



Level A

| Lesson No. | Title | Comprehension Focus | Sight Word | Word Study | Guided Writing Day 1 | Guided Writing Day 2 |
|------------|--------------------------------|---|------------|--|---|---|
| 1 | <i>Fun with Mom</i> | Retelling: Recount Story Elements | is | Picture Sorting: /f/ and /m/ | Dictate Sentence: <i>My mom is fun.</i> | Dictate Sentence: <i>My mom is running.</i> |
| 2 | <i>Snacks for Porcupine</i> | Making Connections: Make Personal Connections to the Text | like | Picture Sorting: /b/ and /h/ | Dictate Sentence: <i>I like to eat.</i> | Dictate Sentence: <i>I like to eat cake.</i> |
| 3 | <i>Mom Gets Ready</i> | Using Text Features: Photographs | up | Making Words: Initial consonants (b, h, l, and m) | Dictate Sentence: <i>The bug is going up.</i> | Dictate Sentence: <i>The sun is going up.</i> |
| 4 | <i>Parts of the Body</i> | Retelling: Recall Information in Nonfiction | at | Making Words: Initial consonants (b, f, r, and s) | Dictate Sentence: <i>Look at my foot.</i> | Dictate Sentence: <i>Look at my nose.</i> |
| 5 | <i>Playtime in the Garden</i> | Making Connections: Make Personal Connections to the Text | see | Sound Boxes: Initial consonants (g, n, and s) | Dictate Sentence: <i>I can see a hat.</i> | Dictate Sentence: <i>I can see a cat.</i> |
| 6 | <i>Little Knight</i> | Retelling: Recount Story Elements | can | Making Words: Initial consonants (c, m, r, and v) | Dictate Sentence: <i>I can see a mat.</i> | Dictate Sentence: <i>I can see a big cat.</i> |
| 7 | <i>Where Are the Hamsters?</i> | Retelling: Key Facts | the | Sound Boxes: Initial consonants (m, p, r, and v) | Dictate Sentence: <i>The hamster is in the cup.</i> | Dictate Sentence: <i>Look at the big fat hamster.</i> |
| 8 | <i>My Teacher</i> | Analyzing Relationships: Who-What | my | Making Words: Initial consonants (b, j, r, and w) | Dictate Sentence: <i>My teacher is looking at me.</i> | Dictate Sentence: <i>My teacher can read.</i> |
| 9 | <i>Our Pets</i> | Making Connections: Make Personal Connections to the Text | like | Sound Boxes: Initial consonants (b, j, l, and w) | Dictate Sentence: <i>I like my dog.</i> | Dictate Sentence: <i>I like the red bird.</i> |
| 10 | <i>Dinner Time at the Zoo</i> | Using Text Features: Glossary | Review | Making Words: Initial consonants (b, h, j, and l) | Dictate Sentence: <i>The big cat is eating on a log.</i> | Dictate Sentence: <i>Look at the zebra at the zoo.</i> |
| 11 | <i>My School</i> | Analyzing Relationships: Compare and Contrast | Review | Sound Boxes: Initial consonants (b, f, l, and w) | Dictate Sentence: <i>Look at my class.</i> <i>We like to play.</i> | Dictate Sentence: <i>Here is my room.</i> <i>I like my room.</i> |
| 12 | <i>Reading Partners</i> | Making Connections: Make Personal Connections to the Text | | Administer the Level B Word Study Inventory Assessment | Dictate Sentence: <i>I am reading to my cat.</i> | Dictate Sentence: <i>I am reading to the dog.</i> |

Level B

| Lesson No. | Title | Comprehension Focus | Sight Word | Word Study | Guided Writing Day 1 | Guided Writing Day 2 |
|------------|------------------------------------|---|------------|--|---|---|
| 13 | <i>Jack and Daisy Dress Up</i> | Making Connections: Make Personal Connections to the Text | am | Picture Sorting: /a/ and /o/ | Dictate Sentence: <i>I am a big dog.</i> | Dictate Sentence: <i>I am going to put on a hat.</i> |
| 14 | <i>Clarence the Dragon</i> | Asking and Answering Questions: Literal | me | Making Words: Vowels (a and o) | Dictate Sentence: <i>Look at me. I can sing.</i> | Dictate Sentence: <i>Look at me. I am running.</i> |
| 15 | <i>I Like to Read</i> | Using Text Features: Photographs | to | Sound Boxes: Vowels (a) | Dictate Sentence: <i>I like to go to school.</i> | Dictate Sentence: <i>I like to read to my cat.</i> |
| 16 | <i>Where is the Cat?</i> | Inferring: Use the Illustrations | in | Making Words: Short vowels (a and o) | Dictate Sentence: <i>The cat is in the room.</i> | Dictate Sentence: <i>Can I see a cat in here?</i> |
| 17 | <i>New Boots for Quack</i> | Inferring: Use the Illustrations | see | Sound Boxes: Vowels (o) | Dictate Sentence: <i>I can see red boots.</i> | Dictate Sentence: <i>Dad can see my big boots.</i> |
| 18 | <i>Hard and Soft</i> | Using Text Features: Glossary | the | Sound Boxes: Vowels (a and o) | Dictate Sentence: <i>The dog is not hard.</i> | Dictate Sentence: <i>The bed is so soft.</i> |
| 19 | <i>Quack the Duck's Family</i> | Retelling: Recount Story Elements | Review | Making Words: Vowels (a and o) | Dictate Sentence: <i>Look at the mom and dad ducks.</i> | Dictate Sentence: <i>I can see my mom. My mom is singing.</i> |
| 20 | <i>Look at Pickles</i> | Using Text Features: Photographs | on | Sound Boxes: Vowels (a and o) | Dictate Sentence: <i>The dog is on the bed.</i> | Dictate Sentence: <i>The dog is on the rug.</i> |
| 21 | <i>Playtime for Jack and Daisy</i> | Retelling: Recount Story Elements | can | Making Words: Initial and final consonants (d, g, h, n, and t) | Dictate Sentence: <i>Jack can run. We can run too.</i> | Dictate Sentence: <i>We can see Jack. Look at him go!</i> |
| 22 | <i>Pets</i> | Making Connections: Make Personal Connections to the Text | here | Sound Boxes: Initial and final consonants (d, f, g, h, j, n, p, and t) | Dictate Sentence: <i>Here is my pet. Look at him hop.</i> | Dictate Sentence: <i>Here is a pet pig. We like pigs.</i> |
| 23 | <i>What Can Swim?</i> | Analyzing Relationships: Compare and Contrast | is | Making Words: Initial and final consonants (d, g, h, and t) | Dictate Sentence: <i>Here is a hippo. A hippo can swim.</i> | Dictate Sentence: <i>Here is a tiger. A tiger can swim.</i> |
| 24 | <i>Gabby Visits Buster</i> | Inferring: Use Background Knowledge | | Administer the Level C Word Study Inventory Assessment | Dictate Sentence: <i>I like the big bone.</i> | Dictate Sentence: <i>No! It is my food.</i> |

