



Grade K • Unit 1 • Scope and Sequence

Big Idea: Take a New Step What can we learn when we try new things?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p>Week 1</p> <p>Weekly Concept: Make New Friends</p> <p>Essential Question: How can we get along with new friends?</p> <p>Connect to Social Studies: Follow rules, such as sharing or taking turns</p>	<p>Title: "The Lion and the Mouse"</p> <p>Genre: Fable</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>What About Bear?</i></p> <p>Genre: Fantasy</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Use Illustrations)</p> <p>Paired Selection Title: "How to Be a Friend"</p> <p>Genre: Informational Text</p> <p>Text Feature: Photographs</p>	<p>Short Text: I Can</p> <p>Genre: Nonfiction</p> <p>Short Text: Can I?</p> <p>Genre: Fiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Fantasy</p> <p>Titles: A: <i>Soup!</i> O: <i>Mouse and Monkey</i> E: <i>Mouse and Monkey</i> B: <i>Come and Play!</i></p>	<p>Literature Big Book: Organization</p>	<p>Additional Academic Vocabulary: <i>title</i> <i>author</i> <i>illustrator</i> <i>noun</i></p>	<p><i>the</i></p>	<p><i>friend</i> <i>problem</i> <i>escape</i> <i>grasped</i> <i>rescue</i></p> <p>Build Oral Vocabulary: <i>hey,</i> <i>another,</i> <i>wait</i></p>	<p>Feeling Words</p>	<p>Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending</p> <p>Phonics /m/m (initial/final)</p> <p>Decodable Readers: "I Can" "Can I?"</p>	<p>Sound-Spelling and Word Automaticity: Intonation</p>	<p>Writing Trait: Ideas: Clues</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: Literature Big Book: <i>What About Bear?</i></p> <p>Reading Writing Workshop: "I Can"</p> <p>Grammar Skill: Nouns</p>	<p>Project: Make a poster</p>
<p>Week 2</p> <p>Weekly Concept: Get Up and Go!</p> <p>Essential Question: How do baby animals move?</p> <p>Connect to Science: Explore how we can get up and go</p>	<p>Title: "The Tortoise and the Hare"</p> <p>Genre: Fable</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>Pouch!</i></p> <p>Genre: Fantasy</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Use Illustrations)</p> <p>Paired Selection Title: "Baby Animals on the Move"</p> <p>Genre: Informational Text</p> <p>Text Feature: Labels</p>	<p>Short Text: "We Can"</p> <p>Genre: Nonfiction</p> <p>Short Text: "I Can, I Can"</p> <p>Genre: Fiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Fantasy</p> <p>Titles: A: <i>Hop!</i> O: <i>We Hop!</i> E: <i>We Hop!</i> B: <i>We Can Move!</i></p>	<p>Literature Big Book: Organization</p>	<p>Additional Academic Vocabulary: <i>fantasy</i> <i>fable</i> <i>opinion</i> <i>details</i></p>	<p><i>we</i></p> <p>Build Your Word Bank: <i>down</i></p>	<p><i>adventure</i> <i>movement</i> <i>arrived</i> <i>exciting</i> <i>exhausted</i></p> <p>Build Oral Vocabulary: <i>pouch, mama, pasture, fence, afraid, thanks</i></p>	<p>Family Words</p>	<p>Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending</p> <p>Phonics /a/a (initial/medial)</p> <p>Consonant Review: /m/m</p> <p>Decodable Readers: "I Am" "We Can"</p>	<p>Sound-Spelling and Word Automaticity: Intonation</p>	<p>Writing Trait: Ideas: Details</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: Literature Big Book: <i>Pouch!</i></p> <p>Reading Writing Workshop: "We Can"</p> <p>Grammar Skill: Nouns</p>	<p>Project: Make an Animal Puppet</p>
<p>Week 3</p> <p>Weekly Concept: Use Your Senses</p> <p>Essential Question: How can your senses help you learn?</p> <p>Connect to Science: Solve problems through engineering</p>	<p>Title: "A Feast of the Senses"</p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>Senses at the Seashore</i></p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Use Photos)</p> <p>Paired Selection Title: "I Smell Springtime," "Taste of Purple," "Rain"</p> <p>Genre: Poetry</p> <p>Literary Element: Sensory Words</p>	<p>Short Text: "Sam Can"</p> <p>Genre: Fiction</p> <p>Short Text: "I Can See"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>The Beach</i> O: <i>At School</i> E: <i>At School</i> B: <i>See It Grow!</i></p>	<p>Literature Big Book: Organization</p>	<p>Additional Academic Vocabulary: <i>informational text</i> <i>observation</i> <i>poetry</i></p>	<p><i>see</i></p> <p>Build Your Word Bank: <i>wil</i></p>	<p><i>explore</i> <i>senses</i> <i>feast</i> <i>finished, kneads</i></p> <p>Build Oral Vocabulary: <i>lotion, fresh, in bloom, gull, cry, surface</i></p>	<p>Sensory Words</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization</p> <p>Phonics: /s/s (initial)</p> <p>Consonant/Vowel Review: /a/a, /m/m</p> <p>Decodable Readers: "Sam Can See" "Sam"</p>	<p>Sound-Spelling and Word Automaticity: Phrasing</p>	<p>Writing Trait: Ideas: Clues</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: Literature Big Book: Senses at the Seashore</p> <p>Reading Writing Workshop: "Sam Can"</p> <p>Grammar Skill: Nouns</p>	<p>Project: Make a Display</p>



