# Grade K • Unit 1 • Scope and Sequence

## Big Idea:
**Take a New Step**

**What can we learn when we try new things?**

### Read Aloud

<table>
<thead>
<tr>
<th>Week</th>
<th>Title</th>
<th>Genre</th>
<th>Strategy</th>
<th>Main Selection Title</th>
<th>Strategy: Ask and Answer Questions</th>
<th>Short Text: Activity</th>
<th>Literature Big Book: Organization</th>
<th>Additional Academic Vocabulary: Key Details</th>
<th>Genre</th>
<th>Text Feature</th>
<th>Work on Writing Trait: Concept</th>
<th>Project: Make an Animal Puppet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>&quot;The Lion and the Mouse&quot;</td>
<td>Fantasy</td>
<td>&amp; Strategy: Ask and Answer Questions</td>
<td>What About Bear? &amp; Strategy: Ask and Answer Questions</td>
<td>Key Details (List Illustrations)</td>
<td>I Can &amp; Strategy: Ask and Answer Questions</td>
<td>Main Selection Title: Nonfiction</td>
<td>Vocabulary: Title, Illustator, noun</td>
<td>Fiction</td>
<td>Informational Text</td>
<td>＂Sam Can See!”</td>
<td>Write a Poster</td>
</tr>
<tr>
<td>Title: &quot;The Tortoise and the Hare&quot;</td>
<td>Genre: Fantasy</td>
<td>Strategy: Ask and Answer Questions</td>
<td>Short Text: &quot;We Can&quot;</td>
<td>Strategy: Ask and Answer Questions</td>
<td>Main Selection Title: Fiction</td>
<td>Literature Big Book: Organization</td>
<td>Additonal Academic Vocabulary: Story Details</td>
<td>Imagery Movement (excited, excited, excited)</td>
<td>Informational Text</td>
<td>&quot;Baby Animals on the Move&quot;</td>
<td>Write a Poster</td>
<td></td>
</tr>
<tr>
<td>Title: &quot;A Feast of the Senses&quot;</td>
<td>Genre: Informational Text</td>
<td>Strategy: Ask and Answer Questions</td>
<td>Main Selection Title: Sense of the Senses</td>
<td>Strategy: Ask and Answer Questions</td>
<td>Main Selection Title: Informational Text</td>
<td>Literature Big Book: Organization</td>
<td>Additonal Academic Vocabulary: Informational Text</td>
<td>Vocabulary: Keys, Personal Action, Poetry</td>
<td>Informational Text</td>
<td>&quot;A Feast of the Senses&quot;</td>
<td>Write a Poster</td>
<td></td>
</tr>
</tbody>
</table>

### Vocabulary

- **Vocabulary:** Words
- **Key Details:** Key Words
- **Reading Writing Workshop:** Reading Writing Workshop
- **Phonics:** Phonics
- **Literacy Big Book:** Literacy Big Book
- **Workshop Writing:** Workshop Writing
- **Research:** Research

### Reading/Writing Workshop

- **Strategy:** Strategy
- **Genre:** Genre
- **Text Feature:** Text Feature
- **Work on Writing Trait:** Work on Writing Trait
- **Project:** Project

### Access Complex Text (ACT)

- **High-Frequency Words:** High-Frequency Words
- **Oral Vocabulary Words:** Oral Vocabulary Words
- **Category Words:** Category Words
- **Phonics:** Phonics
- **Fluency Skill:** Fluency Skill
- **Writing:** Writing

### Leveled Reader Main Selection

- **Approaching Level:** Approaching Level
- **On Level:** On Level
- **Beyond Level:** Beyond Level

### Weekly Concept:

- **Weekly Concept:** Weekly Concept
- **Essential Question:** Essential Question
- **Connect to Social Studies:** Connect to Social Studies
- **Connect to Science:** Connect to Science

### Grade K • Unit 1 • Scope and Sequence

- **L1.1008181**

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**Not shown:** Start Smart Introduction to Key Instructional Routines and Procedures.
Week 1

