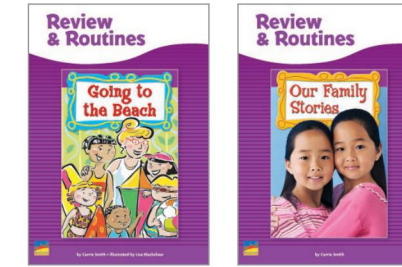


# Grade 1 • Foundations and Routines

Specifically written by teachers for teachers to help:

- Review foundational skills
- Prepare students for the routines of an effective literacy classroom
- Build a community of learners
- Foster independent thinking and reading

## Unit Readings



Day	Establishing Routines	Phonological Awareness	Read-Aloud	Phonics	Shared Writing & Concepts About Print	Independent Reading
1	Smooth Transitions Good Listening Habits	Recognize and Produce Rhyme	Read the Big Book: <i>Going to the Beach</i>	Spelling-Sound Correspondences: m /m/	Informative Writing	Model Taking Care of Books
2	Smooth Transitions Community of Readers Constructive Conversation	Phoneme Isolation	Read the Big Book: <i>Going to the Beach</i> Identify Short Vowel Sounds	Spelling-Sound Correspondences: a /a/ Blend Words	Informative Writing	Model Reading to Self and Using the Classroom Library
3	Smooth Transitions Literacy Workstation Constructive Conversation	Onset and Rime Blending and Segmentation	Read the Big Book: <i>Going to the Beach</i> Identify Short Vowels	Spelling-Sound Correspondences: s /s/ Blend Words	Informative Writing	Model Reading to Self and Using the Classroom Library
4	Smooth Transitions Establishing Student Roles Constructive Conversation	Phoneme Isolation	Read the Big Book: <i>Going to the Beach</i>	Spelling-Sound Correspondences: t /t/ Blend Words	Informative Writing	Model Reading to Self and Using the Classroom Library
5	Smooth Transitions Whole-Group Instruction: Roles Constructive Conversation	Phoneme Blending	Read the Big Book: <i>Going to the Beach</i>	Spelling-Sound Correspondences: n /n/ Blend Words	Informative Writing	Model Using the Writing Workstation
6	Smooth Transitions Teacher and Student Roles Constructive Conversation	Distinguish Syllables in Spoken Words	Read the Big Book: "At the Seaside"	Spelling-Sound Correspondences: i /i/ Blend Words	Informative Writing	Using the Writing Workstation, Reading to Self
7	Smooth Transitions Teacher and Student Roles Read Aloud	Phoneme Blending	Read the Big Book: "At the Seaside"	Spelling-Sound Correspondences: f /f/ Blend Words	Informative Writing	Using the Writing Workstation, Reading to Self
8	Smooth Transitions Teacher and Student Roles Turn and Talk	Phoneme Categorization	Read the Big Book: "At the Seaside"	Spelling-Sound Correspondences: p /p/ Blend Words	Informative Writing	Using the Writing Workstation, Reading to Self
9	Fiction and Nonfiction Texts Listening Workstation Turn and Talk	Phoneme Segmentation	Read the Big Book: "At the Seaside"	Spelling-Sound Correspondences: o /o/ Blend Words	Opinion Writing	Workstation Rotation
10	Fiction and Nonfiction Texts Listening Workstation Turn and Talk	Phoneme Segmentation	Read the Big Book: "At the Seaside"	Spelling-Sound Correspondences: c /k/ Blend Words	Opinion Writing	Using Workstations, Reading to Self, and Building Stamina

Day	Establishing Routines	Phonological Awareness	Read-Aloud	Phonics	Shared Writing & Concepts About Print	Independent Reading
11	Use Pictures to Retell a Story Puzzles and Games Workstation Turn and Talk	Distinguish Syllables in Spoken Words	Read the Big Book: <i>Our Family Stories</i>	Spelling-Sound Correspondences: h /h/; b /b/ Blend Words	Informative Writing	Characteristics of Fiction
12	Use Pictures to Retell a Story Puzzles and Games Workstation Turn and Talk	Phoneme Blending	Read the Big Book: <i>Our Family Stories</i>	Spelling-Sound Correspondences: u /u/ Blend Words	Informative Writing	Characteristics of Fiction
13	Preview the Text Technology Workstation Turn and Talk	Phoneme Addition	Read the Big Book: <i>Our Family Stories</i>	Spelling-Sound Correspondences: r /r/; g /g/ Blend Words	Informative Writing	Characteristics of Fiction
14	Decode Unknown Words Technology Workstation Turn and Talk	Phoneme Substitution	Read the Big Book: <i>Our Family Stories</i>	Spelling-Sound Correspondences: e /e/ Blend Words	Informative Writing	Characteristics of Fiction
15	Reread Buddy Reading Workstation Turn and Talk	Phoneme Substitution	Read the Big Book: <i>Our Family Stories</i>	Spelling-Sound Correspondences: d /d/; w /w/ Blend Words	Informative Writing	Characteristics of Fiction
16	Visualize Buddy Reading Workstation Turn and Talk	Phoneme Isolation	Read the Big Book: "Making Bridges"	Spelling-Sound Correspondences: l /l/; j /j/ Blend Words	Informative Writing	Characteristics of Informational Text
17	Chunks in Words Buddy Reading Workstation Turn and Talk	Phoneme Substitution	Read the Big Book: "Making Bridges"	Spelling-Sound Correspondences: k /k/; y /y/ Blend Words	Informative Writing	Characteristics of Informational Text
18	Make Connections Buddy Reading Workstation Turn and Talk	Phoneme Isolation	Read the Big Book: "Making Bridges"	Spelling-Sound Correspondences: v /v/; qu /kw/ Blend Words	Informative Writing	Characteristics of Informational Text
19	Make Inferences Buddy Reading Workstation Turn and Talk	Phoneme Blending	Read the Big Book: "Making Bridges"	Spelling-Sound Correspondences: x /ks/; z /z/ Blend Words	Informative Writing	Characteristics of Informational Text
20	Story Elements Turn and Talk	Phoneme Blending	Read the Big Book: "Making Bridges"	Spelling-Sound Correspondences: a /a/, e /e/, i /i/, o /o/, u /u/ Blend Words	Informative Writing	Characteristics of Informational Text

# Grade 1 • Unit 1 • Plants and Animals Grow and Change

## Essential Question: Why do living things change?

### Enduring Understandings:

- Every living thing has a life cycle in which it grows and changes.
- Many stories include animal characters that grow and change.

**Build Knowledge Word Bank:** *change, grow, life cycle, living things*

**Research & Inquiry Project:** Plant and Animal Life Cycles

## Unit Readings

**Read-Alouds:** Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Animals Are Different* (210L)  
*Neighbors at Play* (250L)  
*Gus's Tree Trip* (380L)  
*I Want a Pound of Plums* (380L)  
*Plants* (400L)  
*An Adventure at the Zoo* (360L)

*Mammals* (470L)  
*The Rain Forest* (450L)  
*Reptiles* (480L)  
*Incredible Birds* (440L)  
*The Secrets of Soil* (600L)  
*Dinosaur Bone Doctor* (540L)



