



# Grade 1 • Unit 1 • Scope and Sequence

Big Idea: Getting to Know Us What makes you special?	Literature Big Book	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  <span style="font-size: small;">A: Approaching Level</span> <span style="font-size: small;">O: On Level</span> <span style="font-size: small;">E: ELL</span> <span style="font-size: small;">B: Beyond Level</span>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> At School</p> <p><b>Essential Question:</b> What do you do at your school?</p> <p><b>Connect to Social Studies:</b> Explore how school is a community.</p>	<p><b>Title:</b> <i>This School Year Will Be the Best!</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Concepts of Print:</b> Book Handling</p>	<p><b>Title:</b> "School Around the World"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Jack Can</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Title:</b> <i>Nat and Sam</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection Title:</b> "Rules at School"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Photographs</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections Genre:</b> Realistic Fiction</p> <p><b>A:</b> <i>A Fun Day</i></p> <p><b>O:</b> <i>We Like to Share</i></p> <p><b>E:</b> <i>We Like to Share</i></p> <p><b>B:</b> <i>Class Party</i></p> <p><b>Paired Selection Genre:</b> Nonfiction</p> <p><b>Titles:</b></p> <p><b>A:</b> "We Share"</p> <p><b>O:</b> "Look at Signs"</p> <p><b>E:</b> "Look at Signs"</p> <p><b>B:</b> "Our Classroom Rules"</p> <p><b>Lexiles:</b></p> <p><b>A:</b> BR</p> <p><b>O:</b> 60L</p> <p><b>E:</b> 100L</p> <p><b>B:</b> 360L</p>	<p><b>Literature Big Books:</b> Organization, Connection of Ideas</p>	<p><b>Additional Domain Words:</b></p> <p><i>rules</i></p> <p><i>obey</i></p> <p><i>safety</i></p> <p><b>Additional Academic Vocabulary:</b></p> <p><i>events,</i></p> <p><i>illustrations</i></p>	<p><i>does</i></p> <p><i>not</i></p> <p><i>school</i></p> <p><i>what</i></p>	<p><i>learn</i></p> <p><i>subjects</i></p> <p><i>common</i></p> <p><i>object</i></p> <p><i>recognize</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Identify Rhyme, Phoneme Isolation/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> short <i>a</i> Consonants reviewed throughout Unit 1</p> <p><b>Structural Analysis:</b> -s (inflectional ending)</p> <p><b>Decodable Readers:</b> <i>Pam Can; Pack a Bag</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Ideas: Focus on a Single Event</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Jack Can</i></p> <p><b>Literature Anthology:</b> <i>Nat and Sam</i></p> <p><b>Grammar Skill:</b> Sentences</p> <p><b>Grammar Mechanics:</b> Sentence Capitalization</p>	<p><b>Project:</b> What kinds of activities do we do at school? Make a Page for a Class Book</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Where I Live</p> <p><b>Essential Question:</b> What is it like where you live?</p> <p><b>Connect to Social Studies:</b> Explore how our environment affects the way we live.</p>	<p><b>Title:</b> <i>Alicia's Happy Day</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Concepts of Print:</b> Book Handling</p>	<p><b>Title:</b> "City Mouse and Country Mouse"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Six Kids</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Title:</b> <i>Go, Pip!</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Paired Selection Title:</b> "I Live Here"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Bold print</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections Genre:</b> Fantasy</p> <p><b>A:</b> <i>What Can We See?</i></p> <p><b>O:</b> <i>A Trip to the City</i></p> <p><b>E:</b> <i>A Trip to the City</i></p> <p><b>B:</b> <i>Harvest Time</i></p> <p><b>Paired Selection Genre:</b> Nonfiction</p> <p><b>Titles:</b></p> <p><b>A:</b> "My Home"</p> <p><b>O:</b> "Where I Live"</p> <p><b>E:</b> "Where I Live"</p> <p><b>B:</b> "Where We Live"</p> <p><b>Lexiles:</b></p> <p><b>A:</b> BR</p> <p><b>O:</b> 30L</p> <p><b>E:</b> BR</p> <p><b>B:</b> 330L</p>	<p><b>Literature Big Books:</b> Organization, Lack of Prior Knowledge</p>	<p><b>Additional Domain Words:</b></p> <p><i>building</i></p> <p><i>yard</i></p> <p><i>playground</i></p> <p><b>Additional Academic Vocabulary:</b></p> <p><i>author</i></p> <p><i>bold print</i></p> <p><i>sequence</i></p>	<p><i>down</i></p> <p><i>out</i></p> <p><i>up</i></p> <p><i>very</i></p>	<p><i>city</i></p> <p><i>country</i></p> <p><i>bored</i></p> <p><i>feast</i></p> <p><i>scurried</i></p>	<p><b>Phonemic Awareness:</b> Alliteration, Phoneme Categorization/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> short <i>i</i> Consonants reviewed throughout Unit 1</p> <p><b>Structural Analysis:</b> double final consonants</p> <p><b>Decodable Readers:</b> <i>Kim and Nick; Jill and Jim</i></p>	<p><b>Intonation</b></p>	<p><b>Writing Trait:</b> Ideas: Describing Details</p> <p><b>Writing Product:</b> Informative Writing</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Six Kids</i></p> <p><b>Literature Anthology:</b> <i>Go, Pip!</i></p> <p><b>Grammar Skill:</b> Word Order</p> <p><b>Mechanics:</b> Sentence Punctuation (periods)</p>	<p><b>Project:</b> How are places in our community similar to, or different from, places in other communities? Venn Diagram</p>



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Big Idea: Getting to Know Us  What makes you special?	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Our Pets</p> <p><b>Essential Question:</b> What makes a pet special?</p> <p><b>Connect to Science:</b> Explore what pets need to survive.</p>	<p><b>Title:</b> <i>Cool Dog, School Dog</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Concepts of Print:</b> Track Print and Return Sweep</p>	<p><b>Title:</b> "Our Pets"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>A Pig for Cliff</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Title:</b> <i>Flip</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Paired Selection Title:</b> "What Pets Need"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Labels</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections Genre:</b> Fantasy</p> <p>A: <i>Mouse's Moon Party</i> O: <i>Pet Show</i> E: <i>Pet Show</i> B: <i>Polly the Circus Star</i></p> <p><b>Paired Selection Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "A Mouse in the House" O: "Love That Llama!" E: "Love That Llama!" B: "Birds That Talk"</p> <p><b>Lexile:</b> A: 120L O: 200L E: 20L B: 280L</p>	<p><b>Literature Big Books:</b> Sentence Structure, Connection of Ideas</p>	<p><b>Additional Domain Words:</b> <i>living things, need, cares</i></p> <p><b>Additional Academic Vocabulary:</b> <i>consonant, label, publish</i></p> <p><b>Build Vocabulary:</b> <i>glad, plan</i></p>	<p><i>be, come, good, pull</i></p>	<p><i>care, train, groom, companion, popular</i></p>	<p><b>Phonemic Awareness:</b> Contrast Vowel Sounds, Phoneme Blending/ Substitution/ Segmentation</p> <p><b>Phonics/Spelling Skill:</b> beginning consonant blends: /-blends Consonants reviewed throughout Unit 1</p> <p><b>Structural Analysis:</b> -s (plural nouns)</p> <p><b>Decodable Readers:</b> <i>Cliff Has a Plan; A Good Black Cat</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Ideas: Describing Details</p> <p><b>Write About Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>A Pig for Cliff</i></p> <p><b>Literature Anthology:</b> <i>Flip</i></p> <p><b>Grammar Skill:</b> Statements</p> <p><b>Grammar Mechanics:</b> Capitalization and Punctuation (periods)</p>	<p><b>Project:</b> What are the ways to care for pets? Create a Poster</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Let's Be Friends</p> <p><b>Essential Question:</b> What do friends do together?</p> <p><b>Connect to Social Studies:</b> Explore why we respect the rights of others.</p>	<p><b>Title:</b> <i>Friends All Around</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Concepts of Print:</b> Book Handling and Labels</p>	<p><b>Title:</b> "Games Long Ago"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Toss! Kick! Hop!</i></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>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Title:</b> <i>Friends</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Paired Selection Title:</b> "There Are Days and There Are Days"</p> <p><b>Genre:</b> Poetry</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections Genre:</b> Realistic Fiction</p> <p>A: <i>Friends Are Fun</i> O: <i>Friends Are Fun</i> E: <i>Friends Are Fun</i> B: <i>Friends Are Fun</i></p> <p><b>Paired Selections Genre:</b> Poetry</p> <p><b>Titles:</b> A: "I Like to Play" O: "I Like to Play" E: "I Like to Play" B: "I Like to Play"</p> <p><b>Lexile:</b> A: 130L O: 110L E: 100L B: 350L</p>	<p><b>Literature Big Books:</b> Organization, Connection of Ideas</p>	<p><b>Additional Domain Words:</b> <i>poem</i></p> <p><b>Additional Academic Vocabulary:</b> <i>evaluate, rhyme</i></p> <p><b>Build Vocabulary:</b> <i>toss, tag, quick, make up</i></p>	<p><i>fun, make, they, too</i></p>	<p><i>cooperate, relationship, deliver, chore, collect</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Segmentation/ Deletion, Rhyme, Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> short o Consonants reviewed throughout Unit 1</p> <p><b>Structural Analysis:</b> alphabetical order (one letter))</p> <p><b>Decodable Readers:</b> <i>Bob is a Fun Pal; Dog and Fox</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Organization: Compare and Contrast</p> <p><b>Write About Text:</b> Informative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Toss! Kick! Hop!</i></p> <p><b>Literature Anthology:</b> <i>Friends</i></p> <p><b>Grammar Skill:</b> Questions and Exclamations</p> <p><b>Grammar Mechanics:</b> Question and Exclamation Marks</p>	<p><b>Project:</b> What can we learn about our favorite games or sports? Make a Poster</p>