Level C

| Lesson No. | Title | Comprehension Focus | Sight Word | Word Study | Guided Writing Day 1 | Guided Writing Day 2 |
|------------|---------------------------------------|---|-------------|------------------------------------|--|--|
| 25 | <i>My House</i> | Making Connections: Make Personal Connections to the Text | <i>look</i> | Making Words: Vowels (a and e) | Dictate Sentence: <i>Look at the horse. He is in his house.</i> | Dictate Sentence: <i>Look at the dog. The dog likes his house.</i> |
| 26 | <i>Me and My Dog</i> | Asking and Answering Questions: Red Questions (Inferential) | <i>here</i> | Breaking Words: -at and -et | Dictate Sentence: <i>Here is my dog. I like my dog.</i> | Dictate Sentence: <i>Here is my dog. Look at my dog running.</i> |
| 27 | <i>Bella and Rosie Love Spring</i> | Asking and Answering Questions: Red Questions (Inferential) | <i>like</i> | Sound Boxes: Vowels (a and e) | Dictate Sentence: <i>Look at the dogs. The dogs like the flowers.</i> | Dictate Sentence: <i>Look at the mud. We like the mud.</i> |
| 28 | <i>Goldilocks and the Three Bears</i> | Retelling: Who-What | <i>for</i> | Making Words: Vowels (a and u) | Dictate Sentence: <i>It is hot. We can go for a walk.</i> | Dictate Sentence: <i>Look for the girl. The girl is going home.</i> |
| 29 | <i>Look Out for Little Knight</i> | Asking and Answering Questions: Red Questions (Inferential) | <i>come</i> | Breaking Words: -ag and -un | Dictate Sentence: <i>Here I come! Look out, big cat!</i> | Dictate Sentence: <i>Come and see the cat. Is he going to run?</i> |
| 30 | <i>Puppy Play</i> | Retelling: Beginning-Middle-End (B-M-E) | Review | Making Words: Vowels (a, o, and u) | Dictate Sentence: <i>Come here, puppies. We can play tag.</i> | Dictate Sentence: <i>Look at the puppies. The puppies are going to play.</i> |
| 31 | <i>Playtime</i> | Asking and Answering Questions: Red Questions (Inferential) | <i>play</i> | Sound Boxes: Vowels (a, o, and u) | Dictate Sentence: <i>Look at Nutmeg. Nutmeg likes to run and play.</i> | Dictate Sentence: <i>Come on, Nutmeg and Sugar! We can run and play.</i> |

Level C (continued)

| Lesson No. | Title | Comprehension Focus | Sight Word | Word Study | Guided Writing Day 1 | Guided Writing Day 2 |
|------------|---------------------------|---|--------------|--|---|---|
| 32 | <i>Wake Up, Fairy</i> | Retelling: Beginning-Middle-End (B-M-E) | <i>said</i> | Making Words: Vowels (a and i) | Dictate Sentence: "Oh, look. I can see a bug," said Clarence. | Dictate Sentence: "Oh no! I am not a bug," said the fairy. |
| 33 | <i>Looking for Dinner</i> | Asking and Answering Questions: Red Questions (Inferential) | <i>and</i> | Breaking Words: -ig and -an | Dictate Sentence: "I can look in the pot and in the pan," said the cat. | Dictate Sentence: The kitten looked in the cup and in the bag. |
| 34 | <i>The Bike Ride</i> | Making Connections: Make Personal Connections to the Text | <i>going</i> | Making Words: Vowels (i and o) | Dictate Sentence: We are going for a big bike ride. | Dictate Sentence: Come on! We are going for a ride on the bike. |
| 35 | <i>Hungry Baby Robins</i> | Analyzing Relationships: Compare and Contrast Two Texts | <i>you</i> | Breaking Words: -og and -it | Dictate Sentence: You can look for bugs for the birds. | Dictate Sentence: Look at the worm. The worm is for you. |
| 36 | <i>A Snack for Bella</i> | Analyzing Characters: Character Traits | <i>on</i> | Making Words: Vowels (a and e) | Dictate Sentence: Bella likes to eat meat on pizza. | Dictate Sentence: Bella looked on the table for food. |
| 37 | <i>Gabby is Hungry</i> | Asking and Answering Questions: Green Questions (Literal) | <i>are</i> | Sound Boxes: Vowels (a and e) | Dictate Sentence: Look at the hot dog. Are you hungry? | Dictate Sentence: We are so hungry. We like hot dogs! |
| 38 | <i>A Hungry Knight</i> | Retelling: Setting | <i>not</i> | Breaking Words: -ook | Dictate Sentence: The mouse is hungry. He said the food is not here. | Dictate Sentence: The mouse can see the cheese. He did not see the cat. |
| 39 | <i>Oliver is Hungry</i> | Asking and Answering Questions: Red Questions (Inferential) | | Administer the Level D Word Study Inventory Assessment | Dictate Sentence: I am going to look for food. I like to eat. | Dictate Sentence: The cat is hungry. He is going to look for food. |