### Reader's Theater Scripts:

*Mary's Garden: How Does It Grow?*

Weekly Readings			Weekly Skills and Strategies													
Build Reading Foundations	Decodable Readings	Short and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
<b>Week 1</b>	"Five Little Tadpoles" "Someday" "Caterpillars"	<b>I Read:</b> "At the Pond"  <b>Decodable Readers:</b> <i>Pals Help</i>  <i>We Like to Bat</i>	<b>Mentor Read-Alouds:</b> "The Amazing Life Cycle of a Frog"  "The Fox and the Robin"	Match Spoken Word to Written Word  Directionality: Return Sweep	Identify and Produce Rhyme  Phoneme Blending and Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> short a  <b>Secondary Skill:</b> s /z/, ck /k/; -at, -ad, -an  <b>Spiral Review:</b> consonants	<i>the</i> <i>see</i> <i>go</i> <i>she</i> <i>and</i>		Phrasing	Metacognitive: Ask Questions  Metacognitive: Create Mental Images  Fix-Up: Reread to Clarify or Confirm Understanding	Identify the Main Topic and Retell Key Details  Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information  Retell Key Story Details	Identify Real-Life Connections Between Words and Their Use	<b>General Academic Listening &amp; Speaking:</b> <i>clever</i> <i>sneaky</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>gills</i> <i>hatches</i>	<b>My Reading and Writing Words:</b> <i>bear</i> <i>cub</i> <i>frog</i> <i>tadpole</i>	Write Personal Narratives	Common and Proper Nouns
<b>Week 2</b>	"Baby Animals" "Grow, Ducklings, Grow" "Caterpillars"	<b>I Read:</b> "A Cub and Its Mom"  <b>Decodable Readers:</b> <i>Get a Big Pot</i>  <i>A Cub Is Fun</i>	<b>Extended Read-Aloud 1:</b> <i>An Oak Tree Has a Life Cycle</i>	Punctuation: Periods, Exclamation Marks, Question Marks  Text Features: Italics	Phoneme Categorization  Phoneme Blending and Segmentation, Phonemic Manipulation  Phoneme Segmentation	<b>Primary Skill:</b> short i  <b>Secondary Skill:</b> plural nouns (-s); -in, -it, -ip  <b>Spiral Review:</b> consonants; short a; s /z/, ck /k/	<i>play</i> <i>little</i> <i>you</i> <i>with</i>		Intonation	Metacognitive: Ask Questions  Fix-Up: Reread to Clarify or Confirm Understanding	Identify the Main Topic and Retell Key Details  Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information  Identify Similarities in and Differences Between Two Texts on the Same Topic	Identify Real-Life Connections Between Words and Their Use	<b>Domain-Specific Listening &amp; Speaking:</b> <i>roots</i> <i>sapling</i> <i>stems</i> <i>trunk</i>	<b>My Reading and Writing Words:</b> <i>duck</i> <i>eggs</i> <i>nest</i>	Write Personal Narratives	Verbs to Convey a Sense of Past, Present, and Future
<b>Week 3</b>	"My Garden" "The Seed" "Caterpillars"	<b>I Read:</b> "Let's Plant Seeds"  <b>Decodable Readers:</b> <i>Crops for Us</i>  <i>A Frog Can Jump</i>	<b>Extended Read-Aloud 2:</b> <i>The Ugly Duckling</i>	Directionality: Return Sweep	Recognize and Produce Alliteration  Phoneme Blending and Segmentation, Phonemic Manipulation  Phoneme Segmentation	<b>Primary Skill:</b> short o  <b>Secondary Skill:</b> double final consonants; -op, -og, -ot  <b>Spiral Review:</b> short a, i; plural nouns (-s)	<i>for</i> <i>no</i> <i>jump</i> <i>one</i> <i>have</i>		Expression	Metacognitive: Create Mental Images  Fix-Up: Reread to Clarify or Confirm Understanding	Describe Major Story Events Using Key Details  Compare and Contrast the Adventures and Experiences of Characters	Sort Words into Categories to Demonstrate Understanding	<b>General Academic Listening &amp; Speaking:</b> <i>chirped</i> <i>flapping</i> <i>pecked</i> <i>ruffled</i>	<b>My Reading and Writing Words:</b> <i>seeds</i>	Write Personal Narratives	Common and Proper Nouns  Verbs to Convey a Sense of Past, Present, and Future

# Grade 1 • Unit 2 • Many Kinds of Characters

**Essential Question:** How do we learn about characters?

**Enduring Understandings:**

- Stories of all kinds, including fairy tales, fables, fantasies, and realistic fiction, have characters who face challenges.
- Stories can teach us that families and communities work best when people make responsible choices and help one another.

**Build Knowledge Word Bank:** *challenge, solution, choices, lesson*

**Research & Inquiry Project:** Animals as Literary Characters

## Unit Readings

**Read-Alouds:** Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Betty the Bee* (160L)  
*The Treasure Map* (330L)  
*A Wolf, a Girl, and Her Grandma* (60L)  
*Stormy Stuart* (480L)  
*Saving Squirt* (530L)  
*Blanca and the Animals* (500L)  
*Elena and Luisa Switch Houses* (330L)

*Carla's Piggy Bank* (380L)  
*Susie Sunflower* (480L)  
*Rescue in the Amazon River* (440L)  
*The Prince and the Three Oranges: A Fairy Tale from Mexico* (480L)  
*Andre's Dream* (490L)



**Reader's Theater Scripts:**

*How the Chipmunk Got Its Stripes*

Weekly Readings				Weekly Skills and Strategies												
Build Reading Foundations	Decodable Readings	Short and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
<b>Week 1</b>	“Look in a Book!” “Old Mother Hubbard” “By Myself”	<b>I Read:</b> “Little Red”  <b>Decodable Readers:</b> <i>When Red Hen Fell</i> <i>Red at the Vet</i>	<b>Mentor Read-Alouds:</b> “The Ant and the Grasshopper” “Little Red Riding Hood”	Punctuation: Periods, Question Marks, Exclamation Marks Uppercase Letters	Recognize and Produce Rhyme  Phoneme Blending, and Segmentation, Phonemic Manipulation  Phoneme Segmentation	<b>Primary Skill:</b> short e  <b>Secondary Skill:</b> inflectional ending (-s); -ug, -up, -un  <b>Spiral Review:</b> short a, i, o, e; double final consonants	<i>are</i> <i>said</i> <i>two</i> <i>look</i> <i>my</i>		Phrasing	Metacognitive: Draw Inferences  Metacognitive: Determine Text Importance  Fix-Up: Reread to Understand the Text	Describe Characters, Settings, and Major Events in a Story  Use Illustrations and Details to Describe Characters, Setting, or Events	Distinguish Shades of Meaning Among Verbs	<b>General Academic Listening &amp; Speaking:</b> <i>industrious</i> <i>idle</i> <i>lively</i> <i>wicked</i>	<b>My Reading and Writing Words:</b> <i>girl</i> <i>wolf</i> <i>mother</i> <i>old</i>	Write Narrative Text	Singular and Plural Nouns with Matching Verbs in Basic Sentences
<b>Week 2</b>	“Three Little Kittens” “The Turtle and the Hare” “By Myself”	<b>I Read:</b> “Come Here, Friend”  <b>Decodable Readers:</b> <i>Big Bus Gets Stuck</i> <i>Bud, Gus, and Dot</i>	<b>Extended Read-Aloud 1:</b> <i>Wolfe the Bunny</i>	Punctuation: Periods, Question Marks, Exclamation Marks Quotation Marks	Recognize and Produce Alliteration  Phoneme Blending, and Segmentation, Phonemic Manipulation  Phoneme Segmentation	<b>Primary Skill:</b> short u  <b>Secondary Skill:</b> inflectional ending (-s); -ug, -up, -un  <b>Spiral Review:</b> short a, i, o, e; double final consonants	<i>come</i> <i>here</i> <i>to</i> <i>of</i>		Expression Self-Correcting	Metacognitive: Draw Inferences  Fix-Up: Reread to Understand the Text	Describe Characters, Settings, and Major Events in a Story  Use Illustrations and Details to Describe Characters, Setting, or Events  Compare and Contrast the Adventures and Experiences of Characters	Distinguish Shades of Meaning Among Verbs	<b>General Academic Listening &amp; Speaking:</b> <i>whispered</i> <i>screamed</i> <i>roared</i> <i>demanded</i>	<b>My Reading and Writing Words:</b> <i>little</i> <i>fast</i> <i>slow</i>	Write Narrative Text	Articles Demonstratives
<b>Week 3</b>	“The Boy Who Cried Wolf” “The Elves and the Shoemaker” “By Myself”	<b>I Read:</b> “What Is It?”  <b>Decodable Readers:</b> <i>Let's Sled!</i> <i>Glenn the Robot</i>	<b>Extended Read-Aloud 2:</b> <i>Abuelita's Secret</i>	Punctuation: Periods, Question Marks, Exclamation Marks	Phoneme Categorization  Phoneme Blending, and Segmentation, Phonemic Manipulation  Phoneme Addition, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> l-blends  <b>Secondary Skill:</b> -ob, -ot, -ock  <b>Spiral Review:</b> medial short vowels; inflectional ending (-s); double final consonants	<i>what</i> <i>put</i> <i>want</i> <i>this</i> <i>saw</i>		Expression	Metacognitive: Determine Text Importance  Fix-Up: Reread to Understand the Text	Describe Characters, Settings, and Major Events in a Story  Compare and Contrast the Adventures and Experiences of Characters	Distinguish Shades of Meaning Among Verbs	<b>General Academic Listening &amp; Speaking:</b> <i>insisted</i> <i>suggested</i> <i>secret</i> <i>explained</i>	<b>My Reading and Writing Words:</b> <i>boy</i>	Write Narrative Text	Singular and Plural Nouns with Matching Verbs in Basic Sentences  Articles Demonstratives

