

Grade 1 • Unit 1 | Identity: Learning About Others | Essential Question: What can we learn about ourselves and others?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: What do we have in common with others?</p>	<p>Title: School Days</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Listen Attentively</p> <p>Presentation Skill: Speak Clearly</p>	<p>Read Aloud: "How Do You Feel?"</p> <p>Genre: Nonfiction</p> <p>Lexile: 590L</p> <p>Cantral Text: <i>Isabel and Her Colores Go to School</i> by Alexandra Alessandri</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 540L</p> <p>Companion Text: "Dan and Tam"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 120L</p>	<p>Concept Words: common, similarities, differences, acceptance</p> <p>Target Words: bitter, timid, cluttering, echoed</p>	<p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comp Skill: Key Details</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Onomatopoeia</p>	<p>Lessons 1-2: Identify Phonemes (Vowel)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics:</p> <p>Lessons 1-2: /a/ a + /m/m, /s/s, /t/t, /p/p</p> <p>Lessons 3-4: a/a + /k/c, /d d, /n/n, /f/f</p> <p>Lesson 5: Short <i>a</i> in review</p> <p>Spelling:</p> <p>Lesson 2: map, pass, sat, tap, pat</p> <p>Lesson 4: can, map, fan, sat, an</p> <p>Handwriting:</p> <p>Lesson 1: Aa, Mm, Ss</p> <p>Lesson 2: Tt, Pp</p> <p>Lesson 3: Cc, Dd</p> <p>Lesson 4: Nn, Ff</p> <p>Word Structure: Every syllable has a vowel</p>	<p>Lesson 1:</p> <p>see (♥: ee)</p> <p>my (♥: y)</p> <p>go (♥: o)</p> <p>the (♥: th, e)</p> <p>Lesson 2:</p> <p>me (♥: e)</p> <p>like (♥: i, ke)</p> <p>and (♥: nd)</p> <p>up (♥: u)</p>	<p>Title: "A Map"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Sam, Pam, Tam, Pat Go!"</p> <p>Genre: Nonfiction</p> <p>Title: "Sam the Tan Cat"</p> <p>Genre: Realistic Fiction</p> <p>Title: "I Can Tap!"</p> <p>Genre: Realistic Fiction</p> <p>Decoding Strategy: Point!</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Identify correct word order in sentences</p> <p>Grammar Skill: Nouns</p> <p>Mechanics: Capitalize the first word in a sentence</p> <p>Emergent Writing Skill: Stretch sounds to write words</p>	<p>Culminating Task Checkpoint #1</p> <p>Write about how you are the same as your friends</p>
<p>Week 2</p> <p>Focus Question: How can we share things about ourselves?</p>	<p>Title: Learning About Our Classmates</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Take Turns Speaking</p> <p>Presentation Skill: Speak at an appropriate rate</p>	<p>Read Aloud: "Express Yourself"</p> <p>Genre: Nonfiction</p> <p>Lexile: 590L</p> <p>Central Text: <i>The Homesick Club</i> By Libby Martinez</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 540L</p> <p>Companion Text: "Jack and Nick"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 190L</p>	<p>Concept Words: unique, share, friendship, strengths</p> <p>Target Words: stuck, favorite, peek, giant</p>	<p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Character</p> <p>Story Structure: Description</p> <p>Author's Craft: Sensory words and phrases</p>	<p>Lessons 6-7: Segment Phonemes</p> <p>Lessons 8-9: Identify Phonemes (Vowel)</p>	<p>Phonics:</p> <p>Lessons 6-7: /i/i + /b/b, /h/h_, /g/g, /r/r</p> <p>Lessons 8-9: /i/i + /k/k, _ck, /w/w_, /l/l, /j/j_, v/v</p> <p>Lesson 10: Short <i>i</i> review</p> <p>Spelling</p> <p>Lesson 7: pit, fan, hip, did, an</p> <p>Lesson 9: pick, tap, sip, dip, pan</p> <p>Handwriting</p> <p>Lesson 6: Ii, Bb, Hh</p> <p>Lesson 7: Gg, Rr</p> <p>Lesson 8: Kk, Ww, Ll</p> <p>Lesson 9: Jj, Vv</p> <p>Word Structure</p> <p>Plural Nouns -s (/s/)</p>	<p>Lesson 6:</p> <p>she (♥: sh, e)</p> <p>he (♥: e)</p> <p>to (♥: o)</p> <p>do (♥: o)</p> <p>Lesson 7:</p> <p>this (♥: th)</p> <p>that (♥: th)</p> <p>or (♥: or)</p> <p>you (♥: y, ou)</p>	<p>Title: "Cass the Cat"</p> <p>Genre: Fantasy</p> <p>Title: "Tip, Hit, or Tag?"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Kick, Dab, Hit, Tap!"</p> <p>Genre: Nonfiction</p> <p>Title: "A Kid Can!"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Focus!</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Recognize fragments and sentences</p> <p>Grammar Skill: Nouns</p> <p>Mechanics: Recognize, name, and use end punctuation (periods)</p> <p>Emergent Writing Skill: Stretch sounds to write words</p>	<p>Culminating Task Checkpoint #2</p> <p>Write about your favorite activity to do at school.</p>

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UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task (Type of Project)
<p>Week 3</p> <p>Focus Question: How can we work together?</p>	<p>Title: Working Together</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Review Listen Attentively and Take Turns Speaking</p> <p>Presentation Skill: Review Speak Clearly and Speak at an appropriate rate</p>	<p>Read Aloud: "Drew Is New"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 510L</p> <p>Central Text: <i>The Biggest Birthday Card in the World</i> by Kevin Maillard</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 590L</p> <p>Companion Text: "Look for Dot"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 170L</p>	<p>Concept Words: contribute, join</p> <p>Target Words: village, glimmered, unite, portrait</p>	<p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Key Details</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Sensory words and phrases</p>	<p>Lessons 11-12: Blend Phonemes</p> <p>Lessons 13-14: Segment Phonemes</p>	<p>Phonics</p> <p>Lessons 11-12: /o/ o + /x - /ks/_x, /kw/qu_, /y/ y_, /z/z_,_s</p> <p>Lesson 13: Review plural nouns -s (/s/, /z/)</p> <p>Lesson 14: Review Plural Noun -s (/s/, /z/) (+ quick review of every syllable has a vowel)</p> <p>Lesson 15: Short o review</p> <p>Spelling</p> <p>Lesson 12: on, sip, box, did, rod</p> <p>Lesson 13: not, log, dip, got, pot, pat</p> <p>Handwriting</p> <p>Lesson 11: Oo, Xx, Yy</p> <p>Lesson 12: Zz, Qq</p> <p>Lesson 13: Review: Pp</p> <p>Lesson 14: Review: Ss</p> <p>Word Structure</p> <p>Lesson 13: Plural Nouns -s /z/</p> <p>Lesson 14: Review every syllable has a vowel + Review Plural Noun -s (/s/, /z/)</p>	<p>Lesson 11: her (♥: er) for (♥: or) move (♥: o, ve) was (♥: a, s)</p> <p>Lesson 12: be (♥: e) good (♥: oo) look (♥: oo) are (♥: are)</p>	<p>Title: "A Big Job"</p> <p>Genre: Realistic Fiction</p> <p>Title: "A Big Jog"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Big Kid Jobs"</p> <p>Genre: Nonfiction</p> <p>Title: "Got a Pal?"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Focus!</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a simple sentence</p> <p>Grammar Skill: Plural Nouns</p> <p>Mechanics: Recognize, name, and use end punctuation (periods)</p> <p>Emergent Writing Skill: Stretch sounds to write words</p>	<p>Culminating Task Checkpoint #3</p> <p>Write about how you and a partner work together in class.</p> <p>Final Product: Create a Class Book</p>

Grade 1 • Unit 2 | Civics: Communities | Essential Question: How can you care for your community?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How can people in a community work together?</p>	<p>Title: Learning About Our Community</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Build on Others' Talk</p> <p>Presentation Skill: Stay on Topic</p>	<p>Read Aloud: "You Can Help!"</p> <p>Genre: Nonfiction</p> <p>Lexile: 540L</p> <p>Central Text: <i>Maybe Something Beautiful: How Art Transformed a Neighborhood</i> by F. Isabel Campoy and Theresa Howell ; Illustrated by Rafael Lopez</p> <p>Genre: Realistic Fiction Lexile: 580L</p> <p>Companion Text: "Gus and the Plants"</p> <p>Genre: Realistic Fiction Lexile: 270L</p>	<p>Concept Words: volunteer, participate, community, responsibility</p> <p>Target Words: peered, gazed, scurried, gloom</p>	<p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Character, Setting</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Sensory Words</p>	<p>Lesson 1-2: Identify Phonemes (Vowel)</p> <p>Lesson 3-4: Blend Phonemes</p>	<p>Spelling: Lesson 1: sun, pup, cap, duck, mop Lesson 3: run, tub, tag, cup, job</p> <p>Handwriting: Lesson 1: Uu Lesson 3: Review Nn</p> <p>Word Structure: Inflectional Ending -s (/s/ /z/) Phonics: Lessons 1-2: u + any consonants Lessons 3-4: u + any consonants Lesson 5: Short <i>u</i> review</p>	<p>Lesson 1: we (♥: e) have (♥: ve) them (♥: th, e) said (♥: ai)</p> <p>Lesson 2: they (♥: th, ey) make (♥: a, ke) no (♥: o) with (♥: th)</p>	<p>Title: "Cups for Pups" Genre: Realistic Fiction</p> <p>Title: "Fix a Bus with Us" Genre: Fantasy</p> <p>Title: "Fun Jobs" Genre: Nonfiction</p> <p>Title: "Fun in the Sun" Genre: Nonfiction</p> <p>Decoding Strategy: Reread It!</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a simple sentence</p> <p>Grammar Skill: Proper Nouns</p> <p>Mechanics: Capitalize proper nouns</p> <p>Emergent Writing Skill: Spacing between words</p>	<p>Culminating Task Checkpoint #1 Write about people who work together in help your community.</p>
<p>Week 2</p> <p>Focus Question: How can our actions help the community?</p>	<p>Title: Improving Our Community</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Contribute to the Discussion</p> <p>Presentation Skill: Speak in complete sentences</p>	<p>Read Aloud: "Creating a Caring Community"</p> <p>Genre: Nonfiction</p> <p>Lexile: 600L</p> <p>Central Text: <i>Inch by Inch</i> by Carmen Agra Deedy</p> <p>Genre: Fantasy Lexile: 510L</p> <p>Companion Text: "Rex and the Bad Day" Genre: Fantasy Lexile: 240L</p>	<p>Concept Words: collaborate, improve, actions, resolve</p> <p>Target Words: gleeful, cave, emerged, hero</p>	<p>Self-Monitoring Strategy: Make, Correct, and Confirm Predictions</p> <p>Comprehension Skill: Key Details</p> <p>Text Structure: Sequence</p> <p>Author's Craft: Repetition</p>	<p>Lesson 6-7: Segment Phonemes</p> <p>Lesson 8-9: Identify Phonemes (Vowel)</p>	<p>Phonics Lessons 6-7: e + any consonants Lessons 8-9: e + any consonants Lesson 10: Short e review</p> <p>Spelling Lesson 6: wet, nap hit, pen, leg Lesson 8: met, beg, tin, cup, mess</p> <p>Handwriting Lesson 6: Ee Lesson 8: Review Mm</p> <p>Word Structure Inflectional Ending -ed (/d/, /t/)</p>	<p>Lesson 6: want (♥: a, nt) by (♥: y) out (♥: ou) our (♥: ou)</p> <p>Lesson 7: what (♥: wh, a) how (♥: ow) your (♥: ou) when (♥: wh)</p>	<p>Title: "Get Set" Genre: Realistic Fiction</p> <p>Title: "Get a Vet" Genre: Nonfiction</p> <p>Title: "Get it Fixed Up!" Genre: Nonfiction</p> <p>Title: "Ted and His Pals" Genre: Realistic Fiction</p> <p>Decoding Strategy: Reread It!</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write an exclamation</p> <p>Grammar Skill: Irregular plural nouns</p> <p>Mechanics: End punctuation: Exclamation marks</p> <p>Emergent Writing Skill: Spacing between words</p>	<p>Culminating Task Checkpoint #2 Write about a way you have helped your community.</p>

