

GRADE 1 UNIT SCOPE AND SEQUENCES

Unit 1: The Classroom Community (Fiction, Nonfiction, and Poetry)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>This Is the Way We Go to School: A Book About Children Around the World</i> “New Friends”	Comprehension Fluency Concepts of print Phonological awareness High-frequency word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story and a poem ▪ Make text-to-self connections ▪ Read and sort names ▪ Identify rhyming words ▪ Review high-frequency words: <i>he, she, can't, isn't, get, to, no, yes, down, go, my</i> 	
Vocabulary	(Begins in Week 3)		
Independent Work: Setting the Foundation	Procedures Work habits	<ul style="list-style-type: none"> ▪ Learn the purposes of independent work ▪ Learn the purposes and procedures for independent reading and word work ▪ Build stamina for reading and working independently ▪ Develop independent work habits 	Class Assessment
Handwriting	(Begins in Week 3)		
Social Development in Whole-Class Instruction	Classroom community Caring environment Listening and speaking skills	<ul style="list-style-type: none"> ▪ Learn and practice classroom procedures ▪ Work responsibly ▪ Listen carefully ▪ Share thinking 	
Week 2			
Whole-Class Reading Texts: <i>Alma and How She Got Her Name</i> “Willaby Wallaby Woo”	Comprehension Fluency Concepts of print Phonological awareness High-frequency word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Make text-to-self connections ▪ Learn, sing, and chorally read a song ▪ Read and sort names ▪ Learn and play a rhyming name game ▪ Review high-frequency words: <i>where, by, here, saw, they, little, was, put, what, do, like</i> 	Class Assessment

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Unit 1: The Classroom Community (Fiction, Nonfiction, and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary	(Begins in Week 3)		
Independent Work: Setting the Foundation	Procedures Work habits	<ul style="list-style-type: none"> ▪ Choose books for toolboxes ▪ Learn the purposes of and procedures for independent writing ▪ Discuss writing ideas ▪ Build stamina for working independently ▪ Develop independent work habits 	Class Assessment
Handwriting	(Begins in Week 3)		
Social Development in Whole-Class Instruction	Classroom community Caring environment	<ul style="list-style-type: none"> ▪ Learn and practice “Turn to Your Partner” ▪ Participate and work responsibly 	
Week 3			
Whole-Class Reading Texts: <i>Flower Garden</i> <i>Places in My Neighborhood</i>	Comprehension Fluency Concepts of print Phonological awareness High-frequency word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story and a nonfiction book ▪ Make text-to-self connections ▪ Explore point of view ▪ Echo read and chorally read part of a story ▪ Count words in a line and rebuild a line from the story ▪ Review high-frequency words: <i>have, home, of, said, her, his, come, out, some, say, says, so</i> 	Class Assessment Small-Group Placement Assessment (begin administering)
Vocabulary Texts: <i>Flower Garden</i>	Word knowledge	<ul style="list-style-type: none"> ▪ Learn and use the words <i>pedestrian, passenger, eager, and assortment</i> 	
Independent Work: Setting the Foundation	Procedures Work habits	<ul style="list-style-type: none"> ▪ Learn procedures for reading and exchanging books ▪ Discuss and choose writing ideas ▪ Write to share information ▪ Explore new word work materials ▪ Build stamina for working independently ▪ Review work habits 	Class Assessment

