

Unit 1													
<p><b>Big Idea:</b> Take a New Step</p> <p>What can we learn when we try new things?</p>	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	<p>Leveled Reader Main Selection</p> <p>A: Approaching Level</p> <p>O: On Level</p> <p>E: English Learners</p> <p>B: Beyond Level</p>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Make New Friends</p> <p><b>Essential Question:</b> How can we get along with new friends?</p> <p><b>Connect to Social Studies:</b> Follow rules, such as sharing or taking turns</p>	<p><b>Title:</b> "The Lion and the Mouse"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>What About Bear?</i></p> <p><b>Lexile:</b> BR</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "How to Be a Friend"</p> <p><b>Lexile:</b> 130L</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Photographs</p>	<p><b>Short Text:</b> "I Can"</p> <p><b>Lexile:</b> BR</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Short Text:</b> "Can I?"</p> <p><b>Lexile:</b> BR</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Fantasy</p> <p><b>Titles:</b></p> <p>A: <i>Soup!</i></p> <p>O: <i>Mouse and Monkey</i></p> <p>E: <i>Mouse and Monkey</i></p> <p>B: <i>Come and Play!</i></p> <p><b>Lexiles:</b></p> <p>A: BR</p> <p>O: BR</p> <p>E: BR</p> <p>B: BR</p>	Literature Big Book: Organization	<p><b>Additional Academic Vocabulary:</b> <i>title author illustrator noun fantasy</i></p>	<p><i>the</i></p> <p><b>Build Your Word Bank:</b> <i>out</i></p>	<p><i>friend problem escape, grasped rescue</i></p> <p><b>Build Oral Vocabulary:</b> <i>hey, another, wait</i></p>	Feeling Words	<p><b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending</p> <p><b>Phonics:</b> /m/m (initial/final)</p> <p><b>Decodable Readers:</b> "I Can" "Can I?"</p>	<p>Sound-Spelling and Word Automaticity; Intonation</p>	<p><b>Writing Trait:</b> Ideas: Clues</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> Literature Big Book: <i>What About Bear?</i> Reading Writing Workshop: "I Can"</p> <p><b>Grammar Skill:</b> Nouns</p>	<p><b>Project:</b> Make a Poster</p>

<p><b>Week 2</b> <b>Weekly Concept:</b> Get Up and Go!  <b>Essential Question:</b> How do baby animals move?  <b>Connect to Science:</b> Explore how we can get up and go</p>	<p><b>Title:</b> "The Tortoise and the Hare"  <b>Genre:</b> Fable  <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>Pouch!</i>  <b>Lexile:</b> 290L  <b>Genre:</b> Fantasy  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Illustrations)  <b>Paired Selection Title:</b> "Baby Animals on the Move"  <b>Lexile:</b> 140L  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Labels</p>	<p><b>Short Text:</b> "We Can"  <b>Lexile:</b> BR  <b>Genre:</b> Nonfiction  <b>Short Text:</b> "I Can, I Can"  <b>Lexile:</b> BR  <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fantasy  <b>Titles:</b> <b>A:</b> <i>Hop!</i> <b>O:</b> <i>We Hop!</i> <b>E:</b> <i>We Hop!</i> <b>B:</b> <i>We Can Move!</i>  <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> BR <b>E:</b> BR <b>B:</b> 90L</p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Additional Academic Vocabulary:</b> <i>fantasy fable opinion details</i></p>	<p><i>we</i>  <b>Build Your Word Bank:</b> <i>down</i></p>	<p><i>adventure movement arrived exciting exhausted</i>  <b>Build Oral Vocabulary:</b> <i>pouch, mama, pasture, fence, afraid, thanks</i></p>	<p>Family Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending  <b>Phonics:</b> /a/a (initial/medial)  <b>Consonant Review:</b> /m/m  <b>Decodable Readers:</b> "I Am" "We Can"</p>	<p>Sound-Spelling and Word Automaticity; Intonation</p>	<p><b>Writing Trait:</b> Ideas: Details  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Literature Big Book:</b> <i>Pouch!</i> <b>Reading Writing Workshop:</b> "We Can"  <b>Grammar Skill:</b> Nouns</p>	<p><b>Project:</b> Make an Animal Puppet</p>
<p><b>Week 3</b> <b>Weekly Concept:</b> Use Your Senses  <b>Essential Question:</b> How can your senses help you learn?  <b>Connect to Science:</b> Solve problems through engineering</p>	<p><b>Title:</b> "A Feast of the Senses"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>Senses at the Seashore</i>  <b>Lexile:</b> BR  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Photos)  <b>Paired Selection Titles:</b> "I Smell Springtime," "Taste of Purple," "Rain"  <b>Lexile:</b> BR  <b>Genre:</b> Poetry  <b>Literary Element:</b> Sensory Words</p>	<p><b>Short Text:</b> "Sam Can"  <b>Lexile:</b> BR  <b>Genre:</b> Fiction  <b>Short Text:</b> "I Can See"  <b>Lexile:</b> BR  <b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> <i>The Beach</i> <b>O:</b> <i>At School</i> <b>E:</b> <i>At School</i> <b>B:</b> <i>See It Grow!</i>  <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> BR <b>E:</b> BR <b>B:</b> 140L</p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Additional Academic Vocabulary:</b> <i>informational text, observation, poetry</i></p>	<p><i>see</i>  <b>Build Your Word Bank:</b> <i>will</i></p>	<p><i>explore, senses, feast, finished, kneads</i>  <b>Build Oral Vocabulary:</b> <i>lotion, fresh, in bloom, gull, cry, surface</i></p>	<p>Sensory Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization  <b>Phonics:</b> /s/s (initial)  <b>Consonant/Vowel Review:</b> /a/a, /m/m  <b>Decodable Readers:</b> "Sam Can See" "Sam"</p>	<p>Sound-Spelling and Word Automaticity; Phrasing</p>	<p><b>Writing Trait:</b> Ideas: Clues  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Literature Big Book:</b> <i>Senses at the Seashore</i> <b>Reading Writing Workshop:</b> "Sam Can"  <b>Grammar Skill:</b> Nouns</p>	<p><b>Project:</b> Make a Display</p>

Unit 2													
<p><b>Big Idea:</b> Let's Explore</p> <p>What can you find out when you explore?</p>	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	<p>Leveled Reader Main Selection</p> <p>A: Approaching Level</p> <p>O: On Level</p> <p>E: English Learners</p> <p>B: Beyond Level</p>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Tools We Use</p> <p><b>Essential Question:</b> How do tools help us to explore?</p> <p><b>Connect to Science:</b> Solve problems through engineering</p>	<p><b>Title:</b> "Timimoto"</p> <p><b>Genre:</b> Tale</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>The Handiest Things in the World</i></p> <p><b>Lexile:</b> 390L</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details (Use Photos)</p> <p><b>Paired Selection Title:</b> "Discover with Tools"</p> <p><b>Lexile:</b> 430L</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b></p>	<p><b>Short Text:</b> "Pam Can See"</p> <p><b>Lexile:</b> BR</p> <p><b>Genre:</b> Fiction</p> <p><b>Short Text:</b> "We Can See!"</p> <p><b>Lexile:</b> BR</p> <p><b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b></p> <p>A: <i>We Need Tools</i></p> <p>O: <i>A Trip</i></p> <p>E: <i>A Trip</i></p> <p>B: <i>What Can You See?</i></p> <p><b>Lexiles:</b></p> <p>A: BR</p> <p>O: BR</p> <p>E: BR</p> <p>B: 90L</p>	Literature Big Book: Connection of Ideas	<p><b>Additional Academic Vocabulary:</b></p> <p>photographs</p> <p>sentence</p> <p>verb</p>	<p>a</p> <p><b>Build Your Word Bank:</b></p> <p>there</p>	<p>tools</p> <p>discover</p> <p>defeated</p> <p>fetch</p> <p>rumble</p> <p><b>Build Oral Vocabulary:</b></p> <p>handiest, add, subtract, dusty, remains</p>	Color Words	<p><b>Phonological/Phonemic Awareness:</b></p> <p>Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending</p> <p><b>Phonics:</b> /p/p (initial/final)</p> <p><b>Consonant/Vowel Review:</b></p> <p>/a/a, /m/m, /s/s</p> <p><b>Decodable Readers:</b></p> <p>"A Sap Map"</p> <p>"Pam Can See"</p>	<p>Sound-Spelling and Word Automaticity; Phrasing</p>	<p><b>Writing Trait:</b> Ideas: Details</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>The Handiest Things in the World</i></p> <p><b>Reading Writing Workshop:</b> "Pam Can See"</p> <p><b>Grammar Skill:</b> Verbs</p>	<p><b>Project:</b> Make a Tool Belt</p>