Grade 1 • Unit 2 | Civics: Communities | Essential Question: How can you care for your community?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: How does including others make our community better?</p>	<p>Title: <i>Involving Others in Our Community</i></p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Build on others Talk and Contribute to the Discussion</p> <p>Presentation Skill: Review stay on topic and speak in complete sentences</p>	<p>Read Aloud: "Be a Buddy"</p> <p>Genre: Nonfiction</p> <p>Lexile: 580L</p> <p>Central Text: <i>Thank You, Omu!</i> by Oge Mora</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 630L</p> <p>Companion Text: "A Good Luck Duck"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 230L</p>	<p>Concept Words: include, grateful</p> <p>Target Words: simmered, scrumptious, wafted, scent</p>	<p>Self-Monitoring Strategy: Make, Correct, and Confirm Predictions</p> <p>Comprehension Skill: Character, Setting</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Repetition</p>	<p>Lesson 11-12: Blend Phonemes</p> <p>Lesson 13-14: Segment Phonemes</p>	<p>Phonics:</p> <p>Lesson 11-12: Short Vowel Review, Vowel Comparison</p> <p>Lessons 13-14: Short vowel review, vowel comparison</p> <p>Lesson 15: Short vowel review, vowel comparison</p> <p>Spelling</p> <p>Lesson 11: beg, tub, pat, sip, got</p> <p>Lesson 13: box, met, can, duck, pit</p> <p>Handwriting</p> <p>Lesson 11: Review Tt</p> <p>Lesson 13: Review Aa</p> <p>Word Structure</p> <p>Lesson 13: Review Inflectional Ending (/s/, /z/) (/d/, /t/)</p> <p>Lesson 14: Review Inflectional Ending (/s/, /z/) (/d/, /t/)</p>	<p>Lesson 11:</p> <p>one (♥: o, ne)</p> <p>two (♥: wo)</p> <p>three (♥: thr, ee)</p> <p>four (♥: ou)</p> <p>Lesson 12:</p> <p>many (♥: w, y)</p> <p>of (♥: o, f)</p> <p>here (♥: e, re)</p> <p>saw (♥: aw)</p>	<p>Title: "Kids Can Do It"</p> <p>Genre: Nonfiction</p> <p>Title: "We Can Hop!"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Get Bins Filled Up!"</p> <p>Genre: Nonfiction</p> <p>Title: "A Fun Run"</p> <p>Genre: Realistic Fiction</p>	<p>Weekly Writing</p> <p>Writing Skill: Write an exclamation</p> <p>Grammar Skill: Verbs</p> <p>Mechanics: End Punctuation: Exclamation marks</p> <p>Emergent Writing Skill: Spacing between words</p>	<p>Culminating Task Checkpoint #3</p> <p>Write about how a member your community includes others.</p> <p>Final Product: Create a Helper Award</p>

Grade 1 • Unit 3 | Earth Science: Seasons | Essential Question: How can we experience the different seasons?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How are the seasons different?</p>	<p>Title: Exploring Seasons</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Confirm Comprehension</p> <p>Presentation Skill: Express ideas and feelings clearly</p>	<p>Read Aloud: "The Seasons Where You Live"</p> <p>Genre: Nonfiction</p> <p>Lexile: 620L</p> <p>Central Text: <i>The Four Seasons</i> by Crystal Sikkens</p> <p>Genre: Nonfiction</p> <p>Lexile: 510L</p> <p>Companion Text: "Pick a Trip"</p> <p>Genre: Nonfiction</p> <p>Lexile: 280L</p>	<p>Concept Words: seasons, daylight, cycle, tilt</p> <p>Target Words: direct, dens, gather, burrows</p>	<p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Key Details</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Descriptive Words</p>	<p>Lesson 1-2: Identify Phonemes (Internal Consonants in beginning blend)</p> <p>Lesson 3-4: Blend Phonemes</p>	<p>Spelling:</p> <p>Lesson 1: slip, clock, sick, click, quit</p> <p>Lesson 3: trot, dress, pass, drip, sell</p> <p>Handwriting:</p> <p>Lesson 1: Review Ff</p> <p>Lesson 3: Review Dd</p> <p>Word Structure</p> <p>Lessons 3-4: Contractions with is and us ('s)</p> <p>Phonics</p> <p>Lessons 1-2: L Blends: <i>bl, cl, fl, gl, pl, sl</i></p> <p><i>br, cr, dr, fr, gr, pr, tr</i></p> <p>Lessons 3-4: R Blends: <i>br, cr, dr, fr, gr, pr, tr</i></p> <p>Lesson 5: Review L and R Blends</p>	<p>Lesson 1: where (♥: wh, e, re) there (♥: th, e, re) down (♥: ow) now (♥: ow)</p> <p>Lesson 2: who (♥: wh, o) came (♥: a, e) ate (♥: a, e) made (♥: a, e)</p>	<p>Title: "A Fun Plan"</p> <p>Genre: Realisitic Fiction</p> <p>Title: "Glen and Kat"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Who's in the Grass?"</p> <p>Genre: Nonfiction</p> <p>Title: "A Fun Trip"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Got Stuck? Try blending each word again</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a question</p> <p>Grammar Skill: Present-tense verbs</p> <p>Mechanics: End Punctuation: Question Marks</p> <p>Emergent Writing Skill: Write on the lines</p>	<p>Culminating Task Checkpoint #1 Write facts about the weather in different seasons.</p>
<p>Week 2</p> <p>Focus Question: How do the seasons affect the world around us?</p>	<p>Title: Understanding Our Seasons</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Clarify Information</p> <p>Presentation Skill: Speak at an appropriate volume.</p>	<p>Read Aloud: "Seasonal Changes"</p> <p>Genre: Nonfiction</p> <p>Lexile: 590L</p> <p>Central Text: <i>Fletcher and the Falling Leaves</i> by Julia Rawlinson</p> <p>Genre: Fantasy</p> <p>Lexile: 570L</p> <p>Companion Text: "Stan Gets Set!"</p> <p>Genre: Fantasy</p> <p>Lexile: 350L</p>	<p>Concept Words: adapt, observation, outdoors rely</p> <p>Target Words: tumbled, rustle, worry, shivered</p>	<p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Character, Setting, Events</p> <p>Text Structure: Sequence</p> <p>Author's Craft: Descriptive Wods</p>	<p>Phonological Awareness</p> <p>Lesson 6-7: Segment Phonemes</p> <p>Phonemic Awareness</p> <p>Lesson 8-9: Identify Phonemes (internal consonants in beginning blend)</p>	<p>Phonics:</p> <p>Lessons 6-7: S Blends: <i>sm, sn, sw, sp-, st-, sk-</i></p> <p>Lessons 8-9: Initial S Blends: <i>sm, sn, sw, sp-, st-, sk-</i></p> <p>Lesson 10: Review S Blends</p> <p>Spelling</p> <p>Lesson 6: smog, smell, glad, flop, snap,</p> <p>Lesson 8: skin, frog, spin, skip, trot</p> <p>Handwriting</p> <p>Lesson 6: Review Cc</p> <p>Lesson 8: Review Kk</p> <p>Word Structure</p> <p>Lesson 8-9: Compound Words</p>	<p>Lesson 6: which (♥: wh, ch) were (♥: ere) too (♥: oo) soon (♥: oo)</p> <p>Lesson 7: some (♥: o, me) come (♥: o, me) all (♥: a) find (♥: i)</p>	<p>Title: "A Good Snack"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Snug and His Pals"</p> <p>Genre: Fantasy</p> <p>Title: "Kids Can Still Have Fun!"</p> <p>Genre: Nonfiction</p> <p>Title: "Step, Sled, Spin!"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Check the Meaning! Think!</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a question</p> <p>Grammar Skill: Past- and future-tense verbs</p> <p>Mechanics: End punctuation: Question marks</p> <p>Emergent Writing Skill: Write on the lines</p>	<p>Culminating Task Checkpoint #2 Write about activities you do in different seasons.</p>

Grade 1 • Unit 3 | Earth Science: Seasons | Essential Question: How can we experience the different seasons?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: Why is it important to predict the weather in different seasons?</p>	<p>Title: Predicting Weather</p> <p>Video type: Live Action</p> <p>Collaborative Conversations: Review Confirm Comprehension and Clarify Information</p> <p>Presentation Skill: Review expressing ideas and feelings clearly and speaking at an appropriate volume</p>	<p>Read Aloud: "Alaska is Cool!"</p> <p>Genre: Opinion</p> <p>Lexile: 620L</p> <p>Central Text: Bryan Busby Knows the Weather by Don Tate; Illustrated by Anastasia Magloire Williams</p> <p>Genre: Nonfiction</p> <p>Lexile: 660L</p> <p>Companion Text: "Plan for a Trip"</p> <p>Genre: Nonfiction</p> <p>Lexile: 290L</p>	<p>Concept Words: predictions, patterns</p> <p>Target Words: meteorologist, popular, rumbled, collides</p>	<p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Key Details</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Descriptive Words</p>	<p>Lesson 11-12: Blend Phonemes</p> <p>Lesson 13-14: Segment Phonemes</p>	<p>Phonics:</p> <p>Lessons 11-12: End Blends: <i>-lp, -lt, -mp, -nd, -st, -sk, -nt, -nk</i></p> <p>Lessons 13-14: Review L blends, R Blends, S blends, End Blends</p> <p>Lesson 15: Review L blends, R Blends, S Blends, End Blends</p> <p>Spelling</p> <p>Lesson 11: sent, nest, skip, trunk, snap</p> <p>Lesson 13: trot, nest, flap, sent, spot</p> <p>Handwriting</p> <p>Lesson 11: Review Ll</p> <p>Lesson 13: Review Rr</p> <p>Word Structure:</p> <p>Lesson 13: Review contractions with <i>is</i> ('s)</p> <p>Lesson 14: Review Compound Words</p>	<p>Lesson 11:</p> <p>their (♥: th, ei)</p> <p>more (♥: o, e)</p> <p>blue (♥: ue)</p> <p>write (♥: wr, i, e)</p> <p>Lesson 12:</p> <p>does (♥: oe)</p> <p>from (♥: o)</p> <p>please (♥: ea, se)</p> <p>play: (♥: ay)</p>	<p>Title: "Stop and Look Up"</p> <p>Genre: Nonfiction</p> <p>Title: "Fun in Sand and Sun"</p> <p>Genre: Nonfiction</p> <p>Title: "A Sunset Spot"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Class Plants"</p> <p>Genre: Realistic Fiction</p> <p>Decoding Strategy: Check the Meaning! Think!</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a command</p> <p>Grammar Skill: Irregular verbs <i>is, are, was, were</i></p> <p>Mechanics: End Punctuation: Periods</p> <p>Emergent Writing Skill: Writing on the lines</p>	<p>Culminating Task Checkpoint #3</p> <p>Write a tip about how to stay safe during different types of weather.</p> <p>Final Product: Create a Weather Collage</p>

