



Grade 1 • Unit 1 • Scope and Sequence

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



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



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



Grade 1 • Unit 2 • Scope and Sequence

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



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



Grade 1 • Unit 2 • Scope and Sequence

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



Grade 1 • Unit 3 • Scope and Sequence

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



Grade 1 • Unit 3 • Scope and Sequence

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



Grade 1 • Unit 3 • Scope and Sequence

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



Grade 1 • Unit 4 • Scope and Sequence

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



Grade 1 • Unit 4 • Scope and Sequence

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



Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Getting to Know Us What can happen over time?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 5</p> <p>Weekly Concept: Working with Animals</p> <p>Essential Question: How do people work with animals?</p> <p>Connect to Science: Explore different ways that people work with Animals.</p>	<p>Title: "Ming's Teacher"</p> <p>Genre: Folktale</p> <p>Strategy: Visualize</p>	<p>Short Text: Time for Kids: <i>From Puppy to Guide Dog</i></p> <p>Lexile: 680L</p> <p>Genre: Nonfiction</p> <p>Strategy: Visualize</p> <p>Skill: Connections Within Text: Sequence</p> <p>Text Feature: Captions</p>	<p>Strategy: Visualize</p> <p>Skill: Connections Within Text: Sequence</p> <p>Main Selection Title: Time for Kids: <i>Koko and Penny</i></p> <p>Genre: Nonfiction</p> <p>Lexile: 370L</p> <p>Paired Selection Title: "Saving Mountain Gorillas"</p> <p>Genre: Nonfiction</p> <p>Lexile: 450L</p> <p>Text Feature: Captions</p>	<p>Strategy: Visualize</p> <p>Skill: Connections Within Text: Sequence</p> <p>Main Selections Genre: Nonfiction</p> <p>A: <i>Teach a Dog!</i> O: <i>Teach a Dog!</i> E: <i>Teach a Dog!</i> B: <i>Teach a Dog!</i></p> <p>Paired Selections Genre: Nonfiction</p> <p>Titles: A: "Working with Dolphins" O: "Working with Dolphins" E: "Working with Dolphins" B: "Working with Dolphins"</p> <p>Lexile: A: 270L O: 330L E: 230L B: 440L</p>	<p>Literature Anthology: Organization, Genre</p>	<p>Vocabulary Words: <i>clever signal</i></p> <p>Additional Academic Vocabulary: <i>guide dog tasks time-order words adverb</i></p> <p>Build Vocabulary: <i>study pets projects hobby</i></p> <p>Vocabulary Strategy: Root Words</p>	<p><i>found hard near woman would write</i></p>	<p><i>career soothe remarkable advice trust</i></p>	<p>Phonemic Awareness: Phoneme Categorization/ Deletion/ Blending/ Addition</p> <p>Phonics/ Spelling Skill: long e: y, ey</p> <p>Structural Analysis: compound words</p> <p>Decodable Readers: <i>Race Pony!</i>; <i>Study With Animals</i></p>	<p>Intonation</p>	<p>Writing Trait: Word Choice: Words That Tell Order</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: Reading/Writing Workshop: <i>Time for Kids: From Puppy to Guide Dog</i></p> <p>Literature Anthology: <i>Time for Kids: Koko and Penny</i></p> <p>Grammar Skill: Adverbs That Tell When</p> <p>Mechanics: Commas in a Series</p>	<p>Projects: How do people and animals work together? Make a Poster</p> <p>Unit Level: Research Skill: Asking Questions</p> <p>Unit Project: Self-select and develop from weekly research projects.</p>
<p>Week 6</p> <p>Review and Assessment</p>	➔											



Grade 1 • Unit 5 • Scope and Sequence

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



Grade 1 • Unit 5 • Scope and Sequence

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



Grade 1 • Unit 5 • Scope and Sequence

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



Grade 1 • Unit 6 • Scope and Sequence

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



Grade 1 • Unit 6 • Scope and Sequence

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



Grade 1 • Unit 6 • Scope and Sequence

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