

FLYING COLORS SYNOPSIS AND SKILLS

Magenta Level

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>At the Playground</u>	Fiction	Social Studies	Two children ride bikes to the playground to play.	Comprehension Strategy: Sequencing ideas and story events Fluency Skill: Falling voice at the end of a declarative sentence Phonics Skill: Initial and final sounds: letter s (swings, seesaw, horses, bikes)	Drawing a picture and writing a sentence to describe it	at, the, we, are, on, going	ladder, swings, slide
<u>Can You See Me?</u>	Fiction	Social Studies	A girl hides in many different places.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Raising voice at the end of a question Phonics Skill: Initial sounds: letter b (box, bed, blanket)	Writing a narrative	am, can, I, in, me, see, the, under, you	blanket, tent, tunnel
<u>Come and Play</u>	Fiction	Social Studies	Children share their toys and play together.	Comprehension Strategy: Connecting ideas from text-to-self Fluency Skill: Emphasizing words in boldface Phonics Skill: Consonant blend: pl (play)	Writing a personal narrative	come, play, and , like, to, with, me, us	friends, dolls, cars

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<u>The Concert</u>	Fiction	Arts	Children get ready for and performance a concert.	Comprehension Strategy: Identifying main idea or theme Fluency Skill: Taking a breath at appropriate times Phonics Skill: Initial sounds: letter c (<u>concert</u> , <u>cutting</u> , <u>clapping</u>)	Writing in a journal about a character in the story	the, look, at, us, we, are	waving, painting, concert
<u>Going to the Beach</u>	Fiction	Social Studies	A girl gets ready to go to the beach.	Comprehension Strategy: Asking rhetorical questions Fluency Skill: Raising voice at the end of a question Phonics Skill: Initial sounds: short <i>i</i> (<u>is</u> , <u>it</u>)	Drawing a picture of a day at the beach and adding words to the picture	going, to, where, is, it, are, they, here	sunglasses, beach, swimsuit
<u>Here Is the Butter</u>	Nonfiction - Procedural	Science	Children make butter from cream.	Comprehension Strategy: Retelling story events or key facts Fluency Skill: Reading smoothly Phonics Skill: Consonant blends: <i>th</i> (<u>the</u>), <i>cr</i> (<u>cream</u>)	Writing six numbered steps for making butter	here, is, the, goes, in, look, at	marble, cream, jar

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<u>I Am a Tiger!</u>	Fiction	Arts	A child dresses up in a tiger costume.	Comprehension Strategy: Activating existing background knowledge Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Initial sounds: short <i>a</i> (at, am)	Writing a list of animals that have the same body parts as a tiger	I, am, a, look, my, at, me	whiskers, tail, stripes
<u>I Like Playing</u>	Fiction	Health	A girl describes the activities she likes to do.	Comprehension Strategy: Identifying main idea or theme Fluency Skill: Reading every word; does not skip or substitute words Phonics Skill: Initial sounds: letter <i>j</i> (jumping)	Listing fun activities to do with friends and family	I, like, with, my	walking, rope, sister
<u>Melting Ice Cubes</u>	Nonfiction – Expository	Science	A girl watches different colored ice cubes melt.	Comprehension Strategy: Drawing conclusions Fluency Skill: Emphasizing words in boldfaced type or color Phonics Skill: Review of initial and final sounds: letter <i>r</i> (red, water)	Writing about what could happen to the water	here, is, look, a, at, the	cube, melting, water

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Mom at Work</u>	Fiction	Social Studies	We see how a mom spends a day at work.	Comprehension Strategy: Connecting ideas from text-to-text Fluency Skill: Matching character's tone Phonics Skill: Initial sounds: letter <i>w</i> (<i>work</i>)	Writing and illustrating about a job	mom, here, is, at, my, she	typing, writing, work
<u>My Dog</u>	Fiction	Social Studies	A dog has a busy day doing many things.	Comprehension Strategy: Making generalizations Fluency Skill: Accurately pronouncing difficult words Phonics Skill: Final Sounds: letter <i>g</i> (<i>dog</i>)	Writing a list of action words	my, is	jumping, rolling, running
<u>My Little Fish</u>	Nonfiction – Expository	Social Studies	A pet fish swims around its bowl.	Comprehension Strategy: Drawing conclusions Fluency Skill: Emphasizing words in boldface type Phonics Skill: Consonant blend: <i>sh</i> (<i>fish</i> , <i>shell</i>)	Writing about how to care for a pet	my, is, the	beside, inside, diver

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<u>My Lunch</u>	Nonfiction – Procedural	Health	A child makes his lunch.	Comprehension Strategy: Activating existing background knowledge Fluency Skill: Reading smoothly Phonics Skill: Initial sounds: letter <i>b</i> (<u>b</u> read, <u>b</u> tter)	Writing a journal entry about their favorite things to eat	my, here, is, the	meat, lunch, lettuce
<u>My Noodle Necklace</u>	Nonfiction – Procedural	Math	A child makes a necklace using colored noodles.	Comprehension Strategy: Connecting ideas from text-to-text Fluency Skill: Taking a breath at appropriate times Phonics Skill: Initial and final sounds: letter <i>n</i> (<u>n</u> oodle, <u>n</u> ecklace, <u>g</u> reen)	Drawing and labeling the colors of the noodle necklace	my, here, is, the	necklace, noodle, green
<u>My Sand Pie</u>	Nonfiction – Procedural	Science	A boy uses many tools to make a sand pie.	Comprehension Strategy: Recognizing cause and effect Fluency Skill: Falling voice at end of declarative sentences Phonics Skill: Initial sounds: letter <i>h</i> (<u>h</u> ere)	Listing the steps in a process	my, here, is, the, goes, go, look, at	bucket, shovel, plate

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<u>The Park</u>	Fiction	Science	A boy walks through the park and sees many things.	Comprehension Strategy: Connecting ideas from text-to-text Fluency Skill: Reading smoothly Phonics Skill: Initial sounds: letter <i>p</i> (p <u>ar</u> k, p <u>ath</u>)	Completing sentence stems	at, the, look	bridge, ducklings, path
<u>The Rainbow</u>	Nonfiction – Procedural	Math	A boy and girl take turns painting a colorful rainbow.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Changing voice to differentiate speakers Phonics Skill: Initial sounds: letter <i>r</i> (r <u>ai</u> nbow, r <u>ed</u>)	Drawing a rainbow and writing about a favorite color	the, goes, here, said, look, at, and, a	rainbow, paint, yellow
<u>The Snail</u>	Nonfiction – Expository	Social Studies	A snail leaves a trail over and under objects in the yard.	Comprehension Strategy: Sequencing ideas and story events Fluency Skill: Accurately pronouncing difficult words Phonics Skill: Initial and final sounds: letter <i>l</i> (s <u>n</u> ail, l <u>oo</u> k, l <u>ea</u> f, t <u>ra</u> il)	Writing a journal entry	at, the, it, is, under, going, look, over	trail, hose, stick

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<u>The Teddy Bear</u>	Nonfiction – Expository	Social Studies	A teddy bear moves on and off many items.	Comprehension Strategy: Sequencing ideas and story events Fluency Skill: Reading every word; not skipping or substituting words Phonics Skill: Initial and final sounds: Letter <i>t</i> (teddy, mat, table)	Writing sentences to describe a favorite teddy bear	the, is, on	mat, chair, table
<u>We Are Up Here</u>	Nonfiction – Expository	Social Studies	A boy and a girl have a picnic with their toys.	Comprehension Strategy: Sequencing ideas and story events Fluency Skill: Reading smoothly Phonics Skill: Initial sounds: letter <i>d</i> (doll, down, dog, duck)	Creating a list	up, here, down, the, is, are, we	doll, mouse, duck

Red Level

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Barney Owl</u>	Fiction		Mother and Father Owl try to get Barney to go to sleep.	Comprehension Strategy: Activating existing background knowledge Fluency Skill: Using loudness and softness to express emotion Phonics Skill: Initial and final sounds: Letter <i>o</i> – long vowel (<u>o</u> h, n <u>o</u> , g <u>o</u>)	Copying a phrase	are, too, up, we, go, boy, you, yes	daytime, playing, sleep
<u>Bees in My Garden</u>	Nonfiction – Procedural	Arts	A child shows how to make bees out of paper.	Comprehension Strategy: Connecting ideas from text-to-text Fluency Skill: Adjusting pace Phonics Skill: Consonant digraphs: <i>th</i> (<u>th</u> e, <u>th</u> is)	Copying a phrase from the story	my, are, big, here, black, goes, go	stripes, glue, feelers
<u>Brave Little Snail</u>	Fiction	Science	Little Snail explores the garden.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Adjusting pace Phonics Skill: Initial sounds: short <i>u</i> (<u>u</u> p)	Copying a phrase from the book	the, likes, to, not, he, looks, down, oh	slide, garden, brave

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>The Butterfly House</u>	Fiction	Science	Jake changes his mind about butterflies when he visits a butterfly house.	Comprehension Strategy: Rereading text Fluency Skill: Matching character's voice Phonics Skill: Long vowels: <u>a</u> (Jake) and <u>o</u> (go, oh)	Making a list	come, went, can, like, not, into, blue, on	zoo, butterflies, house
<u>Here Comes the Bus</u>	Fiction		Jess and Sarah wait for the bus.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Pausing at commas Phonics Skill: Identifying and reading compound words (into, cannot, today)	Writing and illustrating a sentence	going, like, no, it, cannot, for, coming, can	pool, bus, shouted
<u>The Jumping Fish</u>	Fiction		Little Bear gets a surprise when he waits by the river.	Comprehension Strategy: Visualizing information from illustrations Fluency Skill: Matching character's feelings and emotions Phonics Skill: Reading simple one-syllable and high-frequency words	Writing a journal entry	said, and, went, big, see, into, not, here	fishing, safe, jumped

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Ladybug, Ladybug</u>	Nonfiction – Procedural	Arts	Harry and Holly make ladybugs two ways.	Comprehension Strategy: Visualizing information from text, photographs, and diagrams Fluency Skill: Reading phrases as mini-sentences Phonics Skill: Demonstrating understanding of possessives (Harry's, Holly's)	Listing steps	cut, for, goes, on, ball, like, go, at	spots, leg, clay
<u>Little Horse and Big Horse</u>	Fiction		The little horse and big horse are bothered by a fly.	Comprehension Strategy: Recognizing cause and effect Fluency Skill: Changing voice to differentiate speakers Phonics Skill: Demonstrating understanding of inflected ending: -ing (<u>buzzing</u> , <u>sleeping</u>)	Completing a phrase from the book	is, little, are, comes, over, under, goes, up	buzzing, sleeping, tail

