

Module	LO #	Sight Words	Spelling Words	Vocabulary Words	Objectives
Your Family	1.1	a can funny is make play the we	little tap blue sat look three pad find jam funny	special said their because teach quickly kindergarten school knew copied write breakfast would doesn't	<ol style="list-style-type: none"> <li>1. Identify words with short -a- sound</li> <li>2. Construct sentences with vocabulary words</li> <li>3. Construct sentences</li> <li>4. Identify complete sentences</li> <li>5. Read pre-primer sight words</li> </ol>
	1.2				<ol style="list-style-type: none"> <li>1. Identify words with the short -a- sound</li> <li>2. Construct sentences with vocabulary words</li> <li>3. Identify complete sentences</li> <li>4. Compare morning routines</li> </ol>
	1.3				<ol style="list-style-type: none"> <li>1. Write rhyming words with the short -a- sound</li> <li>2. Complete the sentence with a sight word.</li> <li>3. Read a story about the Ross family</li> <li>4. Revise comparison paragraph</li> </ol>
	1.4				<ol style="list-style-type: none"> <li>1. Write a rhyme with short -a- words</li> <li>2. Write complete sentences with sight words</li> <li>3. Compare the Ross family and the Swing family</li> <li>4. Edit comparison paragraph</li> </ol>
	1.5				<ol style="list-style-type: none"> <li>1. Write a rhyme with short -a- words</li> <li>2. Write complete sentences with sight words</li> <li>3. Compare the Ross family and the Swing family</li> <li>4. Edit comparison paragraph</li> </ol>

<b>Family Fun</b>	2.1	all be did good must our ride soon	peg must pen went met please net under fed want	clothes counting answers picture brought beautiful	<ol style="list-style-type: none"> <li>1. Identify words with the short -e- sound</li> <li>2. Read primer sight words</li> <li>3. Identify the subject of sentences</li> <li>4. Determine the meaning of new vocabulary words</li> <li>5. Brainstorm to write informative text</li> </ol>
	2.2				<ol style="list-style-type: none"> <li>1. Write CVC words with the short -e sound</li> <li>2. Use reading vocabulary in sentences</li> <li>3. Demonstrate text comprehension</li> <li>4. Write a first draft of a paragraph</li> <li>5. Decode and use sight words</li> </ol>
	2.3				<ol style="list-style-type: none"> <li>1. Write words with the short -e- sound</li> <li>2. Decode sight words</li> <li>3. Distinguish informational and narrative text</li> <li>4. Compose sentences with given subjects</li> <li>5. Strengthen writing by revising</li> </ol>
	2.4				<ol style="list-style-type: none"> <li>1. Match short -e rhymes</li> <li>2. Identify the story setting</li> <li>3. Write sentences with given subject</li> <li>4. Read and use sight words in sentences</li> <li>5. Edit a paragraph</li> </ol>
	2.5				<ol style="list-style-type: none"> <li>1. Spell sight words and phonics words</li> <li>2. Use vocabulary words as subjects in sentences</li> <li>3. Describe how you read</li> <li>4. Publish your family fun paragraph</li> </ol>

<b>Bedtime</b>	3.1	at now but pretty four she into they	kit was get win fin ate came him like lip	squeak listened each thought trouble lively	<ol style="list-style-type: none"> <li>1. Read sight words</li> <li>2. Identify the short -l sound in words</li> <li>3. Identify vocabulary words in context</li> <li>4. Explain your bedtime routine</li> <li>5. Identify the predicate in a sentence</li> </ol>
	3.2				<ol style="list-style-type: none"> <li>1. Write words with the short -i- medial sound</li> <li>2. Use vocabulary words in sentences</li> <li>3. Demonstrate comprehension of "Bedtime"</li> <li>4. Identify predicates in sentences</li> <li>5. Write the first draft of bedtime routine paragraph</li> </ol>
	3.3				<ol style="list-style-type: none"> <li>1. Spell short -i words</li> <li>2. Read sight words</li> <li>3. Read informational text</li> <li>4. Distinguish subjects and predicates</li> <li>5. Revise paragraph</li> </ol>
	3.4				<ol style="list-style-type: none"> <li>1. Match short -i rhymes</li> <li>2. Write sentences with given predicate</li> <li>3. Identify words that show order</li> <li>4. Read a poem</li> <li>5. Read and use sight words in sentences</li> </ol>
	3.5				<ol style="list-style-type: none"> <li>1. Spell sight words and phonics words</li> <li>2. Use vocabulary words as subjects in sentences</li> <li>3. Describe how you read</li> <li>4. Publish your bedtime routine paragraph</li> </ol>