Grade 1 • Unit 4 | Story Telling: Oral Traditions | Essential Question: How do stories and texts teach lessons?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How can stories teach us about kindness?</p>	<p>Title: Fables Can Teach Us Lessons</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Listen Attentively</p> <p>Presentation Skill: Add drawings to clarify ideas/ thoughts/feelings</p>	<p>Read Aloud: "The Ant and the Dove"</p> <p>Genre: Fable</p> <p>Lexile: 620L</p> <p>Central Text: <i>Mela and the Elephant</i> by Dow Phumiruk; Illustrated by Ziyue Chen</p> <p>Genre: Fable</p> <p>Lexile: 650L</p> <p>Companion Text: "Frank Lion and Josh Mouse"</p> <p>Genre: Fable</p> <p>Lexile: 450L</p>	<p>Concept: tradition, kindness, fable</p> <p>Target: tangle, craned, sinked, steep</p>	<p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comp Skill: Moral</p> <p>Story Structure: Problem and Solution</p> <p>Author's Craft: Repetition</p>	<p>Lessons 1-2: Identify Phonemes (Initial and Final Phoneme)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics:</p> <p>Lessons 1-2: /th/ th</p> <p>Lessons 3-4: /sh/sh, /hw/wh_</p> <p>Lesson 5: Digraphs review</p> <p>Spelling:</p> <p>Lesson 1: thin, path, drip, that, click</p> <p>Lesson 3: dish, shell, whip, frog, swim</p> <p>Handwriting:</p> <p>Lesson 1: Review Hh</p> <p>Lesson 3: Review Ww</p> <p>Word Structure: Closed-syllable words (lesson covers single closed syllables and multisyllabic closed syllables; multisyllabic word routine introduced)</p>	<p>Lesson 1:</p> <p>other (♥: o, er)</p> <p>mother (♥: o, er)</p> <p>time (♥: i, e)</p> <p>Lesson 2:</p> <p>give (♥: ve)</p> <p>live (♥: ve)</p> <p>same (♥: a, e)</p>	<p>Title: "Camp with Pals"</p> <p>Genre: Fantasy</p> <p>Title: "Seth and His Clock"</p> <p>Genre: Fantasy</p> <p>Title: "Whip, Whisk, Mix!"</p> <p>Genre: Nonfiction</p> <p>Title: "When Can You Help?"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Look for the Spelling Pattern!</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Expand simple sentences</p> <p>Grammar Skill: Adjectives</p> <p>Mechanics: Capitalize the first word in a sentence</p>	<p>Culminating Task Checkpoint #1</p> <p>Write a lesson about kindness that you learned this week.</p>
<p>Week 2</p> <p>Focus Question: How can stories and texts teach us about respecting differences?</p>	<p>Title: Lessons Learned in Stories</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Take Turns Speaking</p> <p>Presentation Skill: Speak with Expression</p>	<p>Read Aloud: "Thank You, Trees!"</p> <p>Genre: Opinion</p> <p>Lexile: 560L</p> <p>Central Text: <i>When Turtle Grew Feathers</i> By Tim Tingle; Illustrated by Stacey Schuett</p> <p>Genre: Oral Tribal Text</p> <p>Lexile: 530L</p> <p>Companion Text: "The Fox and the Stork"</p> <p>Genre: Fable</p> <p>Lexile: 470L</p>	<p>Concept Words: respect, capable, fairness, humble</p> <p>Target Words: shell, churning, paraded, feathers</p>	<p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Key Details</p> <p>Text Structure: Cause and Effect</p> <p>Author's Craft: Descriptive Words</p>	<p>Lessons 6-7: Segment Phonemes</p> <p>Lessons 8-9: Identify Phonemes (Initial (<i>ch only</i>) and Final (<i>ch and _tch</i>))</p>	<p>Phonics:</p> <p>Lessons 6-7: _ng</p> <p>Lessons 8-9: ch,_tch</p> <p>Lesson 10: Digraphs review</p> <p>Spelling</p> <p>Lesson 6: swung, long, that, rung, dish</p> <p>Lesson 8: munch, chop, patch, drag, sniff</p> <p>Handwriting</p> <p>Lesson 6: Review Gg</p> <p>Lesson 8: Review Ee</p> <p>Word Structure</p> <p>Plural and Inflectional Ending -es (no spelling changes)</p>	<p>Lesson 6:</p> <p>water (♥: a, er)</p> <p>these (♥: e, e)</p> <p>put (♥: u)</p> <p>Lesson 7:</p> <p>may (♥: ay)</p> <p>been (♥: ee)</p> <p>way (♥: ay)</p>	<p>Title: "Lang Helps"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Stung!"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Munch on a Bunch"</p> <p>Genre: Nonfiction</p> <p>Title: "Kids Can Pitch In!"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Look for an Ending!!</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write an opinion sentence</p> <p>Grammar Skill: Using articles <i>a, an, the, this that</i></p> <p>Mechanics: Capitalize the pronoun <i>I</i></p> <p>Extended Writing</p> <p>Writing Genre: <i>Opinion</i></p> <p>Writing Product: <i>Book Review</i></p>	<p>Culminating Task Checkpoint #2</p> <p>Write a lesson about respect that you learned this week.</p>

Grade 1 • Unit 4 | Storytelling: Oral Traditions | Essential Question: How do stories and texts teach lessons?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: How can stories teach us about showing gratitude?</p>	<p>Title: What Is a Fairy Tale?</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Review Listen Attentively and Take Turns Speaking</p> <p>Presentation Skill: Review add drawings to clarify ideas/thoughts/feelings and speak with expression</p>	<p>Read Aloud: "Gratitude" and "Beautiful World"</p> <p>Genre: Poetry</p> <p>Lexile: NP</p> <p>Central Text: <i>The Elves and Los Zapatos</i> By Rey Terciero; Illustrated by Roger Simó</p> <p>Genre: Fairy tale</p> <p>Lexile: 550L</p> <p>Companion Text: "The Brothers Min-Joon and Jin"</p> <p>Genre: Folktale</p> <p>Lexile: 480L</p>	<p>Concept Words: gratitude, thoughtfulness</p> <p>Target Words: plan, worn, watch, vanished</p>	<p>Self-Monitoring Strategy: Make inferences</p> <p>Comprehension Skill: Moral</p> <p>Story Structure: Cause and Effect</p> <p>Author's Craft: Onomatopoeia</p>	<p>Lessons 11-12: Blend Phonemes</p> <p>Lessons 13-14: Segment Phonemes</p>	<p>Phonics:</p> <p>Lessons 11-12: Review</p> <p>Lessons 13-14: Review</p> <p>Lesson 15: Review</p> <p>Spelling</p> <p>Lesson 11: chop, long, shell, patch, thin</p> <p>Lesson 13: that, rung, dish, munch, whip</p> <p>Handwriting</p> <p>Lesson 11: Review Yy</p> <p>Lesson 13: Review Closed-Syllable Words</p> <p>Word Structure</p> <p>Lesson 13: Review Closed-Syllable Words</p> <p>Lesson 14: Review Plural and Inflectional Ending -es (no spelling changes)</p>	<p>Lesson 11: into (♥: o) away (♥: ay) need (♥: ee)</p> <p>Lesson 12: goes (♥: oe) each (♥: ea) means (♥: ea)</p>	<p>Title: "Lunch with Gran"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Thanks a Bunch!"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Muffin and Chip"</p> <p>Genre: Nonfiction</p> <p>Title: "Thanks, Pets!"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Look for an Ending!</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a reason for an opinion</p> <p>Grammar Skill: Pronouns <i>you, he, she, I</i></p> <p>Mechanics: End Punctuation: Periods</p> <p>Extended Writing Writing Genre: Opinion</p> <p>Writing Product: Book Review</p>	<p>Culminating Task Checkpoint #3</p> <p>Write a lesson about gratitude that you learned this week.</p> <p>Final Product: Create a Poster about My Favorite Lesson</p>