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Unit 1: The Classroom Community (Fiction, Nonfiction, and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Handwriting Texts: “The Train Is Coming” “Where Is Thumbkin?”	Preparation for letter formation	<ul style="list-style-type: none"> Participate in hand-strengthening activities 	
Social Development in Whole-Class Instruction	Classroom community Caring environment Listening and speaking skills	<ul style="list-style-type: none"> Listen carefully and respectfully Share thinking Work responsibly 	
Week 4			
Whole-Class Reading Texts: <i>It’s Mine!</i> <i>Seven Blind Mice</i>	Comprehension Fluency Concepts of print Phonological awareness High-frequency word recognition	<ul style="list-style-type: none"> Listen to and discuss fables Discuss the messages of the fables Echo and chorally read a part of a fable Rebuild part of the fable Review high-frequency words 	Class Assessment Small-Group Placement Assessment (continue administering)
Vocabulary Texts: <i>It’s Mine!</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> Learn and use the words <i>quarrel</i>, <i>rumble</i>, <i>tremble</i>, and <i>peaceful</i> Discuss synonyms 	Class Assessment
Independent Work: Setting the Foundation	Procedures Work habits	<ul style="list-style-type: none"> Learn and practice procedures for working in and rotating through the three work areas Build stamina for working independently Develop independent work habits 	Class Assessment
Handwriting	Preparation for letter formation	<ul style="list-style-type: none"> Review hand-strengthening activities Practice gross-motor movements and good posture 	
Social Development in Whole-Class Instruction	Classroom community Caring environment Listening and speaking skills	<ul style="list-style-type: none"> Take responsibility for learning and behavior Listen carefully and respectfully 	

Unit 2: Focus on Making Connections (Fiction and Poetry)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>Matthew and Tilly</i> "Make New Friends"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Make text-to-self connections ▪ Discuss characters' feelings and the story's message ▪ Sing and chorally read a song and discuss its message ▪ Identify rhyming words ▪ Rebuild the lines of the song ▪ Learn procedures for IDR and read independently 	
Vocabulary Texts: <i>Matthew and Tilly</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>accuse</i>, <i>crabby</i>, <i>stomp</i>, and <i>wonder</i> ▪ Discuss the suffix <i>-er</i> ▪ Review synonyms ▪ Discuss shades of meaning 	Class Assessment
Handwriting Texts: "The Train Is Coming" "Where Is Thumbkin?"	Preparation for letter formation	<ul style="list-style-type: none"> ▪ Review hand-strengthening activities ▪ Learn and practice the pincer and pencil grips 	
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Take turns talking and listening ▪ Listen carefully and respectfully ▪ Participate responsibly 	
Week 2			
Whole-Class Reading Texts: <i>McDuff and the Baby</i> <i>Over in the Meadow: A Counting Rhyme</i>	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss stories ▪ Make text-to-self connections ▪ Draw and write about text-to-self connections ▪ Chorally read a story ▪ Act out parts of the story ▪ Identify rhyming words ▪ Read independently 	Class Assessment IDR Conference

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Unit 2: Focus on Making Connections (Fiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>McDuff and the Baby</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>arrive</i>, <i>admire</i>, <i>squint</i>, and <i>indulge</i> ▪ Review synonyms ▪ Review the suffix <i>-er</i> ▪ Discuss the inflectional ending <i>-ing</i> 	Class Assessment
Handwriting Texts: “The Train Is Coming” “Where Is Thumbkin?”	Preparation for letter formation	<ul style="list-style-type: none"> ▪ Review hand-strengthening activities ▪ Practice pincer and pencil grips ▪ Explore wipe-off boards 	Class Assessment
Social Development in Whole-Class Instruction	Caring environment Listening and speaking skills	<ul style="list-style-type: none"> ▪ Listen respectfully ▪ Participate responsibly ▪ Respond in caring ways 	
Week 3			
Whole-Class Reading Texts: <i>Chrysanthemum</i> “Bippity Boppity Bumblebee” “Kitty Caught a Caterpillar”	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Make text-to-self connections ▪ Discuss the story’s message ▪ Listen to and chorally read a poem ▪ Clap on and count syllables to help hear and identify units of sound ▪ Sort name cards by number of syllables ▪ Read independently 	Class Assessment IDR Conference Student Progress Assessment Social Skills Assessment
Vocabulary Texts: <i>Chrysanthemum</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>miserable</i>, <i>possession</i>, <i>humorous</i>, and <i>beam</i> ▪ Review shades of meaning and synonyms ▪ Discuss words with multiple meanings 	Class Assessment Student Progress Assessment
Handwriting	Preparation for letter formation	<ul style="list-style-type: none"> ▪ Review pencil grip ▪ Trace lines and circles ▪ Solve mazes 	
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Listen respectfully ▪ Take turns talking and listening ▪ Participate responsibly 	