Grade K • Unit 2 • Scope and Sequence

Big Idea: Let's Explore	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
What can you find out when you explore? Week 1 Weekly Concept: Tools We Use Essential Question: How do tools help us to explore? Connect to Science: Solve problems through engineering	Title: "Timimoto" Genre: Tale Strategy: Ask and Answer Questions	Main Selection Title: <i>The Handiest Things in the World</i> Genre: Informational Text Strategy: Ask and Answer Questions Skill: Key Details (Use Photos) Paired Selection Title: "'Discover with Tools'" Genre: Informational Text Text Feature: Headings	Short Text: "Pam Can See" Genre: Fiction Short Text: "We Can See!" Genre: Nonfiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Informational Text Titles: A: <i>We Need Tools</i> O: <i>A Trip</i> E: <i>A Trip</i> B: <i>What Can You See?</i>	Literature Big Book: Connection of Ideas	Additional Academic Vocabulary: <i>photographs sentence verb</i>	<i>a</i> Build Your Word Bank: <i>there</i>	<i>tools discover defeated fetch rumble</i> Build Oral Vocabulary: <i>handiest, add, subtract, dusty, remains</i>	Color Words	Phonological/Phonemic Awareness: Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending Phonics: /p/p (initial/final) Consonant/Vowel Review: /a/a, /m/m, /s/s Decodable Readers: "A Sap Map" "Pam Can See"	Sound-Spelling and Word Automaticity: Phrasing	Writing Trait: Ideas: Details Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>The Handiest Things in the World</i> Reading Writing Workshop: "Pam Can See" Grammar Skill: Verbs	Project: Make a Tool Belt
Week 2 Weekly Concept: Shapes All Around Us Essential Question: What shapes do you see around you? Connect to Science: Find solutions to problems through observation	Title: "Kites in Flight" Genre: Informational Text Strategy: Ask and Answer Questions	Main Selection Title: <i>Shapes All Around</i> Genre: Informational Text Strategy: Ask and Answer Questions Skill: Key Details (Use Photos) Paired Selection Title: "'Find the Shapes'" Genre: Informational Text Text Feature: Bold Print	Short Text: "We Like Tam!" Genre: Fiction Short Text: "I Like Sam" Genre: Nonfiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Informational Text Titles: A: <i>Shapes!</i> O: <i>Play With Shapes!</i> E: <i>Play With Shapes!</i> B: <i>Use a Shape!</i>	Literature Big Book: Connection of Ideas	Additional Academic Vocabulary: <i>rectangle circle square triangle</i>	<i>like</i> Build Your Word Bank: <i>two</i>	<i>materials nature decoration games world</i> Build Oral Vocabulary: <i>shapes,length, roof, soar</i>	Shapes Words	Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial/final), Phoneme Blending, Phoneme Categorization Phonics: /t/t (initial/final) Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s Decodable Readers: "Tap the Mat" "I Am Pat"	Sound-Spelling and Word Automaticity: Automaticity; Expression	Writing Trait: Ideas: Clues Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>I Love Bugs!</i> Reading Writing Workshop: "Pat" Grammar Skill: Verbs	Project: Make a Chart
Week 3 Weekly Concept: World of Bugs Essential Question: What kind of bugs do you know about? Connect to Science: Explore what animals need to live and grow	Title: "From Caterpillar to Butterfly" Genre: Informational Text Strategy: Ask and Answer Questions	Title: <i>I Love Bugs!</i> Genre: Fiction Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Paired Selection Title: "'Bugs All Around'" Genre: Informational Text Text Feature: Captions	Short Text: "Pat" Genre: Fiction Short Text: "Tap! Tap! Tap!" Genre: Nonfiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Fiction Titles: A: <i>We Like Bugs!</i> O: <i>The Bugs Run</i> E: <i>The Bugs Run</i> B: <i>I See a Bug!</i>	Literature Big Book: Specific Vocabulary	Additional Academic Vocabulary: <i>caption word web sort</i>	<i>the a see we like</i> Build Your Word Bank: <i>out down will there two</i>	<i>curious observe attaches process slender</i> Build Oral Vocabulary: <i>bugs, slimy, spiky, whirry, sting, flouncy, frilly, flutter, squealing</i>	Movement Words	Phonological/Phonemic Awareness: Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending Long Vowel Awareness: Long a Phonics: /m/m, /a/a, /s/s, /p/p, /t/t Decodable Reader: "We See Tam"	Sound-Spelling and Word Automaticity: Expression; Intonation	Writing Trait: Ideas: Clues Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>I Love Bugs!</i> Reading Writing Workshop: "Pat" Grammar Skill: Verbs	Project: Make a Bug Bulletin Board



Grade K • Unit 3 • Scope and Sequence

Big Idea: Going Places	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p>What can you learn by going to different places?</p> <p>Week 1</p> <p>Weekly Concept: Rules to Go By</p> <p>Essential Question: What rules do we follow in different places?</p> <p>Connect to Social Studies: Explore why we follow rules around the world</p>	<p>Title: "The Boy Who Cried Wolf"</p> <p>Genre: Fable</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>How Do Dinosaurs Go to School?</i></p> <p>Genre: Fantasy</p> <p>Strategy: Visualize</p> <p>Skill: Key Details (Use Illustrations)</p> <p>Paired Selection Title: "Be Safe"</p> <p>Genre: Informational Text</p> <p>Text Feature: List</p>	<p>Short Text: "Can I Pat It?"</p> <p>Genre: Nonfiction</p> <p>Short Text: "Tim Can Tip It"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Fantasy</p> <p>Titles:</p> <p>A: <i>We Run</i></p> <p>O: <i>Go, Nat!</i></p> <p>E: <i>Go, Nat!</i></p> <p>B: <i>The Birdhouse!</i></p>	<p>Literature Big Book: Organization; Connection of Ideas</p>	<p>Additional Academic Vocabulary:</p> <p><i>visualize</i></p> <p><i>punctuation</i></p> <p><i>retell</i></p> <p><i>predict</i></p>	<p><i>to</i></p> <p>Build Your Word Bank:</p> <p><i>her</i></p> <p><i>one</i></p>	<p><i>rules</i></p> <p><i>cooperate</i></p> <p><i>guard</i></p> <p><i>prank</i></p> <p><i>responsible</i></p> <p>Build Oral Vocabulary:</p> <p><i>punch, grab, plunked, tease, planned</i></p>	<p>Movement Words</p>	<p>Phonological Phonemic Awareness: Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p> <p>Phonics: /l/i (medial)</p> <p>Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t</p> <p>Decodable Readers: "Tim Can Sit" "We Like It"</p>	<p>Sound-Spelling and Word Automaticity: Intonation</p>	<p>Writing Trait: Sentence Fluency: Complete Sentences</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: <i>Literature Big Book: How Do Dinosaurs Go to School?</i></p> <p>Reading Writing Workshop: "Can I Pat It?"</p> <p>Grammar Skill: Sentences</p>	<p>Project: Make a Book</p>
<p>Week 2</p> <p>Weekly Concept: Sounds Around Us</p> <p>Essential Question: What are the different sounds we hear?</p> <p>Connect to Science: Ask questions and make observations</p>	<p>Title: "The Turtle and the Flute"</p> <p>Genre: Fable</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>Clang! Clang! Beep! Beep! Listen to the City</i></p> <p>Genre: Fiction</p> <p>Strategy: Visualize</p> <p>Skill: Key Details (Use Illustrations)</p> <p>Paired Selection Title: "Sounds Are Everywhere"</p> <p>Genre: Informational Text</p> <p>Text Feature: Captions</p>	<p>Short Text: "Nat and Tip"</p> <p>Genre: Fiction</p> <p>Short Text: "Tim and Nan"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Fiction</p> <p>Titles:</p> <p>A: <i>City Sounds</i></p> <p>O: <i>Farm Sounds</i></p> <p>E: <i>Farm Sounds</i></p> <p>B: <i>A Noisy Night</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Additional Academic Vocabulary:</p> <p><i>events</i></p> <p><i>period</i></p> <p><i>vocabulary</i></p>	<p><i>and</i></p> <p>Build Your Word Bank:</p> <p><i>then</i></p> <p><i>new</i></p>	<p><i>listen</i></p> <p><i>volume</i></p> <p><i>chat</i></p> <p><i>exclaimed</i></p> <p><i>familiar</i></p> <p>Build Oral Vocabulary:</p> <p><i>stinging, snoring, strutting, barges, wrecking ball, beaming</i></p>	<p>Sound Words</p>	<p>Phonological Phonemic Awareness: Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p> <p>Phonics: /n/n (initial/final)</p> <p>Consonant/Vowel Review: /a/a, /i/i, /m/m, /p/p, /s/s, /t/t</p> <p>Extend: final double letters, -ss, -tt</p> <p>Decodable Readers: "Nat and Nan" "Nat and Nan See"</p>	<p>Sound-Spelling and Word Automaticity: Intonation</p>	<p>Writing Trait: Ideas: Clues</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: <i>Literature Big Book: Clang! Clang! Beep! Beep! Listen to the City</i></p> <p>Grammar Skill: Sentences</p>	<p>Project: Make a Sound Chart</p>
<p>Week 3</p> <p>Weekly Concept: The Places We Go</p> <p>Essential Question: What places do you go to during the week?</p> <p>Connect to Social Studies: Explore maps and models of our world</p>	<p>Title: "Field Trips"</p> <p>Genre: Informational Text</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>Please Take Me for a Walk</i></p> <p>Genre: Fantasy</p> <p>Strategy: Visualize</p> <p>Skill: Character, Setting, Events (Use Illustrations)</p> <p>Paired Selection Title: "A Neighborhood"</p> <p>Genre: Informational Text</p> <p>Text Feature: Map</p>	<p>Short Text: "We Go to See Nan"</p> <p>Genre: Fiction</p> <p>Short Text: "Can We Go?"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Visualize</p> <p>Skill: Character, Setting, Events</p> <p>Main Selection Genre: Fiction</p> <p>Titles:</p> <p>A: <i>We Can Go</i></p> <p>O: <i>Going By Cab</i></p> <p>E: <i>Going By Cab</i></p> <p>B: <i>Cal's Busy Week</i></p>	<p>Literature Big Book: Sentence Structure; Organization</p>	<p>Additional Academic Vocabulary:</p> <p><i>characters</i></p> <p><i>setting</i></p> <p><i>map</i></p>	<p><i>go</i></p> <p>Build Your Word Bank:</p> <p><i>could</i></p> <p><i>place</i></p>	<p><i>local</i></p> <p><i>routine</i></p> <p><i>neighborhood</i></p> <p><i>volunteer</i></p> <p><i>intelligent</i></p> <p>Build Oral Vocabulary:</p> <p><i>greet, butcher, retrieve, disk</i></p>	<p>Sequence Words</p>	<p>Phonological/Phonemic Awareness: Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation</p> <p>Long Vowel Awareness: Long <i>i</i>, Review long <i>a</i></p> <p>Phonics: /k/c (initial)</p> <p>Consonant/Vowel Review: /a/a, /i/i, /m/m, /n/n, /s/s, /p/p, /t/t</p> <p>Decodable Readers: "Cam Cat" "See the Cat"</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Organization: Setting</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: <i>Literature Big Book: Please Take Me for a Walk</i></p> <p>Reading Writing Workshop: "We Go to See Nan"</p> <p>Grammar Skill: Sentences</p>	<p>Project: Make a Class Book</p>