Fall Fun	4.1	on ran so this well will	fog hut but on ran this well will after from	mountains know attention brightest department leaves snow ready children	<ol style="list-style-type: none"> <li>1. Identify the short -o- sound in words</li> <li>2. Identify the short -u- sound in words</li> <li>3. Read sight words</li> <li>4. Identify vocabulary words in context</li> <li>5. Visualize as a reading strategy</li> <li>6. List the characteristics of a paragraph</li> </ol>
	4.2				<ol style="list-style-type: none"> <li>1. Write words with the short -o- and -u medial sound</li> <li>2. Use vocabulary words in sentences</li> <li>3. Demonstrate comprehension of "Fall"</li> <li>4. Write the first draft of a structured paragraph</li> <li>5. Distinguish declarative and interrogative sentences</li> </ol>
	4.3				<ol style="list-style-type: none"> <li>1. Distinguish the short -o- and short -u- sounds</li> <li>2. Read sight words</li> <li>3. Identify paragraph structure in informational text</li> <li>4. Compose questions</li> <li>5. Revise a paragraph</li> </ol>
	4.4				<ol style="list-style-type: none"> <li>1. Distinguish rhymes with short -o- and short -u-</li> <li>2. Distinguish declarative and interrogative sentences</li> <li>3. Identify vocabulary words in context</li> <li>4. Use sight words in sentences</li> </ol>
	4.5				<ol style="list-style-type: none"> <li>1. Spell sight words and phonics words</li> <li>2. Format declarative sentences and questions</li> <li>3. Describe how you read</li> <li>4. Publish your best fall day paragraph</li> </ol>

<b>Farm Visit</b>	5.1	know old round them when again	cake round them pail again tape give him raid fate	could won't waited didn't board Mr. heard minute	<ol style="list-style-type: none"> <li>1. Use the CVVC and CVCe pattern to identify words with the long -a- sound</li> <li>2. Read sight words</li> <li>3. Brainstorm a "how to" paragraph</li> <li>4. Identify common and proper nouns</li> </ol>
	5.2				<ol style="list-style-type: none"> <li>1. Write words with the long -a- sound</li> <li>2. Use vocabulary words in sentences</li> <li>3. Demonstrate comprehension of "The Pumpkin Patch"</li> <li>4. Write the first draft of your "how to" paragraph</li> <li>5. Identify nouns in sentences</li> </ol>
	5.3				<ol style="list-style-type: none"> <li>1. Distinguish the long -a- sound</li> <li>2. Read sight words</li> <li>3. Read "How to Grow a Pumpkin"</li> <li>4. Revise "how to" paragraph</li> <li>5. Demonstrate use of proper nouns</li> </ol>
	5.4				<ol style="list-style-type: none"> <li>1. Distinguish long -a rhymes</li> <li>2. Identify the appropriate sight word</li> <li>3. Locate vocabulary words</li> <li>4. Distinguish common and proper nouns</li> <li>5. Edit "how to" paragraph</li> </ol>
	5.5				<ol style="list-style-type: none"> <li>1. Spell sight words and phonics words</li> <li>2. Distinguish common and proper nouns</li> <li>3. Describe how you read</li> <li>4. Publish your "how to" paragraph</li> </ol>