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Looking at Insects</u>	Nonfiction - Expository	Science	All insects are alike in some ways.	Comprehension Strategy: Building background knowledge Fluency Skill: Reading smoothly Phonics Skill: Initial and final sounds: y (you, butterfly, fly, dragonfly)	Writing a journal entry	an, too, and, have, all, you, some, no	insect, beetle, stomach
<u>Looking at Snails</u>	Nonfiction – Expository	Science	A snail has two eyes, one foot, and a shell.	Comprehension Strategy: Summarizing information Fluency Skill: Pausing at commas Phonics Skill: Consonant s blends: sn (snail, snails), sl (slide)	Making a list	six, see, at, is, this, two, has, into	foot, shell, snails
<u>Looking at Worms</u>	Nonfiction – Personal Narrative	Science	A worm has a head, a mouth, and a tail.	Comprehension Strategy: Building background knowledge Fluency Skill: Using falling voice at end of declarative sentences Phonics Skill: Deleting phonemes to change words (this – is; they – the)	Labeling a diagram	some, are, big, from, have, its, top, my	head, eyes, mouth

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Luka's New Kite</u>	Fiction		Luka flies his new kite and it gets caught in a tree.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Matching character's tone Phonics Skill: Using knowledge of spelling pattern CVC to decode: (short <i>a</i> – dad; short <i>e</i> – red; short <i>i</i> – big; short <i>o</i> – mom, not)	Writing a journal entry	new, his, goes, red, over, tree, no, big	kite, fly, swing
<u>Munch! Munch!</u>	Fiction	Science	A fat caterpillar hides when a hungry bird spots her.	Comprehension Strategy: Drawing conclusions Fluency Skill: Accurately pronouncing difficult words Phonics Skill: Consonant <i>r</i> blends (grass)	Making a list	fat, leaf, a, too, sees, sun, under, her	eating, hungry, munch
<u>The Butterfly Report</u>	Nonfiction – Personal Narrative	Science	Children report on their visit to a butterfly house.	Comprehension Strategy: Adjusting pace Fluency Skill: Reading every word without skipping or substituting Phonics Skill: Blending phonemes: (h-o-t, b-i-g, r-e-d)	Making a list	the, are, we, to, inside, lots, of, here	report, fun, hot

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<u>My Caterpillar Report</u>	Nonfiction – Personal Narrative	Science	A caterpillar turns into a butterfly.	Comprehension Strategy: Building background knowledge Fluency Skill: Accurately pronouncing difficult words Phonics Skill: Reading more complex and irregularly spelled words (chrysalis, caterpillar)	Illustrating a sentence	little, eats, going, up, down, under, in, where	caterpillar, leaf, plant
<u>Our Butterflies</u>	Nonfiction – Procedural	Arts	Children show how to make paper butterflies.	Comprehension Strategy: Connecting ideas from text-to-self Fluency Skill: Reading phrases as mini-sentences Phonics Skill: Long vowel a (make, paper)	Listing steps in order	our, this, three, make, like, on, one, go	paper, wing, cut
<u>Rosie and Fred</u>	Fiction		A hungry dog gets Rosie out of bed.	Comprehension Strategy: Connecting ideas from text-to-text Fluency Skill: Pausing at commas Phonics Skill: Initial and final sounds: letter <i>f</i> (Fred, for, woof)	Writing and Illustrating a sentence	hid, away, bed, over, my, this, me, she	asleep, hiding, blanket

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<u>Washing the Dishes</u>	Fiction		Luka finds a way to help Dad in the kitchen.	Comprehension Strategy: Making generalizations Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Noun plurals: -s and -es (dishes, bowls, cups, spoons)	Writing a journal entry	too, me, dad, am, yes, here, down, for	helps, spoons, dishes
<u>What Am I?</u>	Nonfiction – Question/Answer	Science	Guess which insect is described each time.	Comprehension Strategy: Activating existing background knowledge Fluency Skill: Reading smoothly Phonics Skill: Recognizing and producing rhyming words	Listing steps	what, and, brown, am, little, yellow, like, I	moth, dragonfly, beetle
<u>What Is Hiding?</u>	Nonfiction – Question/Answer	Science	Search the pictures to see what is hiding.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Using rising voice at the end of questions Phonics Skill: Initial sounds: letter w (where, what)	Illustrating a sentence	is, look, see, where, from, can, me, cannot	lizard, frog, spider

Yellow Level

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Baby Cat</u>	Fiction		Annie dresses her cat up like a baby, but the cat doesn't like being a baby.	Comprehension Strategy: Rereading text Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Identifying root words (<u>jumped</u> , <u>looked</u> , <u>eating</u>)	Copying a phrase	I'm, bed, hat, on, under, did, you, off	sleep, dinner, hungry
<u>Bella's Ride</u>	Fiction		Bella's horse crosses the river, but her mother's horse does not.	Comprehension Strategy: Asking questions to clarify meaning Fluency Skill: Matching characters' tone Phonics Skill: Recognizing and producing rhyming words (hill – will) (to/too – you)	Writing a journal entry	big, little, hill, down, saw, said, too, want	ride, wet, river
<u>Dinner</u>	Nonfiction – Personal Narrative	Health	A boy helps cook dinner.	Comprehension Strategy: Connecting ideas from text-to-self Fluency Skill: Making voice fall at the end of a declarative sentence Phonics Skill: Vowel digraphs: oo (<u>cooks</u>), ea (<u>clean</u>), au (<u>sausage</u>)	Writing a journal entry	cooks, mom, dad, the, having, one, home, do	spaghetti, salad, restaurant

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<u>Fred and the Ball</u>	Fiction		A girl and her dog must retrieve a lost ball.	Comprehension Strategy: Drawing conclusions Fluency Skill: Emphasizing words in boldfaced type Phonics Skill: Identifying and reading contractions	Copying a phrase	said, new, here, over, ball, but, into, went	shouted, gate, under
<u>Jeni's Lettuce</u>	Fiction		Jeni and her dad plant lettuce, but the birds eat it.	Comprehension Strategy: Recognizing cause and effect Fluency Skill: Changing voice to differentiate speakers Phonics Skill: Adding phonemes to change words (is –this, we – went, the – then, the – they)	Copying a phrase	hungry, going, make, now, today, yes, can, good	worked, breakfast, helping
<u>Luka's Tortoise</u>	Fiction		Luka gets a tortoise and learns how to care for it.	Comprehension Strategy: Understanding story structure Fluency Skill: Using punctuation to inform expression Phonics Skill: Word family: -ot	Copying a phrase	birthday, box, yours, some, day, Sunday, winter, hot	tortoise, hungry, safe

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Making Breakfast</u>	Nonfiction – Procedural	Health	A boy makes toast and oatmeal for breakfast.	Comprehension Strategy: Activating existing background knowledge Fluency Skill: Adjusting pace Phonics Skill: Blending phonemes to make words (f-o-r, m-i-l-k, p-a-n, h-o-t)	Writing a letter	today, here, for, goes, comes, up, like, hot	toaster, oats, jam
<u>Making Lunch</u>	Nonfiction – Procedural	Health	Children make their lunch at school.	Comprehension Strategy: Connecting ideas from text-to-text Fluency Skill: Reading every word; not skipping or substituting words Phonics Skill: Developing and applying knowledge of consonant blends <i>ch</i> (<u>ch</u> ease) and <i>th</i> (<u>th</u> e, <u>th</u> en)	Making a list	made, flat, got, us, to, too, rolled, had	round, grate, teacher
<u>Milk from a Cow</u>	Nonfiction – Expository	Health	A girl sees how the milk she drinks gets from the cow to the store.	Comprehension Strategy: Building background knowledge Fluency Skill: Accurately pronouncing difficult words Phonics Skill: Using knowledge of vowel diphthong /ou/ (<u>ow</u>)	Listing steps	like, drink, good, lots, make, help, time, cold	tank, seeds, machine

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<u>My Birthday</u>	Nonfiction – Personal Narrative	Social Studies	A boy has fun with his friends at his birthday party.	Comprehension Strategy: Making generalizations Fluency Skill: Reading phrases as mini-sentences Phonics Skill: Demonstrating understanding of noun plurals (friends <u>s</u> , games <u>s</u> , chips <u>s</u> , crackers <u>s</u> , cupcakes <u>s</u> , candles <u>s</u>)	Writing a journal entry	came, fun, we, sat, hat, eat, all, six	party, friends, games
<u>My Breakfast</u>	Nonfiction – Personal Narrative	Health	Children like different, healthy foods for breakfast.	Comprehension Strategy: Comparing and contrasting information Fluency Skill: Reading smoothly Phonics Skill: Using knowledge of spelling patterns decode: CVC (hot, jam, top, did, cut, big)	Drawing and labeling a picture	did, where, go, milk, hot, look, pieces, cut	plate, honey, glass
<u>My Hamburger</u>	Nonfiction – Procedural	Health	A boy builds a big hamburger for his dinner.	Comprehension Strategy: Classifying and categorizing information Fluency Skill: taking a breath at appropriate times Phonics Skill: Developing and applying knowledge of short vowels: a (h <u>a</u> mburger, <u>a</u> m) and i (b <u>i</u> g, <u>i</u> s, <u>i</u> t, d <u>i</u> nn <u>e</u> r)	Listing steps	going, cooked, me, is, goes, for, on, mom	hamburger, lettuce, meat

