

Journeys Curriculum Map Grade 1

Unit 1	Journeys	Time Frame: Sept – Mid Oct		
Common Core Standards				
RL1.1, RL1.2, RL1.3, RL1.4, RL1.5, RL1.6, RL1.7, RL1.9, RL1.10 RI1.1, RI1.2, RI1.3, RI1.4, RI1.5, RI1.6, RI1.7, RI1.8, RI1.9, RI1.10 RF1.1, RF1.2, RF1.3, RF1.4		W1.1, W1.2, W1.3, W1.5, W1.6, W1.7, W1.8 SL1.1, SL1.2, SL1.3, SL1.4, SL1.5, SL1.6 L1.1, L1.2, L1.4, L1.5, L1.6		
Power Standards See TRG Pacing Guide				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Read Aloud: <i>The Lion and the Mouse</i> Anchor Text: <i>What is a Pal?</i> Paired Selection: <i>Friends Forever</i>	Read Aloud: <i>Susie and the Bandits</i> Anchor Text: <i>The Storm</i> Paired Selection: <i>Storms!</i>	Read Aloud: <i>Stone Stew</i> Anchor Text: <i>Curious George at School</i> Paired Selection: <i>School Long Ago</i>	Read Aloud: <i>Painting Word Pictures</i> Anchor Text: <i>Lucia’s Neighborhood</i> Paired Selection: <i>City Mouse and Country Mouse</i>	Read Aloud: <i>Training Around the Town</i> Anchor Text: <i>Gus Takes the Train</i> Paired Selection: <i>City Zoo</i>
Essential Question: What is important about being a friend?	Essential Question: What happens during a storm?	Essential Question: Why is going to school important?	Essential Question: Who can you meet in a neighborhood?	Essential Question: What happens on the train?
Comprehension Targets: <ul style="list-style-type: none"> • Main Idea • Informational Text • Summarize 	Comprehension Targets: <ul style="list-style-type: none"> • Understanding Characters • Realistic Fiction • Infer/Predict 	Comprehension Targets: <ul style="list-style-type: none"> • Sequence of Events • Author’s Word Choice • Monitor/Clarify 	Comprehension Targets: <ul style="list-style-type: none"> • Text and Graphic Features • Author’s Word Choice • Question 	Comprehension Targets: <ul style="list-style-type: none"> • Story structure • Fantasy • Analyze/Evaluate
Grammar Target: Nouns Vocabulary Target: Classify and Categorize Words	Grammar Target: Possessives Vocabulary Target: Context Clues	Grammar Target: Action Verbs Vocabulary Target: Multiple-Meaning Words	Grammar Target: Adjectives Vocabulary Target: Alphabetical Order	Grammar Target: Adjectives Vocabulary Target: Synonyms
Phonics: Words with Short <i>a</i> and Words with Consonants <i>n, d, p, & f</i> Fluency: Accuracy: Word Recognition	Phonics: Words with Short <i>i</i> , Words with Consonants <i>r, h, /z/s, b, & g</i> , and Phonogram <i>-it</i> Fluency: Accuracy: Words Connected in Text	Phonics: Words with Short <i>o</i> , Words with Consonants <i>l & x</i> , and Inflection <i>-s</i> Fluency: Phrasing: Punctuation	Phonics: Words with Short <i>e</i> , Words with Consonants <i>y, w, k, v, & j</i> , and Phonogram <i>-et</i> Fluency: Intonation	Phonics: Words with Short <i>u</i> and Words with Consonants <i>qu</i> and <i>z</i> Fluency: Accuracy: Self-Correct
High-Frequency Words: and, be, help, you, play, with	High-Frequency Words: for, what, have, he, look, too	High-Frequency Words: do, find, funny, sing, no, they	High-Frequency Words: all, does, here, me, my, who	High-Frequency Words: friend, full, good, hold, many, pull
Weekly Assessments: <ul style="list-style-type: none"> • SB Weekly Assessments • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Vocabulary • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Skills in Context • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • SB Weekly Assessment • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Vocabulary • Comprehension