**Weekly Concept:** Tools We Use

**Essential Question:** How do tools help us to explore?

**Connect to Science:** Solve problems through engineering

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;Timmys&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>3rd grade</td>
</tr>
<tr>
<td><strong>Main Selection Title:</strong> The Handiest Things in the World</td>
<td></td>
</tr>
<tr>
<td><strong>Genre:</strong> Informational Text</td>
<td></td>
</tr>
<tr>
<td><strong>Key Details:</strong> Tools</td>
<td></td>
</tr>
<tr>
<td><strong>Paired Selection Title:</strong> &quot;Discover with Tools&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>Text Feature:</strong> Informational Text</td>
<td></td>
</tr>
</tbody>
</table>

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**Week 2**

**Weekly Concept:** Shapes All Around Us

**Essential Question:** What shapes do you see around you?

**Connect to Science:** Find solutions to problems through observation

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;Kites in Flight&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>Informational Text</td>
</tr>
<tr>
<td><strong>Main Selection Title:</strong> Shapes All Around</td>
<td></td>
</tr>
<tr>
<td><strong>Genre:</strong> Informational Text</td>
<td></td>
</tr>
<tr>
<td><strong>Key Details:</strong> Shapes</td>
<td></td>
</tr>
<tr>
<td><strong>Paired Selection Title:</strong> &quot;Find the Shapes&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>Text Feature:</strong> Informational Text</td>
<td></td>
</tr>
</tbody>
</table>

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**Week 3**

**Weekly Concept:** World of Bugs

**Essential Question:** What kind of bugs do you know about?

**Connect to Science:** Explore what animals need to live and grow

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;I Love Bugs!&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>Fiction</td>
</tr>
<tr>
<td><strong>Main Selection Genre:</strong> Fiction</td>
<td></td>
</tr>
<tr>
<td><strong>Text Feature:</strong> Captions</td>
<td></td>
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</table>

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**Reading/ Writing Workshop**

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;We Can Say&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>Fiction</td>
</tr>
<tr>
<td><strong>Main Selection Genre:</strong> Fiction</td>
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</tr>
<tr>
<td><strong>Text Feature:</strong> Informational Text</td>
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</table>

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**Leveled Reader Main Selection**

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;We Like The Shapes&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>Fiction</td>
</tr>
<tr>
<td><strong>Main Selection Genre:</strong> Informational Text</td>
<td></td>
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</tbody>
</table>

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**Access Complex Text (ACT)**

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;I See A Bug!&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>Fiction</td>
</tr>
<tr>
<td><strong>Main Selection Genre:</strong> Informational Text</td>
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**Vocabulary Words**

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;Build Your Word Bank&quot;</th>
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<tbody>
<tr>
<td>Genre:</td>
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<td><strong>Main Selection Genre:</strong> Informational Text</td>
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**High-Frequency Words**

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;We Like Bugs!&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>Informational Text</td>
</tr>
<tr>
<td><strong>Main Selection Genre:</strong> Informational Text</td>
<td></td>
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</tbody>
</table>

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**Oral Vocabulary Words**

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;Build Your Word Bank&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>Informational Text</td>
</tr>
<tr>
<td><strong>Main Selection Genre:</strong> Informational Text</td>
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</tbody>
</table>

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**Category Words**

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;We See Tam&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>Informational Text</td>
</tr>
<tr>
<td><strong>Main Selection Genre:</strong> Informational Text</td>
<td></td>
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</tbody>
</table>

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**Phonics**

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;Pat the Mat&quot;</th>
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<tbody>
<tr>
<td>Genre:</td>
<td>Informational Text</td>
</tr>
<tr>
<td><strong>Main Selection Genre:</strong> Informational Text</td>
<td></td>
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</tbody>
</table>

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**Fluency Skill**

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;We Love Bugs!&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>Informational Text</td>
</tr>
<tr>
<td><strong>Main Selection Genre:</strong> Informational Text</td>
<td></td>
</tr>
</tbody>
</table>