Grade K • Unit 4 • Scope and Sequence

Big Idea: Around the Neighborhood What do you know about the people and the places in your neighborhood?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p>Week 1</p> <p>Weekly Concept: Time for Work</p> <p>Essential Question: What do people use to do their jobs?</p> <p>Connect to Social Studies: Explore different jobs that people do</p>	<p>Title: "Little Juan and the Cooking Pot"</p> <p>Genre: Fable</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>Whose Shoes? A Shoe for Every Job</i></p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Sequence)</p> <p>Paired Selection Title: "Workers and Their Tools"</p> <p>Genre: Informational Text</p> <p>Text Feature: Labels</p>	<p>Short Text: "Tom on Top!"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>You Cook</i> O: <i>On the Job</i> E: <i>On the Job</i> B: <i>The Neighborhood</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Additional Academic Vocabulary: <i>adjective</i> <i>category</i> <i>revise</i> <i>draft</i></p>	<p><i>you</i></p> <p>Build Your Word Bank: <i>all</i> <i>that</i></p>	<p><i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i></p> <p>Build Oral Vocabulary: <i>jobs, fighter, soldier, post office</i></p>	<p>Job Words</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation (initial), Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p> <p>Phonics: /o/o (initial/medial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /l/i, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p>Decodable Readers: "Tom Can" "Mom and Nan"</p>	<p>Sound-Spelling and Word Automaticity: Intonation</p>	<p>Writing Trait: Organization: Topic</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>Whose Shoes? A Shoe for Every Job</i></p> <p>Reading Writing Workshop: "Tom on Top!"</p> <p>Grammar Skill: Adjectives</p>	<p>Project: Make a Jobs Board</p>
<p>Week 2</p> <p>Weekly Concept: Meet Your Neighbors</p> <p>Essential Question: Who are your neighbors?</p> <p>Connect to Social Studies: Explore differences in cultures around the world</p>	<p>Title: "Cultural Festivals"</p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>What Can You Do with a Paleta?</i></p> <p>Genre: Fiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Character, Setting, Events (Use Illustrations)</p> <p>Paired Selection Title: "A World Festival"</p> <p>Genre: Informational Text</p> <p>Text Feature: Environmental Print</p>	<p>Short Text: "Sid"</p> <p>Genre: Fiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Character, Setting, Events</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>My Neighbors</i> O: <i>Neighborhood Party</i> E: <i>Neighborhood Party</i> B: <i>Parade Day</i></p>	<p>Literature Big Book: Sentence Structure</p>	<p>Additional Academic Vocabulary: <i>research</i> <i>Internet</i> <i>present</i> <i>publish</i></p>	<p><i>do</i></p> <p>Build Your Word Bank: <i>day</i> <i>long</i></p>	<p><i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i></p> <p>Build Oral Vocabulary: <i>sarape, rings, carries, make, create, offering, pitched,</i></p>	<p>Food Words</p>	<p>Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation</p> <p>Long Vowel Awareness: Long o Review long a, i</p> <p>Phonics: /d/d (initial/final)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /l/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p>Decodable Readers: "Did Dan?" "Did Sid See Don?"</p>	<p>Sound-Spelling and Word Automaticity: Expression</p>	<p>Writing Trait: Word Choice: Describing Words</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>What Can You Do with a Paleta?</i></p> <p>Reading Writing Workshop: "Sid"</p> <p>Grammar Skill: Adjectives</p>	<p>Project: Make a Display</p>
<p>Week 3</p> <p>Weekly Concept: Pitch In</p> <p>Essential Question: How can people help to make your community better?</p> <p>Connect to Social Studies: Explore different kinds of work</p>	<p>Title: "The Bundle of Sticks"</p> <p>Genre: Fable</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>Roadwork</i></p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Sequence)</p> <p>Paired Selection Title: "A Community Garden"</p> <p>Genre: Informational Text</p> <p>Text Feature: Captions</p>	<p>Short Text: "I Can, You Can!"</p> <p>Genre: Fiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>We Clean!</i> O: <i>Can You Fix It?</i> E: <i>Can You Fix It?</i> B: <i>Helping Mom</i></p>	<p>Literature Big Book: Specific Vocabulary</p>	<p>Additional Academic Vocabulary: <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></p> <p>Build Your Word Bank: <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></p> <p>Build Oral Vocabulary: <i>pegs, pathway, groundwork, roadbed, break, machines, brand-new, asphalt</i></p>	<p>Position Words</p>	<p>Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p> <p>Phonics: /l/i, /n/n, /k/c, /o/o, /d/d</p> <p>Consonant/Vowel Review: /a/a, /k/c, /d/d, /l/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p>Decodable Reader: "Tip It"</p> <p>Long Vowel Express (optional): Long a (a_e)</p> <p>Decodable Readers (optional): "Nate and Pam" "The Ape Ate It"</p>	<p>Sound-Spelling and Word Automaticity: Expression</p>	<p>Writing Trait: Word Choice: Specific Words</p> <p>Write About the Text: Informative Text, Narrative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>Roadwork</i></p> <p>Reading Writing Workshop: "I Can, You Can!"</p> <p>Grammar Skill: Adjectives</p>	<p>Project: Make a Community Plan</p>



