic Fiction</p> <p>Paired Selection Jackie Robinson Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Formal and Informal Language</p>	<p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Long <i>i</i> (<i>i, igh, ie, y</i>)</p>	<p>Fluency Stress</p> <p>High-Frequency Words <i>doing, sure, else, turned, blue, room, teacher, any, studied, carry</i></p>	<p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>
16	<p>Anchor Text Roald Dahl Genre: Biography</p> <p>Paired Selection Poems About Reading and Writing Genre: Poetry</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Author's Word Choice</p>	<p>Phonemic Awareness Blending Phonemes Identify Sound Placement</p> <p>Phonics Long <i>e</i> Sound for <i>y</i> Changing <i>y</i> to <i>i</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>words, mother, friends, under, draw, watch, always, soon, anything, been</i></p>	<p>Speaking and Listening Skill Share an Experience</p> <p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>

LANGUAGE

WRITING

Target-Academic Vocabulary	Spelling	Language	Writing
<p>Target-Academic Vocabulary <i>received, account, budget, disappointed, chuckled, staring, repeated, fund</i></p> <p>Domain-Specific Vocabulary <i>duties, citizen, responsibility</i></p> <p>Apply Vocabulary Knowledge <i>Use a Digital Dictionary</i></p> <p>Vocabulary Strategies Homographs</p>	<p>Spelling Principle Base Words with Endings <i>-ed, -ing</i></p> <p>Spelling Words Basic: <i>running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed</i> Review: <i>mixed, going</i> Challenge: <i>wrapped, swelling</i></p>	<p>Grammar Skill Pronouns</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Paragraph</p> <p>Focus Trait Ideas</p>
<p>Target-Academic Vocabulary <i>practice, hurried, position, roared, extra, curb, cheered, final</i></p> <p>Domain-Specific Vocabulary <i>determined, morals, respect</i></p> <p>Apply Vocabulary Knowledge <i>Multiple Entries</i></p> <p>Vocabulary Strategies Antonyms</p>	<p>Spelling Principle Long <i>i (i, igh, y)</i></p> <p>Spelling Words Basic: <i>night, kind, spy, child, light, find, right, high, wild, July, fry, sigh</i> Review: <i>by, why</i> Challenge: <i>behind, lightning</i></p>	<p>Grammar Skill Subject-Verb Agreement</p>	<p>Writing Mode Narrative Writing</p> <p>Writing form Story Paragraph</p> <p>Focus Trait Organization</p>
<p>Target-Academic Vocabulary <i>accepted, express, fluttering, grand, pretend, prize, wonder, taught</i></p> <p>Domain-Specific Vocabulary <i>print, journalist, exchange, publish</i></p> <p>Apply Vocabulary Knowledge <i>Use a Dictionary</i></p> <p>Vocabulary Strategies Suffixes <i>-y</i> and <i>-ful</i></p>	<p>Spelling Principle Long <i>e</i> Spelled <i>y</i></p> <p>Spelling Words Basic: <i>happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city</i> Review: <i>tiny, many</i> Challenge: <i>sorry, noisy</i></p>	<p>Grammar Skill The Verb <i>be</i></p>	<p>Writing Mode Narrative Writing</p> <p>Writing form Descriptive Paragraph</p> <p>Focus Trait Word Choice</p>

READING TEXTS

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
17	<p>Anchor Text Life is a Penguin Genre: Narrative Nonfiction</p> <p>Paired Selection Emperor Penguins Genre: Informational Text</p>	<p>Target Skill Main Ideas and Details</p> <p>Strategy Infer/Predict</p> <p>Second Read Skill Cause and Effect</p>	<p>Phonemic Awareness Substitute Phonemes</p> <p>Phonics Words with <i>r</i>-Controlled Vowels</p>	<p>Fluency Phrasing: Natural Pauses</p> <p>High-Frequency Words <i>nothing, move, across, took, house, voice, behind, one, how, out</i></p>	<p>Talk It Over </p> <p>Look for this icon for speaking and listening practice throughout the program</p>
18	<p>Anchor Text The Kite Flyers Genre: Realistic Fiction</p> <p>Paired Selection How to Make a Kite Genre: Informational Text</p>	<p>Target Skill Understanding Characters</p> <p>Strategy Question</p> <p>Second Read Skill Figurative Language</p>	<p>Phonemic Awareness Rhyme and Meaning Syllables in Spoken Words</p> <p>Phonics Homophones Base Words and Endings <i>-er, -est</i></p>	<p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words <i>floor, toward, what's, found, boy, everyone, field, does, their, into</i></p>	<p>Speaking and Listening Skill Explain a Procedure</p> <p>Talk It Over </p> <p>Look for this icon for speaking and listening practice throughout the program</p>
19	<p>Anchor Text Leila's Scarf Genre: Narrative Nonfiction</p> <p>Paired Selection Basket Weaving Genre: Informational Text</p>	<p>Target Skill Conclusions</p> <p>Strategy Summarize</p> <p>Second Read Skill Sequence of Events</p>	<p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Suffixes <i>-y, -ly, -ful</i> Final Stable Syllables <i>-tion</i></p>	<p>Fluency Rate: Adjust Rate to Purpose</p> <p>High-Frequency Words <i>knew, idea, though, down, four, give, great, large, write, coming</i></p>	<p>Talk It Over </p> <p>Look for this icon for speaking and listening practice throughout the program</p>