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<u>Nat and Harry Play Soccer</u>	Fiction		Nat brings his new ball to play soccer with his friends.	Comprehension Strategy: Reading on Fluency Skill: Reading phrases as mini-sentences Phonics Skill: Deleting phonemes to change words (here – he)	Writing a journal entry	play, up, fast, too, come, down, got, no	kicked, goal, soccer
<u>Nat's New Soccer Ball</u>	Fiction		Nat leaves his new soccer ball in the car.	Comprehension Strategy: Sequencing story ideas and events Fluency Skill: Matching characters' feelings and emotions Phonics Skill: Identifying and segmenting words into phonemes (m-o-m, N-a-t, c-a-n)	Writing a journal entry	where, your, looked, new, car, oh, not, with	school, teacher, home
<u>New Beds</u>	Fiction		Danny and Jay get bunk beds, but who will get to sleep on the top bunk?	Comprehension Strategy: Making and confirming predictions Fluency Skill: Matching character's voice Phonics Skill: Identifying initial sounds review: letter <i>u</i> (<u>u</u> p, <u>u</u> nder)	Drawing a picture	in, at, get, and, top, ran, over, up	bunk beds, Saturday, red

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Our Lunch Boxes</u>	Nonfiction – Personal Narrative	Health	Children identify foods in their lunch boxes.	Comprehension Strategy: Summarizing information Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Identifying final sounds: letter x (box)	Copying a phrase	inside, look, time, all, my, see, where, big	lunchtime, lunch box, sandwich
<u>Plop!</u>	Fiction		Plop the frog will not let anyone else in his pond.	Comprehension Strategy: Identifying main ideas or theme Fluency Skill: Emphasizing words in boldfaced type Phonics Skill: Identifying and reading contractions (I'm)	Copying a phrase	eat, this, hot, away, said, back, out, will	leaf, pond, boss
<u>The Shopping List</u>	Nonfiction – Personal Narrative	Health	A boy writes a grocery list for dinner with his grandparents.	Comprehension Strategy: Utilizing text features to determine importance Fluency Skill: Pausing at commas Phonics Skill: Demonstrating understanding of <i>r</i> -controlled vowels: /ar/ (are) and /ur/ (dinner)	Making a list	coming, house, us, will, some, eat, get, we	shopping, food, fish

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<u>Taking Turns</u>	Fiction		Liam's friend, Jake, wants to use Liam's swing.	Comprehension Strategy: Making generalizations Fluency Skill: Using loudness and softness to express emotion Phonics Skill: Developing and applying knowledge of consonant blends: <i>sw</i> (<u>s</u> wing), <i>pl</i> (<u>p</u> lay, <u>p</u> lease), <i>st</i> (<u>s</u> t ^o p)	Drawing a picture	first, ran, went, going, up, again, like, away	swing, park, jumped
<u>Who is Hungry?</u>	Nonfiction – Question/Answer	Science	This book explores the foods animals eat.	Comprehension Strategy: Connecting ideas from text-to-world Fluency Skill: Reading phrases as mini-sentences Phonics Skill: Recognizing and producing rhyming words	Writing a journal entry	who, eating, is, by, pond, into, garden, bird	plants, sitting, flying

Blue Level

Title	Genre	Content	Synopsis	Skills	Reading- Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Bella's Picnic</u>	Fiction		Bella and Mom take their horses on a picnic.	Comprehension Strategy: Recognizing cause and effect Fluency Skill: Matching character's voice Phonics Skill: Blending phonemes to make words: (s-u-n, c-a-n, m-o-m, b-i-g, g-o, i-t, i-s)	Copying a phrase	now, let's nose, way, yes, big, ate, lunch	backpack, rolls, horses
<u>Boats</u>	Nonfiction – Expository	Social Studies	This book tells us about different kinds of boats.	Comprehension Strategy: Building background knowledge Fluency Skill: Using falling voice at end of declarative sentence Phonics Skill: Using knowledge of vowel digraphs: <i>oa</i> (boat, boats), <i>ea</i> (sea)	Making a list	over, sea, take, water, see, lakes, people, slow	river, wind, race
<u>A Day at the Beach</u>	Nonfiction – Personal Narrative	Science	A family spends a fun day at the beach.	Comprehension Strategy: Activating existing background knowledge Fluency Skill: Matching characters' feeling and emotions Phonics Skill: Reviewing initial sounds: letter <i>w</i> (we, water, wet, waves, walk, want)	Writing and illustrating a sentence	little, cool, take, looks, feet, sun, wet, ball	umbrella, swim, catch

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<u>Fishing Is Fun</u>	Nonfiction – Procedural	Social Studies	We learn about fishing and how much fun it can be.	Comprehension Strategy: Identifying main ideas or theme Fluency Skill: Taking a breath at appropriate times Phonics Skill: Consonant digraphs: <i>ch</i> (<u>catch</u>), <i>sh</i> (<u>fish</u> , <u>fishing</u>), <i>ng</i> (<u>swimm<u>ing</u></u> , <u>fishing</u>)	Writing a letter	goes, help, heavy, put, stay, down, eat, hold	hook, sinker, bait
<u>Fred Helps, Too</u>	Fiction		Rosie and her dog Fred clean a muddy floor.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Emphasizing words in boldface Phonics Skill: Developing and applying knowledge of consonant <i>r</i> blends: <i>fr</i> , <i>gr</i>	Drawing a picture	floor, steps, around, door, back, ran, stop, please	muddy, grass, clean
<u>I Can Ride My Bike</u>	Fiction		Luka gets a bike and learns how to ride it.	Comprehension Strategy: Utilizing text features to determine importance Fluency Skill: Using loudness and softness to express emotion Phonics Skill: Developing and applying knowledge of consonant digraph <i>th</i> (<u>they</u> , <u>three</u> , <u>then</u> , <u>this</u>)	Writing a journal entry	got, three, days, wanted, tree, fell, ride, again	sister, puddle, shed

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Ice-Skating</u>	Nonfiction – Expository	Social Studies	A girl skating at an ice rink tells about ice-skating indoors and outdoors	Comprehension Strategy: Comparing and contrasting information Fluency Skill: Matching character's tone Phonics Skill: Reading simple one-syllable words and high-frequency words	Writing a journal entry	ice, good, like, big, cold, fun, snow, outside	smooth, safe, rink
<u>Lakes</u>	Nonfiction – Expository	Science	We learn about lakes and their animal and plant life.	Comprehension Strategy: Making generalizations Fluency Skill: Accurately pronouncing difficult words Phonics Skill: Recognizing and producing rhyming words (we, trees)	Labeling	food, plants, animals, hot, long, walk, very, eggs	waves, islands, reeds
<u>The Little Green Car</u>	Fiction		Harry takes his friend Nat's new toy.	Comprehension Strategy: Identifying main ideas or theme Fluency Skill: Matching character's feelings and emotions Phonics Skill: Using knowledge of suffixes <i>-ed</i> (look <u>ed</u> , jump <u>ed</u>), <i>-ing</i> (go <u>ing</u> , eat <u>ing</u> , bring <u>ing</u>)	Writing a letter	best, have, made, went, fast, my, put, sick	pocket, brave, please

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Looking for Leo</u>	Fiction		Paddy's dog Leo runs away from his bath.	Comprehension Strategy: Sequencing ideas and story events Fluency Skill: Changing voice to differentiate speakers Phonics Skill: Identifying and reading contractions (can't)	Illustrating a sentence	here, fast, can't, not, house, ran, always, smile	hiding, dust, bath
<u>Lost Glasses</u>	Fiction		Katie loses her new glasses, then searches for them.	Comprehension Strategy: Asking questions to understand the author Fluency Skill: Matching character's voice Phonics Skill: Deleting phonemes to change words (here – her; your – you; not – no)	Copying a phrase	under, chair, lost, new, them, today, over, dad	desk, gym, happy
<u>Our Sand Castle</u>	Nonfiction – Procedural	Science	Two sisters make a sand castle at the beach.	Comprehension Strategy: Asking questions to clarify meaning Fluency Skill: Reading smoothly Phonics Skill: Developing and applying knowledge of consonant / blends <i>pl</i> (place), <i>fl</i> (flat)	Writing a letter	put, make, way, around, again, now, water, home	bucket, ditch, tower

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Plop and the Frog Tower</u>	Fiction		Plop thinks he is boss of the pond.	Comprehension Strategy: Forming and supporting opinions Fluency Skill: Pausing at commas Phonics Skill: Developing and applying knowledge of short vowels: short <i>i</i> (is, him, did, big, little, his)	Writing a paragraph	help, opened, wanted, go, slowly, stay, frog, grass	break, save, surprise
<u>The Porridge That Was Too Hot</u>	Fiction		The classic Goldilocks and the Three Bears is retold.	Comprehension Strategy: Drawing conclusions Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Using knowledge of vowel variants: oo (too)	Copying a phrase	bears, went, door, father, bed, way, do, table	forest, porridge, upstairs
<u>Red Cowgirl Boots</u>	Fiction		Kara needs boots for her cowgirl costume.	Comprehension Strategy: Connecting ideas from text-to-text Fluency Skill: Using rising voice for questions Phonics Skill: Understanding noun plurals	Drawing and labeling a picture	run, yes, said, ride, your, box, stay, back	slippers, clown, fly

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Rock Pools</u>	Nonfiction – Expository	Science	Rock pools contain water, plants, and animals.	Comprehension Strategy: Connecting ideas from text-to-world Fluency Skill: Adjusting pace Phonics Skill: Using knowledge of vowel digraph <i>ea</i> (<u>se</u> aweed, <u>se</u> a, <u>ea</u> t, <u>ea</u> ts, <u>be</u> ach)	Writing a journal entry	rocks, red, looking, in, plants, animals, grow, catches	octopus, tongue, seaweed
<u>Shells</u>	Nonfiction – Expository	Science	A boy and his aunt look at many different shells.	Comprehension Strategy: Summarizing information Fluency Skill: Reading every word without skipping or substituting words Phonics Skill: Developing and applying knowledge of long vowels: long <i>i</i> (<u>l</u> , <u>in</u> side, <u>li</u> ke, <u>wh</u> ite, <u>hi</u> de)	Making a chart	shut, beach, saw, old, good, sea, sand, fan	bottom, shapes, turtle
<u>The Sleepover</u>	Fiction		No one wants to sleep in the bottom bunks.	Comprehension Strategy: Creating personal interpretation Fluency Skill: Varying the use of loudness and softness when reading phrases Phonics Skill: Using knowledge of vowel diphthongs /ou/ (<u>sh</u> outed, <u>ou</u> r, <u>do</u> wn)	Writing a paragraph	fell, off, bed, sleep, too, down, up, his	tent, bunks, blanket