Grade K • Unit 5 • Scope and Sequence

Big Idea: Wonders of Nature	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p>What kinds of things can you find growing in nature?</p> <p>Week 1</p> <p>Weekly Concept: How Does Your Garden Grow?</p> <p>Essential Question: What do living things need to grow?</p> <p>Connect to Science: Explore how plants get what they need to grow</p>	<p>Title: "Growing Plants"</p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>My Garden</i></p> <p>Genre: Fiction</p> <p>Strategy: Reread</p> <p>Skill: Character, Setting, Events (Use Illustrations)</p> <p>Paired Selection Titles: "Tommy," "Maytime Magic," "The Seed," "Garden"</p> <p>Genre: Poetry</p> <p>Literary Element: Rhyme and Repetition</p>	<p>Short Text: "Hop Can Hop!"</p> <p>Genre: Fiction</p>	<p>Strategy: Reread</p> <p>Skill: Character, Setting, Events</p> <p>Main Selection Genre: Fantasy</p> <p>Titles: A: <i>My Garden</i> O: <i>My Garden Grows</i> E: <i>My Garden Grows</i> B: <i>The Mystery Seeds</i></p>	<p>Literature Big Book: Purpose</p>	<p>Additional Academic Vocabulary: <i>pronoun</i> <i>rhyme</i> <i>event</i> <i>beginning</i></p> <p>Vocabulary Strategy: <i>Plurals</i></p>	<p><i>my</i></p> <p>Build Your Word Bank: <i>than</i> <i>his</i></p>	<p><i>require</i> <i>plant</i> <i>harmful</i> <i>soak</i> <i>crowd</i></p> <p>Build Oral Vocabulary: <i>blooming, planted, unusual, glow, lantern</i></p>	Size Words	<p>Phonological/Phonemic Awareness: Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization</p> <p>Phonics: /h/h (initial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p>Extend: final /z/s</p> <p>Decodable Readers: "Hip Hop" "Hap Hid the Ham"</p>	<p>Sound-Spelling and Word Automaticity: Expression; Intonation</p>	<p>Writing Trait: Organization: Order</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>My Garden</i></p> <p>Reading Writing Workshop: "Hop Can Hop!"</p> <p>Grammar Skill: Pronouns</p>	<p>Project: Make a Poster</p>
<p>Week 2</p> <p>Weekly Concept: Trees</p> <p>Essential Question: How do living things change as they grow?</p> <p>Connect to Science: Observe what plants need to survive</p>	<p>Title: "The Pine Tree"</p> <p>Genre: Fairy Tale</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>A Grand Old Tree</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Paired Selection Title: "From a Seed to a Tree"</p> <p>Genre: Informational Text</p> <p>Text Feature: Diagram</p>	<p>Short Text: "Ed and Ned"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>The Tree</i> O: <i>Many Trees</i> E: <i>Many Trees</i> B: <i>Our Apple Tree</i></p>	<p>Literature Big Book: Organization</p>	<p>Additional Academic Vocabulary: <i>fact</i> <i>topic</i> <i>fairy tale</i> <i>diagram</i></p> <p>Vocabulary Strategy: <i>Inflectional Ending -ed</i></p>	<p><i>are</i></p> <p>Build Your Word Bank: <i>when</i> <i>which</i></p>	<p><i>develop</i> <i>amazing</i> <i>content</i> <i>enormous</i> <i>imagine</i></p> <p>Build Oral Vocabulary: <i>grand, creatures, flowered, bore, sowed, shed, gently</i></p>	Tree Parts	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation</p> <p>Phonics: /e/e (initial/medial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /d/d, /h/h, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p>Decodable Readers: "Not a Pet" "Ed and Ned Can Go"</p>	<p>Sound-Spelling and Word Automaticity: Expression</p>	<p>Writing Trait: Organization: Topic</p> <p>Write About the Text: Opinion</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>A Grand Old Tree</i></p> <p>Reading Writing Workshop: "Ed and Ned"</p> <p>Grammar Skill: Pronouns</p>	<p>Project: Make a Tree Life Cycle Display</p>
<p>Week 3</p> <p>Weekly Concept: Fresh from the Farm</p> <p>Essential Question: What kinds of things grow on a farm?</p> <p>Connect to Science: Explore what people need to survive</p>	<p>Title: "Farms Around the World"</p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>An Orange in January</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Paired Selection Title: "Farmers' Market"</p> <p>Genre: Informational Text</p> <p>Text Feature: Lists</p>	<p>Short Text: "Ron With Red"</p> <p>Genre: Fiction</p>	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>The Farmer</i> O: <i>Let's Make a Salad!</i> E: <i>Let's Make a Salad!</i> B: <i>Farm Fresh Finn</i></p>	<p>Literature Big Book: Sentence Structure</p>	<p>Additional Academic Vocabulary: <i>reread</i> <i>lists</i></p> <p>Vocabulary Strategy: <i>Context Clues</i></p>	<p><i>with</i> <i>he</i></p> <p>Build Your Word Bank: <i>when</i> <i>which</i></p>	<p><i>fresh</i> <i>delicious</i> <i>beneath</i> <i>raise</i> <i>special</i></p> <p>Build Oral Vocabulary: <i>feasted, dew, plucked, skyway, aglow</i></p>	Food Words	<p>Phonological/Phonemic Awareness: Recognize Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition</p> <p>Long Vowel Awareness: Long e Review long a, i, o</p> <p>Phonics: /f/f, /r/r (initial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p>Decodable Readers: "Red and Ron" "Ron Ram"</p> <p>Long Vowel Express (optional): Review long a (a_e)</p>	<p>Sound-Spelling and Word Automaticity: Intonation; Phrasing</p>	<p>Writing Trait: Organization: Order</p> <p>Write About the Text: Narrative</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>A Grand Old Tree</i></p> <p>Reading Writing Workshop: "Ron With Red"</p> <p>Grammar Skill: Pronouns</p>	<p>Project: Make an Illustrated Fruit Basket</p>