# Grade 1 • Unit 3 • Being a Good Community Member

**Essential Question:** Why do people get involved in their communities?

**Enduring Understandings:**

- When people exhibit the qualities of good citizenship, communities become safer and more enjoyable.
- Responsible citizens follow laws and principles that include respect for the rights, opinions, and property of others.

**Build Knowledge Word Bank:** *safe, citizen, responsible, community*

**Research & Inquiry Project:** Community Helpers

## Unit Readings

**Read-Alouds:** Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- Students Vote* (300L)
- I Can Help* (160L)
- A Neighborhood of Friends* (390L)
- Let's Vote* (460L)
- The President of the United States* (650L)
- Red, White, and Bloom* (520L)

- The Great Seal of the United States* (460L)
- Where Is the President?* (370L)
- Monuments for Presidents* (460L)
- Our Classroom Rules* (360L)
- Citizenship* (360L)
- Susan B. Casts a Ballot* (450L)



**Reader's Theater Scripts:**

- The Earth Day Garden*

Weekly Readings				Weekly Skills and Strategies												
Build Reading Foundations	Decodable Readings	Short and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
<b>Week 1</b>	"In the Neighborhood" "Neighbors, Neighbors" "We Have a Garden"	<b>I Read:</b> "Grab It and Bag It!" <b>Decodable Readers:</b> <i>Mr. Drake's Plan</i> <i>Make It Safe</i>	<b>Mentor Read-Alouds:</b> "Hello, Community Garden!" "Safe to Go!"	End Punctuation Uppercase Letters	Phoneme Categorization Phoneme Blending and Segmentation, Phonemic Manipulation Phoneme Deletion, Phoneme Segmentation Phoneme Segmentation	<b>Primary Skill:</b> r-blends <b>Secondary Skill:</b> -im, -ill, -ick <b>Spiral Review:</b> l-blends; medial short vowels	<i>now</i> <i>do</i> <i>which</i> <i>went</i>		Pitch and Intonation Self-Correcting	Metacognitive: Make Connections Metacognitive: Summarize and Synthesize Fix-Up: Read More Slowly and Think About Words	Answer Questions About Relevant Details Using Photographs Find Text Evidence: Identify Relevant Details	Identify and Use Context Clues	<b>Domain-Specific Listening &amp; Speaking:</b> <i>plot</i> <i>vacant</i> <i>inventor</i> <i>signal</i>	<b>My Reading and Writing Words:</b> <i>trash</i> <i>park</i> <i>bus</i> <i>driver</i> <i>fire truck</i>	Informative Process Writing	Noun-Verb Agreement with Singular and Plural Nouns/ Pronouns
<b>Week 2</b>	"Can You Keep Earth Clean?" "Reduce, Reuse, Recycle" "We Have a Garden"	<b>I Read:</b> "Stan Can" <b>Decodable Readers:</b> <i>Stop for Socks</i> <i>Kids Can Fix It</i>	<b>Extended Read-Aloud 1:</b> <i>Being a Responsible Citizen</i>	End Punctuation Uppercase Letters	Phoneme Categorization Phoneme Blending and Segmentation, Phonemic Manipulation Phoneme Deletion, Phoneme Segmentation Phoneme Segmentation	<b>Primary Skill:</b> s-blends <b>Secondary Skill:</b> contractions ('s); -ap, -am, -ag <b>Spiral Review:</b> l-, r-blends; short vowels	<i>was</i> <i>there</i> <i>then</i> <i>out</i>		Pausing Self-Correcting Features of a Sentence	Metacognitive: Make Connections Fix-Up: Read More Slowly and Think About Words	Use Text Features to Locate Key Facts or Information: Table of Contents Identify the Reasons an Author Gives to Support Points Answer Questions About Relevant Details Using Photographs Find Text Evidence: Identify Relevant Details	Identify and Use Context Clues	<b>General Academic Listening &amp; Speaking:</b> <i>honest</i> <i>respect</i> <i>decision</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>citizen</i>	<b>My Reading and Writing Words:</b> <i>clean</i> <i>help</i>	Informative Process Writing	Personal and Possessive Pronouns
<b>Week 3</b>	"Firefighters" "Firefighters to the Rescue" "We Have a Garden"	<b>I Read:</b> "One Fast Wagon!" <b>Decodable Readers:</b> <i>Grant's Coat</i> <i>Let's Clean It Up</i>	<b>Extended Read-Aloud 2:</b> <i>People Who Made Contributions</i>	End Punctuation Uppercase Letters	Phoneme Categorization Phoneme Blending and Segmentation, Phonemic Manipulation Phoneme Deletion, Phoneme Segmentation Phoneme Segmentation	<b>Primary Skill:</b> final consonant blends <b>Secondary Skill:</b> inflectional ending (-ed, no spelling change); -ent, -est <b>Spiral Review:</b> initial blends; short vowels	<i>who</i> <i>good</i> <i>by</i> <i>them</i>		Expression Self-Correcting Features of a Sentence	Metacognitive: Summarize and Synthesize Fix-Up: Read More Slowly and Think About Words	Identify the Reasons an Author Gives to Support Points Answer Questions About Relevant Details Using Photographs Find Text Evidence: Identify Relevant Details	Identify and Use Context Clues	<b>General Academic Listening &amp; Speaking:</b> <i>contribution</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>enslaved</i> <i>abolitionist</i> <i>rights</i>	<b>My Reading and Writing Words:</b> <i>work</i> <i>save</i>	Informative Process Writing	Indefinite Pronouns Noun-Verb Agreement with Singular and Plural Nouns/ Pronouns

# Grade 1 • Unit 4 • Stories Have a Narrator

## Essential Question: How do people create stories?

### Enduring Understandings:

- Realistic stories tell about characters, settings, and events that could exist. Fantasy stories include elements that could not happen in real life.
- Reading stories from different points of view allows us to learn about other people's perspectives.