Level D

| Lesson No. | Title | Comprehension Focus | Sight Word | Word Study | Guided Writing Day 1 | Guided Writing Day 2 |
|------------|----------------------------|---|---------------|---|--|---|
| 40 | <i>Jack and the Ball</i> | Making Connections: Make Personal Connections to the Text | <i>your</i> | Picture Sorting: Digraphs (/sh/ and /th/) | Dictate Sentence: <i>Your ball is not big.</i> | Dictate Sentence: <i>Look at your big ball. Is your ball green?</i> |
| 41 | <i>Porcupines</i> | Retelling: Recall Information in Nonfiction | <i>has</i> | Making Words: Digraphs (/sh/ and /th/) | Dictate Sentence: <i>Look out! The porcupine has sharp quills.</i> | Dictate Sentence: <i>This porcupine has a baby. She likes the baby.</i> |
| 42 | <i>Oliver Plays Ball</i> | Retelling: Recount Story Elements | <i>went</i> | Sound Boxes: Digraphs (sh/th) | Dictate Sentence: <i>The cat likes to play. He went to get the ball.</i> | Dictate Sentence: <i>Go get the ball! The cat went and got the yarn.</i> |
| 43 | <i>Where is Peanut?</i> | Asking and Answering Questions: Green Questions (Literal) | <i>where</i> | Breaking Words: -ash | Dictate Sentence: <i>Where did Laura look for Peanut? Where did Mom look for Peanut?</i> | Dictate Sentence: <i>Where is my pet? We went to look for him.</i> |
| 44 | <i>Super Dog</i> | Retelling: Recount Story Elements | <i>away</i> | Sound Boxes: Digraphs (/sh/ and /th/) | Dictate Sentence: <i>Jack has a cape. Can he fly away in his cape?</i> | Dictate Sentence: <i>Look at me. I am going to fly away in my cape.</i> |
| 45 | <i>Beautiful Animals</i> | Making Connections: Make Personal Connections to the Text | Review | Picture Sorting: /sh/ and /ch/ | Dictate Sentence: <i>Porcupine looks sad. Where is he going?</i> | Dictate Sentence: <i>Porcupine sees himself in the water. He looks at his quills.</i> |
| 46 | <i>The Missing Glasses</i> | Using Text Features: Photographs | <i>looked</i> | Making Words: Digraphs (/ch/ and /sh/) | Dictate Sentence: <i>Where are the teacher's glasses? We looked for them.</i> | Dictate Sentence: <i>The boys looked for the glasses. The girls looked too.</i> |

Level D (continued)

| Lesson No. | Title | Comprehension Focus | Sight Word | Word Study | Guided Writing Day 1 | Guided Writing Day 2 |
|------------|------------------------------------|---|-------------|--|---|---|
| 47 | <i>Five Little Dogs</i> | Retelling: Recount Story Elements | <i>not</i> | Sound Boxes: Digraphs (/sh/ and /th/) | Dictate Sentence: <i>The little dogs are not cats. They can bark.</i> | Dictate Sentence: <i>Can we see cats in the yard? No, they are not cats, they are dogs.</i> |
| 48 | <i>Matt Drives the Car</i> | Making Connections: Make Personal Connections to the Text | <i>down</i> | Breaking Words: Digraphs (th/sh) | Dictate Sentence: <i>Dad tells Matt to slow down. Do not go fast in the car.</i> | Dictate Sentence: <i>Matt likes to drive the car. He is not slowing down.</i> |
| 49 | <i>The Mitten</i> | Retelling: Recount Story Elements | <i>this</i> | Making Words: Digraphs (/ch/, /th/, and /sh/) | Dictate Sentence: <i>This is not a house. It is a big mitten.</i> | Dictate Sentence: <i>This is the boy's mitten. We do not all fit in this mitten.</i> |
| 50 | <i>The Grasshopper and the Ant</i> | Analyzing Characters: Evidence of Character Traits | <i>will</i> | Sound Boxes: Digraphs (/ch/, /sh/, and /th/) | Dictate Sentence: <i>I like playing. I will not work and work.</i> | Dictate Sentence: <i>Will the grasshopper be hungry in the winter? Yes, he will!</i> |
| 51 | <i>Rusty Helps Out</i> | Inferring: Use Background Knowledge and the Text | <i>they</i> | Breaking Words: -eep | Dictate Sentence: <i>The kids like the robot. They will all do lots of things.</i> | Dictate Sentence: <i>They will play with the robot. He is lots of fun.</i> |
| 52 | <i>Trick-or-Treating</i> | Making Connections: Make Personal Connections to the Text | Review | Breaking Words: -ick | Dictate Sentence: <i>Time to trick-or-treat. They will all have fun.</i> | Dictate Sentence: <i>They like to trick-or-treat for candy. They get a lot of candy.</i> |
| 53 | <i>Dolphins</i> | Asking and Answering Questions: Green Questions (Literal) | <i>of</i> | Sound Boxes: Digraphs (/ch/, /sh/, and /th/) | Dictate Sentence: <i>The dolphin is not a fish, but it will eat lots of fish.</i> | Dictate Sentence: <i>The dolphin can jump out of the water. He will have lots of fun jumping.</i> |
| 54 | <i>Quack the Hero</i> | Retelling: Recount Story Elements | | Administer the Level E Word Study Inventory Assessment | Dictate Sentence: <i>The girl is in the boat. She is looking for fish in the water.</i> | Dictate Sentence: <i>The girl looked at the fish. Oh no, she fell into the water.</i> |