LANGUAGE

WRITING

Target-Academic Vocabulary

Spelling

Language

Writing

Target-Academic Vocabulary
finally, junior, otherwise, slippery, steer, waterproof, webbed, whistle

Domain-Specific Vocabulary
development, life cycle, shelter, climate

Apply Vocabulary Knowledge
Use a Thesaurus

Vocabulary Strategies
Dictionary Entry

Spelling Principle
Words with *er*

Spelling Words
Basic: *father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master*
Review: *fern, ever*
Challenge: *remember, feather*

Grammar Skill
What Is an Adjective?

Writing Mode
Informative Writing

Writing Form
Problem-Solution Paragraph

Focus Trait
Word Choice

Target-Academic Vocabulary
lonely, seriously, copy, heavily, planning, answered, guessed, knot

Domain-Specific Vocabulary
force, flight, pressure

Apply Vocabulary Knowledge
Use a Dictionary

Vocabulary Strategies
Figurative Language/Idioms

Spelling Principle
Homophones

Spelling Words
Basic: *meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two*
Review: *sea, see*
Challenge: *threw, through*

Grammar Skill
Using Adjectives

Writing Mode
Informative Writing

Writing Form
Compare and Contrast Paragraph

Focus Trait
Organization

Target-Academic Vocabulary
sharpening, spinning, strands, weave, yarn, dye, duplicated, delicious

Domain-Specific Vocabulary
craft, fiber, loom, textile

Apply Vocabulary Knowledge
Use a Glossary

Vocabulary Strategies
Compound Words

Spelling Principle
Suffixes *-ly, -ful*

Spelling Words
Basic: *helpful, sadly, hopeful, thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly*
Review: *jumped, saying*
Challenge: *quickly, wonderful*

Grammar Skill
Irregular Verbs

Writing Mode
Informative Writing

Writing Form
Informational Paragraph

Focus Trait
Word Choice

READING TEXTS

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
20	<p>Anchor Text Chicken Licken Genre: Folktale</p> <p>Paired Selection The Lion and the Mouse Genre: Traditional Tale</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Point of View</p>	<p>Phonemic Awareness Syllables in Spoken Words Segment Phonemes</p> <p>Phonics Prefixes <i>re-</i>, <i>un-</i>, <i>over-</i>, <i>pre-</i>, <i>mis-</i> Silent Consonants</p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>earth, away, brothers, brown, without, here, learning, began, surprised, there</i></p>	<p>Speaking and Listening Skill Compare and Contrast</p> <p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>
21	<p>Anchor Text Growing Beans Genre: Informational Text</p> <p>Paired Selection Super Soil Genre: Informational Text</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skill Cause and Effect</p>	<p>Phonemic Awareness Substitute Phonemes</p> <p>Phonics Words with <i>au, aw, al, o, a</i></p>	<p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words <i>through, young, leaves, ball, our, done, hear, learn, were, only</i></p>	<p>Speaking and Listening Skill Following Directions in a Procedure</p> <p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>
22	<p>Anchor Text I Am Nessie Genre: Fiction</p> <p>Paired Selection From Eggs to Frogs Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skill Conclusions</p>	<p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Words with <i>oo, ew, ue, ou</i></p>	<p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>every, ago, won't, now, follow, head, don't, goes, again, alone</i></p>	<p>Speaking and Listening Skill Cooperative Storytelling</p> <p>Talk It Over  Look for this icon for speaking and listening practice throughout the program</p>