Unit 3: Focus on Retelling (Fiction)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>The Stray Dog</i> "My Dog's First Poem"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Explore the story's illustrations ▪ Retell the story ▪ Echo read, chorally read, and discuss a poem ▪ Explore point of view ▪ Identify and discuss rhyming words and replace missing words from the poem ▪ Learn a procedure for and practice choosing "just-right" books ▪ Read independently 	
Vocabulary Texts: <i>The Stray Dog</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>revisit</i>, <i>ecstatic</i>, <i>pursue</i>, and <i>convince</i> ▪ Discuss the prefix <i>re-</i> ▪ Review shades of meaning 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>c</i>, <i>o</i>, and <i>s</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Handle and share materials responsibly ▪ Listen respectfully ▪ Speak clearly ▪ Participate responsibly 	
Week 2			
Whole-Class Reading Texts: <i>An Extraordinary Egg</i> Review Books	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss fiction ▪ Retell the story ▪ Draw and write about part of the story ▪ Echo read, chorally read, and discuss two familiar stories ▪ Clap on and count syllables and identify the pattern in the story ▪ Learn the purpose of and procedure for conferring about books ▪ Read independently and retell 	Class Assessment IDR Conference

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Unit 3: Focus on Retelling (Fiction) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>An Extraordinary Egg</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>ordinary, extraordinary, accurate, and inaccurate</i> ▪ Discuss antonyms ▪ Review the prefix <i>in-</i> 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>l, t, and i</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Speak clearly ▪ Work and participate responsibly 	
Week 3			
Whole-Class Reading Texts: <i>Fritz and the Beautiful Horses</i> Review Poems	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Make text-to-self connections ▪ Retell the story and draw and write about the story events ▪ Sequence story events and use sequence words to retell events ▪ Chorally read and echo read familiar poems in poetry readers ▪ Discuss alliteration ▪ Read independently and retell 	Class Assessment IDR Conference Student Progress Assessment
Vocabulary Texts: <i>Fritz and the Beautiful Horses</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>splendid, glossy, stumble, and dependable</i> ▪ Discuss the suffix <i>-y</i> ▪ Review the inflectional ending <i>-ing</i> 	Class Assessment Student Progress Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Review and practice forming the lowercase letters <i>c, o, s, l, t, and i</i> 	Student Progress Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Share partners' thinking ▪ Speak clearly ▪ Work responsibly in pairs ▪ Participate responsibly 	

Unit 4: Focus on Visualizing (Poetry and Fiction)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: "School Bus" and "Sliding Board" from <i>Did You See What I Saw?</i> <i>Poems About School</i>	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and visualize a poem ▪ Identify sensory details and draw mental images ▪ Echo read and chorally read a poem ▪ Learn a procedure for and practice self-monitoring ▪ Read independently and self-monitor 	
Vocabulary Texts: "School Bus" and "Sliding Board" from <i>Did You See What I Saw?</i> <i>Poems About School</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>glide</i>, <i>thrilling</i>, <i>commute</i>, and <i>stuffed</i> ▪ Review the suffix <i>-er</i> 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>u</i>, <i>v</i>, and <i>w</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Learn and use the procedure for "Think, Pair, Share" ▪ Work and participate responsibly 	
Week 2			
Whole-Class Reading Texts: <i>Sheep Out to Eat</i> "Hippopotamus Stew"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to, discuss, and visualize a story ▪ Echo read and chorally read a poem ▪ Read independently and self-monitor and visualize ▪ Identify words that support visualizations 	Class Assessment IDR Conference
Vocabulary Texts: <i>Sheep Out to Eat</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>appetite</i>, <i>chomp</i>, <i>commotion</i>, and <i>pout</i> ▪ Discuss the inflectional ending <i>-s</i> 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>a</i>, <i>d</i>, and <i>g</i> 	Class Assessment

