Scope and Sequence

Grade 2
### Lesson Selections Text-Based

#### Grade 2: Unit 1

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**Text-Based**

- **Grade 2: Unit 1**

**Phonemic Awareness/Phonics**

- **Target Skill** Sequence of Events
- **Target Strategy** Infer/Predict
- **Supporting Skills** Author's Word Choice

**Fluency and High-Frequency Words**

- **Fluency** Accuracy: Word Recognition
- **High-Frequency Words** aimed, we, five, help, next, our, tall, took, until, worked

**Speaking and Listening**

- **Read Aloud** The Perfect Pet
- **Listening/Speaking: Recount** key details
- **Speaking and Listening Skill** Hold a Conversation

**Target/Academic Vocabulary**

- **Curly, straight, floppy, drooled, weighed, stood, collar, row**

**Spelling**

- **Short Vowels** a, i

**Grammar Skill**

- **Subjects and Predicates**

**Writing**

- **Narrative Writing**

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**Lesson Selections Text-Based**

- **Anchor Text** Henry and Mudge
- **Genre** Realistic Fiction

- **Paired Selection** All in the Family
- **Genre** Informational Text

- **Decodable Readers**
  - The Picnic Ants
  - We Camp

**Phonemic Awareness/Phonics**

- **Identify Phonemes: Syllables in Spoken Words**
- **Phonics** Short Vowels: a, i

**Fluency**

- **Accuracy: Connected Text**

**Speaking and Listening**

- **Read Aloud** More Than a Best Friend
- **Listening/Speaking: Ask Questions about what a speaker says to clarify comprehension**
- **Speaking and Listening Skill** Ask and Answer Questions

**Target/Academic Vocabulary**

- **Remembered, porch, crown, spend, stuck, visit, cousin, piano**

**Spelling**

- **Short Vowels** a, i

**Grammar Skill**

- **Simple Sentences**

---

**Lesson Selections Text-Based**

- **Anchor Text** My Family
- **Genre** Informational Text

- **Paired Selection** Everybody Says by Dorothy Aldis
  - “Abuelita’s Lap” by Pat Mora
  - “Grandpa’s Stories” by Langston Hughes
- **Genre** Poetry

- **Decodable Readers**
  - Bud, Bear, and Iris
  - The Funny Hat Contest

**Phonemic Awareness/Phonics**

- **Identify Phonemes: Syllables in Spoken Words**
- **Phonics** Short Vowels: a, i

**Fluency**

- **Accuracy: Connected Text**

**Speaking and Listening**

- **Read Aloud** Choosing a Pet
- **Listening/Speaking: Main Idea and Details, Supporting Details**
- **Speaking and Listening Skill** Share an Experience

**Target/Academic Vocabulary**

- **Hungry, slim, signal, slipped, stayed, coat, chase, mammals**

**Spelling**

- **Long Vowels** e, a

**Grammar Skill**

- **Types of Sentences**

---

**Lesson Selections Text-Based**

- **Anchor Text** Days
- **Genre** Informational Text

- **Paired Selection** Helping Paws
- **Genre** Informational Text

- **Decodable Readers**
  - Easy Read: Nice Can Race

**Phonemic Awareness/Phonics**

- **Identify Phonemes: Sort Phonemes**
- **Phonics** Long Vowels: ou, sounds for c

**Fluency**

- **Accuracy: Self-Correct**

**Speaking and Listening**

- **Read Aloud** Choosing a Pet
- **Listening/Speaking: Main Idea and Details, Supporting Details**
- **Speaking and Listening Skill** Share an Experience

**Target/Academic Vocabulary**

- **Reproduce, characteristic, canine, adapt**

**Spelling**

- **Basic**

**Grammar Skill**

- **Narrative Writing**

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**Lesson Selections Text-Based**

- **Anchor Text** City Ride
- **Genre** Informational

- **Paired Selection** Dogs
- **Genre** Informational

- **Decodable Readers**
  - The Funny Hat Contest

**Phonemic Awareness/Phonics**

- **Short Vowels** a, i

**Fluency**

- **Accuracy: Word Recognition**

**Speaking and Listening**

- **Read Aloud** The Perfect Pet
- **Listening/Speaking: Recount** key details
- **Speaking and Listening Skill** Hold a Conversation