<p><b>Week 2</b> <b>Weekly Concept:</b> Shapes All Around Us  <b>Essential Question:</b> What shapes do you see around you?  <b>Connect to Science:</b> Find solutions to problems through observation</p>	<p><b>Title:</b> "Kites in Flight"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>Shapes All Around</i>  <b>Lexile:</b> 340L  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Photos)  <b>Paired Selection Title:</b> "Find the Shapes"  <b>Lexile:</b> 70L  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Bold Print</p>	<p><b>Short Text:</b> "We Like Tam!"  <b>Lexile:</b> BR  <b>Genre:</b> Fiction  <b>Short Text:</b> "I Like Sam"  <b>Lexile:</b> BR  <b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> <i>Shapes!</i> <b>O:</b> <i>Play with Shapes!</i> <b>E:</b> <i>Play with Shapes!</i> <b>B:</b> <i>Use a Shape!</i>  <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> BR <b>E:</b> BR <b>B:</b> 140L</p>	<p><b>Literature Big Book:</b> Connection of Ideas</p>	<p><b>Additional Academic Vocabulary:</b> <i>rectangle</i> <i>circle</i> <i>square</i> <i>triangle</i></p>	<p><i>like</i>  <b>Build Your Word Bank:</b> <i>two</i></p>	<p><i>materials</i> <i>nature</i> <i>decoration</i> <i>games</i> <i>world</i>  <b>Build Oral Vocabulary:</b> <i>shapes, length, roof, soar</i></p>	<p>Shape Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial/final), Phoneme Blending, Phoneme Categorization  <b>Phonics:</b> /t/ (initial/final)  <b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s  <b>Decodable Readers:</b> "Tap the Mat" "I Am Pat"</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Ideas: Clues  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> <b>Literature Big Book:</b> <i>Shapes All Around</i> <b>Reading Writing Workshop:</b> "We Like Tam"  <b>Grammar Skill:</b> <i>Verbs</i></p>	<p><b>Project:</b> Make a Chart</p>
<p><b>Week 3</b> <b>Weekly Concept:</b> World of Bugs  <b>Essential Question:</b> What kind of bugs do you know about?  <b>Connect to Science:</b> Explore what animals need to live and grow</p>	<p><b>Title:</b> "From Caterpillar to Butterfly"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>I Love Bugs!</i>  <b>Lexile:</b> 460L  <b>Genre:</b> Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Illustrations)  <b>Paired Selection Title:</b> "Bugs All Around"  <b>Lexile:</b> 310L  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Captions</p>	<p><b>Short Text:</b> "Pat"  <b>Lexile:</b> BR  <b>Genre:</b> Fiction  <b>Short Text:</b> "Tap! Tap! Tap!"  <b>Genre:</b> Nonfiction  <b>Lexile:</b> BR</p>	<p><b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>We Like Bugs!</i> <b>O:</b> <i>The Bugs Run</i> <b>E:</b> <i>The Bugs Run</i> <b>B:</b> <i>I See a Bug!</i>  <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> BR <b>E:</b> BR <b>B:</b> BR</p>	<p><b>Literature Big Book:</b> Specific Vocabulary</p>	<p><b>Additional Academic Vocabulary:</b> <i>caption</i> <i>word</i> <i>web</i> <i>sort</i></p>	<p><i>the</i> <i>a</i> <i>see</i> <i>we</i> <i>like</i>  <b>Build Your Word Bank:</b> <i>out</i> <i>down</i> <i>will</i> <i>there</i> <i>two</i></p>	<p><i>curious</i> <i>observe</i> <i>attaches</i> <i>process</i> <i>slender</i>  <b>Build Oral Vocabulary:</b> <i>bugs, slimy, spiky, whirry, sting, flouncy, frilly, flutter, squealing</i></p>	<p>Movement Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending  <b>Long Vowel Awareness:</b> Long a  <b>Phonics:</b> /m/m, /a/a, /s/s, /p/p, /t/t  <b>Decodable Reader:</b> "We See Tam"</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p><b>Writing Trait:</b> Ideas: Clues  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> <b>Literature Big Book:</b> <i>I Love Bugs!</i> <b>Reading Writing Workshop:</b> "Pat"  <b>Grammar Skill:</b> <i>Verbs</i></p>	<p><b>Project:</b> Make a Bug Bulletin Board</p>

Unit 3													
<p><b>Big Idea:</b> Going Places</p> <p>What can you learn by going to different places?</p>	<p><b>Read Aloud</b></p>	<p><b>Literature Big Books, Paired Selection</b></p>	<p><b>Reading/Writing Workshop</b></p>	<p><b>Leveled Reader Main Selection</b>  <b>A: Approaching Level</b>  <b>O: On Level</b>  <b>E: English Learners</b>  <b>B: Beyond Level</b></p>	<p><b>Access Complex Text (ACT)</b></p>	<p><b>Vocabulary Words</b></p>	<p><b>High-Frequency Words</b></p>	<p><b>Oral Vocabulary Words</b></p>	<p><b>Category Words</b></p>	<p><b>Phonics</b></p>	<p><b>Fluency Skill</b></p>	<p><b>Writing</b></p>	<p><b>Research</b></p>
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Rules to Go By</p> <p><b>Essential Question:</b> What rules do we follow in different places?</p> <p><b>Connect to Social Studies:</b> Explore why we follow rules around the world</p>	<p><b>Title:</b> "The Boy Who Cried Wolf"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <i>How Do Dinosaurs Go to School?</i></p> <p><b>Lexile:</b> 500L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "Be Safe"</p> <p><b>Lexile:</b> 260L</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Lists</p>	<p><b>Short Text:</b> "Can I Pat It?"</p> <p><b>Lexile:</b> BR</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Short Text:</b> "Tim Can Tip It"</p> <p><b>Lexile:</b> 300L</p> <p><b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Fantasy</p> <p><b>Titles:</b>  <b>A:</b> <i>We Run</i>  <b>O:</b> <i>Go, Nat!</i>  <b>E:</b> <i>Go, Nat!</i>  <b>B:</b> <i>The Birdhouse</i></p> <p><b>Lexiles:</b>  <b>A:</b> BR  <b>O:</b> BR  <b>E:</b> BR  <b>B:</b> BR</p>	<p><b>Literature Big Book:</b> Organization; Connection of Ideas</p>	<p><b>Additional Academic Vocabulary:</b>  <i>visualize</i>  <i>punctuation</i>  <i>retell</i>  <i>predict</i></p>	<p><i>to</i></p> <p><b>Build Your Word Bank:</b>  <i>her</i>  <i>one</i></p>	<p><i>rules</i>  <i>cooperate</i>  <i>guard</i>  <i>prank</i>  <i>responsible</i></p> <p><b>Build Oral Vocabulary:</b>  <i>punch, grab,</i>  <i>plunked,</i>  <i>tease, planned</i></p>	<p>Movement Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p> <p><b>Phonics:</b> /i/i (medial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s, /t/t</p> <p><b>Decodable Readers:</b> "Tim Can Sit"                  "We Like It"</p>	<p>Sound-Spelling and Word Automaticity; Intonation</p>	<p><b>Writing Trait:</b> Sentence Fluency: Complete Sentences</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <i>How Do Dinosaurs Go to School?</i></p> <p><b>Reading Writing Workshop:</b> "Can I Pat It?"</p> <p><b>Grammar Skill:</b> Sentences</p>	<p><b>Project:</b> Make a Book</p>