**Build Knowledge Word Bank:** *realistic, fantasy, perspective, experience*

**Research & Inquiry Project:** Author Study

## Unit Readings

**Read-Alouds:** Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Jin and Pedro Get to Work!* (330L)  
*A Day at the Beach* (280L)  
*The Band* (360L)  
*Juan and Claudia's Stand* (510L)  
*A Bowl of Dust* (500L)  
*My Wish* (510L)

*The Piñata* (370L)  
*My Favorite Holiday* (490L)  
*The Flight of the Eagles* (450L)  
*Salsa, Maestro* (470L)  
*A Mysterious Light* (460L)  
*Adventure in a Hot-Air Balloon* (430L)

### Reader's Theater Scripts:

*Inspector Insector*



Weekly Readings				Weekly Skills and Strategies													
Build Reading Foundations	Decodable Readings	Short and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar		
Week 1	“Fairy Tale Song” “Lavender’s Blue” “Old King Cole”	<b>I Read:</b> “The King’s Wish”  <b>Decodable Readers:</b> <i>I Wish, I Wish</i>  <i>Trish’s Birthday</i>	<b>Mentor Read-Alouds:</b> “The City Mouse and the Country Mouse”  “A Quiet Camping Trip”	Punctuation in Context: Dashes, Commas, Quotation Marks  Punctuation: Periods, Exclamation Marks, Question Marks	Phoneme Identification  Phoneme Blending and Segmentation, Phonemic Manipulation  Phoneme Substitution, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> consonant digraphs th, sh, -ng  <b>Secondary Skill:</b> inflectional ending (-ing, no spelling change); -ung, -ing, -ink  <b>Spiral Review:</b> initial/final consonant blends; inflectional ending (-ed)	<i>were</i> <i>our</i> <i>could</i> <i>these</i>		Self-Correction  Rate: Pausing	Metacognitive: Ask Questions  Metacognitive: Create Mental Images  Fix-Up: Read Out Loud to Support Comprehension	Identify Who Is Telling the Story  Describe Characters, Settings, and Major Events Using Key Details  Identify Words and Phrases That Appeal to the Senses	Identify Root Words and Their Inflectional Forms	<b>General Academic Listening &amp; Speaking:</b> <i>boring</i> <i>peaceful</i> <i>lumbered</i> <i>peered</i>	<b>My Reading and Writing Words:</b> <i>once</i>	Write Opinion Texts	Adjectives	
	Week 2	“Once I Saw a Little Bird”  “Over in the Meadow”  “Old King Cole”	<b>I Read:</b> “I Saw It”  <b>Decodable Readers:</b> <i>Chad and Patch</i>  <i>A Picnic Lunch</i>	<b>Extended Read-Aloud 1:</b> <i>Mother Bruce</i>	Punctuation in Context: Dashes, Commas, Quotation Marks  Uppercase Letters	Phoneme Categorization  Phoneme Blending and Segmentation, Phonemic Manipulation  Phoneme Addition, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> consonant digraphs ch, -tch, wh  <b>Secondary Skill:</b> closed syllables (rab/bit, kit/ten); -unk, -ump, -uck  <b>Spiral Review:</b> consonant digraphs th, sh, -ng; inflectional endings (-ed, -ing)	<i>once</i> <i>upon</i> <i>hurt</i> <i>that</i>		Self-Correction  Expression	Metacognitive: Ask Questions  Fix-Up: Read Out Loud to Support Comprehension	Identify Who Is Telling the Story  Ask and Answer Questions About Key Details  Describe Characters, Settings, and Major Events Using Key Details	Define Words by Category and Key Attributes	<b>General Academic Listening &amp; Speaking:</b> <i>stern</i> <i>pesky</i> <i>grumpy</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>migrate(d)</i>	<b>My Reading and Writing Words:</b> <i>cried</i> <i>watched</i> <i>said</i>	Write Opinion Texts	Use Commas in Dates and to Separate Words in a Series
		Week 3	“The Fox and the Hen”  “The Secret”  “Old King Cole”	<b>I Read:</b> “One Spring Day”  <b>Decodable Readers:</b> <i>Splat and Sprat</i>  <i>Splash at the Pond</i>	<b>Extended Read-Aloud 2:</b> <i>The Lost Kitten</i>	Punctuation in Context: Dashes, Commas, Quotation Marks	Phoneme Identification  Phoneme Blending and Segmentation, Phonemic Manipulation  Phoneme Deletion, Phoneme Segmentation  Phoneme Segmentations	<b>Primary Skill:</b> three-letter blends (spl, spr, squ, str)  <b>Secondary Skill:</b> plurals (-es); -ash, -ack  <b>Spiral Review:</b> consonant digraphs; closed syllables	<i>because</i> <i>from</i> <i>their</i> <i>when</i>		Self-Correction  Expression	Metacognitive: Create Mental Images  Fix-Up: Read Out Loud to Support Comprehension	Ask and Answer Questions About Key Details  Describe Characters, Settings, and Major Events Using Key Details  Identify Words and Phrases That Appeal to the Senses	Use Context as a Clue to Word Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>exclaimed</i> <i>gobbled</i> <i>claimed</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>saffron</i>	<b>My Reading and Writing Words:</b> <i>hungry</i> <i>tired</i> <i>afraid</i> <i>know(s)</i>	Write Opinion Texts

# Grade 1 • Unit 5 • Technology at Work

**Essential Question:** How can technology make a difference in our lives?

**Enduring Understandings:**

- The use of technology can help people work more quickly and efficiently.
- People create technology to solve problems and improve the way people live and do work.

**Build Knowledge Word Bank:** robots, computer, technology, equipment

**Research & Inquiry Project:** Technology in Pictures

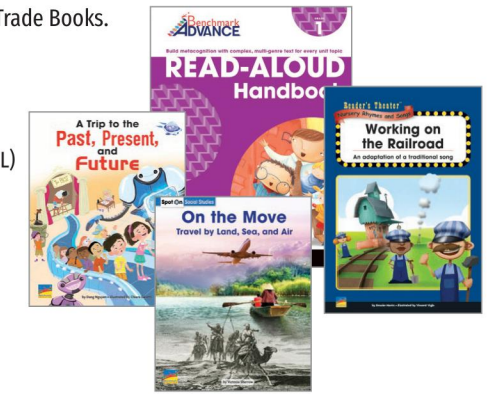
## Unit Readings

**Read-Alouds:** Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- We Are Firefighters* (BR)
- Technology Brings Us Together* (120L)
- A Bridge in San Francisco* (370L)
- My Mom Makes Cars* (490L)
- Changes in the Kitchen* (290L)
- Carlos Noriega* (550L)

- Becoming a Veterinarian* (330L)
- A Trip to the Past, Present, and Future* (510L)
- On the Move* (480L)
- What Time Is It?* (440L)
- Tools We Use* (610L)
- Opinions About Computers* (520L)