Level E

| Lesson No. | Title | Comprehension Focus | Sight Word | Word Study | Guided Writing Day 1 | Guided Writing Day 2 |
|------------|---------------------------------------|--|--------------|--|---|------------------------|
| 55 | <i>Haircuts for Bella and Rosie</i> | Making Connections: Make Personal Connections to the Text | <i>with</i> | Making Words: Blends (/br/, /fl/, and /fr/) | Dictate Sentence: <i>I think that Bella is ...</i> | Add Details to Writing |
| 56 | <i>A Rainy Day for Quack</i> | Retelling: Setting | <i>come</i> | Making Words: Blends (/sp/ and /st/) | Dictate Sentence: "Come outside with me," Quack said. | Add Details to Writing |
| 57 | <i>A Naughty Rabbit</i> | Identifying Main Idea and Details: The Big Idea and Supporting Details | <i>then</i> | Making Words: Blends (/sc/ and /sl/) | Dictate Sentence: <i>Mr. Naughty sees that the door is open. Then he ...</i> | Add Details to Writing |
| 58 | <i>Best Friends</i> | Asking and Answering Questions: Text Clues and Illustrations | <i>this</i> | Sound Boxes: Blends (/sl/ and /sp/) | Dictate Sentence: <i>Why did the fairy say, "This is fun"?</i> | Add Details to Writing |
| 59 | <i>Rusty Goes Fishing</i> | Retelling: Beginning-Middle-End (B-M-E) | <i>where</i> | Breaking Words: -ay | Dictate Sentence: <i>The kids said, "Where are the fish?"</i> | Add Details to Writing |
| 60 | <i>The Little Red Hen</i> | Analyzing Relationships: Cause-Effect | Review | Breaking Words: -ant | Dictate Sentence: <i>Who will help the hen?</i> | Add Details to Writing |
| 61 | <i>Pickles Goes to School</i> | Retelling: Who-What | <i>out</i> | Sound Boxes: Blends (/sw/ and /tw/) | Dictate Sentence: <i>Who ran out of the house and off to school?</i> | Add Details to Writing |
| 62 | <i>Animal Homes</i> | Retelling: Recall Information in Nonfiction | <i>some</i> | Making Words: Blends (/fr/, /fl/, /sl/, and /st/) | Dictate Sentence: <i>Where do some animals have homes?</i> | Add Details to Writing |
| 63 | <i>Little Knight to the Rescue</i> | Retelling: Retelling Cards | <i>help</i> | Breaking Words: -ab | Dictate Sentence: <i>In the beginning of the story, someone was calling for help.</i> | Add Details to Writing |
| 64 | <i>Gilbert the Pig Goes on a Diet</i> | Analyzing Characters: Evidence of Character Traits | <i>all</i> | Sound Boxes: Blends (/gr/ and /sl/) | Dictate Sentence: <i>Gilbert likes to eat all the food. I think he is ...</i> | Add Details to Writing |
| 65 | <i>How Plants Grow</i> | Identifying Main Idea and Details: Key Words | <i>when</i> | Sound Boxes: Blends (/pl/ and /fl/) | Dictate Sentence: <i>When plants get lots of sun, they can grow.</i> | Add Details to Writing |
| 66 | <i>Quack and the Big Fish</i> | Retelling: Retelling Cards | | Administer the Level F Word Study Inventory Assessment | Dictate Sentence: <i>At the beginning of the story, Quack and Grandpa have a net.</i> | Add Details to Writing |