**Target/Academic Vocabulary**

- **Curly, straight, floppy, drooled, weighed, stood, collar, row**

**Spelling**

- **Short Vowels** a, i

**Grammar Skill**

- **Subjects and Predicates**

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**Lesson Selections Text-Based**

- **Anchor Text** Mice Can Race
- **Genre** Informational

- **Paired Selection** Helping Paws
- **Genre** Informational

- **Decodable Readers**
  - The Picnic Ants
  - We Camp
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<td>Diary of a Spider</td>
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<td>A Bed of Roses</td>
<td>Cause and Effect</td>
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<td>Figurative Language</td>
<td>Long Vowels a, e, o, u</td>
<td>Speak: Listen: Recount key ideas from text read aloud</td>
<td>Long Vowels a, u</td>
<td>Fruits, sticky, inside, score, judge, screaming, dangerous, breeze</td>
<td>Approaches, competencies, cooperate, peer</td>
<td>Apply Vocabulary Knowledge</td>
<td>Multiple Entries</td>
<td>Vocabulary Strategies</td>
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<td>Teacher's Pets</td>
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<td>The Stop and Spend Sale</td>
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<td>Summarize</td>
<td>Author's Word Choice</td>
<td>Consonant Blends with r, l, s</td>
<td>Speak: Listen: Recount the beginning, middle, and end</td>
<td>Consonant Blends with r, l, s</td>
<td>Fruits, steps, grades, swim, place, last, test, skin, drag, glass, just, stage</td>
<td>Apply Vocabulary Knowledge</td>
<td>Like A Digital Dictionary</td>
<td>Vocabulary Strategies</td>
<td>Base Words and Endings -ed, -ing</td>
<td>Spelling Principle</td>
<td>Singular and Plural Nouns</td>
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### Grade 2: Unit 2

#### Lesson 6
- **Anchor Text:** Animals Building Homes  
  **Genre:** Informational Text  
- **Paired Selection:** Write Home to Fill  
  **Genre:** Informational Text  
- **Decodable Readers:** A Job for Bob Baby Animals

#### Lesson 7
- **Anchor Text:** This Ugly Vegetables  
  **Genre:** Realistic Fiction  
- **Paired Selection:** They Really Are GIANT!!  
  **Genre:** Informational Text  
- **Decodable Readers:** Jill and Mack Rabbit’s Muffins

#### Lesson 8
- **Anchor Text:** Super Storms  
  **Genre:** Informational Text  
- **Paired Selection:** Weather Poems “Night Drumming for Rain” “Who Has Seen the Wind” “Weather”  
  **Genre:** Poetry  
- **Decodable Readers:** Splash Splash Whales Difting Up, Up, Up

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### Reading and Informational Text