Grade K • Unit 6 • Scope and Sequence

Big Idea: 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: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p>Week 1</p> <p>Weekly Concept: The Four Seasons</p> <p>Essential Question: How are the seasons different?</p> <p>Connect to Science: Explore the climate and weather</p>	<p>Title: "A Tour of the Seasons"</p> <p>Genre: Informational Text</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>Mama, Is It Summer Yet?</i></p> <p>Genre: Fiction</p> <p>Strategy: Visualize</p> <p>Skill: Key Details (Sequence)</p> <p>Paired Selection Title: "New Snow," "Rain Song," "Covers," excerpt from "Honey, I Love You"</p> <p>Genre: Poetry</p> <p>Literary Element: Rhyme</p>	<p>Short Text: "Is It Hot?"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details (Sequence)</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>It Is Hot!</i> O: <i>Little Bear</i> E: <i>Little Bear</i> B: <i>Ant and Grasshopper</i></p>	<p>Literature Big Book: Organization</p>	<p>Additional Academic Vocabulary: <i>plural pattern</i></p> <p>Vocabulary Strategy: <i>Context Clues (multiple-meaning words, unknown phrases)</i></p>	<p><i>is</i> <i>little</i></p> <p>Build Your Word Bank: <i>by</i> <i>some</i></p>	<p><i>weather</i> <i>seasons</i> <i>migrate</i> <i>active</i> <i>spot</i></p> <p>Build Oral Vocabulary: <i>nest, sprout, blow, ducklings, juicy</i></p>	Seasons	<p>Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p> <p>Phonics: /b/b (initial/final), /l/l (initial)</p> <p>Consonant/Vowel Review: /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</p> <p>Extend: final double letters, -ll</p> <p>Decodable Readers: "Bob and Ben" "Ben, Deb, Lin"</p>	<p>Sound-Spelling and Word Automaticity: Expression</p>	<p>Writing Trait: Voice</p> <p>Write About the Text: Opinion</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>Mama, Is It Summer Yet?</i></p> <p>Reading Writing Workshop: "Is It Hot?"</p> <p>Grammar Skill: Plural Nouns</p>	<p>Project: Make a Seasons Chart</p>
<p>Week 2</p> <p>Weekly Concept: What's the Weather?</p> <p>Essential Question: What happens in different kinds of weather?</p> <p>Connect to Science: Explore weather around us</p>	<p>Title: "The Frog and the Locust"</p> <p>Genre: Folktale</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>Rain</i></p> <p>Genre: Fantasy</p> <p>Strategy: Visualize</p> <p>Skill: Key Details (Sequence)</p> <p>Paired Selection Title: "Cloud Watch"</p> <p>Genre: Informational Text</p> <p>Text Feature: Speech Bubbles</p>	<p>Short Text: "Kim and Nan"</p> <p>Genre: Fiction</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>The Rain</i> O: <i>Weather Is Fun</i> E: <i>Weather Is Fun</i> B: <i>Kate and Tuck</i></p>	<p>Literature Big Book: Lack of Prior Knowledge</p>	<p>Additional Academic Vocabulary: <i>narrative</i> <i>folktale</i> <i>speech bubbles</i> <i>dialogue</i></p> <p>Vocabulary Strategy: <i>Shades of Meaning</i></p>	<p><i>she</i> <i>was</i></p> <p>Build Your Word Bank: <i>now</i> <i>way</i></p>	<p><i>predict</i> <i>temperature</i> <i>drought</i> <i>clever</i> <i>storm</i></p> <p>Build Oral Vocabulary: <i>soil, cracked, sniffed, sprout, squelchy</i></p>	Weather Words	<p>Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p> <p>Phonics: /k/k (initial), /k/ck (final)</p> <p>Consonant/Vowel Review: /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</p> <p>Decodable Reader: "Pack It Kim"</p>	<p>Sound-Spelling and Word Automaticity: Expression; Intonation</p>	<p>Writing Trait: Organization; Dialogue</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>Rain</i></p> <p>Reading Writing Workshop: "Kim and Nan"</p> <p>Grammar Skill: Proper Nouns</p>	<p>Project: Make a Wind Chart</p>
<p>Week 3</p> <p>Weekly Concept: Stormy Weather</p> <p>Essential Question: How can you stay safe in bad weather?</p> <p>Connect to Science: Explore severe weather</p>	<p>Title: "Rainbow Crow"</p> <p>Genre: Myth</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>Waiting Out the Storm</i></p> <p>Genre: Fiction</p> <p>Strategy: Visualize</p> <p>Skill: Key Details (Use Illustrations)</p> <p>Paired Selection Title: "Be Safe in Bad Weather"</p> <p>Genre: Informational Text</p> <p>Text Feature: Directions</p>	<p>Short Text: "Mack and Ben"</p> <p>Genre: Fiction</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>Bad Weather</i> O: <i>Getting Ready</i> E: <i>Getting Ready</i> B: <i>The Storm</i></p>	<p>Literature Big Book: Sentence Structure</p>	<p>Additional Academic Vocabulary: <i>purpose</i> <i>report</i> <i>myth</i></p> <p>Vocabulary Strategy: <i>Question Words</i></p>	<p><i>are</i> <i>he</i> <i>is</i> <i>little</i> <i>my</i> <i>she</i> <i>was</i> <i>with</i></p> <p>Build Your Word Bank: <i>than</i> <i>his</i> <i>when</i> <i>which</i> <i>many</i> <i>them</i> <i>by</i> <i>some</i> <i>now</i> <i>way</i></p>	<p><i>safe</i> <i>prepare</i> <i>notice</i> <i>celebration</i> <i>enough</i></p> <p>Build Oral Vocabulary: <i>buttercup, tumble, stumbles, bumbles, dashes, snuggle</i></p>	Question Words	<p>Phonological/Phonemic Awareness: Recognize Alliteration, Phoneme Identity, Phoneme Blending, Phoneme Addition</p> <p>Phonics: /h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /k/ck</p> <p>Decodable Reader: "Kick It Nick!"</p> <p>Long Vowel Express (optional): Long <i>i</i> (i_e) Review long <i>a</i> (a_e)</p> <p>Decodable Reader (optional): "A Ripe Lime" "Ride, Hike, Hide"</p>	<p>Sound-Spelling and Word Automaticity: Expression</p>	<p>Writing Trait: Organization; Dialogue</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>Waiting Out the Storm</i></p> <p>Reading Writing Workshop: "Mack and Ben"</p> <p>Grammar Skill: Plural Nouns</p>	<p>Project: Make a Safety Book</p>