<b>Dentist Visit</b>	6.1	then with an could going his	could going his road think hide with cube open rope	Dr. already office climbed higher flu people healthy	<ol style="list-style-type: none"> <li>1. Use CVVC and CVCe patterns to spell words with the long -i-, -o-, and -u sounds</li> <li>2. Read sight words</li> <li>3. Make connections as you read</li> <li>4. Distinguish singular and plural nouns</li> <li>5. Identify research steps</li> </ol>
	6.2				<ol style="list-style-type: none"> <li>1. Write words with the long -i-, -o-, and -u- sounds</li> <li>2. Use vocabulary words in sentences</li> <li>3. Demonstrate comprehension of "Ben and Meg Go to the Dentist"</li> <li>4. Use "s" or "es" to form plural nouns</li> <li>5. Write the first draft of "research" paragraph</li> </ol>
	6.3				<ol style="list-style-type: none"> <li>1. Distinguish long -i-, -o-, and -u- sounds</li> <li>2. Read sight words</li> <li>3. Read informational text</li> <li>4. Distinguish singular and plural nouns</li> <li>5. Revise a paragraph</li> </ol>
	6.4				<ol style="list-style-type: none"> <li>1. Distinguish rhymes with long -i-, -o-, and -u- sounds</li> <li>2. Clarify singular and plural nouns and sentences</li> <li>3. Use sight words in sentences</li> <li>4. Identify vocabulary words in context</li> <li>5. Edit a paragraph</li> </ol>
	6.5				<ol style="list-style-type: none"> <li>1. Use CVVC and CVCe patterns to spell words with the long -i-, -o-, and -u sounds</li> <li>2. Spell sight words</li> <li>3. Identify singular and plural nouns</li> <li>4. Describe how you read</li> <li>5. Publish your "job" paragraph</li> </ol>

<b>Grandparents</b>	7.1	any has over take	read thank seed beat were take over feet seat how	vegetable crocheting decided wondered carrying knitting right	<ol style="list-style-type: none"> <li>1. Identify the long e sound in words</li> <li>2. Read sight words</li> <li>3. Identify vocabulary words in context</li> <li>4. Identify collective nouns</li> <li>5. Define the elements of a story</li> <li>6. Brainstorm ideas for a story about grandparents</li> </ol>
	7.2				<ol style="list-style-type: none"> <li>1. Write words with the long e sound</li> <li>2. Demonstrate comprehension of "Grandmother's House"</li> <li>3. Substitute collective nouns in sentences</li> <li>4. Write a first draft</li> </ol>
	7.3				<ol style="list-style-type: none"> <li>1. Read sight words</li> <li>2. Identify the elements of a story</li> <li>3. Read "Little Red Riding Hood"</li> <li>4. Use collective nouns in sentences</li> <li>5. Revise a story</li> <li>6. Match long e homonyms</li> </ol>
	7.4				<ol style="list-style-type: none"> <li>1. Match long e rhymes</li> <li>2. Write sentences with given collective nouns</li> <li>3. Use sight words in sentences</li> <li>4. Identify vocabulary words in context</li> <li>5. Edit a story</li> </ol>
	7.5				<ol style="list-style-type: none"> <li>1. Spell sight words and phonics words</li> <li>2. Use collective nouns in sentences</li> <li>3. Describe how you read</li> <li>4. Publish a story</li> </ol>

