

Month/Marking Period	Story/Lesson	Comprehension Strategies	Sight Words	Vocabulary	Fluency Practice	Word Work	Grammar	Writing	Notes
	Decide if the story will be: (I) Independent, (P) Paired, or (RA) Read Aloud								
September: Responsive Classroom - September	Henry and Mudge (I/P)	<b>Henry and Mudge:</b> Preview & Predict, Text Connections (All 3)	Project Read Red Words	<b>Henry and Mudge:</b> curly, straight, floppy, drooled, weighed, stood, collars, row	Repeated Oral Reading (4 x's timed)	<b>Henry and Mudge:</b> Short Vowels a, e, i, o, u	<b>Henry and Mudge:</b> Subjects and Predicates	First 20 Lessons of Writing Workshop	Whole Group Week 1-2: Responsive Classroom; Small Group Week 2-3: Scholastic Assessment
October to November	Dogs & Paired Selection "Helping Paws; Diary of a Spider; Diary of a Fly	<b>Dogs:</b> Preview & Predict, Text Connections <b>Diary of a Spider:</b> Monitor & Clarify (Figurative Language), Summarizing <b>Diary of a Fly:</b> Monitor & Clarify (Figurative Language), Summarizing	Project Read Red Words	<b>Dogs:</b> hairy, litter, canned, clipped, stayed, coat, chews, mammal <b>Diary of a Spider:</b> rotten, sticky, insects, scare, judge, screaming, dangerous, breeze <b>Diary of a Fly:</b> worm, grader, targets, blink, flight, senses, upside, backward, leap, planet	Readers Theater: leveled scripts, and written scripts (These happen homogenously during centers, and during booster weeks.)	<b>Dogs:</b> Long Vowels a, i <b>Diary of a Spider:</b> Long Vowels o, u, e <b>Diary of a Fly:</b> Consonant Blends with r, l, s	<b>Dogs:</b> Types of Sentences <b>Diary of a Spider:</b> What is a Noun? <b>Diary of a Fly:</b>	Personal Narrative	
November	Flat Stanley; Animals Building Homes	<b>Animals Building Homes:</b> Self-Questioning, Use Point of View to understand Author's Purpose (Flat Stanley is also told in third person but the purpose of the story is different than ABH) <b>Flat Stanley:</b> Cyndi Lessons	Project Read Red Words	<b>Animals Building Homes:</b> beaks, break, deepest, hang, pond, sahped, winding, branches	Fluency & Grammar (phrasing)	<b>Animals Building Homes:</b> Common Final Blends nd, ng, nk, nt, ft, xt, mp	<b>Animals Building Homes:</b> Plural Nouns	All-About	*Only spelling test on Animals Building Homes

December	The Ugly Vegetables; Super Storms	<b>The Ugly Vegetables:</b> Text Connections (Understanding Characters), Summarizing (Story Structure), <b>Super Storms:</b> (Main Idea & Details), Visualizing (Connect how you can use different skills to summarize)	Project Read Red Words	<b>The Ugly Vegetables:</b> blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled <b>Super Storms:</b> flash, equal, damage, reach, pounding, prevent, beware, bend	Week before Christmas Break: Fluency & Grammar	<b>The Ugly Vegetables:</b> Double consonants and ck <b>Super Storms:</b> Consonant Digraphs th, sh, wh, ch, tch	<b>The Ugly Vegetables:</b> Proper Nouns <b>Storms:</b> What Is A Verb	Letter Writing	*Only spelling tests on Super Storms
January to February	Poppleton in Winter, How Chipmunk Got His Stripes, Jellies; Click, Clack, Moo: Cows That Type	<b>Poppleton In Winter:</b> Inferring <b>How Chipmunk Got His Stripes:</b> Inferring <b>Click, Clack, Moo:</b> Inferring (Drawing Conclusions) <b>Jellies:</b> Fact & Opinion/ Hand out readers to teach NF Text Features	Project Read Red Words	<b>Poppleton In Winter:</b> icicle, proud, picket, certainly, melted, bust, clay, molding, sleigh, midnight <b>How Chipmunk Got His Stripes:</b> curled, direction, healed, height, toward, tunnel, tease, brag <b>Jellies:</b> decide, disgusting, drift, millions, simple, wrapped, choices, weaker <b>Click, Clack, Moo: Cows That Type:</b> problem, impossible, understand, impatient, furious, demand, gathered, believe	Cold Reads - to tell if they are acquiring phonics skills (time them for 1 minute). Also, Nonsense Words Spelling Tests.	<b>Poppleton In Winter:</b> none <b>How Chipmunk Got His Stripes:</b> -ed and -ing endings <b>Jellies:</b> Contractions <b>Click, Clack, Moo:</b> Base Words with Endings -s, -es	<b>How Chipmunk Got His Stripes:</b> Verbs in the Present <b>Click Clack Moo:</b> Compound Sentences <b>Jellies:</b> Verbs in the Past, Present, and Future	Opinion/Pe rsuasive	*Only Spelling Test for How Chipmunk Got His Stripes; Do Scholastic Levels the week of Jan. 16