**Reader's Theater Scripts:**

- Working on the Railroad*

Weekly Readings				Weekly Skills and Strategies												
Build Reading Foundations	Decodable Readings	Short and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
<b>Week 1</b>	“Go, Robots, Go!” “Robots: Big and Small” “The Drinking Fountain”	<b>I Read:</b> “Make a Robot”  <b>Decodable Readers:</b> <i>At the Lake</i>  <i>Blake and Shane Play</i>	<b>Mentor Read-Alouds:</b> “Robots at Work”  “What a Great Idea!”	End Punctuation  Punctuation in Context: Commas	Phoneme Categorization  Phoneme Blending and Segmentation, Phonemic Manipulation  Phoneme Addition and Substitution, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> long a (final -e)  <b>Secondary Skill:</b> -ame, -ake  <b>Spiral Review:</b> three-letter blends; consonant digraphs; closed syllables; plural (-es)	<i>why</i> <i>many</i> <i>right</i> <i>start</i>		Pausing	Metacognitive: Draw Inferences  Metacognitive: Determine Text Importance  Fix-Up: Stop and Think About the Author’s Purpose	Use Illustrations and Details to Describe Key Ideas  Describe Characters, Settings, and Major Events in a Story (Draw Inferences)  Identify Main Topic and Retell Key Details	Sort Words into Categories	<b>Domain-Specific Listening &amp; Speaking:</b> <i>machines</i> <i>programmed</i> <i>computer</i> <i>programmer</i> <i>invention</i>	<b>My Reading and Writing Words:</b> <i>robot</i> <i>human</i> <i>tasks</i>	Explanatory Process Writing	Sentence Types
<b>Week 2</b>	“We’re Going to the Moon” “The Moon” “The Drinking Fountain”	<b>I Read:</b> “Look and Find”  <b>Decodable Readers:</b> <i>Around the Globe</i>  <i>All Kinds of Holes</i>	<b>Extended Read-Aloud 1:</b> <i>Working with Technology</i>	Return Sweep Directionality	Phoneme Categorization  Phoneme Blending and Segmentation, Phonemic Manipulation  Phoneme Deletion and Substitution, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> long o (final -e)  <b>Secondary Skill:</b> -ope, -ape  <b>Spiral Review:</b> long vowel a (final -e); short vowel a; consonant digraphs and blends	<i>find</i> <i>how</i> <i>over</i> <i>under</i>		Expression  Rate	Metacognitive: Draw Inferences  Fix-Up: Stop and Think About the Author’s Purpose	Know and Use Text Features to Locate Key Facts or Information  Use Illustrations and Details to Describe Key Ideas  Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text  Identify Main Topic and Retell Key Details	Sort Words into Categories	<b>Domain-Specific Listening &amp; Speaking:</b> <i>communicate</i> <i>solve problems</i> <i>cure</i> <i>career</i>	<b>My Reading and Writing Words:</b> <i>moon</i> <i>landed</i> <i>study</i>	Explanatory Process Writing	Prepositions
<b>Week 3</b>	“I Wonder” “Picture This” “The Drinking Fountain”	<b>I Read:</b> “Dear Family”  <b>Decodable Readers:</b> <i>Mole City</i>  <i>We Live in Space</i>	<b>Extended Read-Aloud 2:</b> <i>Technology Breakdown</i>	Upper-Case Letters	Phoneme Categorization  Phoneme Blending and Segmentation, Phonemic Manipulation  Phoneme Substitution, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> soft c, g  <b>Secondary Skill:</b> contractions with “not”; -ace, -age  <b>Spiral Review:</b> long vowels o, a (final -e); short vowels o, a	<i>try</i> <i>give</i> <i>far</i> <i>too</i>		Expression  Mood	Metacognitive: Determine Text Importance  Fix-Up: Stop and Think About the Author’s Purpose	Describe Characters, Settings, and Major Events in a Story (Draw Inferences)	Distinguish Shades of Meaning Among Verbs	<b>General Academic Listening &amp; Speaking:</b> <i>high-tech</i> <i>on the blink</i> <i>capacity</i> <i>blurry</i>	<b>My Reading and Writing Words:</b> <i>e-mail</i> <i>change</i>	Explanatory Process Writing	Sentence Types  Prepositions

# Grade 1 • Unit 6 • Stories Teach Many Lessons

## Essential Question: What can we learn from a mistake?

### Enduring Understandings:

- Stories, such as fables, folktales, and realistic fiction, can teach the reader a moral or lesson.
- Teamwork can help people solve problems that they may not have been able to solve on their own.

**Build Knowledge Word Bank:** *problem, teamwork, moral, cooperation*

**Research & Inquiry Project:** Comparing Messages in Fables

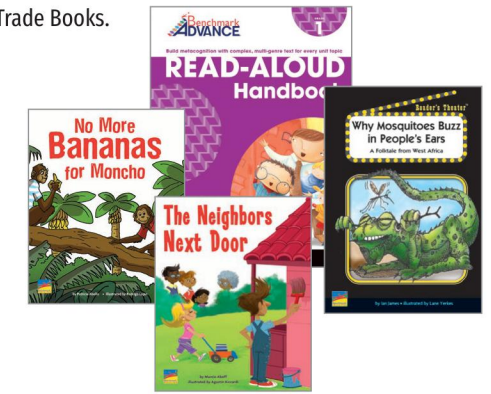
## Unit Readings

**Read-Alouds:** Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Sam Can't Sleep* (BR)  
*Ajay's Big Move* (170L)  
*The Shepherd and the Wolf* (390L)  
*The King's Elephant* (430L)  
*Beware of the Wolf!* (420L)  
*Postcards From Luis* (420L)

*Sam Walks on the Ceiling* (400L)  
*No More Bananas for Moncho* (420L)  
*The Race of the Little Turtles* (490L)  
*Rosita and the Rooster* (470L)  
*Julia and the Plants* (420L)  
*The Neighbors Next Door* (460L)



### Reader's Theater Scripts:

*Why Mosquitoes Buzz in People's Ears*

Weekly Readings				Weekly Skills and Strategies													
Build Reading Foundations	Decodable Readings	Short and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar		
Week 1	“Lunch” “No Tiger Hunt Today” “Friends”	<b>I Read:</b> “Mike Can Fix It”  <b>Decodable Readers:</b> <i>Five Kittens</i>  <i>Fox Jumps</i>	<b>Mentor Read-Alouds:</b> “The Boy Who Cried Wolf”  “The Ant and the Pigeon”	Punctuation in Context: Dashes, Colons, Quotation Marks  Punctuation: Periods, Question Marks, Exclamation Points	Phoneme Categorization  Phoneme Blending and Segmentation, Phonemic Manipulation  Phoneme Addition and Substitution, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> long i (final -e)  <b>Secondary Skill:</b> VCe syllables; -ine, -ife, -ide  <b>Spiral Review:</b> soft c and g; contractions with “not”; long vowels a, o (final -e)	<i>after</i> <i>call</i> <i>large</i> <i>her</i>		Self-Correcting  Pausing	Metacognitive: Make Connections  Metacognitive: Summarize and Synthesize  Fix-Up: Confirm or Correct Word Recognition and Understanding	Describe Characters, Settings, and Major Events Using Key Details  Understand the Central Message  Compare and Contrast the Adventures and Experiences of Characters	Use Context as a Clue to Word Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>angry</i> <i>furios</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>weary</i> <i>grateful</i>	<b>My Reading and Writing Words:</b> <i>forgot</i> <i>mistake</i> <i>learned</i> <i>lesson</i>	Opinion Process Writing	Use Frequently Occurring Conjunctions	
	Week 2	“When I Hurry” “The Ant and the Grasshopper” “Friends”	<b>I Read:</b> “Steve’s House”  <b>Decodable Readers:</b> <i>A Hat for Pete</i>  <i>Zeke’s Garden</i>	<b>Extended Read-Aloud 1:</b> <i>When Turtle Grew Feathers</i>	Punctuation in Context: Dashes, Colons, Quotation Marks  Uppercase Letters	Phoneme Categorization  Phoneme Blending and Segmentation, Phonemic Manipulation  Phoneme Substitution, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> long e (final -e), long u (final -e)  <b>Secondary Skill:</b> inflectional endings (-ed, -ing, dropping final -e); -ale, -ane, -une  <b>Spiral Review:</b> soft c and g; long VCe syllables with a, i, o	<i>house</i> <i>long</i> <i>off</i> <i>small</i>		Rate  Phrasing  Self-Correcting	Metacognitive: Make Connections  Fix-Up: Confirm or Correct Word Recognition and Understanding	Describe Characters, Settings, and Major Events Using Key Details  Understand the Central Message  Compare and Contrast the Adventures and Experiences of Characters	Use Affixes as a Clue to Word Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>blame</i> <i>fault</i> <i>shattered</i> <i>truce</i>	<b>My Reading and Writing Words:</b> <i>hurry</i> <i>learned</i>	Opinion Process Writing	Produce Simple and Compound Sentences  Use Frequently Occurring Conjunctions
		Week 3	“Five Brown Bears” “Stories That Teach Lessons” “Friends”	<b>I Read:</b> “Which Train?”  <b>Decodable Readers:</b> <i>Painting in May</i>  <i>Gail and Gram</i>	<b>Extended Read-Aloud 2:</b> <i>Tall and Small Play Ball</i>	Punctuation in Context: Dashes, Colons, Quotation Marks  Punctuation: Periods, Question Marks, Exclamation Points  Return Sweep	Phoneme Categorization  Phoneme Blending and Segmentation, Phonemic Manipulation  Phoneme Substitution, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> long a spellings (a, ai, ay)  <b>Secondary Skill:</b> inflectional endings (-ed, -ing, double final consonant); -ail, -ain, -ay  <b>Spiral Review:</b> long Vce syllables with a, i, o, e, and u; inflectional endings (drop -e)	<i>brown</i> <i>work</i> <i>year</i> <i>live</i>		Self-Correcting  Expression	Metacognitive: Summarize and Synthesize  Fix-Up: Confirm or Correct Word Recognition and Understanding	Describe Characters, Settings, and Major Events Using Key Details  Understand the Central Message	Use Affixes as a Clue to Word Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>tease</i> <i>block</i> <i>height</i> <i>dribbled</i>	<b>My Reading and Writing Words:</b> <i>sorry</i> <i>teach</i> <i>moral</i>	Opinion Process Writing