Letter of the Week: Xx	8.1	every had may put fly just of walk	walk goal every just fly rice may cone put	don't couldn't weight magnifying science enough guess eyes cocoa towards through	<ol style="list-style-type: none"> <li>1. Identify the hard "c" and "g" and the soft "c" and "g" sounds</li> <li>2. Read sight words</li> <li>3. Identify vocabulary words in context</li> <li>4. Capitalize proper names</li> <li>5. Brainstorm elements for a story</li> </ol>
	8.2				<ol style="list-style-type: none"> <li>1. Write words with the hard and soft "c" and "g" sounds</li> <li>2. Use sight words in sentences</li> <li>3. Define vocabulary words</li> <li>4. Demonstrate comprehension of "Snow"</li> <li>5. Capitalize proper names in sentences</li> <li>6. Write the first draft of a story</li> </ol>
	8.3				<ol style="list-style-type: none"> <li>1. Read sight words</li> <li>2. Use vocabulary words in sentences</li> <li>3. Read words with hard and soft "c" and "g"</li> <li>4. Revise a story</li> <li>5. Capitalize proper nouns in sentences</li> </ol>
	8.4				<ol style="list-style-type: none"> <li>1. Reread to identify vocabulary words</li> <li>2. Identify words with the hard and soft "c" and "g" medial sound.</li> <li>3. Use sight words in sentences</li> <li>4. Edit a story</li> <li>5. Write sentences with proper nouns</li> </ol>
	8.5				<ol style="list-style-type: none"> <li>1. Spell words with hard and soft "c" and "g"</li> <li>2. Spell sight words</li> <li>3. Use vocabulary words in sentences</li> <li>4. Capitalize proper nouns in sentences</li> <li>5. Publish a story</li> </ol>



<b>Winter Time</b>	9.1	always best does found made read tell us why your	chin made dish your found whim tell does always bath	adventures learned explained barrels education ski ice square	<ol style="list-style-type: none"> <li>1. Identify words with the "ch", "th", "wh", and "sh" sounds</li> <li>2. Read sight words</li> <li>3. Identify vocabulary words in context</li> <li>4. Brainstorm elements for a poem about snow</li> <li>5. Review nouns.</li> </ol>
	9.2				<ol style="list-style-type: none"> <li>1. Write words with the "ch", "sh", "wh" and "th" sounds</li> <li>2. Define vocabulary words</li> <li>3. Use sight words in sentences</li> <li>4. Demonstrate comprehension of "Winter Fun"</li> <li>5. Identify nouns in text</li> <li>6. Write the first draft of a winter poem</li> </ol>
	9.3				<ol style="list-style-type: none"> <li>1. Spell words with the "ch", "sh", "wh", and "th" sounds</li> <li>2. Read sight words</li> <li>3. Define vocabulary words</li> <li>4. Classify nouns in text</li> <li>5. Revise poem</li> </ol>
	9.4				<ol style="list-style-type: none"> <li>1. Match rhyming words with the "ch", "sh", "th", and "wh"</li> <li>2. Use sight words in sentences</li> <li>3. Reread to identify vocabulary words</li> <li>4. Identify nouns in text</li> <li>5. Edit poem</li> </ol>
	9.5				<ol style="list-style-type: none"> <li>1. Spell sight words with the "ch", "sh", "th", and "wh" sounds</li> <li>2. Use vocabulary words in sentences</li> <li>3. Describe how you read</li> <li>4. Classify nouns</li> <li>5. Publish a story</li> </ol>