<p><b>Week 2</b> <b>Weekly Concept:</b> Sounds Around Us</p> <p><b>Essential Question:</b> What are the different sounds we hear?</p> <p><b>Connect to Science:</b> Ask questions and make observations</p>	<p><b>Title:</b> "The Turtle and the Flute"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <i>Clang! Clang! Beep! Beep! Listen to the City</i></p> <p><b>Lexile:</b> 630L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "Sounds Are Everywhere"</p> <p><b>Lexile:</b> 290L</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Short Text:</b> "Nat and Tip"</p> <p><b>Lexile:</b> 250L</p> <p><b>Genre:</b> Fiction</p> <p><b>Short Text:</b> "Tim and Nan"</p> <p><b>Lexile:</b> 250L</p> <p><b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>City Sounds</i> O: <i>Farm Sounds</i> E: <i>Farm Sounds</i> B: <i>A Noisy Night</i></p> <p><b>Lexiles:</b> A: BR O: BR E: BR B: 190L</p>	<p><b>Literature Big Book:</b> Connection of Ideas</p>	<p><b>Additional Academic Vocabulary:</b> <i>events period vocabulary</i></p>	<p><i>and</i></p> <p><b>Build Your Word Bank:</b> <i>then new</i></p>	<p><i>listen volume chat exclaimed familiar</i></p> <p><b>Build Oral Vocabulary:</b> <i>stinging, snoring, strutting, barges, wrecking ball, beaming</i></p>	<p>Sound Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /n/n (initial/final)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /i/i, /m/m, /p/p, /s/s, /t/t</p> <p><b>Extend:</b> final double letters, -ss, -tt</p> <p><b>Decodable Readers:</b> "Nat and Nan" "Nat and Nan See"</p>	<p>Sound-Spelling and Word Automaticity; Intonation</p>	<p><b>Writing Trait:</b> Ideas: Clues</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Literature Big Book:</b> <i>Clang! Clang! Beep! Beep! Listen to the City</i></p> <p><b>Reading Writing Workshop:</b> "Nat and Tip"</p> <p><b>Grammar Skill:</b> Sentences</p>	<p><b>Project:</b> Make a Sound Chart</p>
<p><b>Week 3</b> <b>Weekly Concept:</b> The Places We Go</p> <p><b>Essential Question:</b> What places do you go to during the week?</p> <p><b>Connect to Social Studies:</b> Explore maps and models of our world</p>	<p><b>Title:</b> "Field Trips"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <i>Please Take Me for a Walk</i></p> <p><b>Lexile:</b> 260L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "A Neighborhood"</p> <p><b>Lexile:</b> 330L</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Map</p>	<p><b>Short Text:</b> "We Go to See Nan"</p> <p><b>Lexile:</b> 140L</p> <p><b>Genre:</b> Fiction</p> <p><b>Short Text:</b> "Can We Go?"</p> <p><b>Lexile:</b> 60L</p> <p><b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>We Can Go</i> O: <i>Going by Cab</i> E: <i>Going by Cab</i> B: <i>Cal's Busy Week</i></p> <p><b>Lexiles:</b> A: BR O: 160L E: BR B: 110L</p>	<p><b>Literature Big Book:</b> Sentence Structure; Organization</p>	<p><b>Additional Academic Vocabulary:</b> <i>characters setting map</i></p>	<p><i>go</i></p> <p><b>Build Your Word Bank:</b> <i>could place</i></p>	<p><i>local routine neighborhood volunteer intelligent</i></p> <p><b>Build Oral Vocabulary:</b> <i>greet, butcher, retrieve, disk</i></p>	<p>Sequence Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation</p> <p><b>Long Vowel Awareness:</b> Long <i>i</i> Review long <i>a</i></p> <p><b>Phonics:</b> /k/c (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /i/i, /m/m, /n/n, /s/s, /p/p, /t/t</p> <p><b>Decodable Readers:</b> "Cam Cat" "See the Cat"</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p><b>Writing Trait:</b> Organization: Setting</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources: Literature Big Book:</b> <i>Please Take Me for a Walk</i></p> <p><b>Reading Writing Workshop:</b> "We Go to See Nan"</p> <p><b>Grammar Skill:</b> Sentences</p>	<p><b>Project:</b> Make a Class Book</p>

Unit 4													
<p><b>Big Idea:</b> Around the Neighborhood</p> <p>What do you know about the people and the places in your neighborhood?</p>	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	<p>Leveled Reader Main Selection</p> <p>A: Approaching Level</p> <p>O: On Level</p> <p>E: English Learners</p> <p>B: Beyond Level</p>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Time for Work</p> <p><b>Essential Question:</b> What do people use to do their jobs?</p> <p><b>Connect to Social Studies:</b> Explore different jobs that people do</p>	<p><b>Title:</b> "Little Juan and the Cooking Pot"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>Whose Shoes? A Shoe for Every Job</i></p> <p><b>Lexile:</b> 70L</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details (Sequence)</p> <p><b>Paired Selection Title:</b> "Workers and Their Tools"</p> <p><b>Lexile:</b> 350L</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Labels</p>	<p><b>Short Text:</b> "Tom on Top!"</p> <p><b>Lexile:</b> 70L</p> <p><b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b></p> <p>A: <i>You Cook</i></p> <p>O: <i>On the Job</i></p> <p>E: <i>On the Job</i></p> <p>B: <i>The Neighborhood</i></p> <p><b>Lexiles:</b></p> <p>A: BR</p> <p>O: BR</p> <p>E: BR</p> <p>B: 120L</p>	Literature Big Book: Connection of Ideas	<p><b>Additional Academic Vocabulary:</b></p> <p>adjective</p> <p>category</p> <p>revise</p> <p>draft</p>	<p><i>you</i></p> <p><b>Build Your Word Bank:</b></p> <p><i>all</i></p> <p><i>that</i></p>	<p><i>equipment</i></p> <p><i>uniform</i></p> <p><i>utensils</i></p> <p><i>expect</i></p> <p><i>remained</i></p> <p><b>Build Oral Vocabulary:</b></p> <p><i>jobs, fighter, soldier, post office</i></p>	Job Words	<p><b>Phonological/Phonemic Awareness:</b></p> <p>Onset and Rime Segmentation, Phoneme Isolation (initial), Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p> <p><b>Phonics:</b></p> <p>/o/o (initial/medial)</p> <p><b>Consonant/Vowel Review:</b></p> <p>/a/a, /k/c, /l/i, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p><b>Decodable Readers:</b></p> <p>"Tom Can"</p> <p>"Mom and Nan"</p>	Sound-Spelling and Word Automaticity; Intonation	<p><b>Writing Trait:</b> Organization: Topic</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Literature Big Book:</b> <i>Whose Shoes? A Shoe for Every Job</i></p> <p><b>Reading Writing Workshop:</b> "Tom on Top!"</p> <p><b>Grammar Skill:</b> Adjectives</p>	Project: Make a Jobs Board

<p><b>Week 2</b> <b>Weekly Concept:</b> Meet Your Neighbors <b>Essential Question:</b> Who are your neighbors? <b>Connect to Social Studies:</b> Explore differences in cultures around the world</p>	<p><b>Title:</b> "Cultural Festivals" <b>Genre:</b> Informational Text <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>What Can You Do with a Paleta?</i> <b>Lexile:</b> 890L <b>Genre:</b> Fiction <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Character, Setting, Events (Use Illustrations) <b>Paired Selection Title:</b> "A World Festival" <b>Lexile:</b> 390L <b>Genre:</b> Informational Text <b>Text Feature:</b> Environmental Print</p>	<p><b>Short Text:</b> "Sid" <b>Lexile:</b> 340L <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Character, Setting, Events <b>Main Selection Genre:</b> Fiction <b>Titles:</b> <b>A:</b> <i>My Neighbors</i> <b>O:</b> <i>Neighborhood Party</i> <b>E:</b> <i>Neighborhood Party</i> <b>B:</b> <i>Parade Day</i> <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> 100L <b>E:</b> BR <b>B:</b> 100L</p>	<p><b>Literature Big Book:</b> Sentence Structure</p>	<p><b>Additional Academic Vocabulary:</b> <i>research</i> <i>Internet</i> <i>present</i> <i>publish</i></p>	<p><i>do</i> <b>Build Your Word Bank:</b> <i>day</i> <i>long</i></p>	<p><i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i> <b>Build Oral Vocabulary:</b> <i>sarape, rings, carries, make, create, offering, pitched,</i></p>	<p>Food Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation <b>Long Vowel Awareness:</b> Long o Review long a, i <b>Phonics:</b> /d/d (initial/final) <b>Consonant/Vowel Review:</b> /a/a, /k/c, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t <b>Decodable Readers:</b> "Did Dan?" "Did Sid See Don?"</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Word Choice: Describing Words <b>Write About the Text:</b> Informative Text <b>Write to Sources: Literature Big Book:</b> <i>What Can You Do with a Paleta?</i> <b>Reading Writing Workshop:</b> "Sid" <b>Grammar Skill:</b> Adjectives</p>	<p><b>Project:</b> Make a Display</p>
<p><b>Week 3</b> <b>Weekly Concept:</b> Pitch In <b>Essential Question:</b> How can people help to make your community better? <b>Connect to Social Studies:</b> Explore different kinds of work</p>	<p><b>Title:</b> "The Bundle of Sticks" <b>Genre:</b> Fable <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>Roadwork</i> <b>Lexile:</b> 40L <b>Genre:</b> Informational Text <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details (Sequence) <b>Paired Selection Title:</b> "A Community Garden" <b>Lexile:</b> 330L <b>Genre:</b> Informational Text <b>Text Feature:</b> Captions</p>	<p><b>Short Text:</b> "I Can, You Can!" <b>Lexile:</b> 180L <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details <b>Main Selection Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> <i>We Clean!</i> <b>O:</b> <i>Can You Fix It?</i> <b>E:</b> <i>Can You Fix It?</i> <b>B:</b> <i>Helping Mom</i> <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> 160L <b>E:</b> BR <b>B:</b> 290L</p>	<p><b>Literature Big Book:</b> Specific Vocabulary</p>	<p><b>Additional Academic Vocabulary:</b> <i>chart</i> <i>sequence</i> <i>blend</i> <i>plot</i></p>	<p><i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i> <b>Build Your Word Bank:</b> <i>her</i> <i>one</i> <i>then</i> <i>new</i> <i>could</i> <i>place</i> <i>all</i> <i>that</i> <i>day</i> <i>long</i></p>	<p><i>community</i> <i>improve</i> <i>confused</i> <i>harvest</i> <i>quarrel</i> <b>Build Oral Vocabulary:</b> <i>pegs, pathway, groundwork, roadbed, break, machines, brand-new, asphalt</i></p>	<p>Position Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation <b>Phonics:</b> /i/i, /n/n, /k/c, /o/o, /d/d <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t <b>Decodable Reader:</b> "Tip It" <b>Long Vowel Express (optional):</b> Long a (a_e) <b>Decodable Readers (optional):</b> "Nate and Pam" "The Ape Ate It"</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Word Choice: Specific Words <b>Write About the Text:</b> Informative Text, Narrative Text <b>Write to Sources: Literature Big Book:</b> <i>Roadwork</i> <b>Reading Writing Workshop:</b> "I Can, You Can!" <b>Grammar Skill:</b> Adjectives</p>	<p><b>Project:</b> Make a Community Plan</p>