Grade 1 • Unit 5 | Earth Science: Earth's Sky | Essential Question: What can you see in the sky?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: Why is the Sun important and how does it affect Earth?</p>	<p>Title: Our Sun and Planets</p> <p>Video type: Collage</p> <p>Collaborative Conversations: Build on Others' Talk</p> <p>Presentation Skill: Speak Clearly</p>	<p>Read Aloud: "The Myth of Apollo and Clytie"</p> <p>Genre: Greek Myth</p> <p>Lexile: 550L</p> <p>Central Text: <i>The Sun Is Kind of a Big Deal</i> by Nick Seluk</p> <p>Genre: Nonfiction</p> <p>Lexile: 560L</p> <p>Companion Text: "Let's Hike!"</p> <p>Genre: Nonfiction</p> <p>Lexile: 460L</p>	<p>Concept Words: solar system, planets, rotation, galaxy</p> <p>Target Words: center, condensation, evaporation, star</p>	<p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Key Details</p> <p>Story Structure: Description</p> <p>Author's Craft: Descriptive Words</p>	<p>Lessons 1-2: Identify Phonemes (Vowel)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics:</p> <p>Lessons 1-2: /ā/ a_e</p> <p>Lessons 3-4: /ī/ i_e</p> <p>Lesson 5: Review</p> <p>Spelling</p> <p>Lesson 1: cane, take, path, lake, chop</p> <p>Lesson 3: line, dime, ship, shine, chat</p> <p>Handwriting:</p> <p>Lesson 1: Review Vv</p> <p>Lesson 3: Review Zz</p> <p>Word Structure</p> <p>Possessive Nouns with 's</p>	<p>Lesson 1:</p> <p>earth (♥: ear)</p> <p>turn (♥: ur)</p> <p>warm (♥: ar)</p> <p>Lesson 2:</p> <p>around (♥: ou)</p> <p>sound (♥: ou)</p> <p>found (♥: ou)</p>	<p>Title: "Sun and Shade"</p> <p>Genre: Nonfiction</p> <p>Title: "At a Lake"</p> <p>Genre: Nonfiction</p> <p>Title: "Spike's Trip"</p> <p>Genre: Fantasy</p> <p>Title: "Kate and Mike Camp"</p> <p>Genre: Realistic Fiction</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Expand simple sentences</p> <p>Grammar Skill: Singular possessive nouns</p> <p>Mechanics: Apostrophes in possessives</p>	<p>Culminating Task Checkpoint #1</p> <p>Write ways the Sun helps us.</p>
<p>Week 2</p> <p>Focus Question: What can we see in the night sky?</p>	<p>Title: The Night Sky</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Contribute to the Discussion</p> <p>Presentation Skill: Speak at an appropriate rate</p>	<p>Read Aloud: "A Starry Flight" "A Starry Flight; Night Sky in the City"</p> <p>Genre: Narrative, rhyming poems</p> <p>Lexile: NP</p> <p>Central Text: <i>Moon! Earth's Best Friend</i> by Stacy McAnulty; Illustrated by Stevie Lewis</p> <p>Genre: Nonfiction</p> <p>Lexile: 520L</p> <p>Companion Text: "More in the Sky"</p> <p>Genre: Nonfiction</p> <p>Lexile: 430L</p>	<p>Concept Words: tides, moon, telescope, phases</p> <p>Target Words: natural, coincidence, disappear, wobbly</p>	<p>Self-Monitoring Strategy: Make, Correct, and Confirm Predictions</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Cause and Effect</p> <p>Author's Craft: Descriptive Words</p>	<p>Lessons 6-7: Segment Phonemes</p> <p>Lessons 8-9: Identify Phonemes (Vowel)</p>	<p>Phonics</p> <p>Lessons 1-2: /ō o_e</p> <p>Lessons 3-4: /ū/u_e; /ē/e_e</p> <p>Lesson 5: Review</p> <p>Spelling</p> <p>Lesson 6: hope, nose, patch, rope, long</p> <p>Lesson 8: use, these, when, cute, dish</p> <p>Handwriting</p> <p>Lesson 6: Review Jj</p> <p>Lesson 8: Review Uu</p> <p>Word Structure</p> <p>Inflectional Ending -ing (no spelling changes)</p>	<p>Lesson 6:</p> <p>because (♥: au, se)</p> <p>point (♥: oi)</p> <p>eye (♥: eye)</p> <p>Lesson 7:</p> <p>watch (♥: a)</p> <p>small (♥: a)</p> <p>through (♥: ough)</p>	<p>Title: "Spot Them up Close!"</p> <p>Genre: Nonfiction</p> <p>Title: "Maps and Globes"</p> <p>Genre: Nonfiction</p> <p>Title: "Steve Looks Up!"</p> <p>Genre: Fantasy</p> <p>Title: "Eve's Home"</p> <p>Genre: Fantasy</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a topic sentence</p> <p>Grammar Skill: Collective Nouns</p> <p>Mechanics: Capitalize proper nouns</p> <p>Extended Writing</p> <p>Writing Genre: Informative</p> <p>Writing Product: Informative Text</p>	<p>Culminating Task Checkpoint #2</p> <p>Write about the different things you can see in the night sky.</p>

Grade 1 • Unit 5 | Earth Science: Earth's Sky | Essential Question: What can you see in the sky?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<div>Week 3</div> <div>Focus Question: How can people explore the universe?</div>	<div>Title: Launching Into Space</div> <div>Video type: <i>Interactive</i></div> <div>Collaborative Conversations: Review Build on Others' Talk and Contribute to the Discussion</div> <div>Presentation Skill: Review speak clearly and at an appropriate rate</div>	<div>Read Aloud: "Space Junk"</div> <div>Genre: Nonfiction</div> <div>Lexile: 650L</div> <div>Central Text: <i>Mae Jemison Reaches for the Stars</i> by Kimberly Brown Pellum, Phd; <i>Illustrated by Juan Manuel Moreno</i></div> <div>Genre: Biography</div> <div>Lexile: TK</div> <div>Companion Text: "Ed Lu's Life in Space"</div> <div>Genre: Biography</div> <div>Lexile: 500L</div>	<div>Concept Words: space, astronaut</div> <div>Target Words: confidently, astronomy, shuttle, invisible</div>	<div>Self-Monitoring Strategy: Ask and Answer Questions</div> <div>Comprehension Skill: Main Topic and Key Details</div> <div>Text Structure: Cause and Effect</div> <div>Author's Craft: Descriptive Words</div>	<div>Lessons 11-12: Blend Phonemes</div> <div>Lessons 13-14: Segment Phonemes</div>	<div>Phonics:</div> <div>Lessons 11-5: Review /ō/ o_e, /ū/ u_e; /ē/ e_e</div> <div>Spelling</div> <div>Lesson 11: pole, mole, male, whale, whine</div> <div>Lesson 13: cute, lake, hope, shine, cane</div> <div>Handwriting</div> <div>Lesson 11: Review Xx</div> <div>Lesson 13: Review Qq</div> <div>Word Structure</div> <div>Lesson 13: Review Possessive s</div> <div>Lesson 14: Review Inflectional Ending -ing (no spelling changes)</div>	<div>Lesson 11:</div> <div>work (♥: or)</div> <div>over (♥: er)</div> <div>place (♥: c)</div> <div>Lesson 12:</div> <div>people (♥: eo, le)</div> <div>about (♥: ou)</div> <div>show (♥: ow)</div>	<div>Title: "Dive for Fish"</div> <div>Genre: Fantasy</div> <div>Title: "Planes Rise Up"</div> <div>Genre: Nonfiction</div> <div>Title: "Kites"</div> <div>Genre: Nonfiction</div> <div>Title: "Jade and Cam Fix It"</div> <div>Genre: Realistic Ficiton</div> <div>Fluency: Accuracy and Rate</div>	<div>Weekly Writing</div> <div>Writing Skill: Write facts about a topic</div> <div>Grammar Skill: Prepositions</div> <div>Mechanics: End Punctuation</div> <div>Extended Writing</div> <div>Writing Genre: Informative</div> <div>Writing Product: Informative Text</div>	<div>Culminating Task</div> <div>Checkpoint #3</div> <div>Write about how people can explore the universe</div> <div>Final Product: Create an Air Travel Brochure</div>
				Words and Actions"						

Grade 1 • Unit 6 | History: Changes Over Time | Essential Question: How does communication affect our lives?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/ <i>Spelling/</i> <i>Handwriting/</i> <i>Word Structure</i>	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
Week 1 Focus Question: How has communication changed over time?	Title: The Changes in Communication Video type: <i>Animation</i> Collaborative Conversations: Confirm Comprehension Presentation Skill: Stay on topic	Read Aloud: "Computers Over Time" Genre: Nonfiction Lexile: 740L Central Text: <i>Speedy Delivery: The History of Mail</i> by Albert Wu; Illustrated by Mattia Cerato Genre: Nonfiction Lexile: 730L Companion Text: "A Look at Phones" Genre: Nonfiction Lexile: 440L	Concept Words: devices, technology, communication, invention Target Words: deliver, incredible, receive, cargo	Self-Monitoring Strategy: Make, Correct, and Confirm Predictions Comprehension Skill: Main Topic and Key Details Story Structure: Sequence Author's Craft: Descriptive Words	Lessons 1-2: Identify Phonemes (Vowel) Lessons 3-4: Blend Phonemes	Phonics Lessons 1-2: /ü/ oo (moon) Lessons 3-4: /û/ oo (book) Lesson 5: Review /ü/ oo, /û/ oo Spelling Lesson 1: boom, pool, cake, tooth, dime Lesson 3: wool, shook, chose, good, these Handwriting: Lesson 1: Review Bb Lesson 3: Review Oo Word Structure: Lessons 3-4: Inflectional Ending -ed with extra syllable [review /d/ /t/]	Lesson 1: new (♥: ew) try (♥: y) why (♥: y) Lesson 2: again (♥: a, ai) talk (♥: al) walk (♥: al)	DR1: "Honk! Hoot! Cluck! Ruff!" Genre: Nonfiction DR2: "Moose's Pool" Genre: Fantasy DR3: "Books, Books, Books" Genre: Nonfiction DR4: "Dad's Book" Genre: Realistic Fiction Fluency: Accuracy and Rate	Weekly Writing Writing Skill: Write using a variety of sentence types Grammar Skill: Subject-verb agreement Mechanics: End punctuation	Culminating Task Checkpoint #1 Write about one way people communicate without using technology.
Week 2 Focus Question: Why is it important for us to communicate?	Title: The Importance of Communication Video type: <i>Animation</i> Collaborative Conversations: Clarify information Presentation Skill: Speak in complete sentences	Read Aloud: "Communicating without Words" Genre: Nonfiction Lexile: 580L Central Text: <i>More Than Words</i> by Roz Maclean Genre: Realistic Fiction Lexile: 510L Companion Text: "Joe's Gift" Genre: Realistic Fiction Lexile: 460L	Concept Words: discuss, purpose, understand, belonging Target Words: choose, style, sign language, braille	Self-Monitoring Strategy: Reread Comprehension Skill: Theme Text Structure: Description Author's Craft: Word Choice: Strong Verbs	Lessons 6-7: Segment Phonemes Lessons 8-9: Identify Phonemes (Vowel)	Phonics Lessons 6-7: /ō/ o, oa Lessons 8-9: /ō/ ow, _oe Lesson 10: Review /ō/ o, oa, ow, _oe Spelling Lesson 6: cold, go, pool, road, good Lesson 8: blown, toe, home, doe, lime Handwriting Lesson 6: Write Aa Lesson 8: Write Ss Word Structure Lessons 8-9: Open Syllables	Lesson 6: voice (♥: oi, ce) part (♥: ar) large (♥: ar, ge) Lesson 7: know (♥: kn, ow) idea (♥: i, e, a) off (♥: o)	Title: "Float in a Boat" Genre: Realistic Fiction Title: "Toad and Joan" Genre: Fantasy Title: "Sounds Will Flow!" Genre: Nonfiction Title: "Pets Show Us" Genre: Nonfiction Fluency: Accuracy and Rate	Weekly Writing Writing Skill: Write two or more sequenced events. Add details Grammar Skill: Irregular verbs <i>has, have</i> Mechanics: Capitalize the pronoun <i>I</i> Extended Writing Writing Genre: Narrative Writing Writing Product: Realistic Fiction Story	Culminating Task Checkpoint #2 Write about why it is important for us to communicate.