<b>Cooking Fun</b>	10.1	around both don't gave many right their use with	around tank right sent many wink gave paint their	syrup sugaring painting questions eager showed although ground	<ol style="list-style-type: none"> <li>1. Identify the "nd", "nk", and "nt" endings.</li> <li>2. Read sight words</li> <li>3. Identify vocabulary words in context</li> <li>4. Identify verbs in sentences</li> <li>5. Brainstorm reasons you like your favorite foods</li> </ol>
	10.2				<ol style="list-style-type: none"> <li>1. Write words with the "nd", "nk", and "nt" ending sounds</li> <li>2. Define vocabulary words</li> <li>3. Use sight words in sentences</li> <li>4. Demonstrate comprehension of "Maple Syrup"</li> <li>5. Identify verbs in text</li> <li>6. Write a story about your favorite food</li> </ol>
	10.3				<ol style="list-style-type: none"> <li>1. Read sight words</li> <li>2. Define vocabulary words</li> <li>3. Revise story about your favorite food</li> <li>4. Spell words with the "nd", "nt" and "nk" ending sounds</li> <li>5. Identify action verbs and helping verbs in text</li> <li>6. Demonstrate comprehension of a short story</li> </ol>
	10.4				<ol style="list-style-type: none"> <li>1. Use sight words in sentences</li> <li>2. Identify verbs in text</li> <li>3. Edit a story</li> <li>4. Read words with the "nd", "nk", and "nt" ending sounds.</li> <li>5. Define vocabulary words</li> </ol>
	10.5				<ol style="list-style-type: none"> <li>1. Spell sight words and phonics words</li> <li>2. Use vocabulary words in sentences</li> <li>3. Identify verbs in text</li> <li>4. Publish a story</li> <li>5. Summarize what you read</li> </ol>

<b>Cycles</b>	11.1	because but fast goes off sing these very work	gift lamp because sing back soft text these duck off	thousands distance rounded tongues can't easier	<ol style="list-style-type: none"> <li>1. Identify the "ft", "xt", "mp", and "ck" ending sounds in words</li> <li>2. Read sight words</li> <li>3. Identify vocabulary words in context</li> <li>4. Distinguish facts and opinions</li> <li>5. Find information about the butterfly cycle using a search engine</li> <li>6. Identify "to be" verbs.</li> </ol>
	11.2				<ol style="list-style-type: none"> <li>1. Write words with the "ft", "xt", "mp", and "ck" ending sounds</li> <li>2. Define vocabulary words</li> <li>3. Use sight words in sentences</li> <li>4. Distinguish action verbs and "to be" verbs in text</li> <li>5. Write information about the butterfly cycle</li> </ol>
	11.3				<ol style="list-style-type: none"> <li>1. Spell words with the "ft", "xt", "mp", and "ck" ending sounds</li> <li>2. Read sight words</li> <li>3. Define vocabulary words</li> <li>4. Identify the steps in the frog cycle</li> <li>5. Revise informational text about the butterfly cycle</li> <li>6. Distinguish linking verbs and helping verbs</li> </ol>
	11.4				<ol style="list-style-type: none"> <li>1. Read words with the "ft", "xt", "mp", and "ck" ending sounds</li> <li>2. Use sight words in sentences</li> <li>3. Reread to identify vocabulary words</li> <li>4. Distinguish action verbs and "to be" verbs in text</li> <li>5. Edit informational text</li> </ol>
	11.5				<ol style="list-style-type: none"> <li>1. Spell sight words and phonics words</li> <li>2. Use vocabulary words in sentences</li> <li>3. Describe how you read</li> <li>4. Classify verbs</li> <li>5. Publish a story</li> </ol>

<b>Getting Creative</b>	12.1	Been call first green or sit those wash would	walking those would played green first saying wash wanted call	general might crowded years friendly groceries choose wallet least sign videos laugh	<ol style="list-style-type: none"> <li>1. Identify the "ed" and "ing" ending sounds in words</li> <li>2. Read sight words</li> <li>3. Identify vocabulary words in context</li> <li>4. Identify tense in sentences</li> </ol>
	12.2				<ol style="list-style-type: none"> <li>1. Define vocabulary words</li> <li>2. Use sight words in sentences</li> <li>3. Demonstrate comprehension of "Afternoon Treat"</li> <li>4. Distinguish verbs in past and present tense</li> <li>5. Write information about a piece of art</li> <li>6. Distinguish the sound of the "ed" ending</li> </ol>
	12.3				<ol style="list-style-type: none"> <li>1. Spell words with the "ed" and "ing" ending</li> <li>2. Read sight words</li> <li>3. Define vocabulary words</li> <li>4. Distinguish tense in verbs</li> <li>5. Read a biography</li> <li>6. Revise informational text about an artist</li> </ol>
	12.4				<ol style="list-style-type: none"> <li>1. Distinguish the sounds of "ed" in words</li> <li>2. Use sight words in sentences</li> <li>3. Reread to identify vocabulary words</li> <li>4. Distinguish the tense of verbs in sentences</li> <li>5. Edit informational text</li> </ol>
	12.5				<ol style="list-style-type: none"> <li>1. Spell sight words and phonics words</li> <li>2. Use vocabulary words in sentences</li> <li>3. Classify verbs</li> <li>4. Summarize text</li> <li>5. Publish a story</li> </ol>