Unit 5													
Big Idea:	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p>Wonders of Nature</p> <p>What kinds of things can you find growing in nature?</p>				<p><b>A: Approaching Level</b></p> <p><b>O: On Level</b></p> <p><b>E: English Learners</b></p> <p><b>B: Beyond Level</b></p>									
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> How Does Your Garden Grow?</p> <p><b>Essential Question:</b> What do living things need to grow?</p> <p><b>Connect to Science:</b> Explore how plants get what they need to grow</p>	<p><b>Title:</b> "Growing Plants"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>My Garden</i></p> <p><b>Lexile:</b> 670L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events (Use Illustrations)</p> <p><b>Paired Selection Titles:</b> "Tommy," "Maytime Magic," "The Seed," "Garden"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Poetry</p> <p><b>Literary Element:</b> Rhyme and Repetition</p>	<p><b>Short Text:</b> "Hop Can Hop!"</p> <p><b>Lexile:</b> 110L</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection Genre:</b> Fantasy</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>My Garden</i></p> <p><b>O:</b> <i>My Garden Grows</i></p> <p><b>E:</b> <i>My Garden Grows</i></p> <p><b>B:</b> <i>The Mystery Seeds</i></p> <p><b>Lexiles:</b></p> <p><b>A:</b> BR</p> <p><b>O:</b> 190L</p> <p><b>E:</b> BR</p> <p><b>B:</b> 240L</p>	<p><b>Literature Big Book:</b> Purpose</p>	<p><b>Additional Academic Vocabulary:</b></p> <p><i>pronoun</i></p> <p><i>rhyme</i></p> <p><i>event</i></p> <p><i>beginning</i></p> <p><b>Vocabulary Strategy:</b> <i>Plurals</i></p>	<p><i>my</i></p> <p><b>Build Your Word Bank:</b></p> <p><i>than</i></p> <p><i>his</i></p>	<p><i>require</i></p> <p><i>plant</i></p> <p><i>harmful</i></p> <p><i>soak</i></p> <p><i>crowd</i></p> <p><b>Build Oral Vocabulary:</b></p> <p><i>blooming,</i></p> <p><i>planted,</i></p> <p><i>unusual, glow,</i></p> <p><i>lantern</i></p>	<p>Size Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization</p> <p><b>Phonics:</b> /h/h (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p><b>Extend:</b> final /z/s</p> <p><b>Decodable Readers:</b> "Hip Hop" "Hap Hid the Ham"</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p><b>Writing Trait:</b> Organization: Order</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <i>My Garden</i></p> <p><b>Literature Big Book:</b> <i>My Garden</i></p> <p><b>Reading Writing Workshop:</b> "Hop Can Hop!"</p> <p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Project:</b> Make a Poster</p>

<p><b>Week 2</b> <b>Weekly Concept:</b> Trees  <b>Essential Question:</b> How do living things change as they grow?  <b>Connect to Science:</b> Observe what plants need to survive</p>	<p><b>Title:</b> "The Pine Tree"  <b>Genre:</b> Fairy Tale  <b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>A Grand Old Tree</i>  <b>Lexile:</b> 470L  <b>Genre:</b> Informational Text  <b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>Paired Selection Title:</b> "From a Seed to a Tree"  <b>Lexile:</b> 400L  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Diagram</p>	<p><b>Short Text:</b> "Ed and Ned"  <b>Lexile:</b> 230L  <b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>Main Selection Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> <i>The Tree</i> <b>O:</b> <i>Many Trees</i> <b>E:</b> <i>Many Trees</i> <b>B:</b> <i>Our Apple Tree</i>  <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> 70L <b>E:</b> BR <b>B:</b> 250L</p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Additional Academic Vocabulary:</b> <i>fact topic fairy tale diagram</i>  <b>Vocabulary Strategy:</b> <i>Inflectional Ending -ed</i></p>	<p><i>are</i>  <b>Build Your Word Bank:</b> <i>when which</i></p>	<p><i>develop amazing content enormous imagine</i>  <b>Build Oral Vocabulary:</b> <i>grand, creatures, flowered, bore, sowed, shed, gently</i></p>	<p>Tree Parts</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation  <b>Phonics:</b> /e/e (initial/medial)  <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /h/h, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t  <b>Decodable Readers:</b> "Not a Pet" "Ed and Ned Can Go"</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Organization: Topic  <b>Write About the Text:</b> Opinion  <b>Write to Sources: Literature Big Book:</b> <i>A Grand Old Tree</i> <b>Reading Writing Workshop:</b> "Ed and Ned"  <b>Grammar Skill:</b> Pronouns</p>	<p><b>Project:</b> Make a Tree Life Cycle Display</p>
<p><b>Week 3</b> <b>Weekly Concept:</b> Fresh from the Farm  <b>Essential Question:</b> What kinds of things grow on a farm?  <b>Connect to Science:</b> Explore what people need to survive</p>	<p><b>Title:</b> "Farms Around the World"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>An Orange in January</i>  <b>Lexile:</b> 780L  <b>Genre:</b> Informational Text  <b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>Paired Selection Title:</b> "Farmers' Market"  <b>Lexile:</b> 340L  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Lists</p>	<p><b>Short Text:</b> "Ron With Red"  <b>Lexile:</b> 170L  <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>Main Selection Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> <i>The Farmer</i> <b>O:</b> <i>Let's Make a Salad!</i> <b>E:</b> <i>Let's Make a Salad!</i> <b>B:</b> <i>Farm Fresh Finn</i>  <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> 70L <b>E:</b> BR <b>B:</b> 260L</p>	<p><b>Literature Big Book:</b> Sentence Structure</p>	<p><b>Additional Academic Vocabulary:</b> <i>reread lists</i>  <b>Vocabulary Strategy:</b> <i>Context Clues</i></p>	<p><i>with he</i>  <b>Build Your Word Bank:</b> <i>many them</i></p>	<p><i>fresh delicious beneath raise special</i>  <b>Build Oral Vocabulary:</b> <i>feasted, dew, plucked, skyway, aglow</i></p>	<p>Food Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme  <b>Phonemic Awareness:</b> Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition  <b>Long Vowel Awareness:</b> Long e Review long a, i, o  <b>Phonics:</b> /f/f, /r/r (initial)  <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /e/e, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t  <b>Decodable Readers:</b> "Red and Ron" "Ron Ram"  <b>Long Vowel Express (optional):</b> Review long a (a_e)</p>	<p>Sound-Spelling and Word Automaticity; Intonation; Phrasing</p>	<p><b>Writing Trait:</b> Organization: Order  <b>Write About the Text:</b> Narrative  <b>Write to Sources: Literature Big Book:</b> <i>A Grand Old Tree</i> <b>Reading Writing Workshop:</b> "Ron With Red"  <b>Grammar Skill:</b> Pronouns</p>	<p><b>Project:</b> Make an Illustrated Fruit Basket</p>