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<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Let's Move!</p> <p><b>Essential Question:</b> How does your body move?</p> <p><b>Connect to Science:</b> Explore how people and animals use their body parts.</p>	<p><b>Title:</b> <i>Move!</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Concepts of Print:</b> Special Text Treatments</p>	<p><b>Title:</b> "Rabbit and Coyote Race"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Move and Grin!</i></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>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Title:</b> <i>Move It!</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Paired Selection Title:</b> "Using Diagrams"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Diagram</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections Genre:</b> Nonfiction</p> <p>A: <i>We Can Move!</i> O: <i>We Can Move!</i> E: <i>We Can Move!</i> B: <i>We Can Move!</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "What's Under Your Skin?" O: "What's Under Your Skin?" E: "What's Under Your Skin?" B: "What's Under Your Skin?"</p> <p><b>Lexile:</b> A: 170 O: 200L E: 190L B: 390L</p>	<p><b>Literature Big Books:</b> Purpose Vocabulary</p>	<p><b>Additional Academic Vocabulary:</b> <i>diagram</i> <i>statement</i> <i>nonfiction</i></p> <p><b>Build Vocabulary:</b> <i>land, spin</i></p>	<p><i>jump</i> <i>move</i> <i>run</i> <i>two</i></p>	<p><i>physical</i> <i>exercise</i> <i>agree</i> <i>exhausted</i> <i>difficult</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/Segmentation/Deletion/Blending</p> <p><b>Phonics/ Spelling Skill:</b> Beginning consonant blends: r-blends; s-blends Consonants reviewed throughout Unit 1</p> <p><b>Structural Analysis:</b> possessives</p> <p><b>Decodable Readers:</b> <i>Snap, Skip, Trot; Snip and Fred Can Move</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Organization: Order of Events</p> <p><b>Write About the Text:</b> Informative Writing</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Move and Grin!</i></p> <p><b>Literature Anthology:</b> <i>Move It!</i></p> <p><b>Grammar Skill:</b> Writing Sentences</p> <p><b>Mechanics:</b> Capitalization and Punctuation (periods, question and exclamation marks)</p>	<p><b>Weekly:</b> How does the human body move? Create a Visual Record</p> <p><b>Unit Level:</b> <b>Research Skill:</b> Selecting a Topic <b>Unit Project:</b> Self-select and develop from weekly research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>													



# Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Our Community  What makes a community?	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Jobs Around Town</p> <p><b>Essential Question:</b> What jobs need to be done in a community?</p> <p><b>Connect to Social Studies:</b> Explore the work people do.</p>	<p><b>Title:</b> <i>Millie Waits for the Mail</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Concepts of Print:</b> Ellipses and Dashes</p>	<p><b>Title:</b> "Jobs Around Town"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>Good Job, Ben!</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Events</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection Title:</b> <i>The Red Hat</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection Title:</b> "Firefighters at Work"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Labels</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selections Genre:</b> Realistic Fiction</p> <p><b>A:</b> <i>Pick Up Day</i> <b>O:</b> <i>Ben Brings the Mail</i> <b>E:</b> <i>Ben Brings the Mail</i> <b>B:</b> <i>At Work with Mom</i></p> <p><b>Paired Selections Genre:</b> nonfiction</p> <p><b>Titles:</b> <b>A:</b> "The Recycling Center" <b>O:</b> "At the Post Office" <b>E:</b> "At the Post Office" <b>B:</b> "Tools for the School Nurse"</p> <p><b>Lexile:</b> <b>A:</b> 70 <b>O:</b> 200L <b>E:</b> 70L <b>B:</b> 330L</p>	<p><b>Literature Big Books:</b> Sentence Structure, Organization</p>	<p><b>Additional Domain Words:</b> <i>firefighter</i> <i>siren</i> <i>protect</i></p> <p><b>Additional Academic Vocabulary:</b> <i>end</i> <i>middle</i></p> <p><b>Build Vocabulary:</b> <i>grabs</i></p>	<p><i>again</i> <i>help</i> <i>new</i> <i>there</i> <i>use</i></p>	<p><i>occupation</i> <i>community</i> <i>equipment</i> <i>fortunately</i> <i>astonishing</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Blending/Isolation/Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> short e spelled e and ea</p> <p><b>Structural Analysis:</b> inflectional ending -ed (no spelling change)</p> <p><b>Decodable Readers:</b> <i>Ted Gets a Job; I Sell Crabs</i></p>	<p><b>Intonation</b></p>	<p><b>Writing Trait:</b> Organization: Focus on an Idea</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Good Job, Ben!</i></p> <p><b>Literature Anthology:</b> <i>The Red Hat</i></p> <p><b>Grammar Skill:</b> Nouns</p> <p><b>Mechanics:</b> Commas in a Series</p>	<p><b>Project:</b> What can we learn about jobs that help the community? Write a Script</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Buildings All Around</p> <p><b>Essential Question:</b> What buildings do you know? What are they made of?</p> <p><b>Connect to Social Studies:</b> Explore how the environment affects the ways people live.</p>	<p><b>Title:</b> <i>The 3 Little Pigs</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Concepts of Print:</b> Quotations</p>	<p><b>Title:</b> "The Three Little Pigs"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>Cubs in a Hut</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Events</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection Title:</b> <i>The Pigs, the Wolf, and the Mud</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Paired Selection Title:</b> "Homes Around the World"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selections Genre:</b> Fantasy</p> <p><b>A:</b> <i>What a Nest!</i> <b>O:</b> <i>Staying Afloat</i> <b>E:</b> <i>Staying Afloat</i> <b>B:</b> <i>City Armadillo, Country Armadillo</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Stone Castles" <b>O:</b> "A Day on a Houseboat" <b>E:</b> "A Day on a Houseboat" <b>B:</b> "City or Country?"</p> <p><b>Lexile:</b> <b>A:</b> 170 <b>O:</b> 150L <b>E:</b> 10L <b>B:</b> 330L</p>	<p><b>Literature Big Books:</b> Vocabulary</p>	<p><b>Additional Domain Words:</b> <i>homes</i> <i>build</i> <i>shelter</i></p> <p><b>Additional Academic Vocabulary:</b> <i>apostrophe</i> <i>dialogue</i> <i>presentation</i></p> <p><b>Build Vocabulary:</b> <i>mess</i></p>	<p><i>could</i> <i>live</i> <i>one</i> <i>then</i> <i>three</i></p>	<p><i>shelter</i> <i>materials</i> <i>collapsed</i> <i>furios</i> <i>refused</i></p>	<p><b>Phonemic Awareness:</b> Rhyme, Phoneme Identity/Blending/Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> short u</p> <p><b>Structural Analysis:</b> contractions with 's</p> <p><b>Decodable Readers:</b> <i>Can Bud Stop Bug; It's Up to Us</i></p>	<p><b>Expression</b></p>	<p><b>Writing Trait:</b> Organization: Beginning Sentence</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Cubs in a Hut</i></p> <p><b>Literature Anthology:</b> <i>The Pigs, The Wolf, and the Mud</i></p> <p><b>Grammar Skill:</b> Singular and Plural Nouns</p> <p><b>Mechanics:</b> Adding -s and -es to form plural nouns</p>	<p><b>Project:</b> What can we learn about the buildings in our community? What are they made of? Draw and Label a Building</p>





# Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Our Community  What makes a community?	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> A Community in Nature</p> <p><b>Essential Question:</b> Where do animals live together?</p> <p><b>Connect to Science:</b> Explore how the animals adapt to different environments.</p>	<p><b>Title:</b> <i>Babies in the Bayou</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Concepts of Print:</b> Distinguish Sentences</p>	<p><b>Title:</b> "Animals in the Desert"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>The Best Spot</i></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>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection Title:</b> <i>At a Pond</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Paired Selection Title:</b> "Way Down Deep"</p> <p><b>Genre:</b> Poetry</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selections Genre:</b> Nonfiction</p> <p>A: <i>Meerkat Family</i> O: <i>Meerkat Family</i> E: <i>Meerkat Family</i> B: <i>Meerkat Family</i></p> <p><b>Paired Selections Genre:</b> Poetry</p> <p><b>Titles:</b> A: "I Live in a House!" O: "I Live in a House!" E: "I Live in a House!" B: "I Live in a House!"</p> <p><b>Lexile:</b> A: 170 O: 210L E: 170L B: 370L</p>	<p><b>Literature Big Books:</b> Purpose, Organization</p>	<p><b>Additional Domain Word:</b> <i>poem</i></p> <p><b>Additional Academic Vocabulary:</b> <i>draft, repetition, rhythm</i></p> <p><b>Build Vocabulary:</b> <i>pond, rest, twigs</i></p>	<p><i>eat, no, of, under, who</i></p>	<p><i>habitat, depend, hibernate, tranquil, tolerate</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Blending/ Substitution/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> ending consonant blends <i>nd, nk, nt, st, sk, mp</i></p> <p><b>Structural Analysis:</b> inflectional ending <i>-ing</i> (no spelling change); first introduction to two-syllable words</p> <p><b>Decodable Readers:</b> <i>In a Land of Grass; Stomp and Romp</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Ideas: Facts</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>The Best Spot</i></p> <p><b>Literature Anthology:</b> <i>At a Pond</i></p> <p><b>Grammar Skill:</b> Possessive Nouns</p> <p><b>Mechanics:</b> Apostrophe with Possessive Nouns</p>	<p><b>Project:</b> What can we learn about a habitat? What kinds of creatures live there? Make a Collage</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Let's Help</p> <p><b>Essential Question:</b> How do people help out in the community?</p> <p><b>Connect to Social Studies:</b> Understand respecting other's differences.</p>	<p><b>Title:</b> <i>The Story of Martin Luther King Jr.</i></p> <p><b>Genre:</b> Nonfiction/ Biography</p> <p><b>Strategy:</b> Reread</p> <p><b>Concepts of Print:</b> Special Text Treatments</p>	<p><b>Title:</b> "Luis's Library"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Thump Thump Helps Out</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection Title:</b> <i>Nell's Books</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Paired Selection Title:</b> "Kids Can Help!"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> List</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selections Genre:</b> Fantasy</p> <p>A: <i>The Sick Tree</i> O: <i>Squirrels Help</i> E: <i>Squirrels Help</i> B: <i>Wow, Kitty!</i></p> <p><b>Paired Selections Genre:</b> Poetry</p> <p><b>Titles:</b> A: "Beach Clean-Up" O: "Food Drive" E: "Food Drive" B: "Sharing Skills"</p> <p><b>Lexile:</b> A: 40L O: 200L E: 109L B: 390L</p>	<p><b>Literature Big Books:</b> Genre, Prior Knowledge</p>	<p><b>Additional Domain Words:</b> <i>neighborhood, garden, recycle</i></p> <p><b>Additional Academic Vocabulary:</b> <i>fantasy, imaginary</i></p> <p><b>Build Vocabulary:</b> <i>shelf, clang, bang, wish</i></p>	<p><i>all, call, day, her, want</i></p>	<p><i>leadership, admire, enjoy, rely, connections</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Isolation/ Categorization/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> consonant digraphs <i>th, sh, -ng</i></p> <p><b>Structural Analysis:</b> closed syllables</p> <p><b>Decodable Readers:</b> <i>Dash Has a Wish; The Helping Game; Send a Big Thanks</i></p>	<p><b>Intonation</b></p>	<p><b>Writing Trait:</b> Organization: Beginning, Middle</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Thump Thump Helps Out</i></p> <p><b>Literature Anthology:</b> <i>Nell's Books</i></p> <p><b>Grammar Skill:</b> Common and Proper Nouns</p> <p><b>Mechanics:</b> Capitalize Proper Nouns (people, pets, places, and things)</p>	<p><b>Weekly:</b> How can we make our classroom a better place? Make a List</p>