Grade 1 • Unit 6 | History: Changes Over Time | Essential Question: How does communication affect our lives?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: How have people changed communication?</p>	<p>Title: Positive Impacts of Communication</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Review Confirm Comprehension and Clarify Information</p> <p>Presentation Skill: Review Stay on topic and speak in complete sentences</p>	<p>Read Aloud: "Guillermo González Camarena and Color TV"</p> <p>Genre: Biography</p> <p>Lexile: 620L</p> <p>Central Text: <i>The William Hoy Story</i> by Nancy Churnin; Illustrated by Jez Tuya</p> <p>Genre: Biography</p> <p>Lexile: 620L</p> <p>Companion Text: "Meet Pura Belpré"</p> <p>Genre: Biography</p> <p>Lexile: 460L</p>	<p>Concept Words: achieve, goal</p> <p>Target Words: scooped, slick, scribbled, amazed</p>	<p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Descriptive Words</p>	<p>Lessons 11-12: Blend Phonemes</p> <p>Lessons 13-14: Segment Phonemes</p>	<p>Phonics:</p> <p>Lessons 11-12: /ē/ ea, ie</p> <p>Lessons 13-14: /ē/ e, ee</p> <p>Lesson 15: Review /ü/ oo, /û/ oo, /ō/ o, oa, ow, _oe, /ē/ ea, ie, e, ee</p> <p>Handwriting</p> <p>Lesson 11: Write Ff</p> <p>Lesson 13: Write Tt</p> <p>Spelling</p> <p>Lesson 11: read, chief, go, bead, blown</p> <p>Lesson 13: me, toe, blown, sleep, boom</p> <p>Word Structure</p> <p>Lesson 13: Review Inflectional Ending -ed with extra syllable [review /d/ /t/]</p> <p>Lesson 14: Review Open Syllables</p>	<p>Lesson 11: only (♥: o, y) carry (♥: y) every (♥: 2nd e, r, y)</p> <p>Lesson 12: friend (♥: ie) able (♥: ie) sign (♥: gn)</p>	<p>Title: "Let's Eat a Meal!"</p> <p>Genre: Nonfiction</p> <p>Title: "A Fire Chief"</p> <p>Genre: Nonfiction</p> <p>Title: "Dee's Sheep"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Hide and Seek!"</p> <p>Genre: Realistic Ficition</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write two or more sequenced events Add details</p> <p>Grammar Skill: Possessive adjectives <i>my, your, his, her, its, our, their</i></p> <p>Mechanics: Capitalize the first word in a sentence</p> <p>Extended Writing</p> <p>Writing Genre: Narrative Writing</p> <p>Writing Product: Realistic Fiction Story</p>	<p>Culminating Task Checkpoint #3</p> <p>Write about a form of communication and how it has changed.</p> <p>Final Product: Write a letter to someone who lived in the past.</p>

Grade 1 • Unit 7 | Physical Science: Light and Shawdows | Essential Question: What is the power of light?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: Where does light come from?</p>	<p>Title: All About Light</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Listen Attentively</p> <p>Presentation Skill: Add drawings to clarify ideas/ thoughts/feelings</p>	<p>Read Aloud: "How the Northern Lights Came to Be"</p> <p>Genre: Myth</p> <p>Lexile: 640L</p> <p>Central Text: <i>Sources of Light</i> by Celestina Lee</p> <p>Genre: Nonfiction</p> <p>Lexile: 450L</p> <p>Companion Text: "How to Track Your Shadow"</p> <p>Genre: How-to</p> <p>Lexile: 420L</p>	<p>Concept Words: light, shadow, sight, illuminate</p> <p>Target Words: beams, shine, glow, switch</p>	<p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Compare and Contrast</p> <p>Author's Craft: Descriptive Words</p> <p>Fluency: Accuracy and Rate</p>	<p>Lessons 1-2: Identify Phonemes (Vowel)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics:</p> <p>Lessons 1-2: /ā/ a, _ay</p> <p>Lessons 3-4: /ā/ ai, ea</p> <p>Lesson 5: Review</p> <p>Spelling</p> <p>Lesson 1: play, basic, moon, hay, shook</p> <p>Lesson 3: break, rain, tooth, steak, good</p> <p>Handwriting:</p> <p>Lesson 1: Write Pp</p> <p>Lesson 3: Write Nn</p> <p>Word Structure: Inflectional Endings -ed and -ing with spelling change (drop e and add -ed or -ing)</p>	<p>Lesson 1:</p> <p>learn (♥: ear)</p> <p>early (♥: ear, y)</p> <p>heard (♥: ear)</p> <p>Lesson 2:</p> <p>since (♥: ce)</p> <p>measure (♥: ea, s)</p> <p>after (♥: er)</p>	<p>Title: "May's Clay Sun"</p> <p>Genre: Realistic Fiction</p> <p>Title: "The Bay"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Gail Saves the Play"</p> <p>Genre: Fantasy</p> <p>Title: "Sailboats"</p> <p>Genre: Nonfiction</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write compound sentences (declarative)</p> <p>Grammar Skill: Conjunctions <i>and</i>, <i>but</i>, <i>so</i></p> <p>Mechanics: End punctuation</p>	<p>Culminating Task Checkpoint #1</p> <p>Write about different sources of light.</p>
<p>Week 2</p> <p>Focus Question: How does light affect our lives?</p>	<p>Title: Why is Light Important?</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Take Turns Speaking</p> <p>Presentation Skill: Speak at the appropriate volume</p>	<p>Read Aloud: "Lighthouses"</p> <p>Genre: Nonfiction</p> <p>Lexile: 670L</p> <p>Central Text: <i>James and Pete Find Light</i> by Dori Hillestad Butler</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 370L</p> <p>Companion Text: "Shadows Play"</p> <p>Genre: Poem</p> <p>Lexile: NP</p>	<p>Concept Words: protection, source, transparent, darkness</p> <p>Target Words: bright, nods, raise, power</p>	<p>Comprehension Skill: Point of View</p> <p>Text Structure: Problem and Solution</p> <p>Author's Craft (Central Text): Simile</p> <p>Author's Craft (Companion Text): Descriptive Words</p> <p>Fluency: Accuracy and Rate</p>	<p>Lessons 6-7: Segment Phonemes</p> <p>Lessons 8-9: Identify Phonemes (Initial and Final Phonemes)</p>	<p>Phonics:</p> <p>Lessons 6-7: /t/ i, igh</p> <p>Lessons 8-9: /t/ _y, _ie</p> <p>Lesson 10: Review</p> <p>Spelling</p> <p>Lesson 6: light, wild, rain, night, hay</p> <p>Lesson 8: cry, blown, go, try, pie</p> <p>Handwriting</p> <p>Lesson 6: Write Dd</p> <p>Lesson 8: Write Rr</p> <p>Word Structure Contractions with <i>not</i> (n't)</p>	<p>Lesson 6:</p> <p>world (♥: or)</p> <p>during (♥: ur)</p> <p>word (♥: or)</p> <p>Lesson 7:</p> <p>would (♥: ou, ld)</p> <p>could (♥: ou, ld)</p> <p>should (♥: ou, ld)</p>	<p>Title: "Light Makes Shapes"</p> <p>Genre: Nonfiction</p> <p>Title: "Flashlight Tag"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Bats Fly at Night"</p> <p>Genre: Nonfiction</p> <p>Title: "Ty the Mole"</p> <p>Genre: Fantasy</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a topic sentence</p> <p>Grammar Skill: Pronouns <i>it</i>, <i>we</i>, <i>they</i></p> <p>Mechanics: Apostrophes</p> <p>Extended Writing</p> <p>Writing Genre: Informative Writing</p> <p>Writing Product: How-To Text</p>	<p>Culminating Task Checkpoint #2</p> <p>Write about how you use light every day.</p>

Grade 1 • Unit 7 | Physical Science: Light and Shawdows | Essential Question: What is the power of light?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: How does light interact with objects?</p>	<p>Title: Interactions with Light</p> <p>Video type: <i>Interactive</i></p> <p>Collaborative Conversations: Review skills from W1 and W2</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "Looking for Celia"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 560L</p> <p>Central Text: <i>The Way Light Travels</i> by Hayley Diep</p> <p>Genre: Nonfiction (includes Table of Contents and Headings)</p> <p>Lexile: 440L</p>	<p>Concept Words: translucent, reflect</p> <p>Target Words: objects, path, block, blend</p>	<p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Compare and Contrast</p> <p>Author's Craft: Descriptive Words</p> <p>Fluency: Accuracy and Rate</p>	<p>Lessons 11-12: Blend Phonemes</p> <p>Lessons 13-14: Segment Phonemes</p>	<p>Phonics</p> <p>Lessons 11-12: /ē/ _y, _ey</p> <p>Lessons 13-15: Review all unit phonics skills</p> <p>Spelling</p> <p>Lesson 11: sunny, hazy, cry, valley, light</p> <p>Lesson 13: pool, sunny, break, cold, rain</p> <p>Handwriting</p> <p>Lesson 11: Write Jj</p> <p>Lesson 13: Write Mm</p> <p>Word Structure</p> <p>Lesson 13: Review Inflectional Endings -ed and -ing with spelling change (drop e and add -ed or -ing)</p> <p>Lesson 14: Review Contractions with <i>not</i> (n't)</p>	<p>Lesson 11: answer (♥: sw, er) almost (♥: a) without (♥: ou)</p> <p>Lesson 12: school (♥: ch) straight (♥: aigh) anything (♥: a)</p>	<p>Title: "Mickey Gets a Pal"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Tiny Bees, Big Jobs"</p> <p>Genre: Nonfiction</p> <p>Title: "Tea at Sally's"</p> <p>Genre: Fantasy</p> <p>Title: "Jimmy's Big Night"</p> <p>Genre: Realistic Fiction</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write facts about a topic</p> <p>Grammar Skill: Adverbs that tell when</p> <p>Mechanics: Commas in a series</p> <p>Extended Writing</p> <p>Writing Genre: Informative Writing</p> <p>Writing Product: How-To Text</p>	<p>Culminating Task</p> <p>Checkpoint #3</p> <p>Write about how light interacts with objects.</p> <p>Final Product Options:</p> <p>Option 1: Create a Shadow Puppet Show</p> <p>Option 2: Create a two-column Light Source Chart.</p>