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<td>Animals Building Homes</td>
<td>Write Home to Fill</td>
<td>A Job for Bob Baby Animals</td>
<td>Base Words and Endings</td>
<td>Common Final Blends nd, ng, nk, nt, fl, fr, mp</td>
<td>Common Final Blends nd, ng, nk, nt, fl, fr, mp</td>
<td>Common Final Blends nd, ng, nk, nt, fl, fr, mp</td>
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<td>Informative Writing</td>
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<td>This Ugly Vegetables</td>
<td>They Really Are GIANT!!</td>
<td>Jill and Mack Rabbit’s Muffins</td>
<td>Syllables in Spoken Words</td>
<td>Double Consonants and ck</td>
<td>Double Consonants and ck</td>
<td>Double Consonants and ck</td>
<td>Informative Writing</td>
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<td>Super Storms</td>
<td>Weather Poems “Night Drumming for Rain” “Who Has Seen the Wind” “Weather”</td>
<td>Splash Splash Whales Difting Up, Up, Up</td>
<td>Identify Phonemes</td>
<td>Identity Phonemes</td>
<td>Identity Phonemes</td>
<td>Identity Phonemes</td>
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<td>10</td>
<td>Anchor Text: <em>Jellies</em>&lt;br&gt;Genre: Informational Text&lt;br&gt;Paired Selection: <em>Splash Photography</em>&lt;br&gt;Genre: Informational Text&lt;br&gt;Decodable Readers: <em>Let’s Have Fun&lt;br&gt;I’m Going to Win!</em></td>
<td>Target Skill: Fact and Opinion&lt;br&gt;Target Strategy: Montage/Clarify&lt;br&gt;Supporting Skills: Author’s Purpose</td>
<td>Phonemic Awareness: Add and Delete Phonemes&lt;br&gt;Phonics: Contractions</td>
<td>Fluency: Stress&lt;br&gt;High-Frequency Words&lt;br&gt;really, you, because, right, go, they, was, me, old, better</td>
<td><em>Read Aloud: Sharks on the Run!</em>&lt;br&gt;Speaking/Listening: Ask for clarification; Ask and answer questions</td>
<td>Target/Academic Vocabulary: decide, disgusting, shifting, millions, simple, wrapped, choices, weaker&lt;br&gt;Domain-Specific Vocabulary: oceanography, gulf, current</td>
<td><em>Spelling Principle: Contractions</em>&lt;br&gt;Spelling Words: <em>Basic: me, don’t, isn’t, can’t, we’ll, it’s, rie, didn’t, you’re, that’s, wasn’t, you’ve&lt;br&gt;Review: ed, -ing</em>&lt;br&gt;Vocabulary Strategies: Base Words and Suffixes&lt;br&gt;-er, -est</td>
<td><em>Grammar Skill: Verbs in the Present, Past, and Future</em>&lt;br&gt;Writing Mode: Informative Writing&lt;br&gt;Writing Form: Instructions&lt;br&gt;Focus Trait: Word Choice&lt;br&gt;Write About Reading: Performance Task</td>
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<td>Lesson</td>
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<td>Click, Clack, Moo: Cows That Type</td>
<td>Fiction</td>
<td>Talk About Smart Animals</td>
<td>Jess Makes Gifts Cooking with Mom Fox</td>
<td>Conclusions</td>
<td>Syllables in Spoken Words</td>
<td>High-Frequency Words</td>
<td>Don't Play Cards with a Dog in the Room!</td>
<td>Problem, impossible, understand, impatient, furious, demand, gathered, believe</td>
<td>Base Words with Endings -s, -es</td>
<td>Words with ai, ay</td>
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<td>All About Animal Science</td>
<td>Informational Text</td>
<td>Reef Sees the Wide World</td>
<td>The Waiting Game</td>
<td>Adjust Rate to Purpose</td>
<td>Substitute Phonemes</td>
<td>High-Frequency Words</td>
<td>Music in the Snow</td>
<td>Alternating, concentrated, relieved, creative, performance, tone, expression, volume</td>
<td>Read Aloud</td>
<td>Words with or, or</td>
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<td>The Little House &amp; The Little Red Schoolhouse</td>
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<td>Schools Around the World</td>
<td>The Shell Sheep: Reef Sees the Wide World</td>
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<td>Sight, sound, about, everything, first, turn, at, do</td>
<td>High-Frequency Words</td>
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<td>Culture, community, languages, transportation, subjects, lessons, special wear</td>
<td>Read Aloud</td>
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<td>Helen Keller</td>
<td>Biography</td>
<td>Talking Tools</td>
<td>Informational Text</td>
<td>Bill E. Goat and Wise Crow Mud Bugs</td>
<td>Author's Purpose</td>
<td>Summarize</td>
<td>Genre: Biography</td>
<td>Phonemes Long o (o, oo, ow)</td>
<td>Fluency Natural Pauses: front, hair, warm, started, stairs, never, tell, food, icy, party</td>
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<td>Officer Buckle and Gloria</td>
<td>Humorous Fiction</td>
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<td>Readers Theater</td>
<td>What Does It Say? In the Grove</td>
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<td>Phonemes Schwae Vowel Sound</td>
<td>Fluency Accuracy Connected Text: High-Frequency Words sound, one, thought, ever, off, small, new, book, live, after</td>
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**Target/Academic Vocabulary**
- Helen Keller: curious, imitated, knowledge, motion, silence, illness, darkness, behavior
- Officer Buckle and Gloria: attention, buddy, obeys, speech, enormous, safety, shocked, station