# Grade 1 • Unit 7 • Past, Present, and Future

## Essential Question: Why is the past important?

### Enduring Understandings:

- Knowledge of the past is important to understand the present and plan for the future.
- People use tools, such as time lines and maps, to help organize and understand events of the past.

**Build Knowledge Word Bank:** *future, past, present, events*

**Research & Inquiry Project:** Honoring History

## Unit Readings

**Read-Alouds:** Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Good Friends* (90L)  
*The Mayflower* (BR)  
*The Maya Calendar* (520L)  
*We All Help* (460L)  
*Flag Day* (430L)  
*Lake Maracaibo* (480L)

*Abraham Lincoln* (450L)  
*Cinco de Mayo* (530L)  
*Mary McLeod Bethune: An Educator* (500L)  
*Rules and Laws* (520L)  
*Before or After?* (450L)  
*My Town Long Ago* (540L)



### Reader's Theater Scripts:

*The Time Capsule*

Weekly Readings				Weekly Skills and Strategies												
Build Reading Foundations	Decodable Readings	Short and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
<b>Week 1</b>	"Let's Go, Go, Go!" "Long Ago on the Go" "Now We Are Six"	<b>I Read:</b> "Going Places" <b>Decodable Readers:</b> <i>How We Go</i> <i>Toad's Big Boat</i>	<b>Mentor Read-Alouds:</b> "School Days" "The Story of the White House"	Literary Element: Onomatopoeia and Sound Words End Punctuation: Periods, Question Marks, Exclamation Points	Phoneme Isolation Add Syllables in Compound Words, Syllables Segmentation, Phonemic Manipulation Substitute Syllables in Compound Words, Phoneme Segmentation Phoneme Segmentation	<b>Primary Skill:</b> long o spellings (o, oa, ow, oe) <b>Secondary Skill:</b> -ow, -oat, -old <b>Spiral Review:</b> long a vowel teams; long VCe syllables with a, i, o, e, and u	<i>found your know always</i>		Rate Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Reread to Clarify or Confirm Understanding	Identify Main Topic and Retell Key Details Use Text Features to Locate Information: Captions, Glossaries, Time Lines	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>discover modern improvements</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>factories</i>	<b>My Reading and Writing Words:</b> <i>today past long ago slower</i>	How-To Process Writing	Possessive Nouns
<b>Week 2</b>	"Playing Games" "Sounds of a School Day Long Ago" "Now We Are Six"	<b>I Read:</b> "Fun and Games" <b>Decodable Readers:</b> <i>Bees, Bees, Bees!</i> <i>Lee, Dee, and Zees</i>	<b>Extended Read-Aloud 1:</b> <i>Using Time Lines</i>	Punctuation in Context: Dashes, Ellipses, Hyphens	Phoneme Categorization Add Syllables in Compound Words, Syllables Segmentation, Phonemic Manipulation Substitute Syllables in Compound Words, Phoneme Segmentation Phoneme Segmentation	<b>Primary Skill:</b> long e spellings (e, ee, ea, ie) <b>Secondary Skill:</b> prefixes un-, re-; -eat, -eet, -eed <b>Spiral Review:</b> long o and a vowel teams	<i>all people where draw</i>		Pausing	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Reread to Clarify or Confirm Understanding	Identify Main Topic and Retell Key Details Use Text Features to Locate Information: Captions, Glossaries, Time Lines Distinguish Between Information in Pictures and Text	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>event happen(ed)</i>	<b>My Reading and Writing Words:</b> <i>passed down</i>	How-To Process Writing	Noun-Verb Agreement with Singular and Plural Nouns
<b>Week 3</b>	"Hooray for Heroes" "Who Was Harriet Tubman?" "Now We Are Six"	<b>I Read:</b> "Our Flag" <b>Decodable Readers:</b> <i>Way Up High</i> <i>Bright Lights</i>	<b>Extended Read-Aloud 2:</b> <i>Statues and Monuments</i>	End Punctuation: Periods, Question Marks, Exclamation Points Text Features: Italics	Phoneme Isolation Add Syllables in Compound Words, Syllables Segmentation, Phonemic Manipulation Substitute Syllables in Compound Words, Phoneme Segmentation Phoneme Segmentation	<b>Primary Skill:</b> long i spellings (i, y, igh) <b>Secondary Skill:</b> open syllables; -ight, -ice, -ile <b>Spiral Review:</b> long o, a, and e vowel teams	<i>again round they country</i>		Pausing Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix Up: Read More Slowly and Think About the Words	Use Text Features to Locate Information: Captions, Glossaries, Time Lines Distinguish Between Information in Pictures and Text Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>honor</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>structures protests pioneers</i>	<b>My Reading and Writing Words:</b> <i>remember present brave</i>	How-To Process Writing	Possessive Nouns Noun-Verb Agreement with Singular and Plural Nouns

# Grade 1 • Unit 8 • Observing the Sky

**Essential Question:** Why do the sun and moon capture our imagination?

**Enduring Understandings:**

- By observing and exploring, we develop knowledge about Earth, the sun, the moon, and the stars.
- In many cultures, people tell stories to explain what they observe in the night sky.

**Build Knowledge Word Bank:** *observe, explore, sky, planet*

**Research & Inquiry Project:** Investigating the Sky

## Unit Readings

**Read-Alouds:** Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- |                                       |  |
|---------------------------------------|--|
| <i>In My Country</i> (120L)           | <i>Rivers</i> (430L)                   |
| <i>What Is the Sun?</i> (180L)        | <i>The Grand Canyon</i> (530L)         |
| <i>Let's Explore the Caves</i> (360L) | <i>Paw Prints</i> (380L)               |
| <i>How Bear Lost Her Tail</i> (290L)  | <i>Puerto Rico Is an Island</i> (480L) |
| <i>It's Raining Ice Cream!</i> (430L) | <i>The Little Raindrop</i> (440L)      |
| <i>How We Use Soil</i> (400L)         | <i>Living Dinosaurs</i> (670L)         |