Grade K • Unit 7 • Scope and Sequence

Big Idea: The Animal Kingdom	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p>What are different kinds of animals?</p>													
<p>Week 1</p> <p>Weekly Concept: Baby Animals</p> <p>Essential Question: How are some animals alike and how are they different?</p> <p>Connect to Science: Explore what animals need to grow and live</p>	<p>Title: "Baby Farm Animals"</p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>Zoo Borns!</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Connections Within Text (Compare and Contrast)</p> <p>Paired Selection Title: "Mischievous Goat," "Over in the Meadow," "Kitty Caught a Caterpillar"</p> <p>Genre: Poetry</p> <p>Literary Element: Alliteration</p>	<p>Short Text: "A Pup and a Cub"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Reread</p> <p>Skill: Connections Within Text (Compare and Contrast)</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>Two Cubs</i> O: <i>Animal Bodies</i> E: <i>Animal Bodies</i> B: <i>Two Kinds of Bears</i></p>	<p>Literature Big Book: Lack of Prior Knowledge</p>	<p>Additional Academic Vocabulary: <i>same, different, verb, inquiry</i></p> <p>Vocabulary Strategy: <i>Compound Words</i></p>	<p><i>for, have</i></p> <p>Build Your Word Bank: <i>from, how</i></p>	<p><i>appearance, behavior, exercise, wander, plenty</i></p> <p>Build Oral Vocabulary: <i>insects, related, miracle, zookeeper, twins, cuddly, built-in</i></p>	<p>Animal Parts</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion</p> <p>Phonics: /u/u (initial/medial)</p> <p>Consonant/Vowel Review: <i>/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</i></p> <p>Decodable Readers: "Sun Fun" "Pup and Cub"</p>	<p>Sound-Spelling and Word Automaticity: Expression; Intonation</p>	<p>Writing Trait: Word Choice: Specific Words</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>ZooBorns!</i></p> <p>Reading Writing Workshop: "A Pup and a Cub"</p> <p>Grammar Skill: Verbs</p>	<p>Project: Animal Features Report</p>
<p>Week 2</p> <p>Weekly Concept: Pet Pals?</p> <p>Essential Question: How do you take care of different kinds of pets?</p> <p>Connect to Social Studies: Learn about taking care of pets</p>	<p>Title: "The Family Pet"</p> <p>Genre: Informational Text</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>The Birthday Pet</i></p> <p>Genre: Fiction</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot (Problem and Solution)</p> <p>Paired Selection Title: "The Perfect Pet"</p> <p>Genre: Fiction</p> <p>Text Feature: Chart</p>	<p>Short Text: "I Hug Gus!"</p> <p>Genre: Fiction</p>	<p>Strategy: Make. Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>My Cats</i> O: <i>Their Pets</i> E: <i>Their Pets</i> B: <i>Will's Pet</i></p>	<p>Literature Big Book: Organization</p>	<p>Additional Academic Vocabulary: <i>explain, prediction</i></p> <p>Vocabulary Strategy: <i>Prepositions</i></p>	<p><i>of, they</i></p> <p>Build Your Word Bank: <i>water, these</i></p>	<p><i>responsibility, train, depend, compared, social</i></p> <p>Build Oral Vocabulary: <i>folks, ought, beady, gnawed, absurd, squawk, blinked, gym</i></p>	<p>Pet Words</p>	<p>Phonological/Phonemic Awareness: Recognize and Generate Rhyme, Phoneme Isolation (initial/final g; initial w), Phoneme Blending, Phoneme Substitution</p> <p>Phonics: /g/g (initial/final), /w/w (initial)</p> <p>Extend: /-blends; /s/, /g/, /c/</p> <p>Consonant/Vowel Review: <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></p> <p>Decodable Readers: "Wet Pals" "See a Bug"</p>	<p>Sound-Spelling and Word Automaticity: Expression; Intonation</p>	<p>Writing Trait: Word Choice: Describing Words</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>The Birthday Pet</i></p> <p>Reading Writing Workshop: "I Hug Gus!"</p> <p>Grammar Skill: Verbs</p>	<p>Project: Make a Pet-Care Poster</p>
<p>Week 3</p> <p>Weekly Concept: Animal Habitats</p> <p>Essential Question: Where do animals live?</p> <p>Connect to Science: Explore what animals need to grow and live</p>	<p>Title: "Anansi: An African Tale"</p> <p>Genre: Tale</p> <p>Strategy: Make, Confirm, and Revise Predictions</p>	<p>Main Selection Title: <i>Bear Snores On</i></p> <p>Genre: Fantasy</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot (Cause and Effect)</p> <p>Paired Selection Title: "Animal Homes"</p> <p>Genre: Informational Text</p> <p>Text Feature: Glossary</p>	<p>Short Text: "A Vet in a Van"</p> <p>Genre: Fiction</p>	<p>Strategy: Make. Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot (Cause and Effect)</p> <p>Main Selection Genre: Fantasy</p> <p>Titles: A: <i>We Want Water</i> O: <i>A New Home</i> E: <i>A New Home</i> B: <i>Bird's New Home</i></p>	<p>Literature Big Book: Purpose</p>	<p>Additional Academic Vocabulary: <i>questions, answer, glossary</i></p> <p>Vocabulary Strategy: <i>Shades of Meaning</i></p>	<p><i>said, want</i></p> <p>Build Your Word Bank: <i>people, work</i></p>	<p><i>habitat, wild, complain, join, stubborn</i></p> <p>Build Oral Vocabulary: <i>lair, dank, slurps, scuttles, slumbering, seasons</i></p>	<p>Animal Homes</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation (initial v, final x), Phoneme Blending, Phoneme Substitution</p> <p>Long Vowel Awareness: Long <i>u</i> Review long <i>a, i, o, e</i></p> <p>Phonics: /x/x (final), /v/v (initial)</p> <p>Consonant/Vowel Review: <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></p> <p>Decodable Readers: "Rex the Vet" "Fox Had a Blg Box"</p> <p>Long Vowel Express (optional): Review long <i>i, (i_e)</i></p>	<p>Sound-Spelling and Word Automaticity: Expression; Intonation</p>	<p>Writing Trait: Ideas: Details</p> <p>Write About the Text: Opinion</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>Bear Snores On</i></p> <p>Reading Writing Workshop: "A Vet in a Van"</p> <p>Grammar Skill: Verbs</p>	<p>Project: Habitat Diorama</p>