Level F

| Lesson No. | Title | Comprehension Focus | Sight Word | Word Study | Guided Writing |
|------------|----------------------------------|--|-------------|---|--|
| 67 | <i>Surprise Party</i> | Analyzing Characters: Beginning-Middle-End (B-M-E) | <i>with</i> | Making Words: Ending blends (-nt and -st) | Prompt: Write about Rosie's feelings, how they changed, and why. |
| 68 | <i>Oliver Makes a Mess</i> | Retelling: Retelling Cards | <i>next</i> | Sound Boxes: Ending blends (/nt/ and /st/) | Prompt: Write about the beginning, middle, and end of the story. |
| 69 | <i>Flying Lessons</i> | Summarizing: Somebody-Wanted-But-So (S-W-B-S) | <i>want</i> | Breaking Words: -am | Prompt: Write a Somebody-Wanted-But-So (S-W-B-S) statement. |
| 70 | <i>Brandon's New School</i> | Analyzing Characters: Beginning-Middle-End (B-M-E) | <i>new</i> | Sound Boxes: Ending blends (/nt/ and /st/) | Prompt: Write about how Brandon felt, how his feelings changed, and why. |
| 71 | <i>Bananas for Little Monkey</i> | Retelling: Problem/Solution | <i>now</i> | Breaking Words: Ending blends (-int) | Prompt: Write about the problem in the story and how it was solved. |
| 72 | <i>Blast Off</i> | Summarizing: Somebody-Wanted-But-So (S-W-B-S) | <i>what</i> | Making Words: Ending blends (-ng) | Prompt: Write a Somebody-Wanted-But-So (S-W-B-S) about the story. |
| 73 | <i>Rusty's Missing Beep</i> | Retelling: Key Words | Review | Sound Boxes: Ending blends (/lt/, /mp/, /ng/, and /sk/) | Prompt: Use key words to write about what happened in the story. |
| 74 | <i>The Lion and the Mouse</i> | Retelling: Problem/Solution | <i>was</i> | Breaking Big Words: Inflectional endings (-ing) | Prompt: Write about the problem in the story and how the problem was solved. |
| 75 | <i>Chicken Little</i> | Summarizing: Somebody-Wanted-But-So (S-W-B-S) | <i>then</i> | Making Words: Ending blends (/mp/) | Prompt: Write a Somebody-Wanted-But-So (S-W-B-S) about the story. |
| 76 | <i>Help for Lion</i> | Retelling: Key Words | <i>of</i> | Breaking Big Words: Inflectional endings (-ed, -ing) | Prompt: Write about the story using key words. |
| 77 | <i>A Playmate for Jack</i> | Analyzing Characters: Track the Character's Feelings | <i>away</i> | Sound Boxes: Ending blends (/lf/, /mp/, and /nk/) | Prompt: Write about Jack's feelings, how his feelings changed, and why. |
| 78 | <i>A Shark at the Beach</i> | Retelling: Key Words | | Administer the Level G Word Study Inventory Assessment | Prompt: Retell the story using key words. |

Level G

| Lesson No. | Title | Comprehension Focus | Sight Word | Word Study | Guided Writing |
|------------|--------------------------------------|---|------------|--|--|
| 79 | <i>George's Story</i> | Summarizing: Somebody-Wanted-But-So (S-W-B-S) | good | Breaking Words: -ight | Prompt: Write a Somebody-Wanted-But-So (S-W-B-S) statement. |
| 80 | <i>A Snowy Day for Rusty</i> | Retelling: Retelling Cards | made | Making Words: Silent e | Prompt: Write a sentence about what happened at the beginning of the story, a sentence about the middle, and a sentence about the end. |
| 81 | <i>The Great Big Enormous Turnip</i> | Retelling: Problem/Solution | great | Sound Boxes: -i_e words | Prompt: Write one sentence about the problem and a second sentence that tells how the problem was solved. |
| 82 | <i>The Space Shuttle</i> | Using Text Features: Glossary and Diagrams | back | Breaking Big Words: eep | Prompt: Write two or three sentences about something you learned about the space shuttle. |
| 83 | <i>Wait for Me</i> | Analyzing Characters: Track the Character's Feelings | don't | Making Words: Silent e | Prompt: Write about how Jack felt in the story, how his feelings changed, and why. |
| 84 | <i>The Boy Who Cried Wolf</i> | Retelling: Key Words | who | Sound Boxes: -a_e words | Prompt: Write about what happened at the beginning, in the middle, and at the end of the story. |
| 85 | <i>A Backpack Surprise</i> | Retelling: Key Words | don't | Breaking Big Words: ush | Prompt: Write about what happened at the beginning, in the middle, and at the end of the story. |
| 86 | <i>Quack and the Race</i> | Retelling: Problem/Solution | very | Making Words: Silent e | Prompt: Write about the problem and how the problem was solved. |
| 87 | <i>Skunks</i> | Asking and Answering Questions: Green Questions (Literal) | from | Sound Boxes: Silent e | Prompt: Write some questions that can be answered by reading the book. |
| 88 | <i>Brave and Clever Mice</i> | Analyzing Relationships: Character Traits | want | Breaking Big Words: ump | Prompt: Write about the characters Little Knight and Patty. |
| 89 | <i>Baby Animals of the Forest</i> | Retelling: Key Words | who | Breaking Big Words: ow | Prompt: Write about one animal. |
| 90 | <i>Bedtime for Porcupine</i> | Retelling: Key Words | | Administer the Level H Word Study Inventory Assessment | Prompt: Use the key words to write about the beginning, middle, and end of the story. |