**Reader's Theater Scripts:**

*Why the Moon Changes in the Night Sky*



Weekly Readings				Weekly Skills and Strategies												
Build Reading Foundations	Decodable Readings	Short and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
<b>Week 1</b>	“Twinkle, Twinkle, Little Star” “Stars in the Night Sky” “The Moon’s The North Wind’s Cookie”	<b>I Read:</b> “The Night Sky” <b>Decodable Readers:</b> <i>Mark and the Stars</i> <i>Sparkling Stars</i>	<b>Mentor Read-Alouds:</b> “Why Sun and Moon Live in the Sky” “A Walk on the Moon”	Punctuation in Context: Commas, Quotation Marks Uppercase Letters	Phoneme Identification Phoneme Blending and Segmentation, Phonemic Manipulation Delete Syllables in Compound Words, Syllable Segmentation Phoneme Segmentation	<b>Primary Skill:</b> /är/ (farm) <b>Secondary Skill:</b> compound words; -ar, -all <b>Spiral Review:</b> open syllables; long o, a, e, and l vowel teams	<i>four great boy city</i>		Rate Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Read Out Loud to Support Comprehension	Describe Characters, Settings, and Major Events Using Key Details Distinguish Between Information in Pictures and Text Explain Differences Between Stories and Informational Text	Use Context as a Clue to Word Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>lovely invited star sky</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>craters gravity</i>	<b>My Reading and Writing Words:</b> <i>star sky sunlight bright</i>	Opinion Process Writing	Pronouns
<b>Week 2</b>	“Zoom, Zoom, Zoom” “An Astronaut’s Space Suit” “The Moon’s The North Wind’s Cookie”	<b>I Read:</b> “The Sun and Moon” <b>Decodable Readers:</b> <i>Search for Food</i> <i>The Sun is Important</i>	<b>Extended Read-Aloud 1:</b> <i>Night and Day</i>	Punctuation in Context: Commas, Quotation Marks End Punctuation: Periods, Question Marks, Exclamation Points Uppercase Letters	Phoneme Identification Phoneme Blending and Segmentation, Phonemic Manipulation Delete Syllables in Compound Words, Syllable Segmentation Phoneme Segmentation	<b>Primary Skill:</b> /ôr/ (for, ore, oar) <b>Secondary Skill:</b> -orn, -ore, -oar <b>Spiral Review:</b> r-controlled words with /är/; long o, a, e, and l vowel teams	<i>laugh move change away</i>		Rate Intonation Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Stop and Think About the Author’s Purpose	Distinguish Between Information in Pictures and Text Use Illustrations and Details to Describe Key Ideas Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information Identify Main Topic and Retell Key Details	Use Context as a Clue to Word Meaning	<b>Domain-Specific Listening &amp; Speaking:</b> <i>meteors planets rotate reflects</i>	<b>My Reading and Writing Words:</b> <i>rocket space</i>	Opinion Process Writing	Past-, Present-, and Future-Tense Verbs of Being
<b>Week 3</b>	“April Clouds” “Tears from the Silver River” “The Moon’s The North Wind’s Cookie”	<b>I Read:</b> “Cloud Shapes” <b>Decodable Readers:</b> <i>The North Wind Blows</i> <i>Soar to the Moon</i>	<b>Extended Read-Aloud 2:</b> <i>Night Sky</i>	Punctuation in Context: Commas, Quotation Marks Return Sweep	Phoneme Identification Phoneme Blending and Segmentation, Phonemic Manipulation Delete Syllables in Compound Words, Syllable Segmentation Phoneme Segmentation	<b>Primary Skill:</b> /ür/ (girl, herb, spur) <b>Secondary Skill:</b> r-controlled syllables; -ern, -urn <b>Spiral Review:</b> long vowel teams; r-controlled words with /är/, /ôr/	<i>every near school earth</i>		Expression Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Confirm or Correct Word Understanding	Describe Characters, Settings, and Major Events Using Key Details Explain Differences Between Stories and Informational Text Understand the Central Message	Distinguish Shades of Meaning Among Verbs	<b>General Academic Listening &amp; Speaking:</b> <i>harm faithful</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>constellations observe</i>	<b>My Reading and Writing Words:</b> <i>clouds Milky Way</i>	Opinion Process Writing	Pronouns Past-, Present-, and Future-Tense Verbs of Being

# Grade 1 • Unit 9 • We Use Goods and Services

## Essential Question: Why do people trade with each other?

### Enduring Understandings:

- The exchange of goods and services is an essential part of living in a community.
- There are many different ways to create goods and provide services.

**Build Knowledge Word Bank:** *provide, opinion, good, service*

**Research & Inquiry Project:** Goods and Services

## Unit Readings

**Read-Alouds:** Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Making Things, Doing Things* (BR)  
*Pam's New Puppy* (310L)  
*Same and Different Kids*  
*Around the World* (310L)  
*Let's Save* (460L)  
*How to Spend and Save Money* (440L)  
*Choices, Choices* (320L)

*Providing Services* (400L)  
*Trading for Goods and Services* (440L)  
*I Like to Make Things* (560L)  
*One Hundred Pennies Is a Dollar!* (440L)  
*The Perfect Babysitter* (570L)  
*How to Help Others* (510L)



### Reader's Theater Scripts:

*Yard Sale: What Was Mine Can Be Yours*

Weekly Readings			Weekly Skills and Strategies													
Build Reading Foundations	Decodable Readings	Short and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
Week 1	"The Breakfast Trade"	<b>I Read:</b> "Trading Then and Now"	Locate Parts of Books  Review Previously Taught Learned Concepts	Phoneme Categorization  Phoneme Blending and Segmentation, Phonemic Manipulation  Substitute Parts of Blends, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> /ou/ (house, clown)  <b>Secondary Skill:</b> comparative inflectional endings -er, -est; -out, -ouse, -own  <b>Spiral Review:</b> r-controlled syllables with /är/, /ör/, /ür/	<i>before</i> <i>done</i> <i>about</i> <i>even</i>		Rate and Pausing	Metacognitive: Apply Cumulative Metacognitive Strategies  Fix-Up: Reread to Clarify or Confirm Understanding	Retell: Use Topic and Relevant Ideas  Identify Stanzas and Line Breaks in Poems  Identify Author's Opinion About the Topic	Identify and Use Context Clues to Determine Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>protect</i> <i>provide</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>service</i> <i>good</i>	<b>My Reading and Writing Words:</b> <i>trade</i> <i>want</i> <i>give</i>	Write a Research Report	Use Commas in a Series	
	"Cushy Cow Bonny"	<b>Decodable Readers:</b> <i>Our Town</i>  <i>All Around Town</i>														"Mentor Read-Alouds: "From Dairy Farm to You"  "The Most Important Service"
	"The Animal Store"															
Week 2	"A Pet Needs a Vet"	<b>I Read:</b> "Good Boy, Roy!"	Locate Parts of Books  Review Previously Taught Learned Concepts	Phoneme Isolation  Phoneme Blending and Segmentation, Phonemic Manipulation  Substitute Parts of Blends, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> /oi/ (join, boy)  <b>Secondary Skill:</b> suffix -ly; -oil, -oin  <b>Spiral Review:</b> r-controlled syllables with /är/, /ör/, /ür/; vowel teams with /ou/	<i>walk</i> <i>buy</i> <i>only</i> <i>through</i>		Rate	Metacognitive: Apply Cumulative Metacognitive Strategies  Fix-Up: Gain Information from Text and Pictures	Retell: Use Topic and Relevant Ideas  Identify Stanzas and Line Breaks in Poems  Identify Author's Opinion About the Topic  Compare and Contrast Two Texts on the Same Topic	Identify and Use Context Clues to Determine Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>energy</i> <i>save lives</i> <i>make life easier</i> <i>succeed</i>	<b>My Reading and Writing Words:</b> <i>need</i> <i>money</i>	Write a Research Report	Form Plural Possessives	
	"Rat-a-Tat-Tat"	<b>Decodable Readers:</b> <i>Roy and Joy</i>  <i>Earthworm's Soil</i>														"Extended Read-Aloud 1: <i>In My Opinion... Goods and Services Are Important</i>
	"The Animal Store"															
Week 3	"Pay and Play at the Zoo"	<b>I Read:</b> "Jack's Jobs"	Locate Parts of Books  Review Previously Taught Learned Concepts	Phoneme Isolation  Phoneme Blending and Segmentation, Phonemic Manipulation  Substitute Parts of Blends, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> /oo/, /oo/ (broom, book)  <b>Secondary Skill:</b> vowel team syllables; -oom, -ood  <b>Spiral Review:</b> vowel teams with /ou/, /oi/; suffix -ly	<i>does</i> <i>another</i> <i>wash</i> <i>some</i>		Phrasing  Inflection, Intonation, and Stress	Metacognitive: Apply Cumulative Metacognitive Strategies  Fix-Up: Read Slowly and Think About the Words	Identify and Describe Main Story Elements  Identify Stanzas and Line Breaks in Poems  Identify and Explain the Moral of a Story  Retell: Use Main Story Elements	Identify and Use Base Words and Their Inflections	<b>General Academic Listening &amp; Speaking:</b> <i>customer</i> <i>stitch</i> <i>earn</i> <i>make a living</i>	<b>My Reading and Writing Words:</b> <i>pay</i> <i>buy</i> <i>dinner</i>	Write a Research Report	Use Commas in a Series  Form Plural Possessives	
	"Crocodile"	<b>Decodable Readers:</b> <i>One Cool Day</i>  <i>Brooms Sweep</i>														"Extended Read-Aloud 2: <i>The Shoemaker and the Elves</i>
	"The Animal Store"															