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Staying Safe in the Water</u>	Nonfiction – Personal Narrative	Social Studies	Many things help us stay safe in the water.	Comprehension Strategy: Asking questions to understand key themes Fluency Skill: Reading smoothly Phonics Skill: Demonstrating understanding of <i>r</i> -controlled vowels /er/ (water, teacher, swimmers), /ar/ (yard, around)	Copying a phrase	mom, dad, swim, teach, lakes, takes, play, him	fence, flag, gate
<u>Waterbirds</u>	Nonfiction – Expository	Science	Some birds live in or near the water.	Comprehension Strategy: Building background knowledge Fluency Skill: Accurately pronouncing difficult words Phonics Skill: Using knowledge of syllables to decode multisyllable words (waterbirds, pelicans)	Making a list	walks, eat, are, fish, feet, fast, pond, its	insects, toes, places

Green Level

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Be Careful of Strangers</u>	Fiction		Nat meets a stranger in the park and runs from him.	Comprehension Strategy: Connecting ideas from text-to-self Fluency Skill: Matching character's tone Phonics Skill: Deleting phonemes to change words (candy – can; off – of)	Writing a letter	from, talk, see, ran, not, off, himself, don't	stranger, police, careful
<u>Cacti</u>	Nonfiction – Expository	Science	Characteristics of cacti are identified and discussed.	Comprehension Strategy: Utilizing text features and structures Fluency Skill: Pronouncing difficult words accurately Phonics Skill: Identifying and segmenting syllables in spoken words (an-i-mals)	Labeling a diagram	home, grown, just, hide, parts, turn, very, some	stems, spines, fruits
<u>The Ducks</u>	Fiction		Oscar goes to the park and is chased by ducks.	Comprehension Strategy: Recognizing cause and effect Fluency Skill: Matching character's feelings and emotions Phonics Skill: Developing and applying knowledge of short vowels: short <i>u</i>	Copying a phrase	help, off, went, down, good, block, too, park	scared, scoop, buttons

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Forest Fire</u>	Fiction	Science	Lightning causes a forest fire but does not destroy the whole forest.	Comprehension Strategy: Comparing and contrasting information Fluency Skill: Using phrases to build excitement or to add emphasis or drama Phonics Skill: Blending phonemes to make words	Copying a phrase	hot, tall, fire, time, wind, full, soon, dry	strong, twigs, storm
<u>Fred's Doghouse</u>	Fiction		Fred tricks Rosie into getting out of bed.	Comprehension Strategy: Sequencing ideas and story events Fluency Skill: Matching character's voice Phonics Skill: Initial sounds: letter <i>g</i>	Copying a phrase	put, where, ran, back, best, around, read, sorry	slippers, outside, steps
<u>Growing Peas</u>	Nonfiction – Procedural	Science	Peas are a great vegetable to eat and easy to grow.	Comprehension Strategy: Activating existing background knowledge Fluency Skill: Pausing at commas Phonics Skill: Developing and applying knowledge of long vowels: long <i>o</i>	Making a list	down, need, climb, hold, dry, help, will, out	shoots, soil, pods

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Kitty Goes on Vacation</u>	Fiction		Annie tries to get fearful Kitty to the vet.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Taking breaths at appropriate times Phonics Skill: Identifying initial sounds: letter v (vacation, vet)	Drawing a picture	asleep, let's, now, quick, under, house, out, back	vet, vacation, carrier
<u>Life in the Trees</u>	Nonfiction – Expository	Science	Different kinds of animals live in the trees.	Comprehension Strategy: Asking questions to understand key themes Fluency Skill: Using falling voice at end of declarative sentences Phonics Skill: Developing and applying knowledge of consonant s blends (stick, sleep, spider, sweet)	Making a chart	watch, nest, trees, them, night, look, long, lives	ranch, flashlight, morning
<u>Look at the Leaves</u>	Nonfiction – Expository	Science	Leaves on deciduous trees bud, grow, and fall.	Comprehension Strategy: Connecting ideas from text-to-world Fluency Skill: Adjusting pace Phonics Skill: Using knowledge of vowel diphthongs /oi/ (soil)	Writing a paragraph	spring, find, leaves, will, buds, cool, winter, gone	deciduous, needles, evergreen

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Luka Plays Baseball</u>	Fiction		Luka becomes a good baseball player with practice.	Comprehension Strategy: Drawing conclusions Fluency Skill: Changing voice to differentiate speakers Phonics Skill: Identifying and reading contractions	Writing a letter	home, hit, bat, want, said, after, gave, try	missed, swung, tee
<u>Made of Wood</u>	Nonfiction – Expository	Science	Wood from forests is used to make many things.	Comprehension Strategy: Building background knowledge Fluency Skill: Reading every word; not skipping or substituting words Phonics Skill: Adding phonemes to change words (are – care; of – off)	Drawing a picture	cut, off, into, dry, they, them, wet, water	mill, boards, forest
<u>Misa Learns to Ride</u>	Fiction		Misa overcomes her fear and rides a horse.	Comprehension Strategy: Retelling story events or key facts Fluency Skill: Reading smoothly Phonics Skill: Using knowledge of vowel digraphs ay (play <u>ing</u>), ai (s <u>aid</u> , ag <u>ain</u>), ee (tr <u>ee</u>), ea (pl <u>ea</u> se)	Writing a journal entry	take, from, likes, up, got, very, led, do	paddock, bridle, saddle

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Moving Day</u>	Fiction		Lisa is sad because she has to move.	Comprehension Strategy: Making generalizations Fluency Skill: Using loudness and softness to express emotion Phonics Skill: Identifying and reading contractions (don't, won't)	Copying a phrase	cried, box, books, truck, were, floor, next, children	moving, surprised, window
<u>Our Vegetable Garden</u>	Nonfiction – Personal Narrative	Science	Two girls grown and eat their own vegetables.	Comprehension Strategy: Connecting ideas from text-to-text Fluency Skill: Reading phrases as mini-sentences Phonics Skill: Using knowledge of spelling patterns to decode: CVCe (like), CV (we)	Writing a paragraph	keep, away, care, next, what, bigger, food, our	seeds, squash, weeds
<u>Plop, the Water Monster</u>	Fiction		Bird wanted to eat Plop the Frog but Plop was covered in mud so Bird couldn't see him and flew away.	Comprehension Strategy: Retelling story events or key facts Fluency Skill: Varying the use of loudness and softness when reading phrases Phonics Skill: Demonstrating understanding of noun plurals	Drawing a picture	all, head, legs, trying, jumped, find, leaf, too	snapped, mad, trick

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Riley's Cake</u>	Fiction		Riley bakes a birthday cake for his friend Sierra.	Comprehension Strategy: Forming and supporting opinions Fluency Skill: Using rising voice at the end of questions Phonics Skill: Recognizing and producing rhyming words	Writing a journal entry	cake, no, best, her, looks, made, blue, pink	cookbook, birthday, smells
<u>Scooter's Busy Monday</u>	Fiction		A ferry is busy Saturday and Sunday, but not Monday.	Comprehension Strategy: Identifying main idea or theme Fluency Skill: Using loudness and softness to express emotion Phonics Skill: Demonstrating understanding of possessives	Making a list	one, city, cars, people, sign, hear, going, came	upstairs, ferryboat, bridge
<u>Seeds</u>	Nonfiction – Expository	Science	Seeds travel in many ways and are found in many places.	Comprehension Strategy: Classifying and categorizing information Fluency Skill: Reading smoothly Phonics Skill: Consonant digraphs: <i>th</i> (<u>the</u> , <u>they</u> , <u>this</u> , <u>them</u> , <u>these</u> , <u>then</u>), <i>ch</i> (<u>beach</u> , <u>peaches</u>)	Making a list	fruits, inside, stick, socks, ground, things, pets, grass	dandelion, tumbleweed, coconut

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Super Strawberries</u>	Nonfiction – Expository			Comprehension Strategy: Visualizing information from text, illustrations, and diagrams Fluency Skill: Adjusting pace Phonics Skill: Decoding multisyllable words	Writing a paragraph	ground, pot, plants, grow, small, green, watch, water	runners, strawberries, sweet
<u>Working with Plants</u>	Nonfiction – Expository	Science	Many people grow plants for us to enjoy.	Comprehension Strategy: Utilizing text features and text structures to determine importance Fluency Skill: Reading phrases as mini-sentences Phonics Skill: Demonstrating knowledge of <i>r</i> -controlled vowels /air/ (<u>care</u> , <u>air</u>)	Making a chart	homes, buy, plants, parks, other, visit, need, work	gardener, florist, forester

Orange Level

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Advertisements</u>	Nonfiction – Expository	Arts	Look at how people make and use advertisements.	Comprehension Strategy: Comparing and contrasting information Fluency Skill: Emphasizing words in boldface Phonics Skill: Deleting phonemes to make words (cat – at; has – as; for – or; had – ad; dad – ad)	Writing an ad	her, money, put, around, street, hear, words, sale	newspaper, message, advertisers
<u>Ballet</u>	Nonfiction – Expository	Arts	The world of ballet is explored.	Comprehension Strategy: Asking questions to understand key themes Fluency Skill: Adjusting pace Phonics Skill: Reading simple one-syllable and high frequency words (of, in, on, and, is, it, the)	Writing a paragraph	practice, fit, learn, steps, toes, families, wear, lights	makeup, movements, musicians
<u>Becky's Special Folder</u>	Fiction		Becky uses a special folder to make friends at school.	Comprehension Strategy: Making generalizations Fluency Skill: Using phrases to build excitement or to add emphasis or drama Phonics Skill: Blending phonemes to make words (c-a-n, s-a-d, a-n-d, u-p)			

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Costumes on Show</u>	Nonfiction – Expository	Arts	This book looks at the many uses of costumes.	Comprehension Strategy: Summarizing information Fluency Skill: Reading every word; not skipping or substituting words Phonics Skill: Demonstrating understanding of inflected endings: - <i>ing</i> (dress <u>ing</u> , tell <u>ing</u> , danc <u>ing</u> , sing <u>ing</u>)	Copying a phrase	spin, ice, stories, funny, tell, king, queen, good	opera, costume, tap dancing
<u>Going to the Movies</u>	Nonfiction – Personal Narrative	Arts	A boy goes to the movies and learns how they are made.	Comprehension Strategy: Creating or using images from all senses Fluency Skill: Reading smoothly Phonics Skill: Developing and applying knowledge of short vowels: short <i>e</i> (went, Brett, them) and short <i>a</i> (stand, at, sat)	Writing a journal entry	weekend, buy, stand, seats, began, say, very, film	concessions, advertisements, screenplay
<u>Helping Hands</u>	Fiction		While fishing, Sophie and her dad save a bird.	Comprehension Strategy: Asking questions to clarify meaning Fluency Skill: Reading phrases as mini-sentences Phonics Skill: Demonstrating knowledge of noun plurals (things, backs, wings, rods)	Making a list	held, lift, needs, want, bird, up, place, going	twisted, shiny, flap