Unit 6													
<b>Big Idea:</b> Weather for all Seasons  How do weather and seasons affect us?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection A: Approaching Level O: On Level E: English Learners B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b> <b>Weekly Concept:</b> The Four Seasons  <b>Essential Question:</b> How are the seasons different?  <b>Connect to Science:</b> Explore the climate and weather	<b>Title:</b> "A Tour of the Seasons"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Visualize	<b>Main Selection Title:</b> <i>Mama, Is It Summer Yet?</i>  <b>Lexile:</b> 200L  <b>Genre:</b> Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details (Sequence)  <b>Paired Selection</b> <b>Titles:</b> "New Snow," "Rain Song," "Covers," excerpt from "Honey, I Love You"  <b>Lexile:</b> NP  <b>Genre:</b> Poetry  <b>Literary Element:</b> Rhyme	<b>Short Text:</b> "Is It Hot?"  <b>Lexile:</b> 200L  <b>Genre:</b> Nonfiction	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details (Sequence)  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Titles:</b> A: <i>It Is Hot!</i> O: <i>Little Bear</i> E: <i>Little Bear</i> B: <i>Ant and Grasshopper</i>  <b>Lexiles:</b> A: BR O: 300L E: 300L B: 280L	Literature Big Book: Organization	<b>Additional Academic Vocabulary:</b> <i>plural pattern</i>  <b>Vocabulary Strategy:</b> <i>Context Clues (multiple-meaning words, unknown phrases)</i>	<i>is little</i>  <b>Build Your Word Bank:</b> <i>by some</i>	<i>weather seasons migrate active spot</i>  <b>Build Oral Vocabulary:</b> <i>nest, sprout, blow, ducklings, juicy</i>	Seasons	<b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation  <b>Phonics:</b> /b/b (initial/final), /l/ (initial)  <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /r/r, /s/s, /t/t  <b>Extend:</b> final double letters, -ll  <b>Decodable Readers:</b> "Bob and Ben" "Ben, Deb, Lin"	Sound-Spelling and Word Automaticity; Expression  <b>Writing Trait:</b> Voice: my feelings  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> <b>Literature Big Book:</b> <i>Mama, Is It Summer Yet?</i> <b>Reading Writing Workshop:</b> "Is It Hot?"  <b>Grammar Skill:</b> Plural Nouns	<b>Project:</b> Make a Seasons Chart	

<p><b>Week 2</b> <b>Weekly Concept:</b> What's the Weather?  <b>Essential Question:</b> What happens in different kinds of weather?  <b>Connect to Science:</b> Explore weather around us</p>	<p><b>Title:</b> "The Frog and the Locust"  <b>Genre:</b> Folktale  <b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <i>Rain</i>  <b>Lexile:</b> 400L  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details (Sequence)  <b>Paired Selection Title:</b> "Cloud Watch"  <b>Lexile:</b> 270L  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Speech</p>	<p><b>Short Text:</b> "Kim and Nan"  <b>Lexile:</b> 120L  <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>The Rain</i> <b>O:</b> <i>Weather Is Fun</i> <b>E:</b> <i>Weather Is Fun</i> <b>B:</b> <i>Kate and Tuck</i>  <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> BR <b>E:</b> BR <b>B:</b> 280L</p>	<p><b>Literature Big Book:</b> Lack of Prior Knowledge</p>	<p><b>Additional Academic Vocabulary:</b> narrative, folktale, speech bubbles, dialogue  <b>Vocabulary Strategy:</b> Shades of Meaning</p>	<p><i>she was</i>  <b>Build Your Word Bank:</b> now, way</p>	<p><i>predict temperature, drought, clever, storm</i>  <b>Build Oral Vocabulary:</b> soil, cracked, sniffed, sprout, squelchy</p>	<p>Weather Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation  <b>Phonics:</b> /k/k (initial), /k/ck (final)  <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /d/d, /e/e, /h/h, /i/i, /l/l, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t  <b>Decodable Reader:</b> "Pack It Kim"</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p><b>Writing Trait:</b> Organization: Dialogue  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Literature Big Book:</b> <i>Rain</i> <b>Reading Writing Workshop:</b> "Kim and Nan"  <b>Grammar Skill:</b> Proper Nouns</p>	<p><b>Project:</b> Make a Wind Chart</p>
<p><b>Week 3</b> <b>Weekly Concept:</b> Stormy Weather  <b>Essential Question:</b> How can you stay safe in bad weather?  <b>Connect to Science:</b> Explore severe weather</p>	<p><b>Title:</b> "Rainbow Crow"  <b>Genre:</b> Myth  <b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <i>Waiting Out the Storm</i>  <b>Lexile:</b> 350L  <b>Genre:</b> Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details (Use Illustrations)  <b>Paired Selection Title:</b> "Be Safe in Bad Weather"  <b>Lexile:</b> 480L  <b>Genre:</b> Informational Text  <b>Text Feature:</b></p>	<p><b>Short Text:</b> "Mack and Ben"  <b>Lexile:</b> 250L  <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>Bad Weather</i> <b>O:</b> <i>Getting Ready</i> <b>E:</b> <i>Getting Ready</i> <b>B:</b> <i>The Storm</i>  <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> 30L <b>E:</b> BR <b>B:</b> 170L</p>	<p><b>Literature Big Book:</b> Sentence Structure</p>	<p><b>Additional Academic Vocabulary:</b> purpose, report, myth  <b>Vocabulary Strategy:</b> Question Words</p>	<p><i>are, he, is, little, my, she, was, with</i>  <b>Build Your Word Bank:</b> than, his, when, which, many, them, by, some, now, way</p>	<p><i>safe, prepare, notice, celebration, enough</i>  <b>Build Oral Vocabulary:</b> buttercup, tumble, stumbles, bumbles, dashes, snuggle</p>	<p>Question Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Alliteration, Phoneme Identity, Phoneme Blending, Phoneme Addition  <b>Phonics:</b> /h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /k/ck  <b>Decodable Reader:</b> "Kick It Nick!"  <b>Long Vowel Express (optional):</b> Long <i>i</i> (i_e) Review long <i>a</i> (a_e)  <b>Decodable Reader (optional):</b> "A Ripe Lime" "Ride, Hike, Hide"</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Organization: Dialogue  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Literature Big Book:</b> <i>Waiting Out the Storm</i> <b>Reading Writing Workshop:</b> "Mack and Ben"  <b>Grammar Skill:</b> Plural Nouns</p>	<p><b>Project:</b> Make a Safety Book</p>

Unit 7													
<p><b>Big Idea:</b> The Animal Kingdom</p> <p>What are different kinds of animals?</p>	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	<p>Leveled Reader Main Selection</p> <p>A: Approaching Level</p> <p>O: On Level</p> <p>E: English Learners</p> <p>B: Beyond Level</p>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Baby Animals</p> <p><b>Essential Question:</b> How are some animals alike and how are they different?</p> <p><b>Connect to Science:</b> Explore what animals need to grow and live</p>	<p><b>Title:</b> "Baby Farm Animals"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>ZooBorns!</i></p> <p><b>Lexile:</b> 520L</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text (Compare and Contrast)</p> <p><b>Paired Selection Title:</b> "Mischievous Goat," "Over in the Meadow," "Kitty Caught a Caterpillar"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Poetry</p> <p><b>Literary Element:</b> Alliteration</p>	<p><b>Short Text:</b> "A Pup and a Cub"</p> <p><b>Lexile:</b> 110L</p> <p><b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text (Compare and Contrast)</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b></p> <p>A: <i>Two Cubs</i></p> <p>O: <i>Animal Bodies</i></p> <p>E: <i>Animal Bodies</i></p> <p>B: <i>Two Kinds of Bears</i></p> <p><b>Lexiles:</b></p> <p>A: 10L</p> <p>O: 80L</p> <p>E: 80L</p> <p>B: 420L</p>	Literature Big Book: Lack of Prior Knowledge	<p><b>Additional Academic Vocabulary:</b> <i>same, different, verb, inquiry</i></p> <p><b>Vocabulary Strategy:</b> <i>Compound Words</i></p>	<p><i>for, have</i></p> <p><b>Build Your Word Bank:</b> <i>from, how</i></p>	<p><i>appearance, behavior, exercise, wander, plenty</i></p> <p><b>Build Oral Vocabulary:</b> <i>insects, related, miracle, zookeeper, twins, cuddly, built-in</i></p>	Animal Parts	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion</p> <p><b>Phonics:</b> /u/u (initial/medial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p> <p><b>Decodable Readers:</b> "Sun Fun" "Pup and Cub"</p>	Sound-Spelling and Word Automaticity; Expression; Intonation	<p><b>Writing Trait:</b> Word Choice: Specific Words</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> <i>Literature Big Book: ZooBorns!</i></p> <p><b>Reading Writing Workshop:</b> "A Pup and a Cub"</p> <p><b>Grammar Skill:</b> Verbs</p>	Project: Animal Features Report