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**Writing**

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;Make a Tool Belt&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>Informational Text</td>
</tr>
<tr>
<td><strong>Main Selection Genre:</strong> Informational Text</td>
<td></td>
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</tbody>
</table>

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**Research**

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;I Am Pat&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>Informational Text</td>
</tr>
<tr>
<td><strong>Main Selection Genre:</strong> Informational Text</td>
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**Not shown:** Start Smart Introduction to Key Instructional Routines and Procedures.
### Grade K • Unit 4 • Scope and Sequence

<table>
<thead>
<tr>
<th>Big Idea: Around the Neighborhood</th>
<th>Read Aloud</th>
<th>Literature Big Books, Pared Selection</th>
<th>Reading/ Writing Workshop</th>
<th>Leveled Reader Main Selection</th>
<th>Access Complex Text (ACT)</th>
<th>Vocabulary Words</th>
<th>High-Frequency Words</th>
<th>Oral Vocabulary Words</th>
<th>Category Words</th>
<th>Phonics</th>
<th>Fluency Skill</th>
<th>Writing</th>
<th>Research</th>
</tr>
</thead>
</table>
### Grade K • Unit 6 • Scope and Sequence

#### Big Idea:
Weather for all Seasons

How do weather and seasons affect us?

<table>
<thead>
<tr>
<th>Read Aloud</th>
<th>Literature Big Books, Paired Selection</th>
<th>Reading/Writing Workshop</th>
<th>Leveled Reader Main Selection</th>
<th>Access Complex Text (ACT)</th>
<th>Vocabulary Words</th>
<th>High-Frequency Words</th>
<th>Oral Vocabulary Words</th>
<th>Category Words</th>
<th>Phonics</th>
<th>Fluency Skill</th>
<th>Writing</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Weekly Concept:</strong> The Four Seasons</td>
<td><strong>Essential Question:</strong> How are the seasons different?</td>
<td><strong>Connect to Science:</strong> Explore the climate and weather</td>
<td><strong>Essential Question:</strong> What's the Weather? <strong>Weekly Concept:</strong> Week 2</td>
<td><strong>How do weather and seasons affect us?</strong></td>
<td><strong>Phonological/Phonemic Awareness:</strong> Sound and Rime Identification, Phoneme Blending, Phoneme Segmentation</td>
<td><strong>Phonological/Phonemic Writing</strong></td>
<td><strong>Literature Big Book:</strong> How do weather and seasons affect us?</td>
<td><strong>Sound-Spelling and Word Automaticity:</strong> Expression</td>
<td><strong>Writing Trait:</strong> Opinion</td>
<td><strong>Project:</strong> Make a Seasons Chart</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Weekly Concept:</strong> What's the Weather?</td>
<td><strong>Essential Question:</strong> What happens in different kinds of weather?</td>
<td><strong>Connect to Science:</strong> Explore weather around us.</td>
<td><strong>Weather for all Seasons</strong></td>
<td><strong>Big Idea:</strong> Start Smart Introduction to Key Instructional Routines and Procedures.</td>
<td><strong>L1.1008181</strong></td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Weekly Concept:</strong> Stormy Weather</td>
<td><strong>Essential Question:</strong> How can you stay safe in bad weather?</td>
<td><strong>Connect to Science:</strong> Explore severe weather</td>
<td></td>
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**Not shown:** Start Smart Introduction to Key Instructional Routines and Procedures.
<table>
<thead>
<tr>
<th>Grade: K</th>
<th>Unit: 7</th>
<th>Scope and Sequence</th>
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<tbody>
<tr>
<td><strong>Big Idea:</strong></td>
<td><strong>The Animal Kingdom</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What are different kinds of animals?</strong></td>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Concept:</strong></td>
<td><strong>Paired Selection</strong></td>
</tr>
<tr>
<td><strong>Read Aloud</strong></td>
<td><strong>Genre:</strong></td>
<td><strong>Strategy:</strong></td>
</tr>
<tr>
<td><strong>Literature Big Book, Paired Selection</strong></td>
<td><strong>Informational Text</strong></td>
<td><strong>Vocabulary:</strong></td>
</tr>
<tr>
<td><strong>Reading/ Writing Workshop</strong></td>
<td><strong>Informational Text</strong></td>
<td><strong>Main Selection</strong></td>
</tr>
<tr>
<td><strong>Leveled Reader Main Selection</strong></td>
<td><strong>Strategy:</strong> <strong>Reread</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Access Complex Text (ACT)</strong></td>
<td><strong>Skill:</strong> <strong>Connections Within Text (C compared and contrast)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Words</strong></td>
<td><strong>Main Selection Genre:</strong></td>
<td><strong>Vocabulary Strategy:</strong></td>
</tr>
<tr>
<td><strong>High-Frequency Words</strong></td>
<td><strong>Additional Academic Vocabulary:</strong></td>
<td><strong>Compound Words</strong></td>
</tr>
<tr>
<td><strong>Oral Vocabulary Words</strong></td>
<td><strong>for</strong></td>
<td><strong>Animal Parts</strong></td>
</tr>
<tr>
<td><strong>Category Words</strong></td>
<td><strong>Build Your Word Bank:</strong></td>
<td><strong>Phonics</strong></td>
</tr>
<tr>
<td><strong>Fluency Skill</strong></td>
<td><strong>from how</strong></td>
<td><strong>Sound Spelling and Word Automaticity:</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Appearance</strong></td>
<td><strong>Expression:</strong></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td><strong>Exercise</strong></td>
<td><strong>Intonation</strong></td>
</tr>
<tr>
<td><strong>Project:</strong></td>
<td><strong>Sentence Variety</strong></td>
<td><strong>Writing Trait:</strong> <strong>Word Choice:</strong></td>
</tr>
<tr>
<td><strong>Animal Features Report</strong></td>
<td><strong>Word Automaticity:</strong></td>
<td><strong>Writing:</strong> <strong>Descramble Words</strong></td>
</tr>
<tr>
<td><strong>Animal Homes</strong></td>
<td><strong>Subject Verb Agreement:</strong></td>
<td><strong>Write About the Text:</strong> <strong>Narrative Text</strong></td>
</tr>
<tr>
<td><strong>Animal Bodies</strong></td>
<td><strong>Labeling:</strong></td>
<td><strong>Write to Sources:</strong> <strong>Literature Big Book</strong></td>
</tr>
<tr>
<td><strong>Animal Homes</strong></td>
<td><strong>Grammar:</strong> <strong>Verb</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Animal Habitat</strong></td>
<td><strong>Habitat Diorama</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Animal Needs</strong></td>
<td><strong>Project:</strong> <strong>Make a Pet-Care Poster</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Week 1**