Level H

| Lesson No. | Title | Comprehension Focus | Sight Word | Word Study | Guided Writing |
|------------|------------------------------------|---|---------------|--|--|
| 91 | <i>Glasses for Nutmeg</i> | Retelling: Problem/Solution | <i>there</i> | Making Words: Endings (-am and -ame) | Prompt: Write one sentence about the problem and a second sentence about how the problem was solved. |
| 92 | <i>Jasper and the Cheese</i> | Retelling: Five-Finger Retelling | <i>after</i> | Analogy Chart: Long and short a | Prompt: We are going to use our five fingers to retell the story. |
| 93 | <i>The Teeny Tiny Woman</i> | Summarizing: Somebody-Wanted-But-So (S-W-B-S) | <i>long</i> | Breaking Big Words: ell | Prompt: Write a Somebody-Wanted-But-So (S-W-B-S) statement. |
| 94 | <i>Mr. Naughty is Missing</i> | Analyzing Characters: Track the Character's Feelings | <i>please</i> | Making Words: -ool | Prompt: Write about how the principal felt about Mr. Naughty. |
| 95 | <i>Turtles</i> | Retelling: Recall Information in Nonfiction | <i>many</i> | Analogy Chart: Long and short o | Prompt: Write facts you learned about turtles. |
| 96 | <i>Quack and the Eggs</i> | Retelling: Problem/Solution | <i>why</i> | Breaking Big Words: oom | Prompt: Write about what happened at the beginning, in the middle, and at the end of the story. |
| 97 | <i>Marvin Plays a Trick</i> | Analyzing Characters: Character Traits | <i>along</i> | Making Words: ee | Prompt: Write about the characters Marvin Pig and Princess Pig. |
| 98 | <i>The Big Flood</i> | Retelling: Key Words | <i>now</i> | Analogy Chart: Long and short e | Prompt: Write about what happened at the beginning, in the middle, and at the end of the story. |
| 99 | <i>Little Knight and the Flood</i> | Analyzing Relationships: Compare and Contrast | <i>were</i> | Breaking Big Words: eat | Prompt: Write about what the problem is in the story and how Little Knight solves it. |
| 100 | <i>The Three Little Pigs</i> | Understanding Text Structure: Folk and Fairy Tales | <i>could</i> | Making Words: old | Prompt: Write about what happened at the beginning, in the middle, and at the end of the story. |
| 101 | <i>Working Dogs</i> | Asking and Answering Questions: Green Questions (Literal) | <i>these</i> | Analogy Chart: -an and -ain | Prompt: Pick one kind of working dog. Write a question and answer about that dog. |
| 102 | <i>Rusty's Big Move</i> | Retelling: Key Words | | Administer the Level I Word Study Inventory Assessment | Prompt: Retell Rusty's Big Move. |

Level I

| Lesson No. | Title | Comprehension Focus | Sight Word | Word Study | Guided Writing |
|------------|--------------------------------------|---|----------------|--|---|
| 103 | <i>The Three Billy Goats Gruff</i> | Retelling: Beginning-Middle-End (B-M-E) | <i>little</i> | Breaking Big Words: own | Prompt: Write about what happened at the beginning, in the middle, and at the end of the story. |
| 104 | <i>Rusty Learns a New Word</i> | Asking and Answering Questions: Why Questions | <i>helped</i> | Making Words: ee | Prompt: Write an answer to your partner's questions. |
| 105 | <i>Animals at School</i> | Analyzing Characters: Character Feelings | <i>there's</i> | Breaking Big Words: end | Prompt: Write about how the principal felt about animals at school. |
| 106 | <i>Hunting Squirrels</i> | Analyzing Characters: Compare and Contrast Characters | <i>around</i> | Making Words: all and ell | Prompt: Write about how the dogs are alike and how they are different. |
| 107 | <i>The Thorn</i> | Retelling: Five-Finger Retelling | <i>should</i> | Make a Big Word: scampered | Prompt: Write about Lion's problem and how his problem got solved. |
| 108 | <i>Dinnertime</i> | Analyzing Characters: Who-What-Why | <i>didn't</i> | Analogy Chart: -ed endings | Prompt: Write about the beginning, middle, and end of the story using your key words. |
| 109 | <i>The Pirate Treasure</i> | Asking and Answering Questions: Why Questions | <i>think</i> | Breaking Big Words: oast | Prompt: Write an answer to your partner's questions. |
| 110 | <i>All About Beetles</i> | Retelling: Key Words | <i>because</i> | Analogy Chart: ar and or | Prompt: Write about what you learned about beetles. |
| 111 | <i>The Broken Wing</i> | Analyzing Characters: Track the Character's Feelings | <i>keep</i> | Breaking Big Words: orch | Prompt: Write about how Quack felt in the story and how his feelings changed. |
| 112 | <i>Pickles and the Hole</i> | Retelling: Retelling Cards | <i>know</i> | Make a Big Word: pounding | Prompt: Write about Pickles and what happened in the story. |
| 113 | <i>Crocodiles</i> | Asking and Answering Questions: Green Questions (Literal) | <i>use</i> | Analogy Chart: ire and ir | Prompt: Write questions and answers about crocodiles. |
| 114 | <i>Princess Pig and the Necklace</i> | Analyzing Characters: Track the Character's Feelings | | Administer the Level J Word Study Inventory Assessment | Prompt: Write about how Princess Pig felt in the story and how her feelings changed when she lost and found her necklace. |

Level J

| Lesson No. | Title | Comprehension Focus | Word Study | Guided Writing |
|------------|--|--|--|---|
| 115 | <i>A Friend for Jasper</i> | Retelling: Problem/Solution | Breaking Big Words: -atched | Prompt: Write about Jasper's problem with the kitten. |
| 116 | <i>Kangaroos</i> | Asking and Answering Questions: Green Questions (Literal) | Breaking Big Words: ench | Prompt: Write questions about kangaroos and then answer them. |
| 117 | <i>The Contest</i> | Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) | Make a Big Word: higher | Prompt: Write about what happened at the beginning, in the middle, and at the end of the story. |
| 118 | <i>A Puppy Named Boss</i> | Analyzing Characters: Compare and Contrast Characters | Make a Big Word: excitedly | Prompt: Write about Jack and Daisy. Explain how they are similar and how they are different. |
| 119 | <i>Puerto Rico</i> | Asking and Answering Questions: Green Questions (Literal) | Breaking Big Words: ight | Prompt: Write questions and answers about Puerto Rico. |
| 120 | <i>Fun for Pickles</i> | Retelling: Problem/Solution | Breaking Big Words: owl | Prompt: Write about the problems Danny and Pickles have in the story and how they got solved. |
| 121 | <i>Marine Mammals</i> | Retelling: Stop-Think-Paraphrase (STP) | Breaking Big Words: art | Prompt: Pick one marine mammal and write what you learned about it. |
| 122 | <i>The Fisherman and the Golden Fish</i> | Understanding Text Structure: Folk and Fairy Tales | Breaking Big Words: oint | Prompt: Write about the story, telling what happened at the beginning, in the middle, and at the end. |
| 123 | <i>All About Ants</i> | Retelling: Identify Key Words | Analogy Chart: -an and -ain | Prompt: Write facts you learned about ants. |
| 124 | <i>What's Wrong with Gilbert?</i> | Analyzing Characters: Who-What | Make a Big Word: enjoying | Prompt: Write a Who-What statement about one character in the story. |
| 125 | <i>Porcupine's Kite</i> | Analyzing Relationships: Retell with Cause-Effect | Analogy Chart: ow and are | Prompt: Retell what happened in the story. |
| 126 | <i>Henry and Little Knight</i> | Inferring: Infer from Actions | Administer the Level K Word Study Inventory Assessment | Prompt: Write about one character in the story. |