February to March	Schools Around the World; Stلالuna	<b>Schools Around the World:</b> Main Idea and Details, Self-Questioning <b>Stلالuna:</b> Visualizing (Identifying words readers can draw)	Project Read Red Words	<b>Schools Around the World:</b> culture, community, languages, transportation, subjects, lessons, special, wear <b>Stلالuna:</b> anxious, babble, clambered, clumsy, clutched, graceful, limp, muse, peculiar, perched, sultry		<b>Schools Around the World:</b> Words with ee, ea <b>Stلالuna:</b> Words with ai, ay	<b>Schools Around the World:</b> Quotation Marks	Opinion/Pe rsuasive	
April	Helen Keller; Officer Buckle & Gloria;	<b>Helen Keller:</b> Inferring, Summarize, Analyze <b>Officer Buckle &amp; Gloria:</b> Inferring, Cause & Effect	Project Read Red Words	<b>Helen Keller:</b> curious, imitated, knowledge, motion, silence, illness, darkness, behavior <b>Officer Buckle &amp; Gloria:</b> attention, buddy, obeys, speech, enormous, safety, shocked, station		<b>Helen Keller:</b> Long o (o, oa, ow) <b>Officer Buckle &amp; Gloria:</b> Abbreviations <b>Mr. Tanen's Tie Trouble:</b> Base Words with Endings -ed and -ing	<b>Helen Keller:</b> Using Proper Nouns <b>Officer Buckle &amp; Gloria:</b> Abbreviations		*Do instruction on Idioms in this month
April		<b>Freckle Juice:</b> Knowing How Words Work, Evaluating: Determining Importance, Synthesizing (Analyzing/Evaluating, using what you know and what you read), Writing Summaries, Ask&Answer Questions -See Strategy plan for novels	Project Read Red Words	Animals Building Homes: beaks, break, deepest, hang, pond, sahped, winding, branches	Fluency & Grammar	<b>Freckle Juice:</b> giggle, whisper, inspect, sigh, mumble, manner, average, overdue, mistake, gulp, creep, appendicitis, moaning, refuse, sensible, dropout		Research	

May	Mr. Tanen's Tie Trouble; Luke Goes to Bat, My Name is Gabriela	<b>Mr. Tanen's Tie Trouble:</b> Evaluating: Determining Importance, Synthesizing <b>Luke Goes to Bat:</b> Evaluating: Determining Importance, Synthesizing <b>My Name is Gabriela:</b> Evaluating: Determining Importance, Synthesizing	Project Read Red Words	<b>Mr. Tanen's Tie Trouble:</b> received, account, budget, disappointed, chuckled, starring, repeated, fund <b>Luke Goes to Bat:</b> practice, hurried, position, roared, extra, curb, cheered, final <b>My Name is Gabriela:</b> accepted, express, fluttering, grand, pretend, prize, wonder, taught		<b>Mr. Tanen's Tie Trouble:</b> Base Words with Endings -ed and -ing <b>Luke Goes to Bat:</b> Long i (i, igh, y) <b>My Name is Gabriela:</b> Long e spelled 'y'	<b>Mr. Tanen's Tie Trouble:</b> Pronouns <b>Luke Goes to Bat:</b> Subject-Verb Agreement <b>My Name is Gabriela:</b> The Verb Be		Do Scholastic Levels the week of May 1 Start the My Name is Gabriela story May 30th, end on June 8th.
June	The Signmaker's Assistant	<b>The Signmaker's Assistant:</b> Evaluating: Determining Importance, Synthesizing	Project Read Red Words	<b>The Signmaker's Assistant:</b> assistant, agreed, polite, failed, tearing, wisdom, trouble, cleared		<b>The Signmaker's Assistant:</b> Bossy R	<b>The Signmaker's Assistant:</b> Commas in a Series		*Option 2 is to do My Name is Gabriela for a week and do not test, and do The Signmaker' Assistant for one week.