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Unit 4: Focus on Visualizing (Poetry and Fiction) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> Listen carefully Share partners' thinking Work and participate responsibly 	
Week 3			
Whole-Class Reading Texts: <i>When Winter Comes</i> "In a Winter Meadow"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> Listen to, visualize, and discuss a poem and a book Identify sensory details Draw, write about, and share mental images Describe and write about an object using sensory details Chorally read and echo read a book Identify and discuss the pattern in the book Discuss figurative language Read independently and visualize 	Class Assessment IDR Conference
Vocabulary Texts: <i>When Winter Comes</i> "In a Winter Meadow"	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> Learn and use the words <i>scurry</i>, <i>dart</i>, <i>wilt</i>, and <i>wonder</i> Discuss the inflectional ending <i>-ed</i> 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> Review and practice forming the lowercase letters <i>u</i>, <i>v</i>, <i>w</i>, <i>a</i>, <i>d</i>, and <i>g</i> 	
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> Listen carefully Work and participate responsibly 	
Week 4			
Whole-Class Reading Texts: <i>The Snowy Day</i> "Listen"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> Listen to, visualize, and discuss a story and a poem Draw, write about, and share mental images Echo read and chorally read a poem Discuss onomatopoeia Read independently and visualize 	Class Assessment IDR Conference Student Progress Assessment

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Unit 4: Focus on Visualizing (Poetry and Fiction) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>The Snowy Day</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>frigid</i>, <i>heaping</i>, <i>firm</i>, and <i>adventure</i> ▪ Review shades of meaning ▪ Review the suffix <i>-er</i> 	Class Assessment Student Progress Assessment
Handwriting	Punctuation formation	<ul style="list-style-type: none"> ▪ Learn to form ending punctuation (? and !) ▪ Practice writing sentences with ending punctuation (? and !) 	Class Assessment Student Progress Assessment
Social Development in Whole-Class Instruction	Caring environment Listening and speaking skills	<ul style="list-style-type: none"> ▪ Act in caring ways ▪ Listen carefully ▪ Share partners' thinking ▪ Work and participate responsibly 	

Unit 5: Focus on Wondering (Fiction and Nonfiction)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>The Frog Who Wanted to See the Sea</i> <i>One Duck Stuck</i>	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Wonder and make predictions ▪ Refer to the text to support thinking ▪ Identify and discuss the pattern in a story ▪ Chorally read with attention to punctuation ▪ Read independently and self-monitor and retell 	IDR Conference
Vocabulary Texts: <i>The Frog Who Wanted to See the Sea</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>zip</i>, <i>vanish</i>, <i>unseen</i>, and <i>terrified</i> ▪ Review words with multiple meanings ▪ Review the inflectional endings <i>-s</i> and <i>-es</i> ▪ Discuss the prefix <i>un-</i> ▪ Review antonyms ▪ Use context to determine word meanings 	Class Assessment

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Unit 5: Focus on Wondering (Fiction and Nonfiction) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> Learn and practice forming the lowercase letters <i>e</i>, <i>f</i>, and <i>q</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> Share and explain thinking Share partners' thinking Work and participate responsibly 	
Week 2			
Whole-Class Reading Texts: <i>The Story of Jumping Mouse</i> "Mice"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> Listen to, discuss, and wonder about parts of a legend Refer to the text to support thinking Write about what is wondered Listen to, visualize, and discuss a poem Echo read and chorally read the poem Read independently, wonder, and visualize 	Class Assessment IDR Conference
Vocabulary Texts: <i>The Story of Jumping Mouse</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> Learn and use the words <i>exhausted</i>, <i>great</i>, <i>generous</i>, and <i>reappear</i> Review using context to determine word meanings Review words with multiple meanings Review the prefix <i>re-</i> 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> Learn and practice forming the lowercase letters <i>r</i>, <i>n</i>, and <i>m</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> Share and explain thinking Participate responsibly 	