<p><b>Week 2</b> <b>Weekly Concept:</b> Pet Pals?  <b>Essential Question:</b> How do you take care of different kinds of pets?  <b>Connect to Social Studies:</b> Learn about taking care of pets</p>	<p><b>Title:</b> "The Family Pet"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Make Predictions</p>	<p><b>Main Selection Title:</b> <i>The Birthday Pet</i>  <b>Lexile:</b> 530L <b>Genre:</b> Fiction  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Character, Setting, Plot (Problem and Solution)  <b>Paired Selection Title:</b> "The Perfect Pet"  <b>Lexile:</b> 500L <b>Genre:</b> Fiction  <b>Text Feature:</b> Chart</p>	<p><b>Short Text:</b> "I Hug Gus!"  <b>Lexile:</b> 300L <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Make. Confirm, and Revise Predictions  <b>Skill:</b> Character, Setting, Plot  <b>Main Selection Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>My Cats</i> <b>O:</b> <i>Their Pets</i> <b>E:</b> <i>Their Pets</i> <b>B:</b> <i>Will's Pet</i>  <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> 270L <b>E:</b> BR <b>B:</b> BR</p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Additional Academic Vocabulary:</b> <i>explain prediction</i>  <b>Vocabulary Strategy:</b> <i>Prepositions</i></p>	<p><i>of they</i>  <b>Build Your Word Bank:</b> <i>water these</i></p>	<p><i>responsibility train depend compared social</i>  <b>Build Oral Vocabulary:</b> <i>folks, ought, beady, gnawed absurd, squawk, blinked, gym</i></p>	<p>Pet Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize and Generate Rhyme, Phoneme Isolation (initial/final <i>g</i>; initial <i>w</i>), Phoneme Blending, Phoneme Substitution  <b>Phonics:</b> /<i>g/g</i> (initial/final), /<i>w/w</i> (initial)  <b>Extend:</b> <i>l</i>-blends; <i>sl, gl, cl</i>  <b>Consonant/Vowel Review:</b> /<i>a/a, b/b, k/c, k/ck, d/d, e/e, f/f, h/h, i/i, l/l, m/m, n/n, o/o, p/p, r/r, s/s, t/t, u/u</i>  <b>Decodable Readers:</b> "Wet Pals" "See a Bug"</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p><b>Writing Trait:</b> Word Choice: Describing Words  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Literature Big Book:</b> <i>The Birthday Pet</i> <b>Reading Writing Workshop:</b> "I Hug Gus!"  <b>Grammar Skill:</b> Verbs</p>	<p><b>Project:</b> Make a Pet-Care Poster</p>
<p><b>Week 3</b> <b>Weekly Concept:</b> Animal Habitats  <b>Essential Question:</b> Where do animals live?  <b>Connect to Science:</b> Explore what animals need to grow and live</p>	<p><b>Title:</b> "Anansi: An African Tale"  <b>Genre:</b> Tale  <b>Strategy:</b> Make. Confirm, and Revise Predictions</p>	<p><b>Main Selection Title:</b> <i>Bear Snores On</i>  <b>Lexile:</b> 520L <b>Genre:</b> Fantasy  <b>Strategy:</b> Make. Confirm, and Revise Predictions  <b>Skill:</b> Character, Setting, Plot (Cause and Effect)  <b>Paired Selection Title:</b> "Animal Homes"  <b>Genre:</b> Informational Text  <b>Lexile:</b> 520L  <b>Text Feature:</b> Glossary</p>	<p><b>Short Text:</b> "A Vet in a Van"  <b>Lexile:</b> 250L <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Make. Confirm, and Revise Predictions  <b>Skill:</b> Character, Setting, Plot (Cause and Effect)  <b>Main Selection Genre:</b> Fantasy  <b>Titles:</b> <b>A:</b> <i>We Want Water</i> <b>O:</b> <i>A New Home</i> <b>E:</b> <i>A New Home</i> <b>B:</b> <i>Bird's New Home</i>  <b>Lexiles:</b> <b>A:</b> 110L <b>O:</b> 50L <b>E:</b> 300L <b>B:</b> 190L</p>	<p><b>Literature Big Book:</b> Purpose</p>	<p><b>Additional Academic Vocabulary:</b> <i>questions, answer, glossary</i>  <b>Vocabulary Strategy:</b> <i>Shades of Meaning</i></p>	<p><i>said, want</i>  <b>Build Your Word Bank:</b> <i>people work</i></p>	<p><i>habitat, wild, complain, join, stubborn</i>  <b>Build Oral Vocabulary:</b> <i>lair, dank, slurps, scuttles, slumbering, seasons</i></p>	<p>Animal Homes</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, Phoneme Isolation (initial <i>v</i>, final <i>x</i>), Phoneme Blending, Phoneme Substitution  <b>Long Vowel Awareness:</b> Long <i>u</i> Review long <i>a, i, o, e</i>  <b>Phonics:</b> /<i>x/x</i> (final), /<i>v/v</i> (initial)  <b>Consonant/Vowel Review:</b> /<i>a/a, b/b, k/c, k/ck, d/d, e/e, f/f, g/g, i/i, l/l, m/m, n/n, o/o, p/p, r/r, s/s, t/t</i>  <b>Decodable Readers:</b> "Rex the Vet" "Fox Had a Big Box"  <b>Long Vowel Express (optional):</b> Review long <i>i, (i_e)</i></p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p><b>Writing Trait:</b> Ideas: Details  <b>Write About the Text:</b> Opinion  <b>Write to Sources: Literature Big Book:</b> <i>Bear Snores On</i> <b>Reading Writing Workshop:</b> "A Vet in a Van"  <b>Grammar Skill:</b> Verbs</p>	<p><b>Project:</b> Habitat Diorama</p>

Unit 8													
<p><b>Big Idea:</b> From Here to There</p> <p>Where can you go that is near and far?</p>	<p><b>Read Aloud</b></p>	<p><b>Literature Big Books, Paired Selection</b></p>	<p><b>Reading/Writing Workshop</b></p>	<p><b>Leveled Reader Main Selection</b>  <b>A: Approaching Level</b>  <b>O: On Level</b>  <b>E: English Learners</b>  <b>B: Beyond Level</b></p>	<p><b>Access Complex Text (ACT)</b></p>	<p><b>Vocabulary Words</b></p>	<p><b>High-Frequency Words</b></p>	<p><b>Oral Vocabulary Words</b></p>	<p><b>Category Words</b></p>	<p><b>Phonics</b></p>	<p><b>Fluency Skill</b></p>	<p><b>Writing</b></p>	<p><b>Research</b></p>
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> On the Move</p> <p><b>Essential Question:</b> What can help you go from here to there?</p> <p><b>Connect to Social Studies:</b> Explore how people lived in different times</p>	<p><b>Title:</b> "The King of the Winds"</p> <p><b>Genre:</b> Tale</p> <p><b>Strategy:</b> Make Predictions</p>	<p><b>Main Selection Title:</b> <i>When Daddy's Truck Picks Me Up</i></p> <p><b>Lexile:</b> 440L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "From Here to There"</p> <p><b>Lexile:</b> 490L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Headings</p>	<p><b>Short Text:</b> "Dad Got a Job"</p> <p><b>Lexile:</b> 190L</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b>  <b>A:</b> <i>I Go Places</i>  <b>O:</b> <i>Run, Quinn!</i>  <b>E:</b> <i>Run, Quinn!</i>  <b>B:</b> <i>Going to Gran's House</i></p> <p><b>Lexiles:</b>  <b>A:</b> BR  <b>O:</b> BR  <b>E:</b> 70L  <b>B:</b> 190L</p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Additional Academic Vocabulary:</b> <i>preposition, order, headings</i></p> <p><b>Vocabulary Strategy:</b> <i>Context Clues</i></p>	<p><i>here, me</i></p> <p><b>Build Your Word Bank:</b> <i>about, may</i></p>	<p><i>transportation, vehicle, journey, fierce, wide</i></p> <p><b>Build Oral Vocabulary:</b> <i>wave, rumble, thundering, burrowing, tune, load, shifting down to first gear, stuck</i></p>	<p>Vehicles</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial <i>j, qu</i>), Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /j/j, /kw/qu (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</p> <p><b>Decodable Readers:</b> "Get It Quick", "Jen is Quick"</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Organization: Reaction</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <i>Literature Big Book: When Daddy's Truck Picks Me Up</i></p> <p><b>Reading Writing Workshop:</b> "Dad Got a Job"</p> <p><b>Grammar Skill:</b> Sentences with Prepositions</p>	<p><b>Project:</b> Make a Poster</p>