Journeys Curriculum Map Grade 1

Unit 2	Journeys	Time Frame: Mid Oct - November		
Common Core Standards				
RL1.1, RL1.2, RL1.3, RL1.4, RL1.5, RL1.6, RL1.7, RL1.9, RL1.10 RI1.1, RI1.2, RI1.3, RI1.4, RI1.5, RI1.6, RI1.7, RI1.8, RI1.9, RI1.10 RF1.1, RF1.2, RF1.3, RF1.4		W1.1, W1.2, W1.3, W1.5, W1.6, W1.7, W1.8 SL1.1, SL1.2, SL1.3, SL1.4, SL1.5, SL1.6 L1.1, L1.2, L1.4, L1.5, L1.6		
Power Standards See TRG Pacing Guide				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Read Aloud: <i>Night of the Wolf</i> Anchor Text: <i>Jack and the Wolf</i> Paired Selection: <i>The Three Little Pigs</i>	Read Aloud: <i>Prairie Dogs</i> Anchor Text: <i>How Animals Communicate</i> Paired Selection: <i>Insect Messages</i>	Read Aloud: <i>The Neighbors</i> Anchor Text: <i>A Musical Day</i> Paired Selection: <i>Drums</i>	Read Aloud: <i>The Little Red Hen</i> Anchor Text: <i>Dr. Seuss</i> Paired Selection: <i>Let's Laugh!</i>	Read Aloud: <i>Chipper Chips In</i> Anchor Text: <i>A Cupcake Party</i> Paired Selection: <i>Happy Times</i>
Essential Question: What lessons can you learn from story characters?	Essential Question: How do animals communicate?	Essential Question: How is music part of your everyday life?	Essential Question: What makes a story or poem funny?	Essential Question: How can you show a friend that you care about him or her?
Comprehension Targets: <ul style="list-style-type: none"> • Understanding Characters • Story Message • Summarize 	Comprehension Targets: <ul style="list-style-type: none"> • Main Idea and Details • Text and Graphic Features • Infer/Predict 	Comprehension Targets: <ul style="list-style-type: none"> • Sequence of Events • Narrator • Analyze/Evaluate 	Comprehension Targets: <ul style="list-style-type: none"> • Text & Graphic Features • Biography • Question 	Comprehension Targets: <ul style="list-style-type: none"> • Story Structure • Dialogue • Visualize
Grammar Target: Complete Sentences Vocabulary Target: Shades of Meaning	Grammar Target: Commas in a Series Vocabulary Target: Using a Glossary	Grammar Target: Statements Vocabulary Target: Define Words	Grammar Target: Singular and Plural Nouns Vocabulary Target: Antonyms	Grammar Target: Using <i>a</i> , <i>an</i> , and <i>the</i> Vocabulary Target: Synonyms
Phonics: Review Words with Short <i>a</i> , Double Final Consonants and <i>ck</i> , and Phonogram <i>-ack</i> Fluency: Expression	Phonics: Review Words with Short <i>i</i> , Blends with <i>r</i> , and Phonogram <i>-ip</i> Fluency: Rate	Phonics: Review Words with Short <i>o</i> , Blends with <i>l</i> , and Phonogram <i>-ock</i> Fluency: Phrasing: Natural Pauses	Phonics: Review Words with Short <i>e</i> and Blends with <i>s</i> Fluency: Accuracy: Word Recognition	Phonics: Review Words with Short <i>u</i> , Final Blends, and Phonogram <i>-ump</i> Fluency: Stress
High-Frequency Words: away, call, come, every, hear, said	High-Frequency Words: animal, how, make, of, some, why	High-Frequency Words: her, now, our, she, today, would	High-Frequency Words: after, draw, pictures, read, was, write	High-Frequency Words: eat, give, one, put, small, take
Weekly Assessments: <ul style="list-style-type: none"> • SB Weekly Assessment • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Vocabulary • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Skills in Context • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • SB Weekly Assessment • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Vocabulary • Comprehension