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>How Fly Saved the River</u>	Fiction		A fly stops a bull from drinking the whole river.	Comprehension Strategy: Sequencing ideas and story events Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Developing and applying knowledge of consonant <i>r</i> blends (<u>d</u> rink, <u>d</u> rinks, <u>d</u> rinking, <u>c</u> ried, <u>f</u> rog)	Making a chat	today, water, chase, left, away, flew, tiny, after	shouting, thirsty, sadly
<u>Lara Saves the Concert</u>	Fiction		Lara plays the piano for her brother's concert.	Comprehension Strategy: Forming and supporting opinions Fluency Skill: Matching characters' feelings and emotions Phonics Skill: Identifying and reading contractions (can't, I'm, won't, don't, doesn't)	Writing a paragraph	sister, play, us, more, sing, your, too, kept	concert, blind, clever

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Learning About Art</u>	Nonfiction – Personal Narrative	Arts	A class has an art show and learns about art.	Comprehension Strategy: Visualizing information from text, illustrations, and diagrams Fluency Skill: Adjusting pace Phonics Skill: Developing and applying knowledge of long vowels: long a (take, made, paintings)	Drawing a picture	saw, people, girl, art, him, teacher, pond, best	collage, portrait, sculpture
<u>Leo, You Are a Star!</u>	Fiction		A boy's dog helps him look for a lost sneaker.	Comprehension Strategy: Connecting ideas from text-to-self Fluency Skill: Pausing at commas Phonics Skill: Demonstrating understanding of possessives (Paddy's)	Drawing a picture of a scene from the book	off, five, room, rug, find, lunch, bus, side	sneaker, kitchen, beanbag
<u>Luka's Campout</u>	Fiction		Luka does not get much sleep on his first campout.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Using loudness and softness to express emotion Phonics Skill: Identifying and reading compound words (campout, outside, something, bedtime, himself, goodnight, inside)	Copying a phrase	shut, sleep, still, eyes, ball, legs, just, lay	noisy, bedtime, tent

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Making a Book</u>	Nonfiction – Personal Narrative	Arts	A children's book author explains how books are made.	<p>Comprehension Strategy: Asking questions to understand the author</p> <p>Fluency Skill: Taking a breath at appropriate times</p> <p>Phonics Skill: Developing and applying knowledge of consonant digraphs: <i>ch</i> (children, checks) and <i>ph</i> (photographs, photographer)</p>	Writing a book	ideas, way, come, write, cows, book, with, take	publish, brainstorm, editor
<u>Making Music</u>	Nonfiction – Expository	Arts	A look at different musical instruments.	<p>Comprehension Strategy: Activating existing background knowledge</p> <p>Fluency Skill: Using a falling voice at the end of a declarative sentence</p> <p>Phonics Skill: Demonstrating understanding of <i>r</i> controlled vowels: /or/ (recorder, orchestra)</p>	Making a list	much, have, air, holes, loud, heavy, ever, you	instrument, orchestra, brass

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Maria's Nonna</u>	Fiction		Maria uses e-mail to talk to her grandmother in Italy.	Comprehension Strategy: Recognizing cause and effect Fluency Skill: Matching character's tone Phonics Skill: Using knowledge of spelling patterns to decode CVCe words (same, hope, like)	Writing a letter	children, looked, big, how, home, ran, down, smile	computer, grandmother, classroom
<u>Nat and Harry get lost on a museum field trip.</u>	Fiction		Nat and Harry get lost on a museum field trip.	Comprehension Strategy: Identifying main ideas or theme Fluency Skill: Matching character's tone Phonics Skill: Consonant s blends (scared, started, stopped)	Making a list	talk, liked, stay, class, door, across, lost, sorry	museum, carefully, dinosaur
<u>Puppets</u>	Nonfiction – Expository	Arts	Explore the world of puppets and the people who make them move.	Comprehension Strategy: Using decoding skills Fluency Skill: Accurately pronouncing difficult words Phonics Skill: Identifying and segmenting syllables in spoken words (puppeteers, television)	Labeling a diagram	hands, move, pulls, pen, finger, hide, move, their	stage, puppeteers, screen

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Rescuing Mr. Black</u>	Fiction		Tommy and his dad save a cat during a flood.	Comprehension Strategy: Connecting ideas from text-to-text Fluency Skill: Changing voice to differentiate speakers Phonics Skill: Identifying and isolating final sounds: /ng/ (rescu <u>ing</u> , bring <u>ing</u> , shining <u>ing</u> , sitt <u>ing</u>)	Writing a journal entry	out, river, inside, hide, man, dad, high, belong	crept, whispered, rescue
<u>Stars of the Show</u>	Nonfiction – Expository	Arts	Maya’s second-grade class puts on a school play.	Comprehension Strategy: Rereading text Fluency Skill: Reading smoothly Phonics Skill: Changing phonemes to create word families – <i>ig</i> (big – dig), – <i>ight</i> (light – night), – <i>ake</i> (take – cake)	Writing a journal entry	learn, work, play, begin, turn, show, goes, party	set, script, actors
<u>Two-Timer</u>	Fiction		A lovable cat ends up happy with both of his families.	Comprehension Strategy: Drawing conclusions Fluency Skill: Using loudness and softness to express emotion Phonics Skill: Identifying and pronouncing rhyming words (fed – said; cat – fat)	Making a chart	much, home, asked, every, took, called, keep, lost	whiskers, feeding, morning

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>A World of Masks</u>	Nonfiction – Procedural	Arts	Children learn about masks and how to make one.	Comprehension Strategy: Building background knowledge Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Using knowledge of vowel diphthong /oi/ (<u>boy</u>)	Making a list	some, old, bear, dry, watch, happy, made, wood	festivals, gold, carved

Turquoise Level

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>A Birthday Present for Mom</u>	Fiction		After much thought, Sam gives Mom the best gift of all.	Comprehension Strategy: Connecting ideas from text-to-self Fluency Skill: Matching character's voice Phonics Skill: Developing and applying knowledge of consonant digraph <i>th</i> (birth <u>day</u> , clo <u>th</u> es, someth <u>ing</u> , every <u>th</u> ing)	Making a list	pulled, covered, close, noises, wonder, lifted, made, hug	properly, drawers, quilt
<u>The Burglar Next Door</u>	Fiction		Jenny investigates a strange light next door.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Using loudness and softness to express emotion Phonics Skill: Demonstrating understanding of inflected endings: <i>-ing</i> (flash <u>ing</u> , hold <u>ing</u>) and <i>-ed</i> (turn <u>ed</u> , follow <u>ed</u>)	Writing a journal entry	guess, mirror, locked, inside, bedroom, woke, branch, shut	strange, spooky, overgrown

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Corn</u>	Nonfiction – Expository	Science	Corn is planted in spring and grows tall in summer.	Comprehension Strategy: Summarizing information Fluency Skill: pronouncing difficult words accurately Phonics Skill: Developing and applying knowledge of consonant digraphs: <i>sh</i> (<u>fresh</u>)	Writing a journal entry	corn, things, grown, huge, watered, given, ten, again	tassels, frozen, factories
<u>A Day at the Trout Farm</u>	Nonfiction – Personal Narrative	Science	A child goes fishing and learns about trout farming.	Comprehension Strategy: Asking questions to understand the author Fluency Skill: Reading smoothly Phonics Skill: Reading more complex and irregularly spelled words (alevins, yolk)	Making a list	could, baby, next, bigger, lakes, pond, bait, catch	fingerlings, alevins, incubators
<u>Eggs from the Chicken to You!</u>	Nonfiction – Expository	Science	After they hatch, most hens are sold to egg farms.	Comprehension Strategy: Retelling story events or key facts Fluency Skill: Pausing at commas Phonics Skill: Developing and applying knowledge of consonant digraphs: <i>ch</i> (<u>chickens</u> , <u>chicks</u> , <u>chicken</u> , <u>hatch</u>)	Labeling a diagram	lights, big, cage, white, day, months, laid, taken	vitamins, hatched, brooders

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Facts About Honeybees</u>	Nonfiction – Expository	Science	Honeybees work hard to make honey and wax.	Comprehension Strategy: Connecting ideas from text-to-text Fluency Skill: Adjusting pace Phonics Skill: Identifying final sounds: letter x (six)	Making a chart	flower, honey, take, wings, legs, hives, yellow, their	colonies, nectar, beeswax
<u>Flower Farms</u>	Nonfiction – Expository	Science	Tells how flowers are grown and cared for on farms.	Comprehension Strategy: Activating existing background knowledge Fluency Skill: Pausing at commas Phonics Skill: Developing and applying knowledge of long vowels: long o (protect, grow, grown)	Labeling a diagram	flowers, plant, sorted, bunches, sold, dried, gifts, trucks	florist, greenhouses, grafting
<u>Fruit</u>	Nonfiction – Expository	Science	Fruit is grown in backyards and on fruit farms.	Comprehension Strategy: Forming and supporting opinions Fluency Skill: Adjusting pace Phonics Skill: Applying knowledge of short vowels: u (us, sunlight)	Writing a paragraph	strong, quickly, seeds, old, wind, fruit, skin, healthy	flesh, sections, pollen

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Go, Gina!</u>	Fiction		Gina enters a BMX race and hopes she can do her best.	Comprehension Strategy: Sequencing ideas and story events Fluency Skill: Emphasizing words in boldfaced type Phonics Skill: Identifying and segmenting syllables in spoken words (whoop-de-doo, slippery, microphone)	Drawing a picture	mud, wet, finish, waving, close, hard, great, track	microphone, flying, skidded
<u>Growing Cotton</u>	Nonfiction – Expository	Science	Cotton comes from plants grown on big farms.	Comprehension Strategy: Utilizing text features and text structures to determine importance Fluency Skill: Using a falling voice at end of declarative sentences Phonics Skill: Demonstrating understanding of noun plurals (plants, places, farmers, farms, machines)	Making a chart	fields, soil, cotton, buds, open, seeds, blocks, taken	boll, disease, enemies