<b>Character</b>	13.1	before cold five its pull sleep upon which write	before pull watches goes which sleep write its fixes	No New Vocab Fluency Practice	<ol style="list-style-type: none"> <li>1. Use rule to add "s" to verbs</li> <li>2. Read sight words</li> <li>3. Identify vocabulary words in context</li> <li>4. Read "Sharing"</li> <li>5. Write about Ben and Meg</li> </ol>
	13.2				<ol style="list-style-type: none"> <li>1. Spell verbs with the "s" or "es" ending</li> <li>2. Identify sentences with the correct subject - verb agreement</li> <li>3. Demonstrate an understanding of "Sharing"</li> <li>4. Use a dictionary to find information about a word</li> <li>5. Write a book report</li> </ol>
	13.3				<ol style="list-style-type: none"> <li>1. Spell verbs with the "s" or "es" ending</li> <li>2. Write sentences with correct subject - verb agreement</li> <li>3. Read "The Talkative Tortoise"</li> <li>4. Use a dictionary to define words</li> <li>5. Explain the meaning of an idiom</li> <li>6. Revise a book report</li> </ol>
	13.4				<ol style="list-style-type: none"> <li>1. Spell verbs with the "s" or "es" ending</li> <li>2. Use sight words in sentences</li> <li>3. Reread to identify vocabulary words</li> <li>4. Identify sentences with the correct subject - verb agreement</li> <li>5. Reread to identify vocabulary words</li> </ol>
	13.5				<ol style="list-style-type: none"> <li>1. Spell sight words and phonics words</li> <li>2. Use vocabulary words in sentences</li> <li>3. Summarize text</li> <li>4. Identify correct subject - verb agreement</li> <li>5. Publish your book report</li> </ol>

<b>Animal Friends</b>	14.1	find said look yellow see where	ground flower loud blow flour out towel tow ouch grow	orange wondered meowed California gently accident anywhere excited	<ol style="list-style-type: none"> <li>1. Unscramble letters to spell sight words</li> <li>2. Read "The Family"</li> <li>3. Identify the role of commas and quotations in dialog</li> <li>4. Brainstorm ideas for a conversation between two or more people</li> <li>5. Identify words with the "ow" and "ou" vowel sounds</li> </ol>
	14.2				<ol style="list-style-type: none"> <li>1. Unscramble sight words</li> <li>2. Define vocabulary words</li> <li>3. Demonstrate comprehension of "The Family"</li> <li>4. Punctuate dialogue</li> <li>5. Write first draft of a dialogue</li> <li>6. Write words with the "ow" and "ou" sounds.</li> </ol>
	14.3				<ol style="list-style-type: none"> <li>1. Unscramble sight words</li> <li>2. Use vocabulary words in sentences</li> <li>3. Punctuate dialogue</li> <li>4. Revise a dialog</li> <li>5. Read "The Gingerbread Man"</li> <li>6. Distinguish the "ow" and "ou" sounds in words</li> </ol>
	14.4				<ol style="list-style-type: none"> <li>1. Spell words with the "ow" and "ou" sounds.</li> <li>2. Unscramble sight words</li> <li>3. Find vocabulary words in text</li> <li>4. Punctuate dialogue</li> <li>5. Edit dialogue</li> </ol>
	14.5				<ol style="list-style-type: none"> <li>1. Spell words with the "ow" and "ou" sounds</li> <li>2. Unscramble sight words</li> <li>3. Summarize text</li> <li>4. Punctuate dialogue</li> <li>5. Publish a dialogue</li> </ol>