Grade K • Unit 8 • Scope and Sequence

Big Idea: From Here to There Where can you go that is near and far?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p>Week 1</p> <p>Weekly Concept: On the Move</p> <p>Essential Question: What can help you go from here to there?</p> <p>Connect to Social Studies: Explore how people lived in different times</p>	<p>Title: "The King of the Winds"</p> <p>Genre: Tale</p> <p>Strategy: Make Predictions</p>	<p>Main Selection Title: <i>When Daddy's Truck Picks Me Up</i></p> <p>Genre: Fiction</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot (Use Illustrations)</p> <p>Paired Selection Title: "From Here to There"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Headings</p>	<p>Short Text: "Dad Got a Job"</p> <p>Genre: Fiction</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>I Go Places</i> O: <i>Run, Quinn!</i> E: <i>Run, Quinn!</i> B: <i>Going to Gran's House</i></p>	<p>Literature Big Book: Organization</p>	<p>Additional Academic Vocabulary: <i>preposition order headings</i></p> <p>Vocabulary Strategy: <i>Context Clues</i></p>	<p><i>here me</i></p> <p>Build Your Word Bank: <i>about may</i></p>	<p><i>transportation vehicle journey fierce wide</i></p> <p>Build Oral Vocabulary: <i>wave, rumble, thundering, burrowing, tune, load, shifting down to first gear, stuck</i></p>	Vehicles	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial <i>j, qu</i>), Phoneme Blending, Phoneme Segmentation</p> <p>Phonics: /j/, /kw/qu (initial)</p> <p>Consonant/Vowel Review: /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, /x/x</p> <p>Decodable Readers: "Get It Quick" "Jen is Quick"</p>	<p>Sound-Spelling and Word Automaticity: Expression</p>	<p>Writing Trait: Organization</p> <p>Organization: Reaction</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>When Daddy's Truck Picks Me Up</i></p> <p>Reading Writing Workshop: "Dad Got a Job"</p> <p>Grammar Skill: Sentences with Prepositions</p>	<p>Project: What are different ways to travel?</p>
<p>Week 2</p> <p>Weekly Concept: My U.S.A.</p> <p>Essential Question: What do you know about our country?</p> <p>Connect to Social Studies: Explore national and state symbols</p>	<p>Title: "The Best of the West"</p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>Ana Goes to Washington, D.C.</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Paired Selection Title: "See Our Country"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Captions</p>	<p>Short Text: "Pack a Bag!"</p> <p>Genre: Fiction</p>	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>See This!</i> O: <i>Places to See</i> E: <i>Places to See</i> B: <i>My Trip to Yellowstone</i></p>	<p>Literature Big Book: Genre</p>	<p>Additional Academic Vocabulary: <i>history text</i></p> <p>Vocabulary Strategy: <i>Synonyms</i></p>	<p><i>this what</i></p> <p>Build Your Word Bank: <i>or each</i></p>	<p><i>country travel careful purpose connect</i></p> <p>Build Oral Vocabulary: <i>historic, cried, laws, fair, published, paddle boat</i></p>	Ordinal Numbers	<p>Phonological/Phonemic Awareness: Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p>Phonics: /y/y, /z/z (initial)</p> <p>Consonant/Vowel Review: /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, /x/x</p> <p>Decodable Readers: "Yes, Zack Can go!" "Rex, Zig, and Kim"</p>	<p>Sound-Spelling and Word Automaticity: Expression</p>	<p>Writing Trait: Sentence Fluency: Sentences</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>Ana Goes to Washington, D.C.</i></p> <p>Reading Writing Workshop: "Pack a Bag!"</p> <p>Grammar Skill: Sentences with Prepositions</p>	<p>Project: What would you like to find out about in our country?</p>
<p>Week 3</p> <p>Weekly Concept: Look to the Sky</p> <p>Essential Question: What do you see in the sky?</p> <p>Connect to Science: Make observations about night and day</p>	<p>Title: "A View from the Moon"</p> <p>Genre: Informational Text</p> <p>Strategy: Make Predictions</p>	<p>Main Selection Title: <i>Bringing Down the Moon</i></p> <p>Genre: Fiction</p> <p>Strategy: Make Confirm, Revise Predictions</p> <p>Skill: Character Setting, Plot (Problem and Solution)</p> <p>Paired Selection Title: "Day and Night Sky"</p> <p>Genre: Informational Text</p> <p>Text Feature: Headings</p>	<p>Short Text: "Up! Up! Up!"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot (Problem and Solution)</p> <p>Main Selection Genre: Fantasy</p> <p>Titles: A: <i>Going Up</i> O: <i>In the Clouds</i> E: <i>In the Clouds</i> B: <i>How Sun and Moon Found Home</i></p>	<p>Literature Big Book: Sentence Structure</p>	<p>Additional Academic Vocabulary: <i>prepositional phrase</i></p> <p>Vocabulary Strategy: <i>Similes</i></p>	<p><i>for have they of said want here me this what</i></p> <p>Build Your Word Bank: <i>from how water these people work about may or each</i></p>	<p><i>distance recognize space challenge surface</i></p> <p>Build Oral Vocabulary: <i>burrowed, burrow, poke, grunted, tumbled, wrinkled, vanished, sobbed</i></p>	Opposites	<p>Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition</p> <p>Phonics: /u/u, /g/g, /w/w, /x/x, /v/v, /j/, /k/qu, /z/z</p> <p>Consonant/Vowel Review: /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, /x/x, /y/y, /z/z</p> <p>Decodable Reader: "Zig-Zag Jet Can Zip"</p> <p>Long Vowel Express (optional): Long o (o_e, o)</p> <p>Decodable Readers (optional): "Rode and Rose" "Hope Rode Home"</p>	<p>Sound-Spelling and Word Automaticity: Expression</p>	<p>Writing Trait: Sentence Fluency: Complete Sentences</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>Bringing Down the Moon</i></p> <p>Reading Writing Workshop: "Up! Up! Up!"</p> <p>Grammar Skill: Sentences with Prepositions</p>	<p>Project: Make a Sky Display</p>



Grade K • Unit 9 • Scope and Sequence

Big Idea: Things Change How do things change?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p>Week 1</p> <p>Weekly Concept: Growing Up</p> <p>Essential Question: How can you help out at home?</p> <p>Connect to Social Studies: Explore why we help each other</p>	<p>Title: "Helping Out at Home"</p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>Peter's Chair</i></p> <p>Genre: Fiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot: Sequence</p> <p>Paired Selection Title: "The Clean Up!"</p> <p>Genre: Fiction</p> <p>Text Feature: Chart</p>	<p>Short Text: Jake and Dale Help!"</p> <p>Genre: Fiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Character, Setting, Plot (Sequence)</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>Let Me Help You</i> O: <i>How Can Jane Help?</i> E: <i>How Can Jane Help?</i> B: <i>Used to Help Too</i></p>	<p>Literature Big Book: Purpose</p>	<p>Additional Academic Vocabulary: <i>selection</i></p> <p>Vocabulary Strategy: <i>Prefixes and Suffixes</i></p>	<p><i>help too</i></p> <p>Build Your Word Bank: <i>other into more</i></p>	<p><i>chores contribute member, organize accomplish</i></p> <p>Build Oral Vocabulary: <i>stretched, crash, fussing, muttered, run away, grown-up</i></p>	Household Furniture	<p>Phonological/Phonemic Awareness: Syllable Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Deletion</p> <p>Phonics: /ā/a_e</p> <p>Extend: digraphs; sh</p> <p>Consonant/Vowel Review: /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, /x/x, /y/y</p> <p>Decodable Readers: "Jake Made Cake" "We Help Make It"</p>	<p>Sound-Spelling and Word Automaticity: Expression</p>	<p>Writing Trait: Sentence Fluency: Complete Sentences</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>Peter's Chair</i></p> <p>Reading Writing Workshop: "Jake and Dale Help!"</p> <p>Grammar Skill: Adjectives</p>	<p>Project: Author Study</p>
<p>Week 2</p> <p>Weekly Concept: Good Citizens</p> <p>Essential Question: What do good citizens do?</p> <p>Connect to Social Studies: Explore what it means to be a good citizen</p>	<p>Title: "The Little Red Hen"</p> <p>Genre: Fable</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>Hen Hears Gossip</i></p> <p>Genre: Fantasy</p> <p>Strategy: Reread</p> <p>Skill: Character, Setting, Plot (Cause and Effect)</p> <p>Paired Selection Title: "Team Up to Clean Up"</p> <p>Genre: Informational Text</p> <p>Text Feature: Captions</p>	<p>Short Text: "We Can Play"</p> <p>Genre: Fiction</p>	<p>Strategy: Reread</p> <p>Skill: Character, Setting, Plot (Cause and Effect)</p> <p>Main Selection Genre: Fantasy</p> <p>Titles: A: <i>Mike Helps Out</i> O: <i>Clive and His Friend</i> E: <i>Clive and His Friend</i> B: <i>Farmer White's Best Friend</i></p>	<p>Literature Big Book: Organization</p>	<p>Additional Academic Vocabulary: <i>describing words</i></p> <p>Vocabulary Strategy: <i>Question Words</i></p>	<p><i>has play</i></p> <p>Build Your Word Bank: <i>find over were</i></p>	<p><i>citizen respect tidy necessary hauled</i></p> <p>Build Oral Vocabulary: <i>gossip, thorn, horn, lazy, in sight, pointy, calf, yak</i></p>	Farm Animals	<p>Phonological/Phonemic Awareness: Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion</p> <p>Phonics: /i/i_e</p> <p>Extend: digraphs; ch</p> <p>Consonant/Vowel Review: /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</p> <p>Decodable Readers: "Bike Hike" "Pike Lane"</p>	<p>Sound-Spelling and Word Automaticity: Expression; Intonation</p>	<p>Writing Trait: Organization: Order</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>Hen Hears Gossip</i></p> <p>Reading Writing Workshop: "We Can Play"</p> <p>Grammar Skill: Adjectives</p>	<p>Project: Citizenship Poster</p>
<p>Week 3</p> <p>Weekly Concept: Our Natural Resources</p> <p>Essential Question: How can things in nature be used to make new things?</p> <p>Connect to Science: Explore the needs of living things</p>	<p>Title: "Spider Woman Teaches the Navajo"</p> <p>Genre: Tale</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>Bread Comes to Life</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Connections Within Text (Sequence)</p> <p>Paired Selection Title: "Nature Artists"</p> <p>Genre: Informational Text</p> <p>Text Feature: Directions</p>	<p>Short Text: "Look a Home"</p> <p>Genre: Informational Text</p>	<p>Strategy: Reread</p> <p>Skill: Connections Within Text (Sequence)</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>Look Where It Is From</i> O: <i>What's for Breakfast?</i> E: <i>What's for Breakfast?</i> B: <i>Nature at the Craft Fair</i></p>	<p>Literature Big Book: Specific Vocabulary</p>	<p>Additional Academic Vocabulary: <i>directions</i></p> <p>Vocabulary Strategy: <i>Context Clues</i></p>	<p><i>where look</i></p> <p>Build Your Word Bank: <i>know would write</i></p>	<p><i>natural resources create designs weave knowledge</i></p> <p>Build Oral Vocabulary: <i>from scratch, blades, bristly, crop, bowed, yield, stalk, hefty, grind, dust, knead</i></p>	Foods Made from Grain	<p>Phonological/Phonemic Awareness: Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p>Phonics: /ō/o_e, o</p> <p>Consonant/Vowel Review: /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</p> <p>Decodable Readers: "Jo Made It at Home" "Joke Note"</p>	<p>Sound-Spelling and Word Automaticity: Rate</p>	<p>Writing Trait: Organization: Topic</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>Bread Comes to Life</i></p> <p>Reading Writing Workshop: "Look! A Home!"</p> <p>Grammar Skill: Adjectives</p>	<p>Project: Fabric Wall</p>