<p><b>Week 2</b> <b>Weekly Concept:</b> My U.S.A.  <b>Essential Question:</b> What do you know about our country?  <b>Connect to Social Studies:</b> Explore national and state symbols</p>	<p><b>Title:</b> "The Best of the West"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>Ana Goes to Washington, D.C.</i>  <b>Lexile:</b> 630L  <b>Genre:</b> Informational Text  <b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>Paired Selection Title:</b> "See Our Country"  <b>Lexile:</b> 550L  <b>Genre:</b> Nonfiction  <b>Text Feature:</b></p>	<p><b>Short Text:</b> "Pack a Bag!"  <b>Lexile:</b> 160L  <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>Main Selection Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> <i>See This!</i> <b>O:</b> <i>Places to See</i> <b>E:</b> <i>Places to See</i> <b>B:</b> <i>My Trip to Yellowstone</i>  <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> BR <b>E:</b> BR <b>B:</b> 370L</p>	<p><b>Literature Big Book:</b> Genre</p>	<p><b>Additional Academic Vocabulary:</b> <i>history text</i>  <b>Vocabulary Strategy:</b> <i>Synonyms</i></p>	<p><i>this what</i>  <b>Build Your Word Bank:</b> <i>or each</i></p>	<p><i>country travel careful purpose connect</i>  <b>Build Oral Vocabulary:</b> <i>historic, cried, laws, fair, published, paddle boat</i></p>	<p>Ordinal Numbers</p>	<p><b>Phonological/Phonemic Awareness:</b> Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution  <b>Phonics:</b> /y/y, /z/z (initial)  <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x  <b>Decodable Readers:</b> "Yes, Zack Can go!" "Rex, Zig, and Kim"</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Sentence Fluency: Sentences  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Literature Big Book:</b> <i>Ana Goes to Washington, D.C</i> <b>Reading Writing Workshop:</b> "Pack a Bag!"  <b>Grammar Skill:</b> Sentences with Prepositions</p>	<p><b>Project:</b> Make a Book</p>
<p><b>Week 3</b> <b>Weekly Concept:</b> Look to the Sky  <b>Essential Question:</b> What do you see in the sky?  <b>Connect to Science:</b> Make observations about night and day</p>	<p><b>Title:</b> "A View from the Moon"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Make Predictions</p>	<p><b>Main Selection Title:</b> <i>Bringing Down the Moon</i>  <b>Lexile:</b> 560L  <b>Genre:</b> Fiction  <b>Strategy:</b> Make Confirm, Revise Predictions  <b>Skill:</b> Character Setting, Plot (Problem and Solution)  <b>Paired Selection Title:</b> "Day and Night Sky"  <b>Lexile:</b> 350L  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Headings</p>	<p><b>Short Text:</b> "Up! Up! Up!"  <b>Lexile:</b> 80L  <b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Character, Setting, Plot (Problem and Solution)  <b>Main Selection Genre:</b> Fantasy  <b>Titles:</b> <b>A:</b> <i>Going Up</i> <b>O:</b> <i>In the Clouds</i> <b>E:</b> <i>In the Clouds</i> <b>B:</b> <i>How Sun and Moon Found Home</i>  <b>Lexiles:</b> <b>A:</b> 100L <b>O:</b> 50L <b>E:</b> BR <b>B:</b> 300L</p>	<p><b>Literature Big Book:</b> Sentence Structure</p>	<p><b>Additional Academic Vocabulary:</b> <i>prepositional phrase</i>  <b>Vocabulary Strategy:</b> <i>Similes</i></p>	<p><i>for have they of said want here me this what</i>  <b>Build Your Word Bank:</b> <i>from how water these people work about may or each</i></p>	<p><i>distance recognize space challenge surface</i>  <b>Build Oral Vocabulary:</b> <i>burrowed, burrow, poke, grunted, tumbled, wrinkled, vanished, sobbed</i></p>	<p>Opposites</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition  <b>Phonics:</b> /u/u, /g/g, /w/w, /x/x, /v/v, /j/j, /k/qu, /z/z  <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z  <b>Decodable Reader:</b> "Zig-Zag Jet Can Zip"  <b>Long Vowel Express (optional):</b> Long o (o_e, o)  <b>Decodable Readers (optional):</b> "Rode and Rose" "Hope Rode Home"</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Sentence Fluency: Complete Sentences  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Literature Big Book:</b> <i>Bringing Down the Moon</i> <b>Reading Writing Workshop:</b> "Up! Up! Up!"  <b>Grammar Skill:</b> Sentences with Prepositions</p>	<p><b>Project:</b> Make a Sky Display</p>



Unit 9													
<p><b>Big Idea:</b> How Things Change</p> <p>How do things change?</p>	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	<p>Leveled Reader Main Selection</p> <p>A: Approaching Level</p> <p>O: On Level</p> <p>E: English Learners</p> <p>B: Beyond Level</p>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Growing Up</p> <p><b>Essential Question:</b> How can you help out at home?</p> <p><b>Connect to Social Studies:</b> Explore why we help each other</p>	<p><b>Title:</b> "Helping Out at Home"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>Peter's Chair</i></p> <p><b>Lexile:</b> 430L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Sequence</p> <p><b>Paired Selection Title:</b> "The Clean Up!"</p> <p><b>Lexile:</b> 310L</p> <p><b>Genre:</b> Fiction</p> <p><b>Text Feature:</b> Chart</p>	<p><b>Short Text:</b> Jake and Dale Help!"</p> <p><b>Lexile:</b> 300L</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Character, Setting, Plot (Sequence)</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b></p> <p>A: <i>Let Me Help You</i></p> <p>O: <i>How Can Jane Help?</i></p> <p>E: <i>How Can Jane Help?</i></p> <p>B: <i>I Used to Help Too</i></p> <p><b>Lexiles:</b></p> <p>A: 90L</p> <p>O: 140L</p> <p>E: 180L</p> <p>B: 220L</p>	Literature Big Book: Purpose	<p><b>Additional Academic Vocabulary:</b> <i>selection</i></p> <p><b>Vocabulary Strategy:</b> <i>Prefixes and Suffixes</i></p>	<p><i>help too</i></p> <p><b>Build Your Word Bank:</b> <i>other into more</i></p>	<p><i>chores, contribute, member, organize, accomplish</i></p> <p><b>Build Oral Vocabulary:</b> <i>stretched, crash, fussing, muttered, run away, grown-up</i></p>	Household Furniture	<p><b>Phonological/Phonemic Awareness:</b> Syllable Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Deletion</p> <p><b>Phonics:</b> /ā/a_e</p> <p><b>Extend:</b> digraphs; <i>sh</i></p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y</p> <p><b>Decodable Readers:</b> "Jake Made Cake" "We Help Make It"</p>	Sound-Spelling and Word Automaticity; Expression	<p><b>Writing Trait:</b> Sentence Fluency: Complete Sentences</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Literature Big Book: <i>Peter's Chair</i> Reading Writing Workshop: "Jake and Dale Help!"</p> <p><b>Grammar Skill:</b> Adjectives</p>	Project: Author Study

<p><b>Week 2</b> <b>Weekly Concept:</b> Good Citizens  <b>Essential Question:</b> What do good citizens do?  <b>Connect to Social Studies:</b> Explore what it means to be a good citizen</p>	<p><b>Title:</b> "The Little Red Hen"  <b>Genre:</b> Fable  <b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>Hen Hears Gossip</i>  <b>Lexile:</b> 460L  <b>Genre:</b> Fantasy  <b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot (Cause and Effect)  <b>Paired Selection Title:</b> "Team Up to Clean Up"  <b>Lexile:</b> 460L  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Captions</p>	<p><b>Short Text:</b> "We Can Play"  <b>Lexile:</b> 220L  <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot (Cause and Effect)  <b>Main Selection Genre:</b> Fantasy  <b>Titles:</b> <b>A:</b> <i>Mike Helps Out</i> <b>O:</b> <i>Clive and His Friend</i> <b>E:</b> <i>Clive and His Friend</i> <b>B:</b> <i>Farmer White's Best Friend</i>  <b>Lexiles:</b> <b>A:</b> BR <b>O:</b> 60L <b>E:</b> 110L <b>B:</b> 460L</p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Additional Academic Vocabulary:</b> <i>describing words</i>  <b>Vocabulary Strategy:</b> <i>Question Words</i></p>	<p><i>has play</i>  <b>Build Your Word Bank:</b> <i>find over were</i></p>	<p><i>citizen respect tidy necessary hauled</i>  <b>Build Oral Vocabulary:</b> <i>gossip, thorn, horn, lazy, in sight, pointy, calf, yak</i></p>	<p>Farm Animals</p>	<p><b>Phonological/Phonemic Awareness:</b> Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion  <b>Phonics:</b> <i>/i/i_e</i>  <b>Extend:</b> digraphs; <i>ch</i>  <b>Consonant/Vowel Review:</b> <i>/a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y</i>  <b>Decodable Readers:</b> "Bike Hike" "Pike Lane"</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p><b>Writing Trait:</b> Organization: Order  <b>Write to Sources: Literature Big Book:</b> <i>Hen Hears Gossip</i> <b>Reading Writing Workshop:</b> "We Can Play"  <b>Grammar Skill:</b> Adjectives</p>	<p><b>Project:</b> Citizenship Poster</p>
<p><b>Week 3</b> <b>Weekly Concept:</b> Our Natural Resources  <b>Essential Question:</b> How can things in nature be used to make new things?  <b>Connect to Science:</b> Explore the needs of living things</p>	<p><b>Title:</b> "Spider Woman Teaches the Navajo"  <b>Genre:</b> Tale  <b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>Bread Comes to Life</i>  <b>Lexile:</b> 380L  <b>Genre:</b> Informational Text  <b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text (Sequence)  <b>Paired Selection Title:</b> "Nature Artists"  <b>Lexile:</b> 470L  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Directions</p>	<p><b>Short Text:</b> "Look! A Home!"  <b>Lexile:</b> 170L  <b>Genre:</b> Informational Text</p>	<p><b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text (Sequence)  <b>Main Selection Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> <i>Look Where It Is From</i> <b>O:</b> <i>What's for Breakfast?</i> <b>E:</b> <i>What's for Breakfast?</i> <b>B:</b> <i>Nature at the Craft Fair</i>  <b>Lexiles:</b> <b>A:</b> 40L <b>O:</b> 100L <b>E:</b> 30L <b>B:</b> 410L</p>	<p><b>Literature Big Book:</b> Specific Vocabulary</p>	<p><b>Additional Academic Vocabulary:</b> <i>directions</i>  <b>Vocabulary Strategy:</b> <i>Context Clues</i></p>	<p><i>where, look</i>  <b>Build Your Word Bank:</b> <i>know would write</i></p>	<p><i>natural resources, create, designs, weave, knowledge</i>  <b>Build Oral Vocabulary:</b> <i>from scratch, blades, bristly, crop, bowed, yield, stalk, hefty, grind, dust, knead</i></p>	<p>Foods Made from Grain</p>	<p><b>Phonological/Phonemic Awareness:</b> Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution  <b>Phonics:</b> <i>/ō/o_e, o</i>  <b>Consonant/Vowel Review:</b> <i>/a/a, /ā/a_e, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /i/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y</i>  <b>Decodable Readers:</b> "Jo Made It at Home" "Joke Note"</p>	<p>Sound-Spelling and Word Automaticity; Rate</p>	<p><b>Writing Trait:</b> Organization: Topic  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Literature Big Book:</b> <i>Bread Comes to Life</i> <b>Reading Writing Workshop:</b> "Look! A Home!"  <b>Grammar Skill:</b> Adjectives</p>	<p><b>Project:</b> Fabric Wall</p>