Grade 1 • Unit 8 | Economics: Needs and Wants | Essential Question: How do people get what they need and want?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: What are goods and services?</p>	<p>Title: Just the Right Jacket</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Build on Others' Talk</p> <p>Presentation Skill: Stay on Topic N=</p>	<p>Read Aloud: "What Luis Learned"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 620L</p> <p>Central Text: <i>The Spring Market</i> by Tyla LaGoy</p> <p>Genre: Drama</p> <p>Lexile: 480L</p> <p>Companion Text: "Saturday Is Great"</p> <p>Genre: Opinion</p> <p>Lexile: 440L</p>	<p>Concept Words: goods, services, needs, wants</p> <p>Target Words: trade, sell, forest, skill</p>	<p>Comprehension Skill: Character, Setting, Events</p> <p>Story Structure: Problem and Solution</p> <p>Author's Craft (Central Text): Descriptive Words</p> <p>Author's Craft (Companion Text): Descriptive Words</p> <p>Fluency: Accuracy, Rate, and Phrasing</p>	<p>Lessons 1-2: Identify Phonemes (Vowel)</p> <p>Lessons 3-4: Add Phonemes (focus on -ar, making sure to add phonemes at beginning and end of words)</p>	<p>Phonics:</p> <p>Lessons 1-2: /är/ ar</p> <p>Lessons 3-4: /är/ ar</p> <p>Lesson 5: Review</p> <p>Spelling</p> <p>Lesson 1: chart, yard, hazy, hard, break</p> <p>Lesson 3: cart, dark, light, mark, play</p> <p>Handwriting:</p> <p>Lesson 1: Write Kk</p> <p>Lesson 3: Write Hh</p> <p>Word Structure:</p> <p>Lessons 3-4: Inflectional Endings -ed and -ing with spelling change (double final consonant)</p>	<p>Lesson 1:</p> <p>today (♥: o)</p> <p>little (♥: le)</p> <p>boy (♥: oy)</p> <p>Lesson 2:</p> <p>hour (♥: h, ou, r)</p> <p>house (♥: ou, se)</p> <p>question (♥: ti)</p>	<p>Title: "Let's Make Yarn!"</p> <p>Genre: Nonfiction</p> <p>Title: "Market in a Park"</p> <p>Genre: Nonfiction</p> <p>Title: "The Art Fair"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Carl and His Harp"</p> <p>Genre: Fantasy</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write compound sentences (interrogative)</p> <p>Grammar Skill: Indefinite pronouns <i>anyone, everyone, anything, everything, nothing</i></p> <p>Mechanics: End punctuation: Question marks</p>	<p>Culminating Task Checkpoint #1</p> <p>Write about one good or service.</p>
<p>Week 2</p> <p>Focus Question: How do we earn money to buy goods and services?</p>	<p>Title: Earning and Spending</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Ask and Answer Questions: Contribute to the Discussion</p> <p>Presentation Skill: Speak with Expression</p>	<p>Read Aloud: "Seltzer for Sale"</p> <p>Genre: Poetry</p> <p>Lexile: NP</p> <p>Central Text: <i>Jobs Around Town</i> by Sandi Tanaka</p> <p>Genre: Nonfiction</p> <p>Lexile: 520L</p> <p>Companion Text: "Dina's Job"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 470L</p>	<p>Concept Words: earn, products, producers, consumers</p> <p>Target Words: collector, town, money, worker</p>	<p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Cause and Effect</p> <p>Author's Craft (Central Text): Descriptive Words</p> <p>Author's Craft (Companion Text): Onomatopoeia</p> <p>Fluency: Accuracy, Rate, and Phrasing</p>	<p>Lessons 6-7: Blend Phonemes</p> <p>Lessons 8-9: Segment Phonemes</p>	<p>Phonics</p> <p>Lessons 6-7: /ûr/ er, ir</p> <p>Lessons 8-9: /ûr/ ur, or</p> <p>Lesson 10: Review</p> <p>Spelling</p> <p>Lesson 6: clerk, third, rain, perk, try</p> <p>Lesson 8: word, turn, blown, burn, night</p> <p>Handwriting</p> <p>Lesson 6: Write li</p> <p>Lesson 8: Write Vv</p> <p>Word Structure</p> <p>Lessons 8-9: Prefixes re-, un-, pre-</p>	<p>Lesson 6:</p> <p>also (♥: al)</p> <p>knew (♥: kn, ew)</p> <p>grew (♥: ew)</p> <p>Lesson 7:</p> <p>thought (♥: ough)</p> <p>above (♥: o, ve)</p> <p>father (♥: a)</p>	<p>Title: "Birds, Birds, Birds"</p> <p>Genre: Nonfiction</p> <p>Title: "Squirm and Slither"</p> <p>Genre: Nonfiction</p> <p>Title: "Curt's Picnic"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Victor's Surfboard"</p> <p>Genre: Fantasy</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write an opinion sentence. Write a reason for the opinion.</p> <p>Grammar Skill: Plural possessive nouns</p> <p>Mechanics: Capitalize the pronoun I</p> <p>Extended Writing</p> <p>Writing Genre: Opinion</p> <p>Writing Product: Opinion Text</p>	<p>Culminating Task Checkpoint #2</p> <p>Write about how people earn money.</p>

Grade 1 • Unit 8 | Economics: Needs and Wants | Essential Question: How do people get what they need and want?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: How do different places impact our needs and wants?</p>	<p>Title: Local and Distant Environments</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Review skills from W1 and W2</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "Gitanjali Rao: Kid Scientist"</p> <p>Genre: Nonfiction</p> <p>Lexile: 840L</p> <p>Central Text: <i>Where Do Products Come From?</i> by Nadine Carolan</p> <p>Genre: Nonfiction</p> <p>Lexile: 500L</p>	<p>Concept Words: local, distant</p> <p>Target Words: coast, region, graze, mild</p>	<p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Cause and Effect</p> <p>Author's Craft: Descriptive Words</p> <p>Fluency: Accuracy, Rate, and Phrasing</p>	<p>Lessons 11-12: Identify Phonemes (Vowel)</p> <p>Lessons 13-14: Blend Phonemes</p>	<p>Phonics:</p> <p>Lessons 11-15: Review all unit phonics skills</p> <p>Spelling</p> <p>Lesson 11: clerk, burn, cart, yard, dark</p> <p>Lesson 13: hard, word, perk, third, turn</p> <p>Handwriting</p> <p>Lesson 11: Write Oo</p> <p>Lesson 13: Write Bb</p> <p>Word Structure</p> <p>Lesson 13: Review Inflectional Endings <i>-ed</i> and <i>-ing</i> with spelling change (double final consonant)</p> <p>Lesson 14: Review Prefixes <i>re-</i>, <i>un-</i>, <i>pre-</i></p>	<p>Lesson 11:</p> <p>few (♥: ew)</p> <p>buy (♥: uy)</p> <p>done (♥: o, ne)</p> <p>Lesson 12:</p> <p>build (♥: ui)</p> <p>any (♥: a)</p> <p>money (♥: o)</p>	<p>Title: "Ride, Roll, and Turn!"</p> <p>Genre: Nonfiction</p> <p>Title: "Nurses"</p> <p>Genre: Nonfiction</p> <p>Title: "Margo's Art Show"</p> <p>Genre: Fantasy</p> <p>Title: "Carla's Party"</p> <p>Genre: Realistic Fiction</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a concluding sentence</p> <p>Grammar Skill: Interjections</p> <p>Mechanics: End punctuation</p> <p>Extended Writing</p> <p>Writing Genre: Opinion</p> <p>Writing Product: Opinion Text</p>	<p>Culminating Task Checkpoint #3</p> <p>Write about how different places impact or needs and wants.</p> <p>Final Product Options:</p> <p>Option 1: Sort Needs and Wants</p> <p>Option 2: Make an Advertisement</p>

Grade 1 • Unit 9 | Expression and the Arts | Essential Question: Why do people create art?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: Why is art important to us?</p>	<p>Title: Art All Around Us</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Ask and Answer Questions: Confirm Comprehension</p> <p>Presentation Skill: Speak clearly</p>	<p>Read Aloud: "Making Art with Music"</p> <p>Genre: Nonfiction</p> <p>Lexile: 820L</p> <p>Central Text: <i>What If ...?</i> by Samantha Berger; Illustrated by Mike Curato</p> <p>Genre: Fantasy</p> <p>Lexile: 470L</p> <p>Companion Text: "The Joyful Artist"</p> <p>Genre: Personal Narrative</p> <p>Lexile: 450L</p>	<p>Concept Words: art, create, texture, form</p> <p>Target Words: sketch, sculpt, seek, appeared</p>	<p>Comprehension Skill: Point of View</p> <p>Story Structure: Description</p> <p>Author's Craft (Central Text): Rhyme</p> <p>Author's Craft (Companion Text): Descriptive Words</p> <p>Fluency: Accuracy, Rate, and Expression</p>	<p>Lessons 1-2: Segment Phonemes</p> <p>Lessons 3-4: Identify Phonemes (Vowel)</p>	<p>Phonics</p> <p>Lessons 1-2: /ou/ ou, ow</p> <p>Lessons 3-4: /oi/ oi, _oy</p> <p>Lesson 5: Review</p> <p>Spelling</p> <p>Lesson 1: how, loud, bird, cow, park</p> <p>Lesson 3: toy, soil, serve, boy, smart</p> <p>Handwriting</p> <p>Lesson 1: Write Ww</p> <p>Lesson 3: Write Yy</p> <p>Word Structure</p> <p>Lessons 3-4: Plural and Inflectional Ending -es with spelling change (y to i)</p>	<p>Lesson 1:</p> <p>picture (♥: t)</p> <p>door (♥: oo)</p> <p>floor (♥: oo)</p> <p>Lesson 2:</p> <p>draw (♥: aw)</p> <p>color (♥: first o)</p> <p>once (♥: o, ce)</p>	<p>Title: "A Mound of Clay"</p> <p>Genre: Nonfiction</p> <p>Title: "All About Art"</p> <p>Genre: Nonfiction</p> <p>Title: "Joy's Missing Toy"</p> <p>Genre: Realistic fiction</p> <p>Title: "Troy and His Noise"</p> <p>Genre: Realistic Fiction</p> <p>Fluency: Accuracy and Rate</p>	<p>Writing Skill: Expand compound sentences (imperative, exclamatory)</p> <p>Grammar Skill: Adjectives</p> <p>Mechanics: Capitalization (dates, names of people)</p>	<p>"Culminating Task Checkpoint #1"</p> <p>Write about why art is important.</p>
<p>Week 2</p> <p>Focus Question: How is art an expression of ourselves?</p>	<p>Title: Express Yourself With Art</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Ask and Answer Questions: Clarify Comprehension</p> <p>Presentation Skill: Speak at an appropriate rate</p>	<p>Read Aloud: "Turing a Bad Day Around"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 530L</p> <p>Central Text: <i>Ish</i> by Peter H. Reynolds</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 510L</p> <p>Companion Text: "The Story Quilt"</p> <p>Genre: Play</p> <p>Lexile: NP</p>	<p>Concept Words: gallery, inspired, appreciate, mood</p> <p>Target Words: burst, allowed, crumpled, leaned</p>	<p>Comprehension Skill: Character, Setting, Events</p> <p>Text Structure: Problem and Solution</p> <p>Author's Craft (Central Text): Word Choice: Strong Verbs</p> <p>Author's Craft (Companion Text): Descriptive Words</p> <p>Fluency: Accuracy, Rate, and Expression</p>	<p>Lessons 6-7: Delete Phonemes</p> <p>Sound discrimination: soft c vs. hard c</p> <p>Lessons 8-9: Blend Phonemes</p> <p>Sound discrimination: soft g vs. hard g</p>	<p>Phonics</p> <p>Lessons 1-2: /s/ c</p> <p>Lessons 3-4: /j/ g, _dge</p> <p>Lesson 5: Review</p> <p>Spelling</p> <p>Lesson 6: place, face, clerk, rice, burn</p> <p>Lesson 8: budge, page, yard, large, hard</p> <p>Handwriting</p> <p>Lesson 6: Write Cc</p> <p>Lesson 8: Write Gg</p> <p>Word Structure</p> <p>Lessons 8-9: Inflectional Ending -ed with spelling change (y to i)</p>	<p>Lesson 6:</p> <p>another (♥: o)</p> <p>very (♥: e)</p> <p>together (♥: o)</p> <p>Lesson 7:</p> <p>listen (♥: t)</p> <p>whole (♥: w)</p> <p>cause (♥: au, se)</p>	<p>Title: "Places to Make Art"</p> <p>Genre: Nonfiction</p> <p>Title: "Ice Art"</p> <p>Genre: Nonfiction</p> <p>Title: "Midge's House"</p> <p>Genre: Realistic Fiction</p> <p>Title: "A Good Change"</p> <p>Genre: Fantasy</p> <p>Fluency: Accuracy and Rate</p>	<p>Writing Skill: Write two or more sequenced events. Use words such as first, next, then, last to put events in order. Add relevant details</p> <p>Grammar Skill: Irregular verbs see, saw</p> <p>Mechanics: End Punctuation</p> <p>Extended Writing Writing Genre: Narrative Writing</p> <p>Writing Product: Personal Narrative</p>	<p>Culminating Task Checkpoint #2</p> <p>Write how you can express yourself through art.</p>