# Grade 1 • Unit 10 • Exploring Sound, Light, and Heat

**Essential Question:** How would our lives be different without sound, light, and heat?

**Enduring Understandings:**

- Living things use energy in the form of sound, light, and heat every day.
- We can use our senses to build knowledge about light, sound, and heat.

**Build Knowledge Word Bank:** *energy, source, moves/movement, senses*

**Research & Inquiry Project:** Exploring Sound and Light

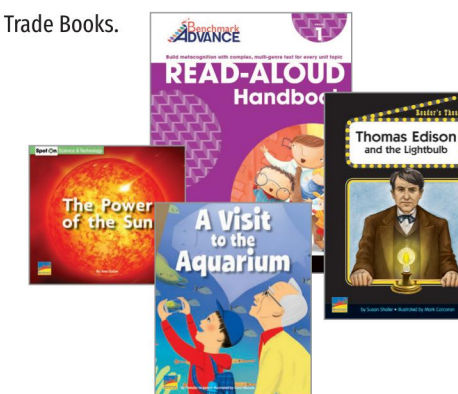
## Unit Readings

**Read-Alouds:** Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- My Pet* (90L)
- Jill Explores Energy* (380L)
- The Power of the Sun* (400L)
- Fun Changes* (410L)
- How Much Does It Weigh?* (430L)
- Coal* (480L)

- Cool Waves* (410L)
- Daylight and Night Light!* (420L)
- A Visit to the Aquarium* (460L)
- Carlos and the Drum* (220L)
- Meteorites on Earth* (540L)
- Magnets on the Move* (480L)



**Reader's Theater Scripts:**

*Thomas Edison and the Lightbulb*

Weekly Readings				Weekly Skills and Strategies												
Build Reading Foundations	Decodable Readings	Short and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
<b>Week 1</b>	“Dawn Is the Best Time of Day” “Animal Talk” “I Know All the Sounds That the Animals Make”	<b>I Read:</b> “Do You Know Me?”  <b>Decodable Readers:</b> <i>All About Storms</i>  <i>Food Grows</i>	<b>Mentor Read-Alouds:</b> “Sounds I Love!”  “Heat Is All Around”	Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks  Uppercase Letters	Phoneme Categorization  Phoneme Blending and Segmentation, Phonemic Manipulation  Delete Parts of Blends, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> Silent Letters (wr, kn, gn)  <b>Secondary Skill and Word Families:</b> -oon, -ool  <b>Spiral Review:</b> Vowel Team Syllables with /ou/, /oi/, /oo/, /oo/; Suffix -ly	<i>better</i> <i>carry</i> <i>learn</i> <i>very</i>		Pausing/Rate  Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies  Fix-Up: Read Out Loud to Support Comprehension	Draw Inferences to Identify Who is Telling the Story  Identify Words and Phrases That Appeal to the Senses  Use Illustrations and Details to Describe Key Ideas	Use Context as a Clue to the Meaning of Multiple-Meaning Words	<b>General Academic Listening &amp; Speaking:</b> <i>shriek</i> <i>clang</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>transferred</i> <i>matter</i>	<b>My Reading and Writing Words:</b> <i>sound</i> <i>dark</i>	Poetry Process Writing	Irregular Plural Nouns
<b>Week 2</b>	“I Clap My Hands” “Good Vibrations” “I Know All the Sounds That the Animals Make”	<b>I Read:</b> “Loud All Around”  <b>Decodable Readers:</b> <i>What Does Paul See?</i>  <i>Crows Caw</i>	<b>Extended Read-Aloud 1:</b> <i>I Hear with My Ears</i>	Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks  Uppercase Letters	Phoneme Categorization  Phoneme Blending and Segmentation, Phonemic Manipulation  Delete Parts of Blends, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> /ô/ (aw, au, al, augh)  <b>Secondary Skill:</b> suffixes -ful, -less; -aw, -awn  <b>Spiral Review:</b> vowel team syllables; silent letters	<i>mother</i> <i>father</i> <i>never</i> <i>below</i>		Self-Correcting  Phrasing	Metacognitive: Apply Cumulative Metacognitive Strategies  Fix-Up: Stop and Think About the Author’s Purpose	Draw Inferences to Describe Setting  Compare and Contrast the Adventures and Experiences of Characters  Identify Words and Phrases That Appeal to the Senses  Use Illustrations and Details to Describe Characters	Identify Real-Life Connections Between Words and Their Use	<b>General Academic Listening &amp; Speaking:</b> <i>handier</i> <i>thunder</i> <i>swishing</i> <i>assists</i>	<b>My Reading and Writing Words:</b> <i>snap</i> <i>move</i> <i>low</i> <i>high</i>	Poetry Process Writing	Irregularly Conjugated Verbs
<b>Week 3</b>	“My Shadow” “How Shadows Form” “I Know All the Sounds That the Animals Make”	<b>I Read:</b> “Light and Shadow”  <b>Decodable Readers:</b> <i>The Hermit Crab</i>  <i>In the Woods</i>	<b>Extended Read-Aloud 2:</b> <i>The Light Around Us</i>	Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks	Phoneme Isolation  Phoneme Blending and Segmentation, Phonemic Manipulation  Delete Parts of Blends, Phoneme Segmentation  Phoneme Segmentation	<b>Primary Skill:</b> long e (y, ey)  <b>Secondary Skill and Word Families:</b> consonant -le syllables; -eep, -ey  <b>Spiral Review:</b> vowel team syllables; silent letters; suffixes	<i>blue</i> <i>answer</i> <i>eight</i> <i>any</i>		Pausing/Rate  Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies  Fix-Up: Reread to Understand the Text	Use Text Features to Locate Key Information  Use Illustrations and Details to Describe Key Ideas  Explain Differences Between Stories and Informational Texts	Identify Real-Life Connections Between Words and Their Use	<b>Domain-Specific Listening &amp; Speaking:</b> <i>shines</i> <i>clear</i> <i>pass through</i> <i>straight line</i>	<b>My Reading and Writing Words:</b> <i>shadow</i> <i>sunny</i>	Writing Reflections: Narrative, Explanatory, Opinion, Poetry	Irregular Plural Nouns  Irregularly Conjugated Verbs  Correct Noun-Verb Agreement