**Weekly Concept:** **Baby Animals**

**Essential Question:** How are some animals alike and how are they different?

**Connect to Science:** Explore what animals need to grow and live

**Short Text:** **"A Pop and a Cub"**

**Genre:** **Nonfiction**

**Strategy:** **Reread**

**Title:** **"Two Kinds of Bears"**

**Genre:** **Informational Text**

**Skill:** **Connections Within Text (Compare and Contrast)**

**Main Selection Genre:** **Informational Text**

**Titles:**
- **A:** Two Cubs
- **B:** Animal Bodies
- **C:** Animal Homes

**Vocabulary Strategy:** **Compound Words**

**Additional Academic Vocabulary:** some different verb

**High-Frequency Words**

**Animal Parts**

**Phonological/Phonemic Awareness:** Stress and Rime Blending, Phonoic Isolation (Initial), Phonoic Blending, Phonoic Deletion

**Phonics:** (vowel/rhyme/word)

**Consonant/Vowel Review:** sw, st, sp, sc, sc, sk, sl, sm

**Decodable Readers:** "Sun Fun" "Pup and Cub"

**Sound Spelling and Word Automaticity:** **Expression:** **Intonation**

**Writing Trait:** **Word Choice:** Specific Words

**Write About the Text:** **Narrative Text**

**Write to Sources:** **Literature Big Book**

**Reading Writing Workshop:** "A Vet in A Vet"

**Grammar Skill:** **Verb**

**Project:** **Evaluate the Animal Kingdom**

**Not shown:** **Start Smart Introduction to Key Instructional Routines and Procedures.**
### ELA Grade K • Unit 8 • Scope and Sequence