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Jason and the Blind Puppy</u>	Fiction		Jason wants to care for Mrs. Brown's blind puppy.	Comprehension Strategy: Asking questions to clarify meaning Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Recognizing and producing rhyming words (head, said; see, me)	Writing a paragraph	fast, four, brown, vet, cage, alone, worried, happily	youngest, tethered, blind
<u>Jewels of the Sea</u>	Nonfiction – Expository	Science	Learn how pearls are created and harvested.	Comprehension Strategy: Asking questions to understand key themes Fluency Skill: Reading smoothly Phonics Skill: Using knowledge of vowel diphthong: /oi/ (oysters)	Labeling a diagram	every, different, slowly, cut, grow, collect, inside, wear	oysters, harvested, seeded
<u>Josh</u>	Fiction		Josh finds ways to get out of running in track events.	Comprehension Strategy: Identifying the main idea or theme Fluency Skill: Using phrases to build excitement or add emphasis or drama Phonics Skill: Identifying and reading compound words (dinnertime, schoolwork, classroom, anything, lunchtime)	Copying a phrase	until, story, dog, race, done, talk, thought, mind	understand, refreshments, bent

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Lily's New Home</u>	Fiction		Lily moves into a new home in the city.	Comprehension Strategy: Recognizing cause and effect Fluency Skill: Matching character's feelings and emotions Phonics Skill: Using knowledge of prefixes: <i>un-</i> (<u>un</u> pack, <u>un</u> packing)	Writing an advertisement	park, window, today, noisy, tired, car, stairs, shop	unpacking, surprise, happier
<u>A Message from Danny Bell</u>	Fiction		Joe loved to play baseball, until he broke his arm.	Comprehension Strategy: Connecting ideas from text-to-world Fluency Skill: Varying the use of loudness and softness when reading phrases Phonics Skill: Blending phonemes to make words (c-a-s-t, c-i-t-y, g-o-t, t-o-l-d)	Writing a journal entry	watched, broken, arm, hurts, good, friends, fell, ball	famous, cheered, accidents
<u>Our Dairy Farm</u>	Nonfiction – Personal Narrative	Science	Learn about a family dairy farm and what goes on there.	Comprehension Strategy: Comparing and contrasting information Fluency Skill: Reading without skipping or substituting words Phonics Skill: Reading simple one-syllable words and high-frequency words (keep, some, make, good)	Making a chart	hello, grain, hay, dairy, eight, called, barn, stop	Web site, gallons, pastures

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Rabbit and Coyote</u>	Fiction		Coyote chases Rabbit under the moonlight.	Comprehension Strategy: Making generalizations Fluency Skill: Accurately pronouncing difficult words Phonics Skill: Adding phonemes to change words (way – away)	Drawing a picture	now, cheese, love, such, run, river, asleep, dinner	moonlight, delicious, reflection
<u>The Rainbow Clubhouse</u>	Fiction		Becky helps her new neighbor paint a clubhouse.	Comprehension Strategy: Drawing conclusions Fluency Skill: Reading phrases as mini-sentences Phonics Skill: Developing and applying knowledge of consonant / blends: (clubhouse, please, cleaned, cleaning)	Drawing a picture	garden, shed, city, home, smiled, Saturday, paint, sorry	run-down, clubhouse, apartment
<u>Scooter's School Trip</u>	Fiction		Billy and his class take a ride on Scooter the ferryboat.	Comprehension Strategy: Drawing conclusions Fluency Skill: Changing voice to differentiate speakers Phonics Skill: Using knowledge of vowel variants: /oo/ (Scooter's, Scooter)	Drawing a picture	would, said, parents, places, class, window, trip, sea	pouring, island, bay

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Wool from Sheep</u>	Nonfiction – Expository	Science	Wool for warm clothes and blankets comes from sheep.	<p>Comprehension Strategy: Utilizing text features and text structure to determine importance</p> <p>Fluency Skill: Letting voice fall at end of declarative sentences</p> <p>Phonics Skill: Demonstrating understanding of noun plurals (plants, places, farmers, farms, machines)</p>	Making a chart	bite, together, cut, bags, sold, dried, yarn, colors	shearing, bales, herding

Purple Level

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Cupcakes</u>	Fiction		Eddie tries to reach the cupcakes, but breaks his mother's bowl instead.	<p>Comprehension Strategy: Asking questions to understand key themes</p> <p>Fluency Skill: Using phrases to build excitement or to add emphasis or drama</p> <p>Phonics Skill: Identifying and segmenting spoken words into syllables (news-pa-per, yes-ter-day, dis-ap-point-ed)</p>	Writing a paragraph	fix, smile, salad, blue, bowl, spread, pieces, kitchen	disappointed, heavier, notice
<u>Duck Feet</u>	Fiction		Tony doesn't like his big feet until he learns how to swim.	<p>Comprehension Strategy: Making and confirming predictions</p> <p>Fluency Skill: Reading phrases as mini-sentences</p> <p>Phonics Skill: Demonstrating understanding of possessives (Tony's, Dad's, school's)</p>	Making a chart	splash, start, won, kick, minute, beat, jokes, man	swimmers, breathing, proud

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Fly Like the Eagle</u>	Fiction		One day the librarian who is helping Riley learn to read is not there.	Comprehension Strategy: Rereading text Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Using knowledge of spelling patterns to decode: CVC (big, his, had, was, bus)	Copying a phrase	hello, bed, fly, sat, today, visit, up, library	gold, librarian, pale
<u>Graffiti</u>	Fiction		Lily looks for a way to solve the problem of graffiti on her school building.	Comprehension Strategy: Reading on Fluency Skill: Pausing at commas Phonics Skill: Segmenting one-syllable words into initial, medial, and final sounds (h-a-d, M-e-g, b-i-g, j-o-b)	Making a list	every, quite, nearby, moment, spread, clean, idea, parents	graffiti, mural, amazement
<u>Hello, I'm Joe</u>	Fiction		Hannah is teaching her parakeet to speak, and one day he flies away.	Comprehension Strategy: Recognizing cause and effect Fluency Skill: Varying the use of loudness and softness when reading phrases Phonics Skill: Identifying and reading contractions (I'm, you'd, didn't, don't, won't, mustn't, you've)	Writing an ad	bump, clean, called, gray, help, exercise, would, breakfast	frightened, parakeet, balcony

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Homes on Wheels</u>	Nonfiction – Expository	Social Studies	There are different types of homes on wheels and many ways people use them.	Comprehension Strategy: Connecting ideas from text-to-world Fluency Skill: Taking a breath at appropriate times Phonics Skill: Deleting phonemes to change words (for – or; seat – eat; cold – old)	Copying a phrase	two, pop, travel, parts, strong, seat, live	motorhomes, engines, circus
<u>Homes Through Time</u>	Nonfiction – Expository	Social Studies	Homes, towns, and villages have changed over time.	Comprehension Strategy: Comparing and contrasting information Fluency Skill: Using falling voice at end of declarative sentences Phonics Skill: Changing phonemes to make new words	Making a chart	stone, wall, tents, built, factories, coal, future, air	tusks, villages, thatch
<u>The International Space Station</u>	Nonfiction – Expository	Science	Life's routines on the international Space Station are very different than they are on Earth.	Comprehension Strategy: Building background knowledge Fluency Skill: Reading smoothly Phonics Skill: Developing and applying knowledge of long vowels: long a (space, station, spacecraft, safe)	Writing a journal entry	space, team, work, learn, Earth, bodies, float, sleep	spacecraft, astronauts, healthy

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Let's Go Camping!</u>	Nonfiction – Expository	Social Studies	Going camping is fun, and it's fun to prepare for the trip.	Comprehension Strategy: Asking questions to clarify meaning Fluency Skill: Emphasizing words in boldfaced type Phonics Skill: Reading simple one-syllable and high-frequency words (when, them, get, big)	Making a list	flat, tent, windy, indoor, fox, dinner, quickly, table	scenery, shelter, wilderness
<u>Living in the Rain Forest</u>	Nonfiction – Expository	Science	This book explores the plants, animals, and people of a rain forest.	Comprehension Strategy: Summarizing information Fluency Skill: Adjusting pace Phonics Skill: Developing and applying knowledge of short vowels: short / (in, middle, inside, this, big)	Labeling a diagram	scary, tiny, leaf, fruits, treetops, hollow, climb, nest	fungus, villages, sunlight
<u>Magic Glasses Day</u>	Fiction		A boy who is reluctant to wear his glasses discovers he's not so different after all.	Comprehension Strategy: Visualizing information from text and illustrations Fluency Skill: Matching character's voice Phonics Skill: Developing and applying knowledge of consonant digraphs: <i>wh</i> (whispered, what, when) <i>th</i> (thought, thanks, math)	Drawing a picture	leave, laughed, math, best, funny, desk, should, idea	magic, properly, different

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Missing!</u>	Fiction		A family searches for a little boy who they think is missing, but who is asleep under a bed.	Comprehension Strategy: Sequencing ideas and story events Fluency Skill: Matching character's tone Phonics Skill: Using knowledge of suffixes <i>-ed</i> (explai <u>ned</u> , laugh <u>ed</u>), <i>ly</i> (slow <u>ly</u>)	Making a list	road, cried, cage, walked, inside, Aunt, need, nose	searched, wandered, dangerous
<u>Nests</u>	Nonfiction – Expository	Science	Animals make and live in many kinds of nests.	Comprehension Strategy: Classifying and categorizing information Fluency Skill: Emphasizing words in boldfaced type Phonics Skill: Demonstrating understanding of <i>r</i> controlled vowels: /er/ (h <u>er</u> , oth <u>er</u> , wat <u>er</u>)	Making a chart	nest, wax, build, different, small, old, shaped, sitting	entrance, hatch, flippers
<u>Samantha's Brother</u>	Fiction		Samantha's friends get a lesson about communication.	Comprehension Strategy: Drawing conclusions Fluency Skill: Matching character's feelings and emotions Phonics Skill: Using knowledge of vowel digraphs <i>ui</i> (ju <u>ice</u>) and <i>ou</i> (lou <u>dly</u>)	Making a chart	anything, move, surprise, night, pictures, work, looking, talk	communication, recess, embarrassed