Journeys Curriculum Map Grade 1

Unit 3	Journeys	Time Frame: December-January		
Common Core Standards				
RL1.1, RL1.2, RL1.3, RL1.4, RL1.5, RL1.6, RL1.7, RL1.9, RL1.10 RI1.1, RI1.2, RI1.3, RI1.4, RI1.5, RI1.6, RI1.7, RI1.8, RI1.9, RI1.10 RF1.1, RF1.2, RF1.3, RF1.4		W1.1, W1.2, W1.3, W1.5, W1.6, W1.7, W1.8 SL1.1, SL1.2, SL1.3, SL1.4, SL1.5, SL1.6 L1.1, L1.2, L1.4, L1.5, L1.6		
Power Standards See TRG Pacing Guide				
Lesson 11	Lesson 12	Lesson 13	Lesson 1 4	Lesson 15
Read Aloud: <i>The Piano Lessons</i> Anchor Text: <i>At Home in the Ocean</i> Paired Selection: <i>Water</i>	Read Aloud: <i>Turtle, Frog, and Rat</i> Anchor Text: <i>How Leopard Got His Spots</i> Paired Selection: <i>The Rain Forest</i>	Read Aloud: <i>The Prickly Pride of Texas</i> Anchor Text: <i>Seasons</i> Paired Selection: <i>Four Seasons for Animals</i>	Read Aloud: <i>The Tortoise and the Hare</i> Anchor Text: <i>The Big Race</i> Paired Selection: <i>Rules and Laws</i>	Read Aloud: <i>The Dancing Wolves</i> Anchor Text: <i>Animal Groups</i> Paired Selection: <i>Animal Picnic</i>
Essential Question: What kinds of plants and animals would you find in the ocean?	Essential Question: How are jungle animals different from animals on a farm?	Essential Question: What changes do the different seasons cause?	Essential Question: Why is it important to have rules?	Essential Question: What makes birds different from mammals?
Comprehension Targets: <ul style="list-style-type: none"> • Author’s Purpose • Details • Analyze/Evaluate 	Comprehension Targets: <ul style="list-style-type: none"> • Sequence of Events • Story Lesson • Question 	Comprehension Targets: <ul style="list-style-type: none"> • Cause and Effect • Sound Words • Visualize 	Comprehension Targets: <ul style="list-style-type: none"> • Conclusions • Cause and Effect • Infer/Predict 	Comprehension Targets: <ul style="list-style-type: none"> • Compare and Contrast • Text & Graphic Features • Monitor/Clarify
Grammar Target: Proper Nouns Vocabulary Target: Classify and Categorize Words	Grammar Target: Commands Vocabulary Target: Homophones	Grammar Target: Subjects and Verbs Vocabulary Target: Words Ending in <i>-ed, -ing, -s</i>	Grammar Target: Verbs and Time Vocabulary Target: Shades of Meaning	Grammar Target: The verb <i>be</i> Vocabulary Target: Suffixes <i>-er, -est</i>
Phonics: Digraph <i>th</i> and <i>-s, -es, -ed, & -ing</i> Endings Fluency: Phrasing: Punctuation	Phonics: Digraphs <i>ch & tch</i> , Possessives with <i>'s</i> , and Phonogram <i>-atch</i> Fluency: Rate	Phonics: Digraphs <i>sh, wh, ph</i> and Contractions with <i>'s, n't</i> Fluency: Accuracy: Word Recognition	Phonics: Long <i>a (CVCe)</i> , Soft <i>c, g, dge</i> and Phonograms <i>-ake, -ace</i> Fluency: Expression	Phonics: Long <i>i (CVCe)</i> , Digraphs <i>kn, wr, gn, mb</i> , and Phonograms <i>-ine, -ite</i> Fluency: Intonation
High-Frequency Words: blue, cold, far, little, live, their, water, where	High-Frequency Words: been, brown, know, never, off, out, own, very	High-Frequency Words: down, fall, goes, green, grow, new, open, yellow	High-Frequency Words: four, five, into, over, starts, three, two, watch	High-Frequency Words: bird, both, eyes, fly, long, or, those, walk
Weekly Assessments: <ul style="list-style-type: none"> • SB Weekly Assessment • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Vocabulary • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Skills in Context • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • SB Weekly Assessments • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Vocabulary • Comprehension