<table>
<thead>
<tr>
<th>Big Idea</th>
<th>From Here to There</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where can you go that is near and far?</td>
<td></td>
</tr>
</tbody>
</table>

#### Week 1
**Weekly Concept:** On the Move

**Essential Question:** What can help you go from here to there?

**Connect to Social Studies:** Explore how people lived in different times.

**Weekly Concept:** From Here to There

**Weekly Essential Question:** What can help you go from here to there?

**Connect to Social Studies:** Explore how people lived in different times.

**Read Aloud**
- Title: "The King of the Skies"
- Genre: Fairy Tale
- Strategy: Make Predictions

**Literature Big Book, Paired Selection**
- Main Selection Title: When Daddy's Truck Picks Me Up
- Genre: Fiction
- Strategy: Make, Confirm, and Revise Predictions
- Skill: Character, Setting, Plot (using illustrations)
- Paired Selection Title: "From Here to There"
- Genre: Nonfiction
- Text Feature: Headings

**Reading/ Writing Workshop**
- Short Text: "I Did It!"
- Genre: Fiction

**Leveled Reader Main Selection**
- Approach Reading Level: On Level
- Skill: Character, Setting, Plot
- Main Selection Genre: Fiction
- Title: A: I Did It!
- B: Run, Quinn!
- E: Going to Gram's House

**Access Complex Text (ACT)**
- Literature Big Book Organization: Here I Am
- Build Your Word Book: about map

**Vocabulary Words**
- Additional Academic Vocabulary: preposition
- Vocabulary Strategy: Context Clues

**High-Frequency Words**
- Oral Vocabulary Words

**Category Words**
- Phonics: Phonological/Phonemic Awareness: Onset and Rime Blending
- Vocabulary: Phoneme Substitution
- Phoneme: /a/ (optional)

**Fluency Skill**
- Writing: Sentence Fluency: Expression

**Writing**
- Project: What are different ways to travel?

**Research**
- Grammar Skill: Sentences with Prepositions

#### Week 2
**Weekly Concept:** My U.S.A.

**Essential Question:** What do you know about our country?

**Connect to Social Studies:** Explore national and state symbols.

**Weekly Concept:** What do you know about our country?

**Weekly Essential Question:** What do you know about our country?

**Connect to Social Studies:** Explore national and state symbols.

**Read Aloud**
- Title: "The Best of the West"
- Genre: Informational Text
- Strategy: Reread

**Literature Big Book, Paired Selection**
- Main Selection Title: Art Goes to Washington, D.C.
- Genre: Informational Text
- Strategy: Reread
- Skill: Main Topic and Key Details
- Paired Selection Title: "Our Country"
- Genre: Nonfiction
- Text Feature: Captions

**Reading/ Writing Workshop**
- Short Text: "Pack a Bag!"
- Genre: Fiction

**Leveled Reader Main Selection**
- Approach Reading Level: On Level
- Skill: Character, Setting, Plot (using illustrations)
- Main Selection Genre: Informational Text
- Title: A: See You!
- B: Places to See
- E: Places to See
- Build Your Word Book: about each

**Vocabulary Words**
- Additional Academic Vocabulary: History and Vocabulary Strategy: Synonyms

**High-Frequency Words**
- Oral Vocabulary Words

**Category Words**
- Phonics: Phonological/Phonemic Awareness: Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution
- Vocabulary: Context Clues