Animal Helpers	15.1	but mace eat please for tub came ate get tea	i'm it's can't didn't don't he's she's wasn't won't haven't	squirrel yelped terrible tomato skunk hungry spread	<ol style="list-style-type: none"> <li>1. Identify and read contractions</li> <li>2. Unscramble sight words</li> <li>3. Read vocabulary words in context</li> <li>4. Read "Bobby's Stinky Adventure"</li> <li>5. Identify familiar verbs in future tense</li> <li>6. Brainstorm ideas for planning a picnic</li> </ol>
	15.2				<ol style="list-style-type: none"> <li>1. Match contractions to words</li> <li>2. Unscramble sight words</li> <li>3. Define vocabulary words</li> <li>4. Answer questions about "Bobby's Stinky Adventure"</li> <li>5. Sort past, present, and future tense verbs</li> <li>6. Write first draft of picnic plans</li> </ol>
	15.3				<ol style="list-style-type: none"> <li>1. Change words into contractions</li> <li>2. Unscramble sight words</li> <li>3. Define vocabulary words</li> <li>4. Read nonfiction text about skunks</li> <li>5. Write sentences with future tense verbs</li> <li>6. Revise draft of picnic plans</li> </ol>
	15.4				<ol style="list-style-type: none"> <li>1. Use contractions in sentences</li> <li>2. Unscramble sight words</li> <li>3. Locate vocabulary words in text</li> <li>4. Write sentences with future tense verbs</li> <li>5. Edit draft of picnic plans</li> </ol>
	15.5				<ol style="list-style-type: none"> <li>1. Spell contractions</li> <li>2. Unscramble sight words</li> <li>3. Use vocabulary words in sentences</li> <li>4. Summarize "Bobby's Stinky Adventure"</li> <li>5. Write sentences with future tense verbs</li> <li>6. Publish draft of picnic plans</li> </ol>

Animal Babies	16.1	ask form her give after from him	dirt nurse perk skirt surf germ third turn intern birthday	lonely adopted arrived leash strangers scratched chew	<ol style="list-style-type: none"> <li>1. Read words with the -er-, -ir-, and -ur- endings</li> <li>2. Unscramble sight words</li> <li>3. Read vocabulary words</li> <li>4. Describe when to place commas in lists</li> <li>5. Brainstorm ideas for a story from an animal's point of view</li> </ol>
	16.2				<ol style="list-style-type: none"> <li>1. Spell words with er, ir, or ur in the middle</li> <li>2. Unscramble sight words</li> <li>3. Define vocabulary words</li> <li>4. Demonstrate comprehension of "Pixie's New Home"</li> <li>5. Place commas in lists of items</li> <li>6. Write first draft of story from dog's point of view</li> </ol>
	16.3				<ol style="list-style-type: none"> <li>1. Spell words with the "er", "ur", and "ir" middle sounds</li> <li>2. Unscramble sight words</li> <li>3. Add commas to lists</li> <li>4. Read nonfiction text about puppy care</li> <li>5. Revise your story from a dog's point of view</li> </ol>
	16.4				<ol style="list-style-type: none"> <li>1. Spell words with the "er", "ir", and "ur" in the middle</li> <li>2. Compose sentences with commas in lists</li> <li>3. Unscramble sight words</li> <li>4. Match vocabulary words to text</li> <li>5. Edit story from dog's point of view</li> </ol>
	16.5				<ol style="list-style-type: none"> <li>1. Spell words with "er", "ir", or "ur" in the middle</li> <li>2. Unscramble sight words</li> <li>3. Use vocabulary words in sentences</li> <li>4. Summarize text</li> <li>5. Write sentences with commas in lists</li> <li>6. Publish a story from an animal's point of view</li> </ol>