Journeys Curriculum Map Grade 1

Unit 4	Journeys			Time Frame: February – Mid March	
Common Core Standards					
RL1.1, RL1.2, RL1.3, RL1.4, RL1.5, RL1.6, RL1.7, RL1.9, RL1.10 RI1.1, RI1.2, RI1.3, RI1.4, RI1.5, RI1.6, RI1.7, RI1.8, RI1.9, RI1.10 RF1.1, RF1.2, RF1.3, RF1.4			W1.1, W1.2, W1.3, W1.5, W1.6, W1.7, W1.8 SL1.1, SL1.2, SL1.3, SL1.4, SL1.5, SL1.6 L1.1, L1.2, L1.4, L1.5, L1.6		
Power Standards See TRG Pacing Guide					
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	
Read Aloud: <i>One Giant Leap</i> Anchor Text: <i>Let's Go to the Moon</i> Paired Selection: <i>Mae Jemison</i>	Read Aloud: <i>The Rainy Trip</i> Anchor Text: <i>The Big Trip</i> Paired Selection: <i>Lewis and Clark's Big Trip</i>	Read Aloud: <i>The Three Wishes</i> Anchor Text: <i>Where Does food Come From?</i> Paired Selection: <i>Jack and the Beanstalk</i>	Read Aloud: <i>Christina's Work</i> Anchor Text: Tomas Rivera Paired Selection: Life Then and Now	Read Aloud: <i>Chicken Little</i> Anchor Text: Little Rabbits' Tale Paired Selection: Silly Poems	
Essential Question: What do astronauts do?	Essential Question: What are some different ways to travel?	Essential Question: What do farmers need to grow food?	Essential Question: Why is it important to learn about people from the past?	Essential Question: How can you help a friend who feels sad?	
Comprehension Targets: <ul style="list-style-type: none"> • Main Idea & Details • Author's Purpose • Question 	Comprehension Targets: <ul style="list-style-type: none"> • Compare and Contrast • Dialogue • Visualize 	Comprehension Targets: <ul style="list-style-type: none"> • Author's Purpose • Conclusions • Summarize 	Comprehension Targets: <ul style="list-style-type: none"> • Sequence of Events • Using Context • Monitor/Clarify 	Comprehension Targets: <ul style="list-style-type: none"> • Cause and Effect • Story Lesson • Infer/Predict 	
Grammar Target: Questions Vocabulary Target: Suffixes – y, -ful	Grammar Target: Compound Sentences Vocabulary Target: Define Words	Grammar Target: Names of Months, days, holidays Vocabulary Target: multiple meaning words	Grammar Target: Future tense Vocabulary Target: Synonyms	Grammar Target: Prepositions and Prepositional Phrases Vocabulary Target: Compound Words	
Phonics: Long o, Long u Fluency: Stress	Phonics: Final ng, nk, Phonogram -ink Long e (CV, CVCe) Vowel Pairs ee, ea Fluency: Phrasing: Punctuation	Phonics: Vowel Pairs ai, aiy Contractions 'll, 'd Phonograms –ay, -ain Fluency: Expression	Phonics: oa, ow Contractions 've, 're Phonograms –ow, -oat Fluency: Intonation	Phonics: compound words Short vowel ea (bread) Fluency: Rate	
High-Frequency Words Around, because, before, bring, carry, light, show, think	High-Frequency Words About, could, sure, by, don't, there, car, maybe	High-Frequency Words First, right, under, food, sometimes, your, ground, these	High-Frequency Words Done, paper, were, great, soon, work, laugh, talk	High-Frequency Words Door, old, want, more, try, wash, mother, use	
Weekly Assessments: <ul style="list-style-type: none"> • SB Weekly Assessment • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Vocabulary • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Skills in Context • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • SB Weekly Assessment • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Vocabulary • Comprehension 	