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Unit 5: Focus on Wondering (Fiction and Nonfiction) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 3			
Whole-Class Reading Texts: <i>Biblioburro: A True Story from Columbia</i> “When You Can Read”	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to, discuss, and wonder about nonfiction text ▪ Refer to the text to support thinking ▪ Listen to and discuss a poem ▪ Echo read and chorally read the poem ▪ Identify rhyming words and discuss repetition in the poem ▪ Read independently and wonder 	Class Assessment IDR Conference
Vocabulary Texts: <i>Biblioburro: A True Story from Columbia</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>remote</i>, <i>enrich</i>, <i>inconvenient</i>, and <i>convenient</i> ▪ Review the inflectional ending <i>-es</i> ▪ Review the prefix <i>in-</i> ▪ Review antonyms 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Write words and sentences 	
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Share and explain thinking ▪ Participate responsibly 	
Week 4			
Whole-Class Reading Texts: <i>Emmanuel’s Dream: The True Story of Emmanuel Ofosu Yeboah</i> <i>No Two Alike</i>	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a nonfiction text ▪ Wonder and write about a text and refer to the text to support thinking ▪ Discuss a common theme across texts ▪ Draw and write about connections ▪ Echo read and chorally read a story and explore the story’s illustration ▪ Discuss typography and use punctuation ▪ Read independently and wonder 	Class Assessment IDR Conference Student Progress Assessment

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Unit 5: Focus on Wondering (Fiction and Nonfiction) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>Emmanuel's Dream: The True story of Emmanuel Ofose Yeboah</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>lunge, earn, train, and persuade</i> ▪ Review using context to determine word meanings ▪ Review multiple meaning words ▪ Review synonyms ▪ Review the inflectional ending <i>-ed</i> 	Class Assessment Student Progress Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>h, b, and p</i> 	Class Assessment Student Progress Assessment
Social Development in Whole-Class Instruction	Caring environment Listening and speaking skills	<ul style="list-style-type: none"> ▪ Listen respectfully and respond in caring ways ▪ Share and explain thinking ▪ Share partners' thinking ▪ Participate responsibly 	

Unit 6: Focus on Making Connections (Nonfiction and Fiction)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>Doctors Help</i> Review Books	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a nonfiction book ▪ Discuss information learned ▪ Make and write about text-to-self connections ▪ Echo read and chorally read with attention to punctuation ▪ Explore a story's illustrations ▪ Read independently, self-monitor, and make connections 	IDR Conference

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Unit 6: Focus on Making Connections (Nonfiction and Fiction) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>Doctors Help</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>healthy, unhealthy, patient, and prevent</i> ▪ Review the suffix <i>-y</i> ▪ Review the prefix <i>un-</i> ▪ Review using context to determine word meanings ▪ Review words with multiple meanings ▪ Review the inflectional ending <i>-s</i> 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>j</i> and <i>y</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Caring environment	<ul style="list-style-type: none"> ▪ Act in caring ways ▪ Share partners' thinking ▪ Participate responsibly 	
Week 2			
Whole-Class Reading Texts: <i>A Day in the Life of a Garbage Collector</i> "Trash Collectors" from <i>People Who Help: A Kid's Guide to Community Heroes</i> Poetry Review	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss nonfiction texts ▪ Discuss information learned ▪ Compare and contrast two nonfiction texts and write about the topic ▪ Revisit a familiar poem and discuss beat ▪ Echo read and chorally read familiar poems ▪ Read independently and make connections 	Class Assessment IDR Conference
Vocabulary Texts: <i>A Day in the Life of a Garbage Collector</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>collect, inspect, dump, and landfill</i> ▪ Discuss the suffix <i>-or</i> ▪ Review the inflectional ending <i>-s</i> 	Class Assessment