**Fluency Skill**
- Writing: Sentence Fluency: Expression

**Writing**
- Project: What would you like to find out about in our country?

**Grammar Skill**
- Grammar Skill: Sentences with Prepositions

#### Week 3
**Weekly Concept:** Look to the Sky

**Essential Question:** What do you see in the sky?

**Connect to Science:** Make observations about night and day.

**Weekly Concept:** Look to the Sky

**Weekly Essential Question:** What do you see in the sky?

**Connect to Science:** Make observations about night and day.

**Read Aloud**
- Title: "A View from the Moon"
- Genre: Informational Text
- Strategy: Make Predictions

**Literature Big Book, Paired Selection**
- Main Selection Title: Bringing Down the Moon
- Genre: Fiction
- Strategy: Make, Confirm, and Revise Predictions
- Skill: Character, Setting, Plot (Problem and Solution)
- Paired Selection Title: "My Night Sky"
- Genre: Informational Text
- Text Feature: Headings

**Reading/ Writing Workshop**
- Short Text: "Up! Up! Up!"
- Genre: Nonfiction

**Leveled Reader Main Selection**
- Approach Reading Level: On Level
- Skill: Character, Setting, Plot (Problem and Solution)
- Main Selection Genre: Fantasy
- Title: A: Going Up
- B: In the Clouds
- E: In the Clouds
- Build Your Word Book: from how many water people work about may or each

**Vocabulary Words**
- Additional Academic Vocabulary: pro/position/progress
- Vocabulary Strategy: Similes

**High-Frequency Words**
- Oral Vocabulary Words

**Category Words**
- Phonics: Phonological/Phonemic Awareness: Onset and Rime Segmentation
- Vocabulary: Phoneme Identity, Phoneme Substitution
- Phoneme: /a/ (optional)

**Fluency Skill**
- Writing: Sentence Fluency: Expression

**Writing**
- Project: Make a Sky Display

**Research**
- Grammar Skill: Sentences with Prepositions
<table>
<thead>
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<th>Big Idea: How do things change?</th>
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**Week 1**