Level K

| Lesson No. | Title | Comprehension Focus | Word Study | Guided Writing |
|------------|--|--|--|--|
| 127 | <i>Little Knight Runs Away</i> | Analyzing Characters: Track a Character's Feelings | Make a Big Word: suddenly | Prompt: Write about how Little Knight's feelings change in the story and why. |
| 128 | <i>Ice Skates for Quack</i> | Retelling: Using Key Words | Breaking Big Words: eam | Prompt: Retell the story about Quack and the ice skates. |
| 129 | <i>Ricky and Buster</i> | Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) | Breaking Big Words: awl | Prompt: Write the main idea and details about Ricky and his pet parrot. |
| 130 | <i>Henry Ford</i> | Analyzing Characters: Who-What-Why | Analogy Chart: Adding -ly | Prompt: Write about what Henry Ford did and why. |
| 131 | <i>A Gentle Pony for Peter</i> | Developing Vocabulary: Use Strategies to Explain Words | Analogy Chart: Dropping -e and adding -ed | Prompt: Write about the story using the new vocabulary words. |
| 132 | <i>Cookies for Clarence</i> | Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) | Make a Big Word: completely | Prompt: Use your key words to write about the story. |
| 133 | <i>Jellyfish: Mysterious Creatures from the Sea</i> | Identifying Main Idea and Details: Key Words | Breaking Big Words: ong | Prompt: Write what you learned about jellyfish using your key words. |
| 134 | <i>Brer Rabbit and the Moon: A Southern American Folk Tale</i> | Retelling: Five-Finger Retelling | Analogy Chart: -ful and -ly | Prompt: Use the Five-Finger Retelling card to write about Brer Rabbit's problem in the story and the events and the solution to his problem. |
| 135 | <i>Who's the Boss?</i> | Retelling: Key Words | Breaking Big Words: ink | Prompt: Write about the beginning, middle, and end of the story. |
| 136 | <i>The Frog Prince</i> | Understanding Text Structure: Folk and Fairy Tales | Breaking Big Words: ight | Prompt: Retell the story of The Frog Prince. |
| 137 | <i>Baseball: America's Favorite Pastime</i> | Retelling: Stop-Think-Paraphrase (STP) | Analogy Chart: Doubling feature | Prompt: Write what you learned about baseball. |
| 138 | <i>The Magic Hat</i> | Analyzing Characters: Evidence of Character Traits | Administer the Level L Word Study Inventory Assessment | Prompt: Write about the characters in the story. |

Level L

| Lesson No. | Title | Comprehension Focus | Word Study | Guided Writing |
|------------|--|---|--|--|
| 139 | <i>Ricky's Homework</i> | Retelling: Using Key Words | Make a Big Word: splinters | Prompt: Write about the beginning, middle, and end of the story. |
| 140 | <i>The Monkey and the Crocodile</i> | Retelling: Problem/Solution | Analogy Chart: Doubling feature | Prompt: Retell what happened in the story: who the characters are, where the story is set, what the problem is, and what happened. |
| 141 | <i>Helen Keller</i> | Retelling: Who-What | Analogy Chart: Dropping silent e | Prompt: Write about who Helen Keller was and what she did. |
| 142 | <i>Little Knight and the Kitten</i> | Analyzing Characters: Who-What-Why | Writing Big Words: -ous | Prompt: Write a Who-What-Why statement. |
| 143 | <i>Water</i> | Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) | Breaking Big Words: -ous | Prompt: Write a main-idea statement about water. |
| 144 | <i>The Pigeons and the Crow</i> | Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) | Analogy Chart: ea and a_e | Prompt: Use the places you flagged important events in the story to write about what happened in the story. |
| 145 | <i>John Henry</i> | Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) | Make a Big Word: marvelous | Prompt: Write about one chapter. |
| 146 | <i>A Mother Dog and Her Puppies</i> | Identifying Main Idea and Details: Turn Headings into Questions | Breaking Big Words: -fully | Prompt: Pick one chapter and write a main-idea statement. |
| 147 | <i>Porcupine's First Day of School</i> | Analyzing Characters: Who-What-Why | Writing Big Words: -fully | Prompt: Summarize the story of Porcupine's First Day at School by using Somebody-Wanted-But-So (S-W-B-S). |
| 148 | <i>Guinea Pigs</i> | Developing Vocabulary: Use Vocabulary Strategies to Explain New Words | Make a Big Word: excitement | Prompt: Write green questions about guinea pigs. |
| 149 | <i>Am I a Dragon?</i> | Analyzing Characters: Track the Character's Feelings | Breaking Big Words: -ment | Prompt: Write about how Clarence felt in the story. |
| 150 | <i>Space Monster Saves the Day</i> | Analyzing Characters: Evidence of Character Traits | Administer the Level M Word Study Inventory Assessment | Prompt: Write about Pluto Boy or Space Monster. |