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Unit 6: Focus on Making Connections (Nonfiction and Fiction) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> Learn and practice forming the lowercase letters <i>x</i>, <i>z</i>, and <i>k</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Caring environment	<ul style="list-style-type: none"> Act in caring ways Participate in partner work and class discussion Work and participate responsibly 	
Week 3			
Whole-Class Reading	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> Listen to and discuss a nonfiction book and a poem Discuss information learned Make, write about, and share text-to-self and text-to-world connections Echo read and chorally read the poem Discuss personification Discuss and identify contractions Read independently and make connections 	Class Assessment IDR Conference Student Progress Assessment Social Skills Assessment
Texts: <i>Construction Workers Help</i> “Bulldozer”			
Vocabulary	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> Learn and use the words <i>construct</i>, <i>architect</i>, <i>excavate</i>, and <i>operate</i> Review synonyms Review the suffix <i>-or</i> 	Class Assessment Student Progress Assessment
Texts: <i>Construction Workers Help</i>			
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> Write words and sentences 	Student Progress Assessment
Social Development in Whole-Class Instruction	Caring environment Listening and speaking skills	<ul style="list-style-type: none"> Participate responsibly and reflect on partner work Act in caring ways Participate responsibly 	

Unit 7: Focus on Wondering (Nonfiction and Poetry)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>Bugs for Lunch</i> <i>A House Spider's Life</i>	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss nonfiction books ▪ Wonder about the topics of nonfiction books ▪ Identify and discuss information learned from the text and illustrations ▪ Echo read and chorally read a book ▪ Read independently and self-monitor 	IDR Conference
Vocabulary Texts: <i>Bugs for Lunch</i> <i>A House Spider's Life</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>multiple</i>, <i>risky</i>, <i>locate</i>, and <i>munch</i> ▪ Review antonyms ▪ Review the inflectional ending <i>-es</i> ▪ Review shades of meaning 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Share and explain thinking ▪ Share partners' thinking ▪ Work and participate responsibly 	
Week 2			
Whole-Class Reading Texts: <i>A Butterfly's Life Cycle</i> "From Egg to Butterfly" video "Caterpillars"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to, discuss, and wonder about a nonfiction book and watch and discuss a video ▪ Wonder about the topics of nonfiction texts and discuss information learned ▪ Listen to and discuss a poem and make text-to-text connections ▪ Echo read, chorally read, and rebuild the poem ▪ Read independently, wonder, and learn 	Class Assessment IDR Conference

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Unit 7: Focus on Wondering (Nonfiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>A Butterfly's Life Cycle</i>	Word knowledge	<ul style="list-style-type: none"> Learn and use the words <i>cycle, hover, migrate, and journey</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> Contribute different ideas Work and participate responsibly 	
Week 3			
Whole-Class Reading Texts: <i>An Elephant Grows Up</i> <i>A Pig Is Big</i>	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> Listen to, discuss, and wonder about a nonfiction book Identify, discuss, and write about information learned Chorally read parts of a book Discuss patterns and contractions in the book Read independently, wonder, and learn 	Class Assessment IDR Conferences
Vocabulary Texts: <i>An Elephant Grows Up</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> Learn and use the words <i>popular, gather, vegetation, and remain</i> Review the inflectional endings <i>-ing</i> and <i>-s</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> Contribute different ideas Repeat what classmates say Work and participate responsibly 	
Week 4			
Whole-Class Reading Texts: <i>A Turtle's Life Cycle</i> "The Little Turtle"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> Listen to, discuss, and wonder about nonfiction books Discuss information learned about animal change Draw and write about animal change Echo read and chorally read a poem and learn the hand motions for the poem Read independently, wonder, and learn 	Class Assessment IDR Conference Student Progress Assessment

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Unit 7: Focus on Wondering (Nonfiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>A Turtle’s Life Cycle</i> “The Little Turtle”	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>inactive</i>, <i>hibernate</i>, <i>restart</i>, and <i>snap</i> ▪ Review the prefixes <i>in-</i> and <i>re-</i> ▪ Review the inflectional ending <i>-ed</i> ▪ Review words with multiple meanings 	Class Assessment Student Progress Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Contribute different ideas ▪ Work and participate responsibly 	