**Weekly Concept:** Growing Up

**Essential Question:** How can you help out at home?

**Connect to Social Studies:** Explore why we help each other

**Main Selection Title:** "The Little Red Hen"

**Genre:** Informational Text

**Strategy:** Ask and Answer Questions

**Skill:** Character, Setting, Plot (Cause and Effect)

**Paired Selection Title:** "The Clean Up"

**Genre:** Fiction

**Text Feature:** Charts

**Reading Aloud:** "Helping Out at Home"

**Strategy: Reread**

**Vocabulary:** Fantasy: "The Little Red Hen"

**Main Selection Genre:** Fantasy

**Tales:** A: Mike Helps Out
B: Chiv and His Friend
C: Chiv and His Friend
D: Farmer White’s Best Friend

**Build Oral Vocabulary:** Fantasy:
-ined
-er
-or
-er
-s
-ness
-ly
-less

**Build Word Bank:** other

**Help:** Build Word Bank: other

**Oral Vocabulary Words:** fantasy, friend, make, farm, clean up

**Category Words:** Fantasy

**Phonics:** Fantasy

**Fluency Skill:** Fantasy

**Writing:** Fantasy

**Research:** Fantasy

**Week 2**

**Weekly Concept:** Good Citizens

**Essential Question:** What do good citizens do?

**Connect to Social Studies:** Explore what it means to be a good citizen

**Main Selection Title:** "Peter’s Chair"

**Genre:** Fiction

**Strategy:** Reread

**Skill:** Character, Setting, Plot (Cause and Effect)

**Paired Selection Title:** "Team Up to Clean Up"

**Genre:** Informational Text

**Text Feature:** Captions

**Reading Aloud:** "Peter’s Chair"

**Strategy:** Read

**Vocabulary:** Fantasy: "Peter’s Chair"

**Main Selection Genre:** Fantasy

**Tales:** A: Mike Helps Out
B: Chiv and His Friend
C: Chiv and His Friend
D: Farmer White’s Best Friend

**Build Oral Vocabulary:** Fantasy:
-ined
-er
-or
-er
-s
-ness
-ly
-less

**Build Word Bank:** other

**Oral Vocabulary Words:** fantasy, friend, make, farm, clean up

**Category Words:** Fantasy

**Phonics:** Fantasy

**Fluency Skill:** Fantasy

**Writing:** Fantasy

**Research:** Fantasy

**Week 3**

**Weekly Concept:** Our Natural Resources

**Essential Question:** How can things in nature be used to make new things?

**Connect to Science:** Explore the needs of living things

**Main Selection Title:** "Spider Woman Teaches the Navajo"

**Genre:** Fairy Tales

**Strategy:** Reread

**Skill:** Connections Within Text (Sequence)

**Paired Selection Title:** "Nature Artists"

**Genre:** Informational Text

**Text Feature:** Directions

**Reading Aloud:** "Spider Woman Teaches the Navajo"

**Strategy:** Read

**Vocabulary:** Informational Text: "Spider Woman Teaches the Navajo"

**Main Selection Genre:** Informational Text

**Tales:** A: Look Where It Is From
B: What’s for Breakfast?
C: Nature at the Craft Fair

**Build Oral Vocabulary:** Informational Text: "Spider Woman Teaches the Navajo"

**Build Word Bank:** where, build, word bank

**Oral Vocabulary Words:** Informational Text: "Spider Woman Teaches the Navajo"

**Category Words:** Informational Text

**Phonics:** Informational Text

**Fluency Skill:** Informational Text

**Writing:** Informational Text

**Research:** Informational Text
Week 1

**Weekly Concept:** Problem Solvers

**Essential Question:** What can happen when we work together?

**Connect to Social Studies:** Explore working together

**Main Selection:** "The Elves and the Shoemakers"

**Genre:** Fiction

**Strategy:** Ask and Answer Questions

**Skill:** Key Details

**Paraphrase:** "Good for You!"

**Text Feature:** Captions

**Short Text:** "Who Can Help?"

**Genre:** Fiction

**Strategy:** Make, Confirm, and Revise Predictions

**Skill:** Character, Setting, Plot (Sequence)

**Main Selection Genre:** Fantasy

**Title:** A Question Boost

**Genre:** Fiction

**Text Feature:** Speech Bubbles

**Literature Big Book:** Connection of Ideas

**Additional Academic Vocabulary:**
- good
- build
- your word bank
- part
- only
words

**Oral Vocabulary:**
- do
todecide
- once
- thanks
- grateful

**Build Oral Vocabulary:**
- ideas, couches, pond, designed in wood, interesting, grumpy, all right, pair happen, sweet, asker

**Question Words:**
- How
- When
- Where
- What
- Why

**Phonological/Phonemic Awareness:**
- Sentence Segmentation
- Phoneme Identification
- Phoneme Blending
- Phoneme Substitution

**Phonics:**
- Vowel(1+1)
- Consonant/Vowel Review:
  - n: /n/, /n_/, /n/;
  - r: /r/, /r_/, /r/;
  - s: /s/, /s_/, /s/;
  - th: /θ/, /θ_/, /θ/;
  - sh: /ʃ/, /ʃ_/, /ʃ/;
  - ch: /tʃ/, /tʃ_/, /tʃ/;
  - ph: /θp/, /θp_/, /θp/;
  - qu: /kw/, /kw_/, /kw/;
  - w: /w/, /w_/, /w/;
  - y: /j/, /j_/, /j/

**Vocabulary:**
- Decodable Readers:
  - "Tuck Box"
  - "The Sad Duck"

**Sound-Spelling and Word Automaticity:**
- Expression
- Innovation

**Writing Trait:** Word Choice

**Writing Skill:** Specific Words

**Project:** Problem Solving Poster

---

Week 2

**Weekly Concept:** Sort It Out

**Essential Question:** In what ways are things alike? How are they different?

**Connect to Social Studies:** Explore how things, people, and ideas are alike and different

**Main Selection:** "The Perfect Panda"

**Genre:** Informational Text

**Strategy:** Ask and Answer Questions

**Skill:** Key Details

**Paraphrase:** "Good for You!"

**Text Feature:** Lebrink

**Short Text:** "We Come on Time!"

**Genre:** Fiction

**Strategy:** Make, Confirm, and Revise Predictions

**Skill:** Character, Setting, Plot (Sequence)

**Main Selection Genre:** Fantasy

**Title:** A Question Boost

**Genre:** Fiction

**Text Feature:** Speech Bubbles

**Literature Big Book:** Connection of Ideas

**Additional Academic Vocabulary:**
- come
down
- build
- your word bank
- first
- round
- their

**Oral Vocabulary:**
- last
- perfect
- wordless
- experiment

**Build Oral Vocabulary:**
- ideas, couches, pond, designed in wood, interesting, grumpy, all right, pair happen, sweet, asker