<b>Animals Eat</b>	17.1	those fast pull us buy use	unhappy repaint unlock refill reread untie replay undo untrue rewrite	walnut circles enjoying excitement clever	<ol style="list-style-type: none"> <li>1. Identify and spell words with prefixes.</li> <li>2. Unscramble letters to spell sight words.</li> <li>3. Read vocabulary words.</li> <li>4. Read our chapter, "Crow Has a Snack."</li> <li>5. Identify singular and plural pronouns.</li> <li>6. Brainstorm how an animal eats.</li> </ol>
	17.2				<ol style="list-style-type: none"> <li>1. Write spelling words with prefixes.</li> <li>2. Unscramble sight words.</li> <li>3. Define vocabulary words.</li> <li>4. Demonstrate comprehension of "The Crow Has a Snack."</li> <li>5. Edit with singular and plural pronouns.</li> <li>6. Write the first draft of animal paragraph.</li> </ol>
	17.3				<ol style="list-style-type: none"> <li>1. Write spelling words correctly.</li> <li>2. Unscramble sight words.</li> <li>3. Distinguish vocabulary words in context.</li> <li>4. Correctly use singular and plural pronouns.</li> <li>5. Revise rough draft of a paragraph.</li> </ol>
	17.4				<ol style="list-style-type: none"> <li>1. Spell words with prefixes.</li> <li>2. Unscramble sight words.</li> <li>3. Identify vocabulary in context.</li> <li>4. Distinguish singular and plural pronouns.</li> <li>5. Edit a paragraph.</li> </ol>
	17.5				<ol style="list-style-type: none"> <li>1. Spell words with prefixes.</li> <li>2. Unscramble sight words.</li> <li>3. Summarize text.</li> <li>4. Distinguish singular and plural pronouns.</li> <li>5. Publish a final copy.</li> </ol>

Animals That Dig	18.1	on ran so this well	tape robe tube hide week leaf beak dogs foxes dishes	porch gopher tunnel chewed butterfly tiny joyfully	<ol style="list-style-type: none"> <li>1. Identify and spell words with a long vowel and silent e pattern.</li> <li>2. Distinguish sight words.</li> <li>3. Read vocabulary words.</li> <li>4. Read our chapter "Pixie's Surprise."</li> <li>5. Review nouns, verbs, and pronouns.</li> <li>6. Brainstorm a how to writing topic</li> </ol>
	18.2				<ol style="list-style-type: none"> <li>1. Identify and spell words with one long vowel and one silent vowel.</li> <li>2. Match vocabulary words.</li> <li>3. Review sight words.</li> <li>4. Answer comprehension questions for "Pixie's Surprise."</li> <li>5. Distinguish nouns, pronouns, and verbs.</li> <li>6. Prepare to write rough draft using graphic organizer</li> </ol>
	18.3				<ol style="list-style-type: none"> <li>1. Identify plural nouns.</li> <li>2. Write spelling words.</li> <li>3. Distinguish vocabulary words.</li> <li>4. Read nonfiction how to piece.</li> <li>5. Unscramble sight words.</li> <li>6. Identify nouns, pronouns, and verbs in a sentence.</li> <li>7. Write a how to rough draft</li> </ol>
	18.4				<ol style="list-style-type: none"> <li>1. Review spelling patterns.</li> <li>2. Write sight words.</li> <li>3. Use vocabulary words to complete sentences.</li> <li>4. Reread "Pixie's Surprise."</li> <li>5. Identify nouns, pronouns, and verbs from our story.</li> <li>6. Revise and edit how to writing piece</li> </ol>
	18.5				<ol style="list-style-type: none"> <li>1. Spell words with patterns.</li> <li>2. Write sight words.</li> <li>3. Summarize text.</li> <li>4. Identify nouns, pronouns, and verbs.</li> <li>5. Publish a final copy.</li> </ol>