**Grade 1 • Unit 2 • Scope and Sequence**

Big Idea: Getting to Know Us  What makes you special?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Follow the Map</p> <p><b>Essential Question:</b> How can you find your way around?</p> <p><b>Connect to Social Studies:</b> Explore maps and globes.</p>	<p><b>Title:</b> <i>Me on the Map</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Concepts of Print:</b> Reading Sentences across Pages</p>	<p><b>Title:</b> "Map It"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Which Way on the Map?</i></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>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection Title:</b> <i>Fun with Maps</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Paired Selection Title:</b> "North, East, South, or West?"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Map</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selections Genre:</b> Nonfiction</p> <p>A: <i>How Maps Help</i> O: <i>How Maps Help</i> E: <i>How Maps Help</i> B: <i>How Maps Help</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "On the Map" O: "On the Map" E: "On the Map" B: "On the Map"</p> <p><b>Lexile:</b> A: 130L O: 230L E: 60L B: 420L</p>	<p><b>Literature Big Books:</b> Purpose, Organization</p>	<p><b>Additional Academic Vocabulary:</b> <i>map</i> <i>proofread</i></p> <p><b>Build Vocabulary:</b> <i>n/a</i></p>	<p><i>around</i> <i>by</i> <i>many</i> <i>place</i> <i>walk</i></p>	<p><i>locate</i> <i>route</i> <i>height</i> <i>model</i> <i>separate</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation/ Addition/ Blending</p> <p><b>Phonics/ Spelling Skill:</b> consonant digraphs <i>ch</i>, <i>-tch</i>, <i>wh</i>, <i>ph</i></p> <p><b>Structural Analysis:</b> -es (plural nouns)</p> <p><b>Decodable Readers:</b> <i>A Map Match; A Fun Chest; Phil and Steph Get Lost; Maps and Graphs</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Ideas: Supporting Details</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Which Way on the Map?</i></p> <p><b>Literature Anthology:</b> <i>Fun with Maps</i></p> <p><b>Grammar Skill:</b> Irregular Plural Nouns</p> <p><b>Mechanics:</b> Capital Letters and Periods (in sentences)</p>	<p><b>Project:</b> What can we learn about maps? Make a Map</p> <p><b>Unit Level: Research Skill:</b> Collecting Information</p> <p><b>Unit Project:</b> Self-select and develop from weekly research projects</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>													➔



# Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Our Community	Literature Big Book	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>What can happen over time?</b></p>					<p><b>A:</b> Approaching Level <b>O:</b> On Level <b>E:</b> ELL <b>B:</b> Beyond Level</p>								
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> What Time Is It?</p> <p><b>Essential Question:</b> How do we measure time?</p> <p><b>Connect to Social Studies:</b> Explore the relativity of time.</p>	<p><b>Title:</b> <i>A Second Is a Hiccup</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Concepts of Print:</b> Capitalization and Punctuation</p>	<p><b>Title:</b> "Measuring Time"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>Nate the Snake Is Late</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selection Title:</b> <i>On My Way to School</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Paired Selection Title:</b> "It's About Time"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Bold print</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selections Genre:</b> Fantasy</p> <p><b>A:</b> <i>Busy's Watch</i> <b>O:</b> <i>Kate Saves the Date!</i> <b>E:</b> <i>Kate Saves the Date!</i> <b>B:</b> <i>Uncle George Is Coming</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Make a Clock" <b>O:</b> "Use a Calendar" <b>E:</b> "Use a Calendar" <b>B:</b> "So Many Clocks!"</p> <p><b>Lexile:</b> <b>A:</b> 40L <b>O:</b> 220L <b>E:</b> 330L <b>B:</b> 320L</p>	<p><b>Literature Big Books:</b> Purpose, Organization</p>	<p><b>Additional Domain Words:</b> <i>clock, sundial, shadow</i></p> <p><b>Additional Academic Vocabulary:</b> <i>capitalization, flare, rubric, timetable</i></p> <p><b>Build Vocabulary:</b> <i>wig at last zips mop lake</i></p>	<p><i>away now some today way why</i></p>	<p><i>schedule immediately weekend calendar occasion</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Identity/ Addition/ Substitution/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> long <i>a: a_e</i></p> <p><b>Structural Analysis:</b> contractions with not (isn't, aren't, wasn't, weren't, hasn't, haven't, can't)</p> <p><b>Decodable Readers:</b> <i>Dave Was Late; Is It Late?</i></p>	<p><b>Intonation</b></p>	<p><b>Writing Trait:</b> Word Choice: Sensory Details</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Nate the Snake Is Late</i></p> <p><b>Literature Anthology:</b> <i>On My Way to School</i></p> <p><b>Grammar Skill:</b> Verbs</p> <p><b>Mechanics:</b> Commas in Series</p>	<p><b>Project:</b> What are the different ways to measure time? Explore Sun Dials</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Watch It Grow!</p> <p><b>Essential Question:</b> How do plants change as they grow?</p> <p><b>Connect to Science:</b> Explore what helps plants survive.</p>	<p><b>Title:</b> <i>Mystery Vine</i></p> <p><b>Genre:</b> Informational Fiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Concepts of Print:</b> Punctuation Within Sentence</p>	<p><b>Title:</b> "The Great Big, Gigantic Turnip"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>Time to Plant!</i></p> <p><b>Genre:</b> Drama</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Sequence</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Sequence</p> <p><b>Main Selection Title:</b> <i>The Big Yuca Plant</i></p> <p><b>Genre:</b> Play</p> <p><b>Paired Selection Title:</b> "How Plants Grow"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Diagram</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Sequence</p> <p><b>Main Selections Genre:</b> Play</p> <p><b>A:</b> <i>Corn Fun</i> <b>O:</b> <i>Yum, Strawberries!</i> <b>E:</b> <i>Yum, Strawberries!</i> <b>B:</b> <i>A Tree's Life</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Ear of Corn" <b>O:</b> "Strawberry Plant" <b>E:</b> "Strawberry Plant" <b>B:</b> "Inside Trees"</p> <p><b>Lexile:</b> <b>A:</b> NP <b>O:</b> NP <b>E:</b> NP <b>B:</b> NP</p>	<p><b>Literature Big Books:</b> Prior Knowledge, Vocabulary</p>	<p><b>Additional Domain Words:</b> <i>seed root sprout</i></p> <p><b>Additional Academic Vocabulary:</b> <i>audience vegetables</i></p> <p><b>Build Vocabulary:</b> <i>root grab stuck vine</i></p>	<p><i>green grow pretty should together water</i></p>	<p><i>bloom sprout grasped assist spied</i></p>	<p><b>Phonemic Awareness:</b> Alliteration, Phoneme Deletion/ Segmentation/ Blending</p> <p><b>Phonics/ Spelling Skill:</b> long <i>i: i_e</i></p> <p><b>Structural Analysis:</b> plurals (with CVCe words)</p> <p><b>Decodable Readers:</b> <i>A Fine Plant; Plants Take Time to Grow</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Word Choice: Use Specific Words</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Time to Plant!</i></p> <p><b>Literature Anthology:</b> <i>The Big Yuca Plant</i></p> <p><b>Grammar Skill:</b> Present-Tense Verbs</p> <p><b>Mechanics:</b> Capitalize and Underline Titles of Plays</p>	<p><b>Project:</b> How do plants change as they grow? Make a Flip Book</p>



# Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Getting to Know Us  What can happen over time?	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Tales Over Time</p> <p><b>Essential Question:</b> What is a folktale?</p> <p><b>Connect to Social Studies:</b> Explore the similarities in literature over time.</p>	<p><b>Title:</b> <i>Interrupting Chicken</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Concepts of Print:</b> Quotation Marks/ Text Styles</p>	<p><b>Title:</b> "The Foolish, Timid Rabbit"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>The Nice Mitten</i></p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Cause and Effect</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selection</b></p> <p><b>Title:</b> <i>The Gingerbread Man</i></p> <p><b>Genre:</b> Folktale</p> <p><b>Paired Selection</b></p> <p><b>Title:</b> "Mother Goose Rhymes"</p> <p><b>Genre:</b> Rhyme</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Folktale</p> <p>A: <i>How Coquí Got Her Voice</i> O: <i>The Magic Paintbrush</i> E: <i>The Magic Paintbrush</i> B: <i>The Storytelling Stone</i></p> <p><b>Paired Selections:</b> <b>Genre:</b> Poetry/Song</p> <p><b>Titles:</b> A: "El Coquí/The Coquí" O: "Make New Friends" E: "Wanted: A Friend" B: "Family Stories"</p> <p><b>Lexile:</b> A: 300L O: 230L E: 240L B: 460L</p>	<p><b>Literature Big Books:</b> Organization, Connection of Ideas</p>	<p><b>Additional Domain Words:</b> <i>poem</i></p> <p><b>Additional Academic Vocabulary:</b> <i>element puppet style</i></p> <p><b>Build Vocabulary:</b> <i>except raced passed wish edge</i></p>	<p><i>any from happy once so upon</i></p>	<p><i>tale hero timid foolish eventually</i></p>	<p><b>Phonemic Awareness:</b> Rhyme, Phoneme Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> soft c; soft g, dge</p> <p><b>Structural Analysis:</b> inflectional endings -ed and -ing (drop final e)</p> <p><b>Decodable Readers:</b> <i>King and Five Nice Mice</i></p>	<p><b>Expression</b></p>	<p><b>Writing Trait:</b> Word Choice: Use Strong Verbs</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>The Nice Mitten</i></p> <p><b>Literature Anthology:</b> <i>The Gingerbread Man</i></p> <p><b>Grammar Skill:</b> Past- and Future-Tense Verbs</p> <p><b>Mechanics:</b> Commas in Series</p>	<p><b>Project:</b> What can we learn about folktales? Make a Character Puppet</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Now and Then</p> <p><b>Essential Question:</b> How is life different than it was long ago?</p> <p><b>Connect to Social Studies:</b> Explore transportation from long ago.</p>	<p><b>Title:</b> <i>The Last Train</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Concepts of Print:</b> Reading Sentences Across Pages</p>	<p><b>Title:</b> "Pioneers"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Life at Home</i></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>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text: Compare and Contrast</p> <p><b>Main Selection Title:</b> <i>Long Ago and Now</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Paired Selection</b></p> <p><b>Title:</b> "From Horse to Plane"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text: Compare and Contrast</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Nonfiction</p> <p>A: <i>Schools Then and Now</i> O: <i>Schools Then and Now</i> E: <i>Schools Then and Now</i> B: <i>Schools Then and Now</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "School Days" O: "School Days" E: "School Days" B: "School Days"</p> <p><b>Lexile:</b> A: 170L O: 220L E: 270L B: 380L</p>	<p><b>Literature Big Books:</b> Prior Knowledge, Vocabulary</p>	<p><b>Additional Domain Words:</b> <i>transportation, engines invented</i></p> <p><b>Additional Academic Vocabulary:</b> <i>opinion frontier caption</i></p> <p><b>Build Vocabulary:</b> <i>wagon tongs scrub attend</i></p>	<p><i>ago, boy, girl, how, old, people</i></p>	<p><i>century, past, present, future, entertainment</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation/ Isolation/ Blending</p> <p><b>Phonics/ Spelling Skill:</b> long o: o_e; long u: u_e; long e: e_e</p> <p><b>Structural Analysis:</b> CVCe syllables</p> <p><b>Decodable Readers:</b> <i>Those Old Classes; That Old Globe</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Ideas: Give Reasons for an Opinion</p> <p><b>Writing About the Text:</b> Opinion</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Life at Home</i></p> <p><b>Literature Anthology:</b> <i>Long Ago and Now</i></p> <p><b>Grammar Skill:</b> Is and Are</p> <p><b>Mechanics:</b> Commas in Dates</p>	<p><b>Project:</b> How has our way of life changed over time? Write a Report</p>





**Grade 1 • Unit 3 • Scope and Sequence**

Big Idea: Getting to Know Us  What can happen over time?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> From Farm to Table</p> <p><b>Essential Question:</b> How do we get our food?</p> <p><b>Connect to Social Studies:</b> Explore how people get food.</p>	<p><b>Title:</b> <i>Where Does Food Come From?</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Concepts of Print:</b> Special Text Treatments</p>	<p><b>Title:</b> "The Little Red Hen"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>A Look at Breakfast</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text: Sequence</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text: Sequence</p> <p><b>Main Selection Title:</b> <i>From Cows to You</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Paired Selection Title:</b> "A Food Chart"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Chart</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text: Sequence</p> <p><b>Main Selections Genre:</b> Nonfiction</p> <p>A: <i>Apples from Farm to Table</i> O: <i>Apples from Farm to Table</i> E: <i>Apples from Farm to Table</i> B: <i>Apples from Farm to Table</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "A Dairy Treat" O: "A Dairy Treat" E: "A Dairy Treat" B: "A Dairy Treat"</p> <p><b>Lexile:</b> A: 330L O: 550L E: 430L B: 580L</p>	<p><b>Literature Big Books:</b> Purpose, Genre</p>	<p><b>Additional Academic Vocabulary:</b> <i>chart</i> <i>contraction</i> <i>facts</i></p> <p><b>Build Vocabulary:</b> <i>graze</i> <i>spoil</i> <i>boil</i></p>	<p><i>after</i> <i>buy</i> <i>done</i> <i>every</i> <i>soon</i> <i>work</i></p>	<p><i>delicious</i> <i>nutritious</i> <i>responsibility</i> <i>enormous</i> <i>delighted</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation/ Blending/Deletion</p> <p><b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: oo, u</p> <p><b>Structural Analysis:</b> inflectional endings -ed and -ing (double final consonant)</p> <p><b>Decodable Readers:</b> <i>A Good Cook;</i> <i>That Looks Good</i></p>	<p><b>Intonation</b></p>	<p><b>Writing Trait:</b> Ideas: Give Reasons for an Opinion</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>A Look at Breakfast</i></p> <p><b>Literature Anthology:</b> <i>From Cows to You</i></p> <p><b>Grammar Skill:</b> Contractions with <i>Not</i></p> <p><b>Mechanics:</b> Apostrophes in Contractions</p>	<p><b>Project:</b> Where does food come from? How is food produced? Make a Flowchart</p> <p><b>Unit Level:</b></p> <p><b>Research Skill:</b> Using Different Resources</p> <p><b>Unit Project:</b> Self-select and develop from weekly research projects</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>													➔



# Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Animals Everywhere  What animals do you know about? What are they like	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Animal Features</p> <p><b>Essential Question:</b> How do animals' bodies help them?</p> <p><b>Connect to Science:</b> Explore different animals' body parts.</p>	<p><b>Title:</b> "The Elephant's Child"</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>A Tale of a Tail: "How the Beaver Got Its Flat Tail"</i></p> <p><b>Lexile:</b> 430L</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Sequence</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Sequence</p> <p><b>Main Selection Title:</b> <i>How Bat Got Its Wings</i></p> <p><b>Genre:</b> Folktale</p> <p><b>Lexile:</b> 410L</p> <p><b>Paired Selection Title:</b> "Bats! Bats! Bats!"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 400L</p> <p><b>Text Feature:</b> Chart</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Sequence</p> <p><b>Main Selections Genre:</b> Folktale</p> <p><b>A:</b> <i>The King of the Animals</i> <b>O:</b> <i>Fly to the Rescue!</i> <b>E:</b> <i>Fly to the Rescue!</i> <b>B:</b> <i>Hummingbird's Wings</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Lions and Elephants" <b>O:</b> "Animal Traits" <b>E:</b> "Animal Traits" <b>B:</b> "What Is a Hummingbird?"</p> <p><b>Lexile:</b> <b>A:</b> 350L <b>O:</b> 290L <b>E:</b> 270L <b>B:</b> 520L</p>	<p><b>Literature Anthology:</b> Prior Knowledge</p>	<p><b>Vocabulary Words:</b> <i>special</i> <i>splendid</i></p> <p><b>Additional Domain Words:</b> <i>mammal</i> <i>bird</i> <i>hunt</i></p> <p><b>Additional Academic Vocabulary:</b> <i>folktale</i> <i>traditions</i> <i>unusual</i></p> <p><b>Build Vocabulary:</b> <i>skin</i> <i>zipped</i> <i>close</i> <i>field</i></p> <p><b>Vocabulary Strategy:</b> Use a Dictionary</p>	<p><i>about</i> <i>animal</i> <i>carry</i> <i>eight</i> <i>give</i> <i>our</i></p>	<p><i>feature</i> <i>appearance</i> <i>determined</i> <i>predicament</i> <i>relief</i></p>	<p><b>Phonemic Awareness:</b> Rhyme, Phoneme Categorization/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> long <i>a: a, ai, ay</i></p> <p><b>Structural Analysis:</b> alphabetical order (two letters)</p> <p><b>Decodable Readers:</b> <i>April the Agent;</i> <i>Snail Mail</i> <i>Tails</i></p>	<p><b>Intonation</b></p>	<p><b>Writing Trait:</b> Word Choice: Figurative Language</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources: Reading/ Writing Workshop:</b> <i>A Tale of a Tail: How the Beaver Got its Flat Tail</i></p> <p><b>Literature Anthology:</b> <i>How Bat Got Its Wings</i></p> <p><b>Grammar Skill:</b> Was and Were</p> <p><b>Mechanics:</b> Apostrophe with Contractions</p>	<p><b>Project:</b> What can we learn about animal features? Make a Poster</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Animals Together</p> <p><b>Essential Question:</b> How do animals help each other?</p> <p><b>Connect to Social Studies:</b> Explore how animals have behaviours that help them to survive.</p>	<p><b>Title:</b> "Animals Working Together"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>A Team of Fish</i></p> <p><b>Lexile:</b> 340L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection Title:</b> <i>Animal Teams</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 480L</p> <p><b>Text Feature:</b> Captions</p> <p><b>Paired Selection Title:</b> "Busy As a Bee"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 500L</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selections Genre:</b> Nonfiction</p> <p><b>A:</b> <i>Penguins All Around</i> <b>O:</b> <i>Penguins All Around</i> <b>E:</b> <i>Penguins All Around</i> <b>B:</b> <i>Penguins All Around</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Animals Work Together!" <b>O:</b> "Animals Work Together!" <b>E:</b> "Animals Work Together!" <b>B:</b> "Animals Work Together!"</p> <p><b>Lexile:</b> <b>A:</b> 340L <b>O:</b> 450L <b>E:</b> 340L <b>B:</b> 610L</p>	<p><b>Literature Anthology:</b> Purpose, Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>partner</i> <i>danger</i></p> <p><b>Additional Domain Words:</b> <i>worker</i> <i>honey</i> <i>queen</i></p> <p><b>Additional Academic Vocabulary:</b> <i>cooperate</i> <i>theme</i> <i>captions</i> <i>nonfiction</i></p> <p><b>Build Vocabulary:</b> <i>odd</i> <i>deal</i> <i>flicks</i> <i>pal</i> <i>liquid</i> <i>pests</i> <i>spots</i></p> <p><b>Vocabulary Strategy:</b> Context Clues: Sentence Clues</p>	<p><i>because</i> <i>blue</i> <i>into</i> <i>or</i> <i>other</i> <i>small</i></p>	<p><i>behavior,</i> <i>beneficial</i> <i>dominant</i> <i>instinct</i> <i>endangered</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Identity/ Segmentation, Rhyme, Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> long <i>e: e, ee, ea, ie</i></p> <p><b>Structural Analysis:</b> prefixes <i>re-, un-, pre-</i></p> <p><b>Decodable Readers:</b> <i>A Green Eel;</i> <i>Clean Up Team</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Organization: Introduce the Topic</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources: Reading/ Writing Workshop:</b> <i>A Team of Fish</i></p> <p><b>Literature Anthology:</b> <i>Animal Teams</i></p> <p><b>Grammar Skill:</b> Has and Have</p> <p><b>Mechanics:</b> Capitalization and End Punctuation</p>	<p><b>Project:</b> How can animals help one another? Write a Report</p>



# Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Getting to Know Us  What can happen over time?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> In the Wild</p> <p><b>Essential Question:</b> How do animals survive in nature?</p> <p><b>Connect to Science:</b> Explore how animals adapt to their environment.</p>	<p><b>Title:</b> "Animals in Winter""</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Go Wild!</i></p> <p><b>Lexile:</b> 530L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Feature:</b> Illustrations/ Photographs</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection Title:</b> <i>Vulture View</i></p> <p><b>Lexile:</b> 70L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Illustrations/ Photographs</p> <p><b>Paired Selection Title:</b> "When It's Snowing"</p> <p><b>Genre:</b> Poetry</p> <p><b>Lexile:</b> NP (Non-Prose)</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selections Genre:</b> Nonfiction</p> <p>A: <i>Go, Gator!</i> O: <i>Go, Gator!</i> E: <i>Go, Gator!</i> B: <i>Go, Gator!</i></p> <p><b>Paired Selections Genre:</b> Poetry</p> <p><b>Titles:</b> A: "Ducklings" O: "Ducklings" E: "Ducklings" B: "Ducklings"</p> <p><b>Lexiles</b> A: 320L O: 510L E: 270L B: 590L</p>	<p><b>Literature Anthology:</b> Organization, Sentence Structure</p>	<p><b>Vocabulary Words:</b> <i>search seek</i></p> <p><b>Additional Domain Words:</b> <i>poem</i></p> <p><b>Additional Academic Vocabulary:</b> <i>wild topic sequence</i></p> <p><b>Build Vocabulary:</b> <i>search, seek reek, fragrant spicy, stinky dine, preen glide, gather settle, heats stretch, warming tilt, soar scan</i></p> <p><b>Vocabulary Strategy:</b> Word Categories</p>	<p><i>find food more over start warm</i></p>	<p><i>survive provide wilderness communicate superior</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Blending, Contrast Sounds, Phoneme Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> long o: o, oa, ow, oe</p> <p><b>Structural Analysis:</b> open syllables</p> <p><b>Decodable Readers:</b> <i>A Doe is a Deer; Joe Goes Slow; Toads; Joan and Elmo Swim</i></p>	<p><b>Expression</b></p>	<p><b>Writing Trait:</b> Organization: Write a Concluding Sentence</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Reading/ Writing Workshop:</b> <i>Go Wild!</i></p> <p><b>Literature Anthology:</b> <i>Vulture View</i></p> <p><b>Grammar Skill:</b> Go and Do</p> <p><b>Mechanics:</b> Capitalize Proper Nouns</p>	<p><b>Project:</b> How do animals survive in their habitats? Make a Diorama</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Insects!</p> <p><b>Essential Question:</b> What insects do you know about? How are they alike and different?</p> <p><b>Connect to Science:</b> Explore how insects adapt to different environments.</p>	<p><b>Title:</b> "Insect Hide and Seek"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Creep Low, Fly High</i></p> <p><b>Lexile:</b> 290L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Point of View</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selection Title:</b> <i>Hi! Fly Guy</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Lexile:</b> 200L</p> <p><b>Paired Selection Title:</b> "Meet the Insects"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 420L</p> <p><b>Text Feature:</b> Headings</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selections Genre:</b> Fantasy</p> <p>A: <i>Where Is My Home?</i> O: <i>The Hat</i> E: <i>The Hat</i> B: <i>Come One, Come All</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "Wings" O: "Let's Look at Insects!" E: "Let's Look at Insects!" B: "Compare Insects"</p> <p><b>Lexile:</b> A: 170L O: 290L E: 230L B: 330L</p>	<p><b>Literature Anthology:</b> Organization</p>	<p><b>Vocabulary Words:</b> <i>beautiful fancy</i></p> <p><b>Additional Domain Words:</b> <i>body protects senses insects</i></p> <p><b>Additional Academic Vocabulary:</b> <i>fantasy chapters point of view concluding statement</i></p> <p><b>Build Vocabulary:</b> <i>tasty</i></p> <p><b>Vocabulary Strategy:</b> Context Clues: Sentence Clues</p>	<p><i>caught flew know laugh listen were</i></p>	<p><i>flutter different resemble(s) protect(s) imitate</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Identity/ Segmentation/ Substitution</p> <p><b>Phonics/ Spelling Skill:</b> long i: i, y, igh, ie</p> <p><b>Structural Analysis:</b> inflectional endings (change y to i)</p> <p><b>Decodable Readers:</b> <i>Jay Takes Flight; Be Kind to Bugs; Why Hope Flies; Glowing Bugs Fly</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Organization: Write a Concluding Statement</p> <p><b>Write About the Text:</b> Informative</p> <p><b>Write to Sources: Reading/ Writing Workshop:</b> <i>Creep Low, Fly High</i></p> <p><b>Literature Anthology:</b> <i>Hi! Fly Guy</i></p> <p><b>Grammar Skill:</b> See and Saw</p> <p><b>Mechanics:</b> Underline Titles of Books</p>	<p><b>Proct:</b> What can we learn about insects? Make a Diagram</p>



# Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Getting to Know Us  What can happen over time?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Working with Animals</p> <p><b>Essential Question:</b> How do people work with animals?</p> <p><b>Connect to Science:</b> Explore different ways that people work with Animals.</p>	<p><b>Title:</b> "Ming's Teacher"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> Time for Kids: <i>From Puppy to Guide Dog</i></p> <p><b>Lexile:</b> 680L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Connections Within Text: Sequence</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Connections Within Text: Sequence</p> <p><b>Main Selection Genre:</b> Nonfiction</p> <p>A: <i>Teach a Dog!</i> O: <i>Teach a Dog!</i> E: <i>Teach a Dog!</i> B: <i>Teach a Dog!</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "Working with Dolphins" O: "Working with Dolphins" E: "Working with Dolphins" B: "Working with Dolphins"</p> <p><b>Lexile:</b> A: 270L O: 330L E: 230L B: 440L</p>	<p><b>Literature Anthology:</b> Organization, Genre</p>	<p><b>Vocabulary Words:</b> <i>clever</i> <i>signal</i></p> <p><b>Additional Academic Vocabulary:</b> <i>guide dog</i> <i>tasks</i> <i>time-order words</i> <i>adverb</i></p> <p><b>Build Vocabulary:</b> <i>study</i> <i>pets</i> <i>projects</i> <i>hobby</i></p> <p><b>Vocabulary Strategy:</b> Root Words</p>	<p><i>found</i> <i>hard</i> <i>near</i> <i>woman</i> <i>would</i> <i>write</i></p>	<p><i>career</i> <i>soothe</i> <i>remarkable</i> <i>advice</i> <i>trust</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Deletion/ Blending/ Addition</p> <p><b>Phonics/ Spelling Skill:</b> long e: y, ey</p> <p><b>Structural Analysis:</b> compound words</p> <p><b>Decodable Readers:</b> <i>Race Pony!</i>; <i>Study With Animals</i></p>	<p><b>Intonation</b></p>	<p><b>Writing Trait:</b> Word Choice: Words That Tell Order</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Time for Kids: From Puppy to Guide Dog</i></p> <p><b>Literature Anthology:</b> <i>Time for Kids: Koko and Penny</i></p> <p><b>Grammar Skill:</b> Adverbs That Tell When</p> <p><b>Mechanics:</b> Commas in a Series</p>	<p><b>Projects:</b> How do people and animals work together? Make a Poster</p> <p><b>Unit Level:</b> <b>Research Skill:</b> Asking Questions <b>Unit Project:</b> Self-select and develop from weekly research projects.</p>	
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>	➔											



# Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out  How can we make sense of the world around us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> See It, Sort It</p> <p><b>Essential Question:</b> How can we classify and categorize things?</p> <p><b>Connect to Science:</b> Explore how animals adapt to their environment.</p>	<p><b>Title:</b> "Goldilocks" <b>Genre:</b> Folktale <b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>A Barn Full of Hats</i> <b>Lexile:</b> 320L <b>Genre:</b> Fantasy <b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Point of View</p>	<p><b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Point of View <b>Main Selection Title:</b> A Lost Button (from <i>Frog and Toad Are Friends</i>) <b>Genre:</b> Fantasy <b>Lexile:</b> 340L <b>Paired Selection Title:</b> "Sort It Out" <b>Genre:</b> Nonfiction <b>Lexile:</b> 210L <b>Text Feature:</b> Photographs</p>	<p><b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Point of View <b>Main Selections Genre:</b> Fantasy  A: <i>Nuts for Winter</i> O: <i>Dog Bones</i> E: <i>Dog Bones</i> B: <i>Spark's Toys</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> A: "Sort by Color!" O: "Sorting Balls" E: "Sorting Balls" B: "Sorting Fruit" <b>Lexile:</b> A: 170L O: 360L E: 260L B: 390L</p>	<p><b>Literature Anthology:</b> Organization, Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>trouble</i> <i>whole</i> <b>Additional Domain Words:</b> <i>alike</i> <i>different</i> <i>sort</i> <b>Additional Academic Vocabulary:</b> <i>categorize</i> <i>directions</i> <i>conjunction</i> <i>comma</i> <b>Build Vocabulary:</b> <i>meadow, screamed, slammed</i> <b>Vocabulary Strategy:</b> Context Clues: Multiple Meanings</p>	<p><i>four</i> <i>large</i> <i>none</i> <i>only</i> <i>put</i> <i>round</i></p>	<p><i>distinguish</i> <i>classify</i> <i>organize</i> <i>entire</i> <i>startled</i></p>	<p><b>Phonemic Awareness:</b> Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> <i>r</i>-controlled vowel <i>ar</i> <b>Structural Analysis:</b> plurals (irregular) <b>Decodable Readers:</b> <i>Charm Scarves;</i> <i>Car Parts</i></p>	<p><b>Phrasing</b></p>	<p><b>Writing Trait:</b> <b>Sentence Fluency:</b> Use Complete Sentences <b>Writing About the Text:</b> Opinion <b>Write to Sources: Reading/Writing Workshop:</b> <i>A Barn Full of Hats</i> <b>Literature Anthology:</b> <i>A Lost Button</i> <b>Grammar Skill:</b> Words That Join <b>Mechanics:</b> Capitalize Proper Nouns (places)</p>	<p><b>Project:</b> How do we classify and categorize objects? Make a Graph</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Up in the Sky</p> <p><b>Essential Question:</b> What can you see in the sky?</p> <p><b>Connect to Science:</b> Explore how animals respond to the things around them.</p>	<p><b>Title:</b> "Why the Sun and Moon Are in the Sky" <b>Genre:</b> Folktale <b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>A Bird Named Fern</i> <b>Lexile:</b> 360L <b>Genre:</b> Fantasy <b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Cause and Effect</p>	<p><b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Cause and Effect <b>Main Selection Title:</b> <i>Kitten's First Full Moon</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 550L <b>Paired Selection Title:</b> "The Moon" <b>Genre:</b> Nonfiction <b>Lexile:</b> 400L <b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Cause and Effect <b>Main Selections Genre:</b> Fantasy  A: <i>Little Blue's Dream</i> O: <i>Hide and Seek</i> E: <i>Hide and Seek</i> B: <i>The Foxes Build a Home</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> A: "Hello, Little Dipper!" O: "Our Sun Is a Star!" E: "Our Sun Is a Star!" B: "Sunrise and Sunset" <b>Lexile:</b> A: 280L O: 310L E: 310L B: 420L</p>	<p><b>Literature Anthology:</b> Connection of Ideas, Sentence Structure</p>	<p><b>Vocabulary Words:</b> <i>leaped</i> <i>stretched</i> <b>Additional Domain Words:</b> <i>earth,</i> <i>telescope</i> <i>astronaut</i> <b>Additional Academic Vocabulary:</b> <i>enthusiasm</i> <i>excitement</i> <i>adjectives,</i> <i>exclamation mark</i> <b>Build Vocabulary:</b> <i>closed, wiggled, sprung, tumbled, chased, raced, might, hungry, lucky</i> <b>Vocabulary Strategy:</b> Shades of Meaning/ Intensity</p>	<p><i>another,</i> <i>climb</i> <i>full</i> <i>great</i> <i>poor</i> <i>through</i></p>	<p><i>observe</i> <i>vast</i> <i>thoughtful</i> <i>certain</i> <i>remained</i></p>	<p><b>Phonological Awareness:</b> Rhyme, Phoneme Substitution/ Blending/Deletion/ Segmentation <b>Phonics/ Spelling Skill:</b> <i>r</i>-controlled vowels <i>er, ir, ur, or</i> <b>Structural Analysis:</b> inflectional ending <i>-er</i> <b>Decodable Readers:</b> <i>Sir Worm and Bird Girl;</i> <i>Birds in the Sky;</i> <i>Ginger and the Stars;</i> <i>Bats Under the Dark Sky;</i> <i>Born to Learn;</i> <i>Sport Stars</i></p>	<p><b>Intonation</b></p>	<p><b>Writing Trait:</b> Word Choice: Describing Words <b>Write About the Text:</b> Informative Text <b>Write to Sources: Reading/Writing Workshop:</b> <i>A Bird Named Fern</i> <b>Literature Anthology:</b> <i>Kitten's First Full Moon</i> <b>Grammar Skill:</b> Adjectives <b>Mechanics:</b> Capitalization and End Marks</p>	<p><b>Weekly:</b> What can we see in the sky? Make a Poster</p>





# Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out  How can we make sense of the world around us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Great Inventions</p> <p><b>Essential Question:</b> What inventions do you know about?</p> <p><b>Connect to Social Studies:</b> Explore how inventors of the past are similar and different to today's inventors.</p>	<p><b>Title:</b> "Great Inventions"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>The Story of a Robot Inventor</i></p> <p><b>Lexile:</b> 420L</p> <p><b>Genre:</b> Nonfiction/Biography</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Connections Within Text: Problem and Solution</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Connections Within Text: Problem and Solution</p> <p><b>Main Selection Title:</b> <i>Thomas Edison, Inventor</i></p> <p><b>Genre:</b> Nonfiction/Biography</p> <p><b>Lexile:</b> 510L</p> <p><b>Paired Selection Title:</b> "Windshield Wipers" and "Scissors"</p> <p><b>Genre:</b> Poetry</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Connections Within Text: Problem and Solution</p> <p><b>Main Selections</b> <b>Genre:</b> Biography</p> <p>A: <i>The Wright Brothers</i> O: <i>The Wright Brothers</i> E: <i>The Wright Brothers</i> B: <i>The Wright Brothers</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry</p> <p><b>Titles:</b> A: "Fly Away, Butterfly" O: "Fly Away, Butterfly" E: "Fly Away, Butterfly" B: "Fly Away, Butterfly"</p> <p><b>Lexiles</b> A: 410L O: 500L E: 430L B: 660L</p>	<p><b>Literature Anthology:</b> Genre, Purpose, Organization</p>	<p><b>Vocabulary Words:</b> <i>idea, unusual</i></p> <p><b>Additional Domain Words:</b> <i>poem</i></p> <p><b>Additional Academic Words:</b> <i>alliteration, problem and solution, abbreviation, biography</i></p> <p><b>Build Vocabulary:</b> <i>hatch, lumber mill, cellar, baggage car, messages, code, brought light to</i></p> <p><b>Vocabulary Strategy:</b> Prefixes</p>	<p><i>began, better, guess, learn, right, sure</i></p>	<p><i>curious, improve, complicated, imagine, device</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Substitution/ Blending/Addition</p> <p><b>Phonics/ Spelling Skill:</b> <i>r</i>-controlled vowels <i>or, ore, oar</i></p> <p><b>Structural Analysis:</b> abbreviations</p> <p><b>Decodable Readers:</b> <i>A Board That Can Soar, Hard Chores</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Word Choice: Time-Order Words</p> <p><b>Write About the Text:</b> <i>Informative Text</i></p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>The Story of a Robot Inventor</i></p> <p><b>Literature Anthology:</b> <i>Thomas Edison, Inventor</i></p> <p><b>Grammar Skill:</b> Adjectives That Compare (<i>-er</i> and <i>-est</i>)</p> <p><b>Mechanics:</b> Capitalize Days, Months, and Holidays</p>	<p><b>Weekly:</b> What can we learn about an invention? Make a Collage</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Sounds All Around</p> <p><b>Essential Question:</b> What sounds can you hear? How are they made?</p> <p><b>Connect to Social Studies:</b> Explore the sounds around us.</p>	<p><b>Title:</b> "The Squeaky Bed"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Now, What's That Sound?</i></p> <p><b>Lexile:</b> 240L</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Problem and Solution</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Problem and Solution</p> <p><b>Main Selection Title:</b> <i>Whistle for Willie</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Lexile:</b> 520L</p> <p><b>Paired Selection Title:</b> "Shake! Strike! Strum!"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 290L</p> <p><b>Text Feature:</b> Directions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Problem and Solution</p> <p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction</p> <p>A: <i>Thump, Jangle, Crash</i> O: <i>Down on the Farm</i> E: <i>Down on the Farm</i> B: <i>Going on a Bird Walk</i></p> <p><b>Paired Selections</b> <b>Genre:</b> How-to</p> <p><b>Titles:</b> A: "How to Make Maracas" O: "How to Make a Rain Stick" E: "How to Make a Rain Stick" B: "How to Make a Wind Chime"</p> <p><b>Lexile:</b> A: 180L O: 390L E: 170L B: 420L</p>	<p><b>Literature Anthology:</b> Organization, Sentence Structure</p>	<p><b>Vocabulary Words:</b> <i>suddenly, scrambled</i></p> <p><b>Additional Domain Words:</b> <i>pitch, volume, instrument</i></p> <p><b>Additional Academic Words:</b> <i>expression, patterns, suffix, articles</i></p> <p><b>Build Vocabulary:</b> <i>carton, pretended, grocery store</i></p> <p><b>Vocabulary Strategy:</b> Suffixes</p>	<p><i>color, early, instead, nothing, oh, thought</i></p>	<p><i>volume, senses, squeaky, nervous, distract</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Substitution/ Isolation/Blending</p> <p><b>Phonics/ Spelling Skill:</b> diphthongs <i>ou, ow</i></p> <p><b>Structural Analysis:</b> comparative inflectional endings <i>-er, -est</i></p> <p><b>Decodable Readers:</b> <i>Up and Down Sounds, Sounds Around Us</i></p>	<p><b>Expression</b></p>	<p><b>Writing Trait:</b> <b>Sentence Fluency:</b> Use Complete Sentences</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Now What's That Sound?</i></p> <p><b>Literature Anthology:</b> <i>Whistle for Willie</i></p> <p><b>Grammar Skill:</b> Using <i>a, an, and the</i></p> <p><b>Mechanics:</b> Capitalize/Underline Book Titles</p>	<p><b>Project:</b> What can we learn about the sounds we hear, specifically on the radio? Sound Effects Chart</p>