**Word Automaticity:**
- Decodable Readers:
  - "Pete Can Fix It"
  - "Pete and Eve"

**Phonological/Phonemic Awareness:**
- Sound Blendings
- Phoneme Identification
- Phoneme Blending
- Phoneme Substitution

**Phonics:**
- Vowel(1+1)
- Consonant/Vowel Review:
  - n: /n/, /n_/, /n/;
  - r: /r/, /r_/, /r/;
  - s: /s/, /s_/, /s/;
  - th: /θ/, /θ_/, /θ/;
  - sh: /ʃ/, /ʃ_/, /ʃ/;
  - ch: /tʃ/, /tʃ_/, /tʃ/;
  - ph: /θp/, /θp_/, /θp/;
  - qu: /kw/, /kw_/, /kw/;
  - w: /w/, /w_/, /w/;
  - y: /j/, /j_/, /j/

**Vocabulary:**
- Decodable Readers:
  - "Pete Can Fix It"
  - "Pete and Eve"

**Sound-Spelling and Word Automaticity:**
- Phrasing

**Writing Trait:** Sentence Fluency

**Writing Skill:** Complete Sentences

**Project:** Sorting Chart

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Week 3

**Weekly Concept:** Protect Our Earth

**Essential Question:** What ideas can you suggest to protect the environment?

**Connect to Social Studies:** Explore how people can help save the environment

**Main Selection:** "Protect the Environment!"

**Genre:** Informational Text

**Strategy:** Reread

**Skill:** Main Topic and Key Details

**Paraphrase:** "Save Big Blue"

**Text Feature:** Captions

**Short Text:** "We Come on Time!"

**Genre:** Fiction

**Strategy:** Make, Confirm, and Revise Predictions

**Skill:** Character, Setting, Plot (Sequence)

**Main Selection Genre:** Informational Text

**Title:** A Question Boost

**Genre:** Fiction

**Text Feature:** Captions

**Literature Big Book:** Connection of Ideas

**Additional Academic Vocabulary:**
- help
- here
- where
- ask
- good
- come
- your
- word
- bank
- build
- your
word
bank
- other
- into
- move
- and
- over
- some
- anyone
- usually
- write
- part
- only
words
- first
- round
- their

**Oral Vocabulary:**
- environment
- protect
- recycle
- encourage

**Build Oral Vocabulary:**
- paintbrush, cub, main
- skilled, adventures, curious, rare, journey

**Baby Animals**

**Phonological/Phonemic Awareness:**
- Segment and Blend Sounds
- Phoneme Identification
- Phoneme Blending
- Phoneme Substitution

**Phonics:**
- Vowel(1+1)
- Consonant/Vowel Review:
  - n: /n/, /n_/, /n/;
  - r: /r/, /r_/, /r/;
  - s: /s/, /s_/, /s/;
  - th: /θ/, /θ_/, /θ/;
  - sh: /ʃ/, /ʃ_/, /ʃ/;
  - ch: /tʃ/, /tʃ_/, /tʃ/;
  - ph: /θp/, /θp_/, /θp/;
  - qu: /kw/, /kw_/, /kw/;
  - w: /w/, /w_/, /w/;
  - y: /j/, /j_/, /j/

**Vocabulary:**
- Decodable Readers:
  - "We Can Save"

**Sound-Spelling and Word Automaticity:**
- Expression
- Innovation

**Writing Trait:** Organize a Topic

**Writing Skill:** Write about the Text

**Project:** Sorting Chart