**Spelling Principle**
- Long o (o, oo, ow)

**Spelling Words**
- Basic: own, most, soap, Root, craft, know, these, grow, flew, threw, coach

**Apply Vocabulary Knowledge**
- Use a Dictionary

**Vocabulary Strategy**
- Suffix -ly

**Spelling Words**
- Basic: own, most, soap, Root, craft, know, these, grow, flew, threw, coach

**Domain-Specific Vocabulary**
- nonverbal, communicate, visual

**Apply Vocabulary Knowledge**
- Distinguish Pronunciation

**Vocabulary Strategy**
- Root Words

**Grammar Skill**
- Using Proper Nouns

**Writing Mode**
- Opinion Writing

**Writing Form**
- Persuasive Essay

**Focus Trait**
- Idea

**Write About Reading**
- Performance Task

**Research/Read Literature Skills**
- Science Experiment
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<td>Target Skill</td>
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<td>18</td>
<td>Anchor Text</td>
<td>My Name Is Gabriela</td>
<td>Segment Phonemes</td>
<td>Target Skill</td>
<td>Inferring/Inference</td>
<td>Supporting Skills</td>
<td>Frontal and Final Language</td>
<td>Fluency</td>
<td>High-Frequency Words</td>
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<td>Paired Selection</td>
<td>Poems About Reading and Writing</td>
<td></td>
<td>Target Skill</td>
<td>Inferring/Inference</td>
<td>Supporting Skills</td>
<td>Author’s Word Choice</td>
<td>Fluency</td>
<td>High-Frequency Words</td>
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<tr>
<td></td>
<td>Genre: Poetry</td>
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<td>Decodable Readers</td>
<td>Sunny and the Penny Puppies</td>
<td></td>
<td>Target Skill</td>
<td>Inferring/Inference</td>
<td>Supporting Skills</td>
<td>Author’s Word Choice</td>
<td>Fluency</td>
<td>High-Frequency Words</td>
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</tbody>
</table>

**Target/Academic Vocabulary**

- Received, account, budget, disappointed, chorded, storing, repeated, fund
- Determine, account, budget, prepare, prepared, extra, curb, cheered, final
- Long /l i, aʊ, i, ɪ/
- Long /l i, aʊ, i, ɪ/ words, mother, friends, happy, pretty, baby, very, puppy, sunny, city, sunny, sunny
- Smith, express, standing, grand, pretend, play, window, taught
- Persons, journal, exchange, publish
- Use a Dictionary
- Suffixes: -y and -fy
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Anchor Text</th>
<th>Paired Selection</th>
<th>Decodable Readers</th>
<th>Target Skill</th>
<th>Target Strategy</th>
<th>Supporting Skills</th>
<th>Phonemic Awareness</th>
<th>Fluent Strategy</th>
<th>High-Frequency Words</th>
<th>Reading and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Spelling Principle</th>
<th>Grammar Skill</th>
<th>Writing Mode</th>
<th>Writing Form</th>
<th>Focus Trait</th>
<th>Write About Reading</th>
<th>Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>The Signmaker's Assistant</td>
<td>The Trouble with Signs</td>
<td>Darling Staring Going to the Farm</td>
<td>Phonemic Awareness</td>
<td>Substitute Phonemes</td>
<td>Words with or</td>
<td>Phonics</td>
<td>Fluency</td>
<td>Punctuation</td>
<td>Wild Friends, Wow</td>
<td>Passage: Ask questions to clarify comprehension</td>
<td>words with or</td>
<td></td>
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<tr>
<td>20</td>
<td>Dex: The Heart of a Hero</td>
<td>Heroes Then and Now</td>
<td>A Spicy Game My Story</td>
<td>Phonemic Awareness</td>
<td>Substitution Vowels or, are</td>
<td></td>
<td>Phonics</td>
<td>Fluency</td>
<td>Intonation</td>
<td>Being, ready, five, tall, stood, very, ground, laugh, begins, flower</td>
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<td></td>
<td>Where Do Polar Bears Live</td>
<td>Monitor/Clarify</td>
<td>Question</td>
<td>Monitor/Clarify</td>
<td>Question Analyze/Evaluate</td>
<td></td>
<td>Content Vocabulary Words</td>
<td>den, cub, Arctic, survive, tundra, lamming, seaweed, hern, extinct</td>
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**Domain-Specific Vocabulary**
- advertise
- announcement
- post
- beacon