Level M

| Lesson No. | Title | Comprehension Focus | Word Study | Guided Writing |
|------------|------------------------------------|--|---|---|
| 151 | <i>Quack and the Petting Zoo</i> | Retelling: Five-Finger Retelling | Make a Big Word: <i>anxiously</i> | Prompt: <i>Use the Five-Finger Retelling card to retell the story.</i> |
| 152 | <i>Puss 'n Boots</i> | Retelling: Who-What | Make a Big Word: <i>creature</i> | Prompt: <i>Write a Who-What sentence for the young man and the cat.</i> |
| 153 | <i>Lion's Birthday</i> | Asking and Answering Questions: Red Questions (Inferential) | Analogy Chart: Dropping silent e | Prompt: <i>Write inferences about the story.</i> |
| 154 | <i>Buster Goes to the Library</i> | Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) | Writing Big Words: <i>-ture</i> | Prompt: <i>What important message did we learn from reading this book?</i> |
| 155 | <i>Bats</i> | Asking and Answering Questions: Green Questions (Literal) | Breaking Big Words: <i>-ture</i> | Prompt: <i>Use a glossary word to write a question and the answer.</i> |
| 156 | <i>A Super Smart Bird</i> | Analyzing Characters: Character Traits | Make a Big Word: <i>capable</i> | Prompt: <i>Describe how Ricky's feelings change throughout the story.</i> |
| 157 | <i>The Elephant Orphanage</i> | Asking and Answering Questions: Red Questions (Inferential) | Writing Big Words: <i>-able</i> | Prompt: <i>Write about what you learned about the Pinnawela elephant orphanage.</i> |
| 158 | <i>Babysitting Marvin's Sister</i> | Analyzing Characters: Evidence of Character Traits | Breaking Big Words: <i>-able</i> | Prompt: <i>Pick Marvin or Peggy to write about. Write about what character trait you think he/she has and tell why.</i> |
| 159 | <i>Elephants</i> | Identifying Main Idea and Details: Turn Headings into Questions | Analogy Chart: Changing <i>-y</i> to <i>-i</i> and adding <i>-est</i> | Prompt: <i>Write about elephants.</i> |
| 160 | <i>Oliver and the Bird Feeder</i> | Analyzing Characters: Who-What-Why | Make a Big Word: <i>brawniest</i> | Prompt: <i>Write a Somebody-Wanted-But-So about the story.</i> |
| 161 | <i>Johnny Appleseed</i> | Analyzing Characters: Character Action/Motivation | Make a Big Word: <i>wilderness</i> | Prompt: <i>Write a retelling of the story of Johnny Appleseed.</i> |
| 162 | <i>Pecos Bill</i> | Analyzing Relationships: Sociogram | Administer the Level N Word Study Inventory Assessment | Prompt: <i>Write a retelling of the story of Pecos Bill.</i> |

Level N

| Lesson No. | Title | Comprehension Focus | Word Study | Guided Writing |
|------------|--|---|--|--|
| 163 | <i>Stone Soda Bread</i> | Retelling: Five-Finger Retelling | Analogy Chart: Dropping silent e and adding endings (-ed, -er, and -ing) | Prompt: Use the <i>Five-Finger Retelling</i> card to retell the story. |
| 164 | <i>Odin's Firefly Goodbye</i> | Analyzing Characters: Track the Character's Feelings | Make a Big Word: distraction | Prompt: Write about Odin and how he felt at the beginning, in the middle, and at the end of the story. |
| 165 | <i>Trap-Door Spiders</i> | Asking and Answering Questions: Green Questions (Literal) | Writing Big Words: -tion | Prompt: Write facts about trap-door spiders. |
| 166 | <i>Friend Spider</i> | Retelling: Stop-Think-Paraphrase (STP) | Breaking Big Words: -tion | Prompt: Write a summary of Friend Spider. |
| 167 | <i>Moving West</i> | Asking and Answering Questions: Red Questions (Inferential) | Make a Big Word: furniture | Prompt: Use the words in the glossary and the index to write facts you learned about moving West. |
| 168 | <i>Ring of Fire</i> | Analyzing Characters: Evidence of Character Traits | Writing Big Words: -ture | Prompt: Write about Andy as a character. |
| 169 | <i>Mayuko's Butterfly Haiku</i> | Analyzing Characters: Track the Character's Feelings | Breaking Big Words: -ture | Prompt: Write about how Mayuko felt and what she learned. |
| 170 | <i>Monarch Journey</i> | Analyzing Relationships: Cause-Effect | Make a Big Word: electricity | Prompt: Write answers to your What caused? questions. |
| 171 | <i>Solar Energy</i> | Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) | Writing Big Words: -ity | Prompt: Write what you learned about solar energy. |
| 172 | <i>Calamity Jane and the Wild Horse Race</i> | Inferring: Make Inferences from Dialogue | Breaking Big Words: -ity | Prompt: Write a Somebody-Wanted-But-So about the story. |
| 173 | <i>Chasing the Storm</i> | Identifying Main Idea and Details: Turn Headings into Questions | Make a Big Word: conditions | Prompt: Answer the question you wrote on the sticky note. |
| 174 | <i>Storm Chaser</i> | Analyzing Relationships: Compare and Contrast | Readminister the Transitional Word Study Inventory Assessment | Prompt: Write one paragraph each about how <i>Chasing the Storm</i> and <i>Storm Chaser</i> are alike and different. |