Grade 1 • Unit 9 | Expression and the Arts | Essential Question: Why do people create art?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: What can we learn about the world around us through art?</p>	<p>Title: The Importance of Art and Culture</p> <p>Video type: <i>Interactive</i></p> <p>Collaborative Conversations: Review Ask and Answer Questions: Confirm Comprehension, Clarify Comprehension</p> <p>Presentation Skill: Review Speak clearly; Speak at an appropriate rate</p>	<p>Read Aloud: "Yuyi Morales: Storyteller and Artist "</p> <p>Genre: Nonfiction</p> <p>Lexile: 720L</p> <p>Central Text: <i>Marvin and the Pop-Pop Fish</i> by Derrick Barnes</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 520L</p>	<p>Concept Words: honor, relate</p> <p>Target Words: wove, supplies, cheered, whispered</p>	<p>Comprehension Skill: Point of View</p> <p>Story Structure: Problem and Solution</p> <p>Author's Craft: Word Choice: Strong Verbs</p> <p>Fluency: Accuracy, Rate, and Expression</p>	<p>Lessons 11-12: Segment Phonemes</p> <p>Lessons 13-14: Substitute Phonemes"</p>	<p>Phonics:</p> <p>Lessons 1-2: /ə/ /e, e/</p> <p>Lessons 3-4: Review</p> <p>Lesson 5: Review</p> <p>Spelling</p> <p>Lesson 11: giggle, simple, third, camel, word</p> <p>Lesson 13: table, place, loud, soil, large</p> <p>Handwriting</p> <p>Lesson 11: Write Zz</p> <p>Lesson 13: Write Xx</p> <p>Word Structure</p> <p>Lesson 13: Review Plural and Inflectional Ending -es with spelling change (y to i)</p> <p>Lesson 14: Review Inflectional Ending -ed with spelling change (y to i)</p>	<p>Lesson 11: brought (♥: ough) wrote (♥: wr) wrong (♥: wr)</p> <p>Lesson 12: pretty (♥: e) climb (♥: mb) often (♥: f)</p>	<p>Title: "Glass Bottles" Genre: Nonfiction</p> <p>Title: "Sand Castles" Genre: Nonfiction</p> <p>Title: "Hazel's Race Car" Genre: Realistic Fiction</p> <p>Title: "A Missing Puzzle Piece" Genre: Realistic Fiction</p> <p>Fluency: Accuracy and Rate</p>	<p>Writing Skill: Write two or more sequenced events. Write a concluding sentence</p> <p>Grammar Skill: Irregular verbs <i>go, do</i></p> <p>Mechanics: Commas in a series</p> <p>Extended Writing Writing Genre: Narrative Writing</p> <p>Writing Product: Personal Narrative</p>	<p>Culminating Task Checkpoint #3 Write what art tells us about the world we live in</p> <p>Final Product Options: Option 1: Create a New Piece of Art that is an expression of yourself. Option 2: Review a Piece of Art from this Unit</p>

Grade 1 • Unit 10 | Life Science: All About Animals | Essential Question: How do animals grow and survive?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How do animals' bodies help them survive?</p>	<p>Title: Animal Features</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Listen Attentively</p> <p>Presentation Skill: Stay on Topic</p>	<p>Read Aloud: "Amazing Animal Teeth"</p> <p>Genre: Nonfiction</p> <p>Lexile: 610L</p> <p>Central Text: <i>Whose Tracks in the Snow?</i> by Alexandra Milton</p> <p>Genre: Nonfiction)</p> <p>Lexile: 580L</p> <p>Companion Text: "Dolphins"</p> <p>Genre: Nonfiction</p> <p>Lexile: 480L</p>	<p>Concept Words: survive, nature, body, features</p> <p>Target Words: escaping, danger, bury, squeak</p>	<p>Comprehension Skill: Author's Purpose</p> <p>Text Structure: Description</p> <p>Author's Craft (Central Text): Repetition</p> <p>Author's Craft (Companion Text): Descriptive Words</p> <p>Fluency: Accuracy, Rate, and Expression</p>	<p>Lessons 1-2: Identify Phonemes (Vowel)</p> <p>Lessons 3-4: Blend Phonemes</p> <p>Sound Discrimination: long u (cube) vs. variant u (June)</p>	<p>Phonics:</p> <p>Lessons 1-2: /ü/ _ew, _ue</p> <p>Lessons 3-4: /ü/ u_e</p> <p>Lesson 5: Review</p> <p>Spelling</p> <p>Lesson 1: chew, page, true, glue, cow</p> <p>Lesson 3: tune, rude, tube, lute, flute</p> <p>Handwriting</p> <p>Lesson 1: Write Uu</p> <p>Lesson 3: Write Ee</p> <p>Word Structure: Contractions with <i>am</i>, will ('m, 'll)</p>	<p>Lesson 1: movement (♥: o) either (♥: ei) ready (♥: ea)</p> <p>Lesson 2: young (♥: ou) front (♥: o) sure (♥: s, ure)</p>	<p>Title: "A New Bench"</p> <p>Genre: Fantasy</p> <p>Title: "Ducks in the Blue Sky"</p> <p>Genre: Nonfiction</p> <p>Title: "June's Tunes"</p> <p>Genre: Fantasy</p> <p>Title: "Animals in June"</p> <p>Genre: Nonfiction</p> <p>Fluency: Accuracy and Rate</p>	<p>Writing Skill: Write a simple paragraph (topic sentence, two supporting details, concluding statement)</p> <p>Grammar Skill: Reflexive pronouns <i>myself, itself, ourselves, themselves</i></p> <p>Mechanics: Apostrophes</p>	<p>Culminating Task Checkpoint #1</p> <p>Write about one animal and how its body helps it survive.</p>
<p>Week 2</p> <p>Focus Question: How do animals grow and change?</p>	<p>Title: Animals Develop Over Time</p> <p>Video type: <i>Interactive</i></p> <p>Collaborative Conversations: Take Turns Speaking</p> <p>Presentation Skill: Speak in Complete Sentences</p>	<p>Read Aloud: "Baby Animals Grow and Change"</p> <p>Genre: Nonfiction</p> <p>Lexile: 670L</p> <p>Central Text: <i>Tad</i> by Benji Davies</p> <p>Genre: Fantasy</p> <p>Lexile: 560L</p> <p>Companion Text: "How Beetle Got Her Coat"</p> <p>Genre: Folktale</p> <p>Lexile: 460L</p>	<p>Concept Words: parent, develop, adult, young</p> <p>Target Words: wiggle, shallow, carefully, stronger</p>	<p>Comprehension Skill: Point of View</p> <p>Text Structure: Sequence</p> <p>Author's Craft (Central Text): Similies</p> <p>Author Craft (Companion Text): Descriptive Words</p> <p>Fluency: Accuracy, Rate, and Expression</p>	<p>Lessons 6-7: Segment Phonemes</p> <p>Lessons 8-9: Add Phonemes</p>	<p>Phonics:</p> <p>Lessons 6-7: /ô/ aw, au</p> <p>Lessons 8-9: /ô/ a, al</p> <p>Lesson 10: Review</p> <p>Spelling</p> <p>Lesson 6: lawn, cause, apple, race, pause</p> <p>Lesson 8: call, talk, rude, small, glue</p> <p>Handwriting</p> <p>Lesson 6: Write Qq</p> <p>Lesson 8: Write Ll</p> <p>Word Structure Odd Spellings: Words that end in -se (house, cause, because, please)</p>	<p>Lesson 6: island (♥: s) ocean (♥: ce) against (♥: ai)</p> <p>Lesson 7: group (♥: ou) half (♥: l) head (♥: ea)</p>	<p>Title: "I Saw a Sloth!"</p> <p>Genre: Nonfiction</p> <p>Title: "A Skunk on a Lawn!"</p> <p>Genre: Nonfiction</p> <p>Title: "Val Wants a Dog"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Walt's New Pal"</p> <p>Genre: Fantasy</p> <p>Fluency: Accuracy and Rate</p>	<p>Writing Skill: Write a simple paragraph (topic sentence, two supporting details, concluding statement)</p> <p>Grammar Skill: Adjectives that compare (-er and -est)</p> <p>Mechanics: Capitalization</p> <p>Extended Writing Writing Genre: Informative</p> <p>Writing Product: Informative Text</p>	<p>Culminating Task Checkpoint #2</p> <p>Write about one animal and how it changes as it grows.</p>