**Vocabulary Strategies**
- Use a Glossary
- Speak About Vocabulary
- Pronunciation

**Spelling Words**
- didn't
- I'll
- please
- talk
- good
- is
- are
- baby
- too
- sound

**Grammar Skill**
- Commas in dates and places

**Writing Mode**
- Narrative Writing

**Writing Form**
- Fictional Story

**Focus Trait**
- Organization

**Write About Reading**
- Performance Task
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Anchor Text</th>
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<th>Paired Selection</th>
<th>Decodable Readers</th>
<th>Text-Based</th>
<th>Phonemic Awareness/Phonics</th>
<th>Fluency and High-Frequency Words</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Spelling Principle</th>
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<th>Writing Mode</th>
<th>Writing Form</th>
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<th>Write About Reading</th>
<th>Research/Media Literacy Skills</th>
<th>Language Writing</th>
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</thead>
<tbody>
<tr>
<td>21</td>
<td>The Goat in the Rug</td>
<td>Narrative</td>
<td>Emperor Penguins</td>
<td>Mustangs</td>
<td>Target Skill: Main Ideas and Details</td>
<td>Phonemic Awareness: Substitute Phonemes</td>
<td>Fluency: Phrasing, Natural Pauses</td>
<td>Read Aloud: From Duckling to Duck</td>
<td>Target/Academic Vocabulary: Finally, above, otherwise, slippery, steer, waterproof, web, whistle</td>
<td>Spelling Principle: Words with er</td>
<td>Grammar Skill: What is an Adjective?</td>
<td>Writing Mode: Informative Writing</td>
<td>Writing Form: Problem-Solution Paragraph</td>
<td>Focus Trait: Word Choice</td>
<td>Write About Reading: Performance Task</td>
<td>Research/Media Literacy Skills: Answer a Question</td>
<td></td>
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</tbody>
</table>
### Grade 2: Unit 5