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Saving Water and Energy</u>	Nonfiction – Expository	Science	This book explores ways to conserve water and energy.	Comprehension Strategy: Connecting ideas form text-to-self Fluency Skill: Reading every word; not skipping or substituting words Phonics Skill: Demonstrating understanding of inflected endings: <i>-ing</i> (drinking, washing, watering)	Copying a phrase	drinking, washing, built, cool, roof, showers, tank, sunny	faucet, recycle, electricity
<u>Sea Habitats</u>	Nonfiction – Expository	Science	This book examines different sea habitats.	Comprehension Strategy: Utilizing text structures and text features to determine importance Fluency Skill: Using rising voice at the end of questions Phonics Skill: Demonstrating understanding of noun plurals (skeletons, babies, animals, habitats)	Making a list	fill, water, dry, warm, hide, poles, tube, closer	saltwater, plankton, vents

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>The Tug-of-War</u>	Fiction		Tortoise thinks of a way to get back at two rude friends.	Comprehension Strategy: Forming and supporting opinions Fluency Skill: Changing voice to differentiate speakers Phonics Skill: Developing and applying knowledge of consonant blends with / (fly, clever)	Writing a paragraph	slow, small, trick, one, grass, river, woke, sharp	clever, accept, challenge
<u>Two Travelers and a Bear</u>	Fiction		In this retelling of an Aesop fable, a man learns a valuable lesson about friendship and trust.	Comprehension Strategy: Identifying main idea or theme Fluency Skill: Using loudness and softness to express motion Phonics Skill: Identifying initial sounds of letter q (quicker, quite, quiet, quickly)	Writing a letter	large, friend, place, growl, dark, arm, few, myself	shortcut, frightened, traveler
<u>Underground Homes</u>	Nonfiction – Personal Narrative	Science	This book introduces children to burrowing animals.	Comprehension Strategy: Making generalizations Fluency Skill: Pausing at commas Phonics Skill: Reading more complex and irregularly spelled words (drought, listen)	Writing a journal entry	cannot, well, lie, rooms, thin, back, sheds, trees	burrow, drought, thousands

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>A World of Homes</u>	Nonfiction – Expository	Social Studies	There are many different types of homes around the world.	Comprehension Strategy: Activating existing background knowledge Fluency Skill: Accurately pronouncing difficult words Phonics Skill: Blending phonemes to make words (s-e-n-d, g-e-t-s, h-e-l-p, c-o-m-p-o-s-t)	Drawing a picture	besides, cool, rubbed, built, wood, brick, family, mud	stilts, hogan, compost

Gold Level

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>All or Nothing</u>	Fiction		Pedro discovers gold in a hidden cave.	Comprehension Strategy: Asking questions to clarify meaning Fluency Skill: Pronouncing difficult words accurately Phonics Skill: Identifying final sounds: long o (ago, Pedro, Reynaldo, Mexico, charro, todo, sombrero)	Copying a phrase	gold, hills, found, lost, cave, chest, pockets, stared	pirates, rumbling, entrance
<u>Animal Workers</u>	Nonfiction – Expository	Social Studies	Animals have helped people do work for many years.	Comprehension Strategy: Building background knowledge Fluency Skill: Adjusting pace Phonics Skill: Developing and applying knowledge of short vowels: short o (dog, on, sock, object, officers, soft)	Making a chart	carry, pull, push, work, places, over, use, many	hundreds, photographs, powerful
<u>Becky's Blue Butterfly</u>	Fiction		Becky learns a story that helps her sleep at night.	Comprehension Strategy: Connecting ideas from text-to-self Fluency Skill: Reading smoothly Phonics Skill: Developing knowledge of initial consonant blends s-	Making a list	room, whispered, bad, sleep, close, morning, dream, blue	snuggled, butterfly, imagine

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>The Bird</u>	Fiction		Gina rescues a bird from her cat, Max	<p>Comprehension Strategy: Activating existing background knowledge</p> <p>Fluency Skill: Changing voice to differentiate speakers</p> <p>Phonics Skill: Using knowledge of suffix <i>-ly</i> (slightly, gently, carefully, loosely, nervously, finally, swiftly, silently, suddenly, grumpily, closely, wobbly)</p>	Writing a paragraph	bird, backyard, little, look, cardboard, box, rest, light	leaped, gently, towel
<u>Brad and His Brilliant Ideas</u>	Fiction		Brad's brilliant ideas take some unexpected turns.	<p>Comprehension Strategy: Sequencing ideas and story events</p> <p>Fluency Skill: Matching characters' tone</p> <p>Phonics Skill: Identifying and reading compound words (break/fast, play/ground, every/one, class/room, any/one, play/time, day/light, every/thing, butter/fly)</p>	Writing a journal entry	bad, thought, trouble, ideas, squeeze, shirt, classroom, decided	brilliant, assembly, cabinet

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>The Elephant and the Six Wise Men</u>	Fiction		Six blind wise men wonder what an elephant is like.	Comprehension Strategy: Making generalizations Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Demonstrating understanding of <i>r</i> -controlled vowels /ur/ (<u>w</u> ere, <u>w</u> orld, <u>h</u> urt, <u>e</u> ver, <u>f</u> irst, <u>th</u> ird, <u>d</u> angerous)	Writing a letter	wise, silly, hands, feel, know, touch, animal, right	blind, elephant, nonsense
<u>Fresh from the Farm!</u>	Nonfiction – Expository	Social Studies	Fruits and vegetables go from farm to market.	Comprehension Strategy: Sequencing ideas and story events Fluency Skill: Pronouncing difficult words accurately Phonics Skill: Using knowledge of vowel digraphs <i>ui</i> (fr <u>ui</u> ts, ju <u>ic</u> y), <i>ou</i> (f <u>ou</u> nd, h <u>ou</u> rs, wareh <u>ou</u> se)	Making a chart	fruits, fresh, they, picked, some, keep, grown, place	produce, temperature, transport

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>The Good Times Book</u>	Fiction		Harry makes a memory book for his great-grandfather	Comprehension Strategy: Making and confirming predictions Fluency Skill: Pronouncing difficult words accurately Phonics Skill: Identifying and segmenting words into syllables (am/bu/lance, par/a/med/ics, re/tire/ment, re/mem/ber)	Drawing a picture	house, hospital, live, special, book, photos, together, times	ambulance, paramedics, retirement
<u>Josh and the Bad Hair Day</u>	Fiction		Josh worries that people will laugh at his bad hair.	Comprehension Strategy: Identifying main idea or theme Fluency Skill: Using phrases to build excitement or to add emphasis or drama Phonics Skill: Developing and applying knowledge of consonant /-blends (c <u>l</u> assroom, g <u>l</u> itter, p <u>l</u> ans, s <u>l</u> ime)	Copying a phrase	teacher, colorful, bad, hair, nothing, laugh, past, marks	sweaty, noticed, slime

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Liftoff!</u>	Nonfiction – Expository	Social Studies	Space travel became a reality in the late 1950s.	Comprehension Strategy: Connecting ideas from text-to-world Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Using knowledge of vowel digraphs <i>au</i> (astron <u>au</u> t, lau <u>au</u> ch) and <i>ui</i> (bu <u>ui</u> ld, bu <u>ui</u> lt)	Charting a time line	years, space, travel, into, build, first, Earth, moon	orbit, astronaut, shuttle
<u>The Missing Keys</u>	Fiction		Chris's family searches for a lost set of keys.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Matching characters' feelings and emotions Phonics Skill: Identifying and reading compound words (after/noon, skate/board, no/body, suit/case, some/how, every/thing, every/where)	Making a list	keys, skateboard, home, bookcase, where, jump, shoulder	disappeared, mystery, concerned

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>My Airplane Trip</u>	Nonfiction – Personal Narrative	Social Studies	Louisa gets ready for her first flight on an airplane.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Reading every word without skipping or substituting words Phonics Skill: Using knowledge of spelling patterns to decode: CVC (was, put, got, bag)	Labeling a diagram	my, to, me, was, take, put, got, bag	section, license, attendant
<u>My Left Hand</u>	Fiction		Donna's life changes when she breaks her left arm.	Comprehension Strategy: Recognizing cause and effect Fluency Skill: Using falling voice at end of declarative sentences Phonics Skill: Demonstrating understanding of noun plurals (brothers, parents, stories, ideas, children)	Writing a journal entry	left, hand, day, arm, write, next, had, hurt	cast, disappointed, struggled
<u>Pocket Money</u>	Fiction		Mara helps a neighbor wash car to earn money.	Comprehension Strategy: Connecting ideas from text-to-self Fluency Skill: Matching characters' voices Phonics Skill: Identifying and reading contractions (it's, couldn't, won't, that's, I'm, you're)	Making a list	game, play, buy, street, good, job, car, help	computer, disappointed, relying

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>The Stagecoach Years</u>	Nonfiction – Expository	Social Studies	Long ago, people and goods traveled in stagecoaches.	Comprehension Strategy: Summarizing information Fluency Skill: Adjusting pace Phonics Skill: Identifying and segmenting syllables in words (trans/por/ta/tion, pas/sen/ger, ve/hi/cle, ex/cel/lent, dan/ger/ous, im/pos/si/ble)	Writing a poem	travel, from, place, used, horses, pull, roads, in	transportation, passengers, stations
<u>Submarines</u>	Nonfiction – Expository	Social Studies	Submarines can travel underwater for a long time.	Comprehension Strategy: Rereading text Fluency Skill: Pronouncing difficult words accurately Phonics Skill: Developing and applying knowledge of prefixes: <i>sub-</i> (submarine, submersibles), <i>peri-</i> (periscope)	Writing a letter	ship, seas, big, deep, water, make, first, job	submarine, protect, propellers
<u>Sun Racers</u>	Nonfiction – Expository	Social Studies	Solar race cars help people learn about solar energy.	Comprehension Strategy: Forming and supporting opinions Fluency Skill: Reading smoothly Phonics Skill: Demonstrating understanding of <i>r</i> -controlled vowels /ar/ (solar, car, are, start)	Drawing a picture	car, work, build, team, race, fast, have, they	solar, challenges, energy