Journeys Curriculum Map Grade 1

Unit 5	Journeys			Time Frame: Mid March – April	
Common Core Standards					
RL1.1, RL1.2, RL1.3, RL1.4, RL1.5, RL1.6, RL1.7, RL1.9, RL1.10 RI1.1, RI1.2, RI1.3, RI1.4, RI1.5, RI1.6, RI1.7, RI1.8, RI1.9, RI1.10 RF1.1, RF1.2, RF1.3, RF1.4			W1.1, W1.2, W1.3, W1.5, W1.6, W1.7, W1.8 SL1.1, SL1.2, SL1.3, SL1.4, SL1.5, SL1.6 L1.1, L1.2, L1.4, L1.5, L1.6		
Power Standards See TRG Pacing Guide					
Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	
Read Aloud: <i>Grandpa’s Tree</i> Anchor Text: <i>Frog and Toad Together “The Garden”</i> Paired Selection: <i>Garden Good Guys</i>	Read Aloud: <i>How Bat Learned to Fly</i> Anchor Text: <i>Amazing Animals</i> Paired Selection: <i>The Ugly Duckling</i>	Read Aloud: <i>Around the World in a Day</i> Anchor Text: <i>Whistle for Willie</i> Paired Selection: <i>Pet Poems</i>	Read Aloud: <i>Visiting Butterflies</i> Anchor Text: <i>A tree is a Plant</i> Paired Selection: <i>Grow, Apples, Grow!</i>	Read Aloud: <i>Senor Coyote, the Judge</i> Anchor Text: <i>The New Friend</i> Paired Selection: <i>Symbols of our country</i>	
Essential Question: What grows in a garden?	Essential Question: Why do some animals have spots or stripes?	Essential Question: How can you take good care of a pet?	Essential Question: What happens to a tree as it grows?	Essential Question: What can you learn from someone who is from another country?	
Comprehension Targets: <ul style="list-style-type: none"> • Story Structure • Repetition • Analyze/evaluate 	Comprehension Targets: <ul style="list-style-type: none"> • Conclusions • Using Context • Visualize 	Comprehension Targets: <ul style="list-style-type: none"> • Cause and Effect • Figurative Language • Monitor/Clarify 	Comprehension Targets: <ul style="list-style-type: none"> • Sequence of Events • Figurative Language • Question 	Comprehension Targets: <ul style="list-style-type: none"> • Understanding Characters • Narrator • Summarize 	
Grammar Target: Subject Pronouns Vocabulary Target: Prefix <i>re-</i>	Grammar Target: Pronouns: <i>I</i> and <i>Me</i> Vocabulary Target: Using a Dictionary Entry	Grammar Target: Possessive Pronouns Vocabulary Target: Define Words	Grammar Target: Indefinite Pronouns Vocabulary Target: Multiple Meaning Words	Grammar Target: Contractions Vocabulary Target: Synonyms with introduction to Thesaurus	
Phonics: r- controlled vowels – ar, or, ore Phonograms – ar, -ore Fluency: Phrasing: Natural Pauses	Phonics: r-controlled vowels er, ir, ur Fluency: Accuracy: Connected Text	Phonics: Vowel Digraph oo in cook Syllable pattern CVC Fluency: Stress	Phonics: Vowel Digraphs/Spelling Patterns: oo, ou, ew, ue, u, u_e (moon, blue, etc.) Fluency: Expression	Phonics: Vowel Combinations ou, ow, oi, oy, au, aw Fluency: phrasing: Punctuation	
High-Frequency Words Few, night, loudly, window, noise, story, shall, world	High-Frequency Words Baby, follow, years, begins, learning, young, eight, until	High-Frequency Words Again, boy, nothing, along, father, together, began, house	High-Frequency Words Ready, country, soil, kinds, earth, almost, covers, warms	High-Frequency Words Buy, myself, school, city, party, seven, family, please	
Weekly Assessments: <ul style="list-style-type: none"> • SB Weekly Assessment • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Vocabulary • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Skills in Context • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • SB Weekly Assessment • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Vocabulary • Comprehension 	