<p>| Lesson | Anchor Text | Paired Selection | Decodable Readers | Target Skill | Target Strategy | Supporting Skills | Phonemic Awareness | Fluency and High-Frequency Words | Speaking and Listening | Target/Academic Vocabulary | Spelling Principle | Spelling Words | Grammar Skill | Writing Mode | Writing Form | Focus Trait | Write About Reading |
|--------|-------------|------------------|-------------------|--------------|----------------|------------------|--------------------|----------------------|------------------------|-----------------------------|-----------------|---------------|---------------|-------------|-------------|--------------|---------------|------------------|
| 24     | Half-Chicken | The Lion and the Mouse | The Unreal Party Knick and Knack | Cause and Effect | Visualize | Point of View | Syllables in Spoken Words | High-Frequency Words | Expression | Expressing: Answer questions to deepen understanding | Cause and Effect | Cause and Effect | prefixes re-, un- | Irregular Action Verbs | Informative Writing | Research Report | Ideas | Performance Task |
| 25     | From Seed To Plant | Super Soil | A Spring Walk The Softball Game | Cause and Effect | Monitors/Clarify | Cause and Effect | Substitute Phonemes | High-Frequency Words | Prosing/Punctuation | Following Directions in a Procedure | Cause and Effect | Cause and Effect | verbs pool, shoo, nose, water, taste | More Irregular Action Verbs | Informative Writing | Research Report | Ideas | Performance Task |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Anchor Text</th>
<th>Target Skill</th>
<th>Target Strategy</th>
<th>Supporting Skills</th>
<th>Fluency Awareness/Phonics</th>
<th>Fluency and High-Frequency Words</th>
<th>Target/Academic Vocabulary</th>
<th>Spelling Principle</th>
<th>Grammar Skill</th>
<th>Writing Mode</th>
<th>Reading/Lit &amp; Informational Text</th>
<th>Foundational Skills</th>
<th>Speaking &amp; Listening</th>
<th>Language</th>
<th>Writing</th>
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<tr>
<td>26</td>
<td>The Mysterious Tadpole</td>
<td>Story Structure</td>
<td>Infer/Predict</td>
<td>Segment Phonemes</td>
<td>Words with oo, ew, ou</td>
<td>Diego's Double Surprise</td>
<td>Confused, ordinary, control, sensible, suspiciously, training, cage, upset</td>
<td>Word On Word</td>
<td>Contractions</td>
<td>Opinion Writing</td>
<td>Reading/Lit &amp; Informational Text</td>
<td>Foundational Skills</td>
<td>Speaking &amp; Listening</td>
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<td>27</td>
<td>The Dog That Dug for Dinosaurs</td>
<td>Fact and Opinion</td>
<td>Target Strategy</td>
<td>Add a Phoneme</td>
<td>High-Frequency Words</td>
<td>Speaking/Listing: Ask and answer questions to clarify comprehension</td>
<td>Word On Word</td>
<td>Good</td>
<td>Possessive Nouns</td>
<td>Opinion Writing</td>
<td>Reading/Lit &amp; Informational Text</td>
<td>Foundational Skills</td>
<td>Speaking &amp; Listening</td>
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<td>Writing</td>
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<td>28</td>
<td>Yeh-Shen</td>
<td>Sequence of Events</td>
<td>Target Strategy</td>
<td>Blend Phonemes</td>
<td>High-Frequency Words</td>
<td>Cinderella Stories</td>
<td>Sounded, overjoyed, valuable, worn, concealed, gleaming, content, task</td>
<td>Word On Word</td>
<td>Possessive Nouns</td>
<td>Opinion Writing</td>
<td>Reading/Lit &amp; Informational Text</td>
<td>Foundational Skills</td>
<td>Speaking &amp; Listening</td>
<td>Language</td>
<td>Writing</td>
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<td>Lesson</td>
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<td>High-Frequency Words</td>
<td>Target/Academic Vocabulary</td>
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<td>Language</td>
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<td>29</td>
<td>Two of Everything</td>
<td>Folktale</td>
<td>Stone Soup</td>
<td>Traditional Tale</td>
<td>Not So Alike Corduroy and Will</td>
<td>Understanding Characters</td>
<td>Summarize</td>
<td>Point of View</td>
<td>Syllables in Spoken Words, Substitute Phonemes</td>
<td>Expression</td>
<td>High-Frequency Words: once, woman, upon, eight, sixteen, near, wash, paper, who, your</td>
<td>A Lesson in Happiness</td>
<td>Speaking &amp; Listening: Recount key details</td>
<td>Contained, grateful, startled, odd, search, learned, tossed, village</td>
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<td>30</td>
<td>Now &amp; Ben</td>
<td>Informational Text</td>
<td>A Model Citizen</td>
<td>Informational Text</td>
<td>A Picnic Problem Polly Poodle</td>
<td>Compare and Contrast</td>
<td>Visualize</td>
<td>Using Context</td>
<td>Phonemes in Spoken Words, Read Longer Words with Long Vowels o and e</td>
<td>Rate: Adjust Rate to Purpose</td>
<td>High-Frequency Words: almost, from, money, door, years, together, sometimes, pushed, remember, dear</td>
<td>Steve Jobs: Inventor</td>
<td>Speaking and Listening: Presentations</td>
<td>Accomplishments, inventions, meant, designed, achieve, composed, remarkable, amounts</td>
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<td>Exploring Space Travel</td>
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<td>Question</td>
<td>Monitor/Clarify</td>
<td>Analyze/Evaluate</td>
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<td>Content Vocabulary Words: control panel, rockets, launch, takeoff, landing, speed, friction, gear, inner, layer, outer, fire-resistant, extravehicular, pouches, emergencies, prepare, explorers, scientists, experiments</td>
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**Spelling & Phonics**
- **Domain-Specific Vocabulary**
  - Basic: am, an, an, any, at, are, be, by, do, does, in, is, it, no, not, of, on, or, that, the, to, too, was, we, with
  - Challenge: what, where, when, which, why, how, who, whose, which
- **Target/Academic Vocabulary**
  - contained, grateful, startled, odd, search, learned, 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: am, an, an, any, at, are, be, by, do, does, in, is, it, no, not, of, on, or, that, the, to, too, was, we, with
  - Challenge: what, where, when, which, why, how, who, whose, which
- **Spelling Words**
  - Basic: am, an, an, any, at, are, be, by, do, does, in, is, it, no, not, of, on, or, that, the, to, too, was, we, with
  - Challenge: what, where, when, which, why, how, who, whose, which
- **Grammar Skill**
  - Choose Between Adjectives and Adverbs
- **Writing Mode**
  - Opinion Writing
- **Writing Form**
  - Response Essay
- **Focus Trait**
  - Word Choice
- **Write About Reading**
  - Performance Task

**Spelling & Fluency**
- **High-Frequency Words**
  - once, woman, upon, eight, sixteen, near, wash, paper, who, your