LANGUAGE

WRITING

Target-Academic Vocabulary

Spelling

Language

Writing

Target-Academic Vocabulary
tumbling, flung, tangled, empty, peacefully, stream, blazed, swift

Domain-Specific Vocabulary
customs, classic, honor

Apply Vocabulary Knowledge
Determine Part of Speech

Vocabulary Strategies
Antonyms

Spelling Principle
Prefixes re-, un-

Spelling Words
Basic: *unhappy, retell, untangle, unkind, repaint, refill, unlike, remake, unpack, reread, unlock, replay*
Review: *read, happy*
Challenge: *rewrite, overheard*

Grammar Skill
Irregular Action Verbs

Writing Mode
Informative Writing

Writing Form
Research Report

Focus Trait
Ideas

Target-Academic Vocabulary
pod, soak, shoot, root, nutrition, tasty, soften, grain

Domain-Specific Vocabulary
process, bud, sprout

Apply Vocabulary Knowledge
Use a Digital Dictionary

Vocabulary Strategies
Using Context

Spelling Principle
Words with aw, al, o

Spelling Words
Basic: *tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log, small*
Review: *all, walk*
Challenge: *awful, wallpaper*

Grammar Skill
More Irregular Action Verbs

Writing Mode
Informative Writing

Writing Form
Research Report

Focus Trait
Voice

Target-Academic Vocabulary
confused, ordinary, control, sensible, suspiciously, training, cage, upset

Domain-Specific Vocabulary
larva, biology, organism

Apply Vocabulary Knowledge
Pronunciation

Vocabulary Strategies
Multiple-Meaning Words

Spelling Principle
Words with ew, oo, ou

Spelling Words
Basic: *root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew*
Review: *zoo, noon*
Challenge: *shampoo, balloon*

Grammar Skill
Contractions

Writing Mode
Opinion Writing

Writing Form
Response Poem

Focus Trait
Word Choice

READING TEXTS

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
23	<p>Anchor Text Roy Chapman Andrews Genre: Biography</p> <p>Paired Selection La Brea Tar Pits Genre: Informational Text</p>	<p>Target Skill Fact and Opinion</p> <p>Target Strategy Question</p> <p>Second Read Skill Author's Purpose</p>	<p>Phonemic Awareness Match Phonemes Add a Phoneme</p> <p>Phonics Words with oo (<i>book</i>) Vowel Diphthongs <i>ow, ou</i></p>	<p>Fluency Intonation</p> <p>High-Frequency Words <i>buy, father, called, town, even, maybe, where, water, outside, tomorrow</i></p>	<p>Talk It Over </p> <p>Look for this icon for speaking and listening practice throughout the program</p>
24	<p>Anchor Text Painting the Fence Genre: Folktale</p> <p>Paired Selection Stone Soup Genre: Traditional Tale</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Second Read Skill Point of View</p>	<p>Phonemic Awareness Syllables in Spoken Words Substitute Phonemes</p> <p>Phonics Reading Longer Words with Long Vowels <i>a</i> and <i>i</i> Vowel Diphthongs <i>oi, oy</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>once, woman, upon, eight, seven, near, wash, paper, who, your</i></p>	<p>Talk It Over </p> <p>Look for this icon for speaking and listening practice throughout the program</p>

LANGUAGE

WRITING

Target-Academic Vocabulary

Spelling

Language

Writing

Target-Academic Vocabulary
discovered, guard, remove, souvenirs, amazed, explained, exact, growled

Domain-Specific Vocabulary
impression, remains, organic, material

Apply Vocabulary Knowledge
Use a Dictionary

Vocabulary Strategies
Shades of Meaning

Spelling Principle
Words with oo (*book*)

Spelling Words
Basic: *took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook*
Review: *look, good*
Challenge: *crooked, bookcase*

Grammar Skill
What Is an Adverb?

Writing Mode
Opinion Writing

Writing Form
Opinion Paragraph

Focus Trait
Organization

Target-Academic Vocabulary
contained, grateful, startled, odd, search, leaned, tossed, village

Domain-Specific Vocabulary
tales, values, beliefs

Apply Vocabulary Knowledge
Use a Glossary

Vocabulary Strategies
Antonyms

Spelling Principle
Words with ai, ay, igh, -y

Spelling Words
Basic: *aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright*
Review: *tray, try*
Challenge: *contain, thigh*

Grammar Skill
Possessive Pronouns

Writing Mode
Opinion Writing

Writing Form
Response Essay

Focus Trait
Ideas