Journeys Curriculum Map Grade 1

Unit 6	Journeys				Time Frame: May - June
Common Core Standards					
RL1.1, RL1.2, RL1.3, RL1.4, RL1.5, RL1.6, RL1.7, RL1.9, RL1.10 RI1.1, RI1.2, RI1.3, RI1.4, RI1.5, RI1.6, RI1.7, RI1.8, RI1.9, RI1.10 RF1.1, RF1.2, RF1.3, RF1.4			W1.1, W1.2, W1.3, W1.5, W1.6, W1.7, W1.8 SL1.1, SL1.2, SL1.3, SL1.4, SL1.5, SL1.6 L1.1, L1.2, L1.4, L1.5, L1.6		
Power Standards See TRG Pacing Guide					
Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30	
Read Aloud: <i>The Art Contest</i> Anchor Text: <i>The Dot</i> Paired Selection: Artists Create Art!	Read Aloud: <i>The Shoemaker and the Elves</i> Anchor Text: <i>What Can You Do?</i> Paired Selection: <i>The Wind and the Sun</i>	Read Aloud: <i>A Hopeful Song</i> Anchor Text: <i>Days with Frog and Toad “The Kite”</i> Paired Selection: <i>Measuring Weather</i>	Read Aloud: <i>A Stone Goes to Court</i> Anchor Text: <i>Hi! Fly Guy</i> Paired Selection: <i>Busy Bugs</i>	Read Aloud: <i>The Parts of a House Have a Fight</i> Anchor Text: <i>Winners Never Quit!</i> Paired Selection: <i>Be a Team Player</i>	
Essential Question: What are different ways to make art?	Essential Question: Why is it important to try your best?	Essential Question: How can weather change your day?	Essential Question: How can insects be helpful?	Essential Question: Why is teamwork important in school or sports?	
Comprehension Targets: <ul style="list-style-type: none"> • Compare and Contrast • Figurative Language • Monitor/Clarify 	Comprehension Targets: <ul style="list-style-type: none"> • Author’s purpose • Using Context • Analyze/Evaluate 	Comprehension Targets: <ul style="list-style-type: none"> • Story Structure • Fantasy • Infer/Predict 	Comprehension Targets: <ul style="list-style-type: none"> • Understanding Characters • Author’s Word Choice • Visualize 	Comprehension Targets: <ul style="list-style-type: none"> • Main Idea and Details • Narrative Nonfiction • Summarize 	
Grammar Target: Exclamations Vocabulary Target: Figurative Language (idioms)	Grammar Target: Kinds of Sentences Vocabulary Target: Classify & Categorize: Emotion words	Grammar Target: Adjectives Vocabulary Target: Homographs	Grammar Target: Adverbs Vocabulary Target: Prefix un-	Grammar Target: Adjectives that Compare Vocabulary Target: Suffix -ly	
Phonics: -ed, -ing Long E y, ie Fluency: Accuracy: Self-Correct	Phonics: inflections –er, -est (Change y to i) Syllable -le Fluency: Intonation	Phonics: Long I: igh, y, ie Inflections –ed, ing, -er, -est, -es Fluency: phrasing: Natural pauses	Phonics: Suffixes –ful, -ly, -y Long vowel spelling patterns Fluency: Expression	Phonics: Syllable pattern CV Fluency: Rate	
High Frequency Words: Above, pushed, teacher, hear, studied, toward, even, surprised	High-Frequency Words Always, different, enough, happy, high, near, once, stories	High-Frequency Words Across, ball, cried, head, heard, large, second, should	High-Frequency Words Caught, took, listen, thought, minute, idea, beautiful, freindship	High-Frequency Words Brothers, everyone, field, loved, most, only, people, sorry	
Weekly Assessments: <ul style="list-style-type: none"> • SB weekly Assessments • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Vocabulary • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Skills in Context • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • SB Weekly Assessments • Comprehension 	Weekly Assessments: <ul style="list-style-type: none"> • Vocabulary • Comprehension 	