Grade K • Unit 10 • Scope and Sequence

Big Idea: Thinking Outside the Box	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p>How can new ideas help us?</p> <p>Week 1</p> <p>Weekly Concept: Problem Solvers</p> <p>Essential Question: What can happen when we work together?</p> <p>Connect to Social Studies: Explore working together</p>	<p>Title: "The Elves and the Shoemakers"</p> <p>Genre: Tale</p> <p>Strategy: Make Predictions</p>	<p>Main Selection Title: <i>What's the Big Idea, Molly?</i></p> <p>Genre: Fantasy</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Plot: Sequence</p> <p>Paired Selection Title: "The Variety Show"</p> <p>Genre: Fiction</p> <p>Text Feature: Speech Bubbles</p>	<p>Short Text: "A Good Time for Luke!"</p> <p>Genre: Fiction</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot (Sequence)</p> <p>Main Selection Genre: Fantasy</p> <p>Titles: A: <i>Animal Band</i> O: <i>We Want Honey</i> E: <i>We Want Honey</i> B: <i>A Good Idea</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Additional Academic Vocabulary: <i>good who first last syllables</i></p> <p>Vocabulary Strategy: <i>Context Clues</i></p>	<p><i>good who</i></p> <p>Build Your Word Bank: <i>part only words</i></p>	<p><i>decide opinion ragged marvel grateful</i></p> <p>Build Oral Vocabulary: <i>ideas, couch, pond, plopped in, waddled, grumpy, all right, got busy, season, autumn</i></p>	<p>Question Words</p>	<p>Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p>Phonics: /ū/u_e</p> <p>Consonant/Vowel Review: /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, /ks/x, /y/y, /z/z</p> <p>Decodable Readers: "Tube Race" "The Sad Duke"</p>	<p>Sound-Spelling and Word Automaticity: Expression; Intonation</p>	<p>Writing Trait: Word Choice: Specific Words</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>What's the Big Idea, Molly?</i></p> <p>Reading Writing Workshop: "A Good Time for Luke!"</p> <p>Grammar Skill: Pronouns</p>	<p>Project: Problem-Solving Poster</p>
<p>Week 2</p> <p>Weekly Concept: Sort It Out</p> <p>Essential Question: In what ways are things alike? How are they different?</p> <p>Connect to Social Studies: Explore how things are alike and different</p>	<p>Title: "The Perfect Color"</p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>All Kinds of Families!</i></p> <p>Genre: Fiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Use Illustrations)</p> <p>Paired Selection Title: "Good For You"</p> <p>Genre: Informational Text</p> <p>Text Feature: Labels</p>	<p>Short Text: "We Come on Time!"</p> <p>Genre: Fiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Use Illustrations)</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>My Box</i> O: <i>Let's Make a Band</i> E: <i>Let's Make a Band</i> B: <i>Going Camping</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Additional Academic Vocabulary: <i>voice</i></p> <p>Vocabulary Strategy: <i>Antonyms</i></p>	<p><i>come does</i></p> <p>Build Your Word Bank: <i>first sound their</i></p>	<p><i>sort similar perfect endless experiment</i></p> <p>Build Oral Vocabulary: <i>shore; fridge; card decks, marbles, and jacks; twigs; appear; play dough; pod; notes; play families</i></p>	<p>Opposites</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p>Phonics: /ē/e, ee, e_e</p> <p>Extend: digraphs; <i>th</i></p> <p>Consonant/Vowel Review: /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</p> <p>Decodable Readers: "Pete and Eve" "Pete Can Fix It" "See It?" "Deb Bee"</p>	<p>Sound-Spelling and Word Automaticity: Phrasing</p>	<p>Writing Trait: Sentence Fluency: Complete Sentences</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>All Kinds of Families!</i></p> <p>Reading Writing Workshop: "We Come on Time!"</p> <p>Grammar Skill: Pronouns</p>	<p>Project: Sorting Chart</p>
<p>Week 3</p> <p>Weekly Concept: Protect Our Earth</p> <p>Essential Question: What ideas can you suggest to protect the environment?</p> <p>Connect to Social Studies: Explore how people can help save the environment</p>	<p>Title: "Protect the Environment!"</p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>Panda Kindergarten</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Paired Selection Title: "Save Big Blue!"</p> <p>Genre: Informational Text</p> <p>Text Feature: Captions</p>	<p>Short Text: "Who Can Help?"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>Help Clean Up</i> O: <i>Let's Save Earth</i> E: <i>Let's Save Earth</i> B: <i>Babysitters for Seals</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Additional Academic Vocabulary: <i>reference</i></p> <p>Vocabulary Strategy: <i>Prefixes and Suffixes</i></p>	<p><i>help too play has where look who good come does</i></p> <p>Build Your Word Bank: <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>Build Oral Vocabulary: <i>panda, cub, twin skilled, adventures, curious, rare, journey</i></p>	<p>Baby Animals</p>	<p>Phonological/Phonemic Awareness: Generate Alliteration, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p> <p>Phonics: ā, ī, ē, ō, ū</p> <p>Consonant/Vowel Review: /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</p> <p>Decodable Reader: "We Can Save"</p>	<p>Sound-Spelling and Word Automaticity: Expression</p>	<p>Writing Trait: Organization: Topic</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources:</p> <p>Literature Big Book: <i>Panda Kindergarten</i></p> <p>Reading Writing Workshop: "Who Can Help?"</p> <p>Grammar Skill: Pronouns</p>	<p>Project: Sorting Chart</p>