Unit 8: Focus on Using Text Features (Nonfiction, Fiction, and Poetry)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>Seeds</i> <i>Up, Down, and Around</i>	Comprehension Fluency Concepts of print Phonological awareness Word analysis and recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a nonfiction book ▪ Use text features and discuss information learned from the books ▪ Echo read and chorally read a book ▪ Sort words into categories ▪ Read independently and self-monitor, use text features, and discuss information learned 	IDR Conference
Vocabulary Texts: <i>Seeds</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>source</i>, <i>develop</i>, <i>scatter</i>, and <i>flourish</i> ▪ Review words with multiple meanings ▪ Review the inflectional ending <i>-ing</i> 	Class Assessment

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Unit 8: Focus on Using Text Features (Nonfiction, Fiction, and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> Share thinking Speak clearly Work and participate responsibly 	
Week 2			
Whole-Class Reading Texts: <i>Throw Your Tooth on the Roof</i> “My Loose Tooth”	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> Listen to, visualize, and discuss a nonfiction book Make connections between ideas in a book Use and write about text features Listen to, visualize, and discuss a poem Echo read and chorally read a poem and discuss rhyme and repetition Read independently, visualize, and use text features 	Class Assessment IDR Conference
Vocabulary Texts: <i>Throw Your Tooth on the Roof</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> Learn and use the words <i>replace</i>, <i>gleam</i>, <i>favor</i>, and <i>interview</i> Review synonyms 	Class Assessment
Social Development in Whole-Class Instruction	Taking responsibility for learning and behavior	<ul style="list-style-type: none"> Listen carefully and respectfully Work and participate responsibly 	
Week 3			
Whole-Class Reading Texts: <i>An Elephant Grows Up</i> <i>The Napping House</i>	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> Listen to and discuss a nonfiction book again Write about information learned from a text feature Listen to, discuss, and make predictions about a story Retell and chorally read the story Read independently and use comprehension strategies 	Class Assessment IDR Conference

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Unit 8: Focus on Using Text Features (Nonfiction, Fiction, and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>An Elephant Grows Up</i> <i>The Napping House</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>essential</i>, <i>inessential</i>, <i>stage</i>, and <i>restless</i> ▪ Review the prefix <i>in-</i> 	Class Assessment
Social Development in Whole-Class Instruction	Taking responsibility for learning and behavior	<ul style="list-style-type: none"> ▪ Contribute different ideas ▪ Work and participate responsibly 	
Week 4			
Whole-Class Reading Texts: Teacher-Selected Website Review Books	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Follow a research plan ▪ Generate a question about a familiar topic ▪ Explore a website and use and discuss text features ▪ Discuss, write, and draw pictures of information learned from online research ▪ Revisit and chorally read familiar books and discuss favorites ▪ Read independently and use comprehension strategies 	Class Assessment IDR Conference
Vocabulary	Word knowledge	<ul style="list-style-type: none"> ▪ Learn and use the words <i>knowledge</i>, <i>research</i>, <i>credible</i>, and <i>compare</i> 	Class Assessment
Social Development in Whole-Class Instruction	Taking responsibility for learning and behavior	<ul style="list-style-type: none"> ▪ Work responsibly in pairs ▪ Participate in pairs 	

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Unit 8: Focus on Using Text Features (Nonfiction, Fiction, and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 5			
Whole-Class Reading Texts: <i>Julius</i> Review Poems	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Discuss the story's message and make text-to-self connections ▪ Discuss favorite kinds of books and write and share plans for summer reading ▪ Revisit and read familiar poems and discuss favorites ▪ Reflect on contributions to the classroom community ▪ Discuss, draw, and write about the classroom community ▪ Read independently and revisit reading lives 	Class Assessment IDR Conference Student Progress Assessment Social Skills Assessment
Vocabulary Texts: <i>Julius</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>slurp</i>, <i>odd</i>, <i>untidy</i>, and <i>tidy</i> ▪ Review synonyms and antonyms ▪ Review the prefix <i>un-</i> 	Class Assessment Student Progress Assessment
Social Development in Whole-Class Instruction	Classroom community Taking responsibility for learning and behavior Listening and speaking skills	<ul style="list-style-type: none"> ▪ Reflect on behavior ▪ Work responsibly in pairs ▪ Listen carefully ▪ Share partners' thinking ▪ Participate responsibly 	