# Grade 1 • Unit 5 • Scope and Sequence

<b>Big Idea:</b> Figure It Out  <b>How can we make sense of the world around us?</b>	<b>Read Aloud</b>	<b>Reading/Writing Workshop</b> Comprehension	<b>Literature Anthology</b> Main Selection, Paired Selection	<b>Leveled Reader</b> Main Selection, Paired Selection  <small>A: Approaching Level</small> <small>O: On Level</small> <small>E: ELL</small> <small>B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>High-Frequency Words</b>	<b>Oral Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>	<b>Research</b>
<b>Week 5</b>  <b>Weekly Concept:</b> Build It!  <b>Essential Question:</b> How do things get built?  <b>Connect to Science:</b> Explore engineering solutions to everyday problems.	<b>Title:</b> "The Sheep, the Pig, and the Goose Who Set Up House"  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> Time for Kids: <i>The Joy of a Ship</i> <b>Lexile:</b> 560L <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Cause and Effect <b>Text Features:</b> Captions	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Cause and Effect <b>Main Selection Title:</b> <i>Time for Kids: Building Bridges</i> <b>Genre:</b> Nonfiction <b>Lexile:</b> 550L <b>Paired Selection Title:</b> "Small Joy" <b>Genre:</b> Nonfiction <b>Lexile:</b> 490L <b>Text Feature:</b> Captions	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Cause and Effect <b>Main Selections</b> <b>Genre:</b> Nonfiction <small>A: What Is a Yurt?</small> <small>O: What Is a Yurt?</small> <small>E: What Is a Yurt?</small> <small>B: What Is a Yurt?</small> <b>Paired Selections</b> <b>Genre:</b> Nonfiction <b>Titles:</b> <small>A: "Treehouses"</small> <small>O: "Treehouses"</small> <small>E: "Treehouses"</small> <small>B: "Treehouses"</small> <b>Lexile:</b> <small>A: 430L</small> <small>O: 440L</small> <small>E: 390L</small> <small>B: 620L</small>	<b>Literature Anthology:</b> Purpose	<b>Vocabulary Words:</b> <i>balance, section</i> <b>Additional Academic Vocabulary:</b> <i>materials, preposition, reasons</i> <b>Build Vocabulary:</b> <i>sturdy, arch, supported</i> <b>Vocabulary Strategy:</b> Inflectional Endings	<i>above</i> <i>build</i> <i>fall</i> <i>knew</i> <i>money</i> <i>toward</i>	<i>structure</i> <i>project</i> <i>contented</i> <i>intend</i> <i>marvelous</i>	<b>Phonemic Awareness:</b> Phoneme Blending/Segmentation/Categorization <b>Phonics/ Spelling Skill:</b> diphthongs <i>oi, oy</i> <b>Structural Analysis:</b> final stable syllables <b>Decodable Readers:</b> <i>Joy's Bird House;</i> <i>Beavers Make Noise</i>	<b>Intonation, Appropriate Phrasing</b>	<b>Writing Trait:</b> Organization: Topic <b>Write About the Text:</b> <i>Opinion</i> <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Time for Kids: The Joy of a Ship</i> <b>Literature Anthology:</b> <i>Time for Kids: Building Bridges</i> <b>Grammar Skill:</b> Prepositions/Prepositional Phrases <b>Mechanics:</b> Name Titles (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i> )	<b>Project:</b> How are things built? Make a Model <b>Unit Level: Research Skill:</b> Taking Notes <b>Unit Project:</b> Self-select and develop from weekly research projects.
<b>Week 6</b>  <b>Review and Assessment</b>												



# Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can!  How does teamwork help us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Taking Action</p> <p><b>Essential Question:</b> How can we work together to make our lives better?</p> <p><b>Connect to Social Studies:</b> Explore how people can change their world.</p>	<p><b>Title:</b> "The Cat's Bell"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Super Tools</i></p> <p><b>Lexile:</b> 430L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection Title:</b> <i>Click, Clack, Moo: Cows That Type</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Lexile:</b> 380L</p> <p><b>Paired Selection Title:</b> "March On!"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 510L</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selections Genre:</b> Fantasy</p> <p><b>A:</b> <i>Two Hungry Elephants</i></p> <p><b>O:</b> <i>What a Feast!</i></p> <p><b>E:</b> <i>What a Feast!</i></p> <p><b>B:</b> <i>Beware of the Lion!</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b></p> <p><b>A:</b> "Dogs Helping People"</p> <p><b>O:</b> "Helpers Bring Food"</p> <p><b>E:</b> "Helpers Bring Food"</p> <p><b>B:</b> "Pete Seeger"</p> <p><b>Lexile:</b></p> <p><b>A:</b> 290L</p> <p><b>O:</b> 500L</p> <p><b>E:</b> 350L</p> <p><b>B:</b> 480L</p>	<p><b>Literature Anthology:</b> Organization, Connection of Ideas, Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>demand, emergency</i></p> <p><b>Additional Domain Words:</b> <i>rights, protest, improve</i></p> <p><b>Additional Academic Vocabulary:</b> <i>collaborate, disagreement, reasonable, persuade</i></p> <p><b>Build Vocabulary:</b> <i>problem, background, run, furious, snoop</i></p> <p><b>Vocabulary Strategy:</b> Synonyms</p>	<p><i>answer, brought, busy, door, enough, eyes</i></p>	<p><i>fair, conflict, shift, risk, argument</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Identity/ Segmentation/ Substitution, Rhyme, Syllable Deletion</p> <p><b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: oo, u, u_e, ew, ue, ui, ou</p> <p><b>Structural Analysis:</b> suffixes -ful and -less</p> <p><b>Decodable Readers:</b> <i>Rooster and Goose; Choose a Room; The Flute Youth; Group Rules; Lewis and His New Suit; A Cruise Crew, Sue and Lucy; A True Team</i></p>	<p><b>Expression</b></p>	<p><b>Writing Trait:</b> Sentence Fluency: Varying Sentence Length</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Super Tools</i></p> <p><b>Literature Anthology:</b> <i>Click, Clack, Moo: Cows That Type</i></p> <p><b>Grammar Skill:</b> Pronouns <i>I, you, he, she, it, we, they</i></p> <p><b>Mechanics:</b> Capitalize <i>I</i></p>	<p><b>Project:</b> How can people work together to make things better?</p> <p>Make a Plan Proposal</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> My Team</p> <p><b>Essential Question:</b> Who helps you?</p> <p><b>Connect to Social Studies:</b> Explore different elements of fair play and good sportsmanship.</p>	<p><b>Title:</b> "Anansi's Sons"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>All Kinds of Helpers</i></p> <p><b>Lexile:</b> 530L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selection Title:</b> <i>Meet Rosina</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 420L</p> <p><b>Paired Selection Title:</b> "Abuelita's Lap"</p> <p><b>Genre:</b> Poetry</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selections Genre:</b> Nonfiction</p> <p><b>A:</b> <i>Helping Me, Helping You!</i></p> <p><b>O:</b> <i>Helping Me, Helping You!</i></p> <p><b>E:</b> <i>Helping Me, Helping You!</i></p> <p><b>B:</b> <i>Helping Me, Helping You!</i></p> <p><b>Paired Selections Genre:</b> Poetry</p> <p><b>Titles:</b></p> <p><b>A:</b> "Fire!"</p> <p><b>O:</b> "Fire!"</p> <p><b>E:</b> "Fire!"</p> <p><b>B:</b> "Fire!"</p> <p><b>Lexile:</b></p> <p><b>A:</b> 310L</p> <p><b>O:</b> 400L</p> <p><b>E:</b> 290L</p> <p><b>B:</b> 540L</p>	<p><b>Literature Anthology:</b> Purpose, Organization</p>	<p><b>Vocabulary Words:</b> <i>accept, often</i></p> <p><b>Additional Domain Words:</b> <i>poem</i></p> <p><b>Additional Academic Vocabulary:</b> <i>admire, possessive, pronoun, intonation</i></p> <p><b>Build Vocabulary:</b> <i>recess, librarian, trophy, coach, chop, roots</i></p> <p><b>Vocabulary Strategy:</b> Antonyms</p>	<p><i>brother, father, friend, love, mother, picture</i></p>	<p><i>inspire, respect, distance, swiftly, decision</i></p>	<p><b>Phonemic Awareness:</b> Phonem Categorization/ Reversal/Blending/ Segmentation/ Substitution</p> <p><b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: a, aw, au, augh, al</p> <p><b>Structural Analysis:</b> vowel-team syllables</p> <p><b>Decodable Readers:</b> <i>Thank You Authors; Not Too Small; My Baseball Coach; A Walk With Moose; Teacher Talk</i></p>	<p><b>Intonation</b></p>	<p><b>Writing Trait:</b> Voice: Use Your Own Voice</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>All Kinds of Helpers</i></p> <p><b>Literature Anthology:</b> <i>Meet Rosina</i></p> <p><b>Grammar Skill:</b> Possessive Pronouns</p> <p><b>Mechanics:</b> Capitalize Days, Months, and Holidays</p>	<p><b>Project:</b> What are the different parts of a newspaper?</p> <p>Make a Newspaper</p>



# Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can!  How does teamwork help us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Weather Together</p> <p><b>Essential Question:</b> How can weather affect us?</p> <p><b>Connect to Social Studies:</b> Explore how weather affects the way people live.</p>	<p><b>Title:</b> "Paul Bunyan and the Popcorn Blizzard"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Wrapped in Ice</i></p> <p><b>Lexile:</b> 320L</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Plot: Cause and Effect</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selection Title:</b> <i>Rain School</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Lexile:</b> 440L</p> <p><b>Paired Selection Title:</b> "Rainy Weather"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 470L</p> <p><b>Text Feature:</b> Headings</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selections Genre:</b> Realistic Fiction</p> <p>A: <i>Snow Day</i> O: <i>Heat Wave</i> E: <i>Heat Wave</i> B: <i>Rainy Day Fun</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "A Mountain of Snow" O: "Stay Safe When It's Hot" E: "Stay Safe When It's Hot" B: "Let's Stay Dry!"</p> <p><b>Lexiles</b> A: 390L O: 460L E: 370L B: 420L</p>	<p><b>Literature Anthology:</b> Prior Knowledge</p>	<p><b>Vocabulary Words:</b> <i>country</i> <i>gathers</i></p> <p><b>Additional Domain Words:</b> <i>storm</i> <i>damage</i> <i>predict</i></p> <p><b>Additional Academic Vocabulary:</b> <i>affect, tall tale, snowdrift, figure of speech</i></p> <p><b>Build Vocabulary:</b> <i>leading the way, notebook, lesson, brick, stool, blackboard, stroke, excellent, rumped, slump</i></p> <p><b>Vocabulary Strategy:</b> Similes</p>	<p><i>been</i> <i>children</i> <i>month</i> <i>question</i> <i>their</i> <i>year</i></p>	<p><i>predict</i> <i>cycle</i> <i>creative</i> <i>frigid</i> <i>scorching</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Segmentation/ Substitution</p> <p><b>Phonics/ Spelling Skill:</b> silent letters <i>wr, kn, gn</i></p> <p><b>Structural Analysis:</b> compound words</p> <p><b>Decodable Readers:</b> <i>Miss Wright's Job; A Lighthouse Stops Wrecks; Know About Snowstorms; The Rusty Knight</i></p>	<p><b>Intonation</b></p>	<p><b>Writing Trait:</b> Ideas: Main Idea</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Wrapped in Ice</i></p> <p><b>Literature Anthology:</b> <i>Rain School</i></p> <p><b>Grammar Skill:</b> Special Pronouns (<i>anyone, everyone, anything, everything, nothing</i>)</p> <p><b>Mechanics:</b> Commas in Dates and Letters</p>	<p><b>Weekly:</b> What can we learn about tornadoes? Make a Mini Tornado</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Sharing Traditions</p> <p><b>Essential Question:</b> What traditions do you know about?</p> <p><b>Connect to Social Studies:</b> Explore how people of different backgrounds are all part of the same world.</p>	<p><b>Title:</b> "Let's Dance"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>A Spring Birthday</i></p> <p><b>Lexile:</b> 380L</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection Title:</b> <i>Lissy's Friends</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Lexile:</b> 460L</p> <p><b>Paired Selection Title:</b> "Making Paper Shapes"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 510L</p> <p><b>Text Feature:</b> Directions</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selections Genre:</b> Realistic Fiction</p> <p>A: <i>The Quilt</i> O: <i>Latkes for Sam</i> E: <i>Latkes for Sam</i> B: <i>Patty Jumps!</i></p> <p><b>Paired Selections Genre:</b> How-to</p> <p><b>Titles:</b> A: "Making a Quilt Square" O: "What Is a Taco?" E: "What Is a Taco?" B: "How to Play Four Square"</p> <p><b>Lexile:</b> A: 380L O: 410L E: 290L B: 440L</p>	<p><b>Literature Anthology:</b> Genre, Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>difficult</i> <i>nobody</i></p> <p><b>Additional Domain Words:</b> <i>origami</i> <i>decorations</i> <i>holiday</i></p> <p><b>Additional Academic Vocabulary:</b> <i>celebrate, greeting, signature</i></p> <p><b>Build Vocabulary:</b> <i>fluttered, secret, pocket, difficult, nodded</i></p> <p><b>Vocabulary Strategy:</b> Compound Words</p>	<p><i>before,</i> <i>front</i> <i>heard</i> <i>push</i> <i>tomorrow</i> <i>your</i></p>	<p><i>tradition</i> <i>effort</i> <i>ancient</i> <i>movement</i> <i>drama</i></p>	<p><b>Phonemic Awareness:</b> Syllable Addition, Phoneme Segmentation/ Blending/ Substitution</p> <p><b>Phonics/ Spelling Skill:</b> three-letter blends <i>scr, spl, spr, str, thr, shr</i></p> <p><b>Structural Analysis:</b> inflectional endings <i>-ed, -ing</i></p> <p><b>Decodable Readers:</b> <i>Three Shrimp; A Thrilling Dance</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Sentence Fluency: Varying Sentence Types</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>A Spring Birthday</i></p> <p><b>Literature Anthology:</b> <i>Lissy's Friends</i></p> <p><b>Grammar Skill:</b> <i>I and Me</i></p> <p><b>Mechanics:</b> Commas in Dates and Letters</p>	<p><b>Weekly:</b> Why are traditions important? Make a Poster</p>



# Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can!  How does teamwork help us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Celebrate America!</p> <p><b>Essential Question:</b> Why do we celebrate holidays?</p> <p><b>Connect to Social Studies:</b> Explore the significance of holidays.</p>	<p><b>Title:</b> "Celebrate the Flag"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Time for Kids: Share the Harvest and Give Thanks</i></p> <p><b>Lexile:</b> 680L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selection Title:</b> <i>Time for Kids: Happy Birthday, U.S.A.!</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 580L</p> <p><b>Paired Selection Title:</b> "A Young Nation Grows"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 390L</p> <p><b>Text Feature:</b> Map</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selections Genre:</b> Nonfiction</p> <p>A: <i>It's Labor Day!</i> O: <i>It's Labor Day!</i> E: <i>It's Labor Day!</i> B: <i>It's Labor Day!</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "Four Voyages" O: "Four Voyages" E: "Four Voyages" B: "Four Voyages"</p> <p><b>Lexile:</b> A: 440L O: 620L E: 360L B: 660L</p>	<p><b>Literature Anthology:</b> Purpose, Organization</p>	<p><b>Vocabulary Words:</b> <i>nation</i> <i>unite</i></p> <p><b>Additional Academic Vocabulary:</b> <i>justice,</i> <i>adverb,</i> <i>phrasing</i></p> <p><b>Build Vocabulary:</b> <i>roar, split, dared</i></p> <p><b>Vocabulary Strategy:</b> Metaphors</p>	<p><i>favorite</i> <i>few</i> <i>gone</i> <i>surprise</i> <i>wonder</i> <i>young</i></p>	<p><i>pride</i> <i>display</i> <i>design</i> <i>purpose</i> <i>represent</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Reversal/ Blending/ Deletion/ Addition, Syllable Deletion/Addition</p> <p><b>Phonics/ Spelling Skill:</b> <i>r</i>-controlled vowels <i>air,</i> <i>are, ear</i></p> <p><b>Structural Analysis:</b> <i>r</i>-controlled vowel syllables</p> <p><b>Decodable Readers:</b> <i>A Pair at the Fair;</i> <i>Lights in the Air;</i> <i>The Bears Prepare a Feast;</i> <i>Leader's Care</i></p>	<p><b>Appropriate Phrasing</b></p>	<p><b>Writing Trait: Voice:</b> Author's Voice</p> <p><b>Write About Text:</b> Opinion</p> <p><b>Write to Sources: Reading/ Writing Workshop:</b> <i>Time for Kids: Share the Harvest and Give Thanks</i></p> <p><b>Literature Anthology:</b> <i>Time for Kids: Happy Birthday U.S.A.!</i></p> <p><b>Grammar Skill:</b> Adverbs That Tell How</p> <p><b>Mechanics:</b> Name Titles (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p>	<p><b>Weekly:</b> What can we learn about national holidays in other countries? Make a Japanese Children's Day Flag</p> <p><b>Unit Level: Research Skill:</b> Using Key Words</p> <p><b>Unit Project:</b> Self-select and develop from weekly research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>	➔											