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>The Titanic</u>	Nonfiction – Expository	Social Studies	The Titanic hit and iceberg, causing a terrible disaster.	<p>Comprehension Strategy: Retelling story events or key facts</p> <p>Fluency Skill: Using a falling voice at the end of declarative sentences</p> <p>Phonics Skill: Using knowledge of spelling patterns to decode CVCe (more, made, huge, home, have)</p>	Writing in a journal	ship, best, rooms, hit, sank, night, people, more	launch, voyage, survivors
<u>Traveling Around the City</u>	Nonfiction – Personal Narrative	Social Studies	Jacinta and her sister explore the city.	<p>Comprehension Strategy: Using text features and structures to determine importance</p> <p>Fluency Skill: Taking a breath at appropriate times</p> <p>Phonics Skill: Reading more complex and irregularly spelled words (Jacinta, bicycle, exercise, route, fuel, stations)</p>	Making a chart	on, our, city, are, can, some, us, car	fuel, vehicle, adults

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Writing a Biography</u>	Nonfiction – Expository	Social Studies	Follow children as they research and write a biography.	Comprehension Strategy: Using text features and structures to determine importance Fluency Skill: using a rising voice at the end of questions Phonics Skill: Reading simple one-syllable and high-frequency words (write, list, like, find)	Charting a time line	write, list, like, find, why, where, who, what	biography, theme, hobbies

Silver Level

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Amphibians</u>	Nonfiction – Expository	Science	Amphibians of every variety are described and shown.	Comprehension Strategy: Asking questions to clarify meaning Fluency Skill: Reading smoothly Phonics Skill: Reading more complex and irregularly spelled words (amphibians, newts, caecilians)	Writing a paragraph	frogs, have, they, soft, skin, kinds, most, legs	amphibians, burrows, disappear
<u>The April Fool's Day Mystery</u>	Fiction		Trudi discovers a mystery in her backyard.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Changing voice to differentiate speakers Phonics Skill: Reading simple one-syllable and high-frequency words (hole, gate, trap, farm, dog)	Writing a journal entry	hole, gate, trap, farm, dog, fill, April	mysterious, peered, treasure

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Ben's Story</u>	Fiction		A new boy named Ben has a big problem at school.	Comprehension Strategy: Forming and supporting opinions Fluency Skill: Using loudness and softness to express emotion Phonics Skill: Developing and applying knowledge of vowel digraph ea (please, teacher, reason, <u>ea</u> sy, sea, <u>ea</u> n)	Writing a paragraph	story, big, kid, page, didn't, filled, look, like	attendance, mumbled, sugarcane
<u>Bird Fact File</u>	Nonfiction – Expository	Science	Birds have wings, feathers, and beaks.	Comprehension Strategy: Summarizing information Fluency Skill: Adjusting pace Phonics Skill: Developing and applying knowledge of consonant f-blends (fly, flippers, <u>f</u> lowers, <u>f</u> lants, <u>f</u> lamingo, <u>f</u> laws, warm- <u>f</u> looded)	Labeling a diagram	baby, bird, beak, eggs, nests, wings, fly, help	flight, feathers, prey

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>The Birthday Invitation</u>	Fiction		Josh feels left out when he's not invited to a party.	Comprehension Strategy: Summarizing information Fluency Skill: Reading phrases as mini-sentences Phonics Skill: Developing and applying knowledge of consonant digraph <i>th</i> (birth <u>th</u> day, <u>th</u> ought, <u>th</u> rough, breath, no <u>th</u> ing, mou <u>th</u>)	Writing a letter	taking, birthday, party, friends, bus, school, nothing, together	invitation, possibility, argument
<u>Blackbird Diary</u>	Nonfiction – Personal Narrative	Science	Baby birds depend on their parents to care for them.	Comprehension Strategy: Making and confirming predictions Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Using knowledge of suffix <i>-ly</i> (loud <u>ly</u> , snug <u>ly</u> , anxio <u>usly</u> , proper <u>ly</u>)	Writing a journal entry	nest, she, see, sing, grow, today, the, bidder	hatch, clutch, female

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Caring for Outdoor Places</u>	Nonfiction – Expository	Science	Outdoor places can be easily protected and enjoyed.	Comprehension Strategy: Forming and supporting opinions Fluency Skill: Using a falling voice at the end of declarative sentences Phonics Skill: Reading simple one-syllable and high-frequency words (when, tall, trees, scraps, rocks, kept, fire, eggs)	Writing a letter	places, visit, when, live, beside, streams, rivers, lakes	surroundings, explores, disturb
<u>Double Act</u>	Fiction		Friendship helps two girls overcome stage fright.	Comprehension Strategy: Asking questions to clarify meaning Fluency Skill: Reading exclamatory sentences in an excited manner Phonics Skill: Reading more complex and irregularly spelled words (anxiously, sighed, orchestra, accident, brilliant)	Writing an ad	concert, stage, looking, face, do, on, remembered, sing	scarred, vanish, audience

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Fire!</u>	Fiction		Jason wakes up and discovers that something is burning.	Comprehension Strategy: Connecting ideas from text-to-text Fluency Skill: Pausing at commas Phonics Skill: Developing knowledge of long vowels: long <i>i</i>	Making a chart	fire, light, asleep, door, look, quick, shed, out	kennel, billowing, fortunate
<u>Investigating Invertebrates</u>	Nonfiction – Personal Narrative	Science	Invertebrates are animals that have no backbones.	Comprehension Strategy: Recognizing cause and effect Fluency Skill: Pronouncing difficult words accurately Phonics Skill: Identifying and segmenting syllables in words (in/ver/te/brates, an/ten/ane, ex/o/ske/le/ton, ca/ter/pil/lar, ci/ca/das, pro/tec/tion, cen/ti/pedes)	Labeling a diagram	there, were, lots, in, our, went, some, each	invertebrates, colony, exoskeleton

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Living in Groups</u>	Nonfiction – Expository	Science	Many animals live together in groups.	Comprehension Strategy: Comparing and contrasting information Fluency Skill: Reading every word without skipping or substituting words Phonics Skill: Developing and applying knowledge of consonant r-blends (groups, prey, predators, problem, free, protect, breeding, migration, front, zebra)	Making a chart	live, in, groups, baby, food, mate, pups, warm	communicate, hibernate, threatens
<u>Mammals Around the World</u>	Nonfiction	Science	Each continent has unique mammals.	Comprehension Strategy: Making connections from text-to-world Fluency Skill: Reading phrases as mini-sentences Phonics Skill: Demonstrating understanding of possessives	Making a list	what, are, makes, live, trees, water, its, use	mammals, migrate, territory

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>Our Puppy</u>	Nonfiction – Personal Narrative	Science	A family prepares their home for the arrival of a puppy.	Comprehension Strategy: Activating existing background knowledge Fluency Skill: Taking a breath at appropriate times Phonics Skill: Identifying final sounds: letter y (puppy, Buddy, healthy, family, responsibility, many, potty, body)	Writing an ad	our, dog, big, we, him, there, and, not	companions, responsibility, temperaments
<u>The Reptile Park</u>	Nonfiction – Personal Narrative	Science	A reptile park is home to reptiles from all over the world.	Comprehension Strategy: Classifying and categorizing information Fluency Skill: Pronouncing difficult words accurately Phonics Skill: Demonstrating understanding of <i>r</i> -controlled vowels /or/ (herbiv <u>o</u> res, carniv <u>o</u> res, omniv <u>o</u> res, <u>co</u> rn, <u>to</u> rtoise)	Copying a phrase	park, they, snake, can, live, head, water, like	reptile, nocturnal, scales

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>A Second Chance</u>	Fiction		A girl steals a pencil sharpener and has to confess.	Comprehension Strategy: Forming and supporting opinions Fluency Skill: Reading smoothly Phonics Skill: Developing and applying knowledge of consonant digraph <i>sh</i> (sharpener, shapes, shiny, wished, she, punishment)	Writing a journal entry	store, like, look, toy, pencil, my, home, that	suspicious, confess, sharpener
<u>Tennis Lessons</u>	Fiction		Eddie thinks he is bad at sports until he tries tennis.	Comprehension Strategy: Identifying main idea or theme Fluency Skill: Matching characters' voices Phonics Skill: Developing and applying knowledge of short vowels: short e (tennis, lessons, benches, next, second)	Making a list	tennis, lessons, ball, playing, fun, run	racquets, agile, physical

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>The Three Brothers</u>	Fiction		A father must pick one of his sons to inherit his house.	Comprehension Strategy: Sequencing ideas and story events Fluency Skill: Using falling voice at end of declarative sentences Phonics Skill: Demonstrating understanding of <i>r</i> -controlled vowels /ur/ (brothers, experts, learning, returned, eager, surprised)	Making a list	brothers, son, house, skill, become, well, when, leave	improve, impress, inherit
<u>Trading Places</u>	Fiction		Two girls take turns sleeping at each other's homes.	Comprehension Strategy: Connecting ideas from text-to-self Fluency Skill: Using loudness and softness to express emotion Phonics Skill: Demonstrating understanding of possessives (Meg's, Lily's, girls')	Writing a letter	play, bed, family, weekend, brother, sister, lucky, like	unfamiliar, Olympics, excursion

Title	Genre	Content	Synopsis	Skills	Reading-Writing Connection	High Frequency Words	Reading Vocabulary Words
<u>The Wonderer</u>	Fiction		Mandy's daydreaming causes problems at school.	Comprehension Strategy: Retelling story events or key facts Fluency Skill: Matching characters' feelings and emotions Phonics Skill: Demonstrating understanding of inflected ending – <i>ing</i> (smiling, drawing, daydreaming, seeing, sailing, wondering)	Drawing a picture	sometimes, clouds, bath, stories, write, draw, wonder, pictures	submarine, marvelous, vivid
<u>A World of Fish</u>	Nonfiction – Expository	Science	Fish of every size and kind live all around the world.	Comprehension Strategy: Making generalizations Fluency Skill: Pausing at commas Phonics Skill: Identifying and reading compound words (infant/fish, fresh/water, some/times, water/birds, clown/fish, angel/fish, blue/fin)	Drawing a picture	fish, are, found, live, have, some, sea, eat	skeleton, predator, native