Unit 10													
<p><b>Big Idea:</b> Thinking Outside the Box</p> <p>How can new ideas help us?</p>	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	<p>Leveled Reader Main Selection</p> <p>A: Approaching Level</p> <p>O: On Level</p> <p>E: English Learners</p> <p>B: Beyond Level</p>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Problem Solvers</p> <p><b>Essential Question:</b> What can happen when we work together?</p> <p><b>Connect to Social Studies:</b> Explore working together</p>	<p><b>Title:</b> "The Elves and the Shoemakers"</p> <p><b>Genre:</b> Tale</p> <p><b>Strategy:</b> Make Predictions</p>	<p><b>Main Selection Title:</b> <i>What's the Big Idea, Molly?</i></p> <p><b>Lexile:</b> 580L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Plot: Sequence</p> <p><b>Paired Selection Title:</b> "The Variety Show"</p> <p><b>Lexile:</b> 170L</p> <p><b>Genre:</b> Fiction</p> <p><b>Text Feature:</b> Speech Bubbles</p>	<p><b>Short Text:</b> "A Good Time for Luke!"</p> <p><b>Lexile:</b> 270L</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot (Sequence)</p> <p><b>Main Selection Genre:</b> Fantasy</p> <p><b>Titles:</b></p> <p>A: <i>Animal Band</i></p> <p>O: <i>We Want Honey</i></p> <p>E: <i>We Want Honey</i></p> <p>B: <i>A Good Idea</i></p> <p><b>Lexiles:</b></p> <p>A: 90L</p> <p>O: 180L</p> <p>E: 90L</p> <p>B: 290L</p>	Literature Big Book: Connection of Ideas	<p><b>Additional Academic Vocabulary:</b> <i>first last syllables</i></p> <p><b>Vocabulary Strategy:</b> <i>Context Clues</i></p>	<p><i>good who</i></p> <p><b>Build Your Word Bank:</b> <i>part only words</i></p>	<p><i>decide opinion ragged marvel grateful</i></p> <p><b>Build Oral Vocabulary:</b> <i>ideas, couch, pond, plopped in, waddled, grumpy, all right, got busy, season, autumn</i></p>	Question Words	<p><b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /ū/u_e</p> <p><b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /x/x, /y/y, /z/z</p> <p><b>Decodable Readers:</b> "Tube Race" "The Sad Duke"</p>	Sound-Spelling and Word Automaticity; Expression; Intonation	<p><b>Writing Trait:</b> Word Choice: Specific Words</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <i>Literature Big Book: What's the Big Idea, Molly?</i></p> <p><b>Reading Writing Workshop:</b> "A Good Time for Luke!"</p> <p><b>Grammar Skill:</b> Pronouns</p>	Project: Problem-Solving Poster

<p><b>Week 2</b> <b>Weekly Concept:</b> Sort It Out</p> <p><b>Essential Question:</b> In what ways are things alike? How are they different?</p> <p><b>Connect to Social Studies:</b> Explore how things are alike and different</p>	<p><b>Title:</b> "The Perfect Color"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>All Kinds of Families!</i></p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "Good For You"</p> <p><b>Lexile:</b> 470L</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Labels</p>	<p><b>Short Text:</b> "We Come on Time!"</p> <p><b>Lexile:</b> 270L</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details (Use Illustrations)</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b>  <b>A:</b> <i>My Box</i>  <b>O:</b> <i>Let's Make a Band</i>  <b>E:</b> <i>Let's Make a Band</i>  <b>B:</b> <i>Going Camping</i></p> <p><b>Lexiles:</b>  <b>A:</b> 90L  <b>O:</b> 250L  <b>E:</b> 30L  <b>B:</b> 300L</p>	<p><b>Literature Big Book:</b> Connection of Ideas</p>	<p><b>Additional Academic Vocabulary:</b> <i>voice</i></p> <p><b>Vocabulary Strategy:</b> <i>Antonyms</i></p>	<p><i>come does</i></p> <p><b>Build Your Word Bank:</b>  <i>first sound their</i></p>	<p><i>sort similar perfect endless experiment</i></p> <p><b>Build Oral Vocabulary:</b>  <i>shore; fridge; card decks, marbles, and jacks; twigs; appear; play dough; pod; notes; play families</i></p>	<p><i>Opposites</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /ē/e, ee, e_e</p> <p><b>Extend:</b> digraphs; <i>th</i></p> <p><b>Consonant/Vowel Review:</b>  <i>/a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /z/z</i></p> <p><b>Decodable Readers:</b>  <i>"Pete and Eve"</i>  <i>"Pete Can Fix It"</i>  <i>"See It?"</i>  <i>"Deb Bee"</i></p>	<p>Sound-Spelling and Word Automaticity; Phrasing</p>	<p><b>Writing Trait:</b> Sentence Fluency: Complete Sentences</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Literature Big Book:</b> <i>All Kinds of Families!</i></p> <p><b>Reading Writing Workshop:</b> "We Come on Time!"</p> <p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Project:</b> Sorting Chart</p>
<p><b>Week 3</b> <b>Weekly Concept:</b> Protect Our Earth</p> <p><b>Essential Question:</b> What ideas can you suggest to protect the environment?</p> <p><b>Connect to Social Studies:</b> Explore how people can help save the environment</p>	<p><b>Title:</b> "Protect the Environment!"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>Panda Kindergarten</i></p> <p><b>Lexile:</b> 1070L</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Paired Selection Title:</b> "Save Big Blue!"</p> <p><b>Lexile:</b> 640L</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Short Text:</b> "Who Can Help?"</p> <p><b>Lexile:</b> 290L</p> <p><b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b>  <b>A:</b> <i>Help Clean Up</i>  <b>O:</b> <i>Let's Save Earth</i>  <b>E:</b> <i>Let's Save Earth</i>  <b>B:</b> <i>Babysitters for Seals</i></p> <p><b>Lexiles:</b>  <b>A:</b> 90L  <b>O:</b> 140L  <b>E:</b> 110L  <b>B:</b> 30L</p>	<p><b>Literature Big Book:</b> Connection of Ideas</p>	<p><b>Additional Academic Vocabulary:</b> <i>reference</i></p> <p><b>Vocabulary Strategy:</b> <i>Prefixes and Suffixes</i></p>	<p><i>help too play has where look who good come does</i></p> <p><b>Build Your Word Bank:</b>  <i>other into more find over were know would write part only words first sound their</i></p>	<p><i>environment protect recycle wisely encourage</i></p> <p><b>Build Oral Vocabulary:</b>  <i>panda, cub, twin skilled, adventures, curious, rare, journey</i></p>	<p><b>Baby Animals</b></p>	<p><b>Phonological/Phonemic Awareness:</b> Generate Alliteration, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> ā, ī, ē, ō, ū</p> <p><b>Consonant/Vowel Review:</b>  <i>/a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /ē/ee, e_e, e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /ks/x, /y/y, /z/z</i></p> <p><b>Decodable Reader:</b>  <i>"We Can Save"</i></p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Organization: Topic</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Literature Big Book:</b> <i>Panda Kindergarten</i></p> <p><b>Reading Writing Workshop:</b> "Who Can Help?"</p> <p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Project:</b> Sorting Chart</p>