Grade 1 • Unit 10 | Life Science: All About Animals | Essential Question: How do animals grow and survive?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/ <i>Spelling/</i> <i>Handwriting/</i> <i>Word Structure</i>	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: How do animals survive in their environment?</p>	<p>Title: Animals and Their Environment</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Review Skills from Week 1 and Week 2</p> <p>Presentation Skill: Review Skills from Week 1 and Week 2</p>	<p>Read Aloud: "Helpful Habitats"</p> <p>Genre: Nonfiction</p> <p>Lexile: 640L</p> <p>Central Text: <i>Eat Like a Bear</i> by April Pulley Sayre; Illustrated by Steve Jenkins</p> <p>Genre: Nonfiction</p> <p>Lexile: 380L</p>	<p>Concept Words: environment, surroundings</p> <p>Target Words: strayed, bounding, crumble, gnaw</p>	<p>Comprehension Skill: Author's Purpose</p> <p>Text Structure: Description</p> <p>Author's Craft: Rhyme</p> <p>Fluency: Accuracy, Rate, and Expression</p>	<p>Lessons 11-12: Identify Phonemes (Vowel)</p> <p>Lessons 13-14: Blend Phonemes</p>	<p>Phonics</p> <p>Lessons 11-15: Review /ü/ _ew, _ue, u_e; /ô/ aw, au, a, al</p> <p>Spelling</p> <p>Lesson 11: true, cause, tune, call, lawn</p> <p>Lesson 13: tube, talk, chew, flute, rude</p> <p>Handwriting</p> <p>Lesson 11: Review b/d</p> <p>Lesson 13: Review p/q</p> <p>Word Structure</p> <p>Lesson 13: Review Contractions with am, will ('m, 'll)</p> <p>Lesson 14: Review Odd Spellings: Words that end in -se (house, cause, because, please)</p>	<p>Lesson 11: usually (♥: s,u-second, al) enough (♥: ough) already (♥: ea)</p> <p>Lesson 12: something (♥: o, me) sometimes (♥: o) mountain (♥: ai)</p>	<p>Title: "Red-Tailed Hawks"</p> <p>Genre: Nonfiction</p> <p>Title: "Saltwater Fish"</p> <p>Genre: Nonfiction</p> <p>Title: "Clues in the Woods"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Paul and Duke"</p> <p>Genre: Fantasy</p> <p>Fluency: Accuracy and Rate</p>	<p>Writing Skill: Write a simple paragraph (topic sentence, two supporting details, concluding statement)</p> <p>Grammar Skill: Prepositional phrases</p> <p>Mechanics: Commas in a series</p> <p>Extended Writing</p> <p>Writing Genre: Informative</p> <p>Writing Product: Informative Text</p>	<p>Culminating Task Checkpoint #3</p> <p>Write about how an animal survives in its environment.</p> <p>Final Product Options:</p> <p>Option 1: Create an Animal Timeline</p> <p>Option 2: Favorite Animal (Write an Opinion)</p>

Grade 1 • Unit 11 | Poetry | Essential Question: How can poems affect us?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How can poems make us feel?</p>	<p>Title: Expressing Feelings Through Poetry</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Build on Others' Talk</p> <p>Presentation Skill: Speak with expression</p>	<p>Read Aloud: "Poems With Feelings"</p> <p>Genre: Nonfiction</p> <p>Lexile: 650L</p> <p>Central Text: <i>Library Magic</i> by Pat Mora</p> <p>Genre: Narrative Poem</p> <p><i>A Rainbow of Feelings</i> by Joseph Coelho</p> <p>Genre: Rhyming Poem</p> <p><i>"The Day I Decided to Become Sunshine"</i> by Vanessa Brantley-Newton</p> <p>Genre: Narrative Poem</p> <p>Lexiles: NP</p> <p>Companion Text: <i>I Think I'd Like to Get a Pet</i> by Kenn Nesbitt</p> <p>Genre: Rhyming Poem</p> <p><i>Be Glad Your Nose Is On Your Face</i></p> <p>Genre: Rhyming Poem</p> <p>Lexiles: NP</p>	<p>Concept Words: poem, rhyme, feelings, rhythm</p> <p>Target Words: envy, savor, cozy, nook</p>	<p>Comprehension Skill: Theme</p> <p>Text Structure: Description</p> <p>Fluency: Accuracy, Rate, and Phrasing</p>	<p>Lessons 1-2: Segment Phonemes</p> <p>Lessons 3-4: Delete Phonemes</p>	<p>Phonics</p> <p>Lessons 1-2: Silent W, K: wr, kn</p> <p>Lessons 3-4: Silent G, B, C: gn, mb, sc</p> <p>Lesson 5: Review</p> <p>Spelling</p> <p>Lesson 1: write, knee, true, know, tune</p> <p>Lesson 3: gnat, cause, comb, talk, scene</p> <p>Handwriting</p> <p>Lesson 1: Days of the Week</p> <p>Lesson 3: Days of the Week</p> <p>Word Structure</p> <p>Lessons 3-4: Inflectional Endings -er and -est (without spelling changes)</p>	<p>Lesson 1: wonder (♥: o) heart (♥: ear) laugh (♥: augh)</p> <p>Lesson 2: eight (♥: eigh) instead (♥: ea) special (♥: ci)</p>	<p>Title: "Gail Knits a Gift"</p> <p>Genre: Fantasy</p> <p>Title: "May Can Write"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Lily Lamb's Tractor"</p> <p>Genre: Fantasy</p> <p>Title: "Call A Plumber"</p> <p>Genre: Fantasy</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Writing using feeling words</p> <p>Grammar Skill: Conjunctions because, or</p> <p>Mechanics: Capitalization</p>	<p>Culminating Task Checkpoint #1</p> <p>Write about how a poem you read this week made you feel.</p>
<p>Week 2</p> <p>Focus Question: How do poems help us pay attention to the details around us?</p>	<p>Title: Adding Details to Poems</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Ask and Answer Questions: Contribute to the Discussion</p> <p>Presentation Skill: Speak at an appropriate rate</p>	<p>Read Aloud: <i>Little Things Around Us</i></p> <p>Genre: Nonfiction</p> <p>Lexile: 980L</p> <p>Central Text: <i>De Colores</i> translated by Elodie Pope</p> <p>Genre: Song</p> <p><i>Mary Had a Little Lamb</i></p> <p>Genre: Nursery Rhyme</p> <p><i>Flowers</i> by Nicola Davies</p> <p>Genre: Free Verse</p> <p>Lexile: NP</p> <p>Companion Text: <i>Winter Moon</i> by Langston Hughes</p> <p>Genre: Free Verse</p> <p><i>Quiet Water</i> by Francisco X. Alarcón</p> <p>Genre: Free Verse</p> <p>Lexiles: NP</p>	<p>Concept Words: detail, notice, identify, repetition</p> <p>Target Words: fleece, eager, reply, flapping</p>	<p>Comprehension Skill: Theme</p> <p>Text Structure: Description</p> <p>Fluency: Accuracy, Rate, and Phrasing</p>	<p>Lessons 6-7: Identify Phonemes</p> <p>Lessons 8-9: Blend Phonemes</p>	<p>Phonics</p> <p>Lessons 6-7: Three-Letter Blends: scr, spr, shr</p> <p>Lessons 8-9: Three-Letter Blends: spl, str, thr</p> <p>Lesson 10: Review</p> <p>Spelling</p> <p>Lesson 6: chew, scrap, spring, shrug, tube</p> <p>Lesson 8: split, straw, throat, blew, small</p> <p>Handwriting</p> <p>Lesson 6: Months of the Year (Jan-Jun)</p> <p>Lesson 8: Months of the Year (July-Dec)</p> <p>Word Structure</p> <p>Lessons 8-9: Suffixes -ful, -less, -ly</p>	<p>Lesson 6: though (♥: ough) although (♥: ough) everyone (♥: o, ne)</p> <p>Lesson 7: rhythm (♥: rh, y, m) ahead (♥: ea) heavy (♥: ea)</p>	<p>Title: "Spring Has Sprung"</p> <p>Genre: Fantasy</p> <p>Title: "A Sprinkler Surprise"</p> <p>Genre: Realistic Fiction</p> <p>Title: "A Day at the Stream"</p> <p>Genre: Realistic Fiction</p> <p>Title: "Snails Stretch and Glide"</p> <p>Genre: Nonfiction</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write using repetition</p> <p>Grammar Skill: Pronouns</p> <p>Mechanics: Apostrophes</p> <p>Extended Writing</p> <p>Writing Genre: Narrative Writing</p> <p>Writing Product: Poem</p>	<p>Culminating Task Checkpoint #2</p> <p>Write about how one poem you read this week helped you notice details.</p>

Grade 1 • Unit 11 | Poetry | Essential Question: How can poems affect us?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: How do poems show us how to play with words?</p>	<p>Title: Playing With Words</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Review Skills from Week 1 and Week 2</p> <p>Presentation Skill: Review Skills from Week 1 and Week 2</p>	<p>Read Aloud: Playing With Words</p> <p>Genre: Nonfiction</p> <p>Lexile: 860L</p> <p>Central Text: <i>Catch a Little Rhyme</i> by Eve Merriam</p> <p>Genre: Rhyming Poem</p> <p><i>Word Watch</i> by Linda Sue Park</p> <p>Genre: Free Verse Poem</p> <p>Lexiles: NP</p> <p>Companion Text: <i>This Is Just to Say</i> by William Carlos Williams</p> <p>Genre: Free Verse</p> <p><i>Who's Inside?</i> by Pat Mora</p> <p>Genre: Free Verse</p> <p>Lexiles: NP</p>	<p>Concept Words: describe, theme</p> <p>Target Words: snuggles, nervous, curls, syllables</p>	<p>Comprehension Skill: Theme</p> <p>Text Structure: Description</p> <p>Fluency: Accuracy, Rate, and Phrasing</p>	<p>Lessons 11-12: Segment Phonemes</p> <p>Lessons 13-14: Substitute Phonemes</p>	<p>Phonics:</p> <p>Lessons 11-12: Review</p> <p>Lessons 13-14: Review</p> <p>Lesson 15: Review</p> <p>Spelling</p> <p>Lesson 11: comb, scrap, knee, split, scene</p> <p>Lesson 13: shrug, write, spring, split, throat</p> <p>Handwriting</p> <p>Lesson 11: Number Words (one-five)</p> <p>Lesson 13: Number Words (six-ten)</p> <p>Word Structure</p> <p>Lesson 13: Review Inflectional Endings -er and -est (without spelling changes)</p> <p>Lesson 14: Review Suffixes -ful, -less, -ly</p>	<p>Lesson 11:</p> <p>phrase (♥: ph)</p> <p>action (♥: ti)</p> <p>weather (♥: ea)</p> <p>Lesson 12:</p> <p>whose (♥: wh, o)</p> <p>caught (♥: augh)</p> <p>toward (♥: o)</p>	<p>Title: "A Winning Streak"</p> <p>Genre: Fantasy</p> <p>Title: "A Real Writer"</p> <p>Genre: Fantasy</p> <p>Title: "Kim and Neal Write"</p> <p>Genre: Fantasy</p> <p>Title: "Roy's Stroll"</p> <p>Genre: Fantasy</p> <p>Fluency: Accuracy and Rate</p>	<p>Weekly Writing</p> <p>Writing Skill: Write using describing words</p> <p>Grammar Skill: Objective pronouns</p> <p>Mechanics: End punctuation</p> <p>Extended Writing</p> <p>Writing Genre: Narrative Writing</p> <p>Writing Product: Poem</p>	<p>Culminating Task Checkpoint #3</p> <p>Write about how one poem you read this week showed you how to play with words.</p> <p>Final Product Options:</p> <p>Option 1: Poetry Review</p> <p>Option 2: Write a Poem</p>

Grade 1 • Unit 12 | Life Science: Plants | Essential Question: How can we learn about plants and how they grow?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How do plants grow and change over time?</p>	<p>Title: Plants Change Over Time</p> <p>Video type: <i>Interactive</i></p> <p>Collaborative Conversations: Ask and Answer Questions: Confirm Comprehension</p> <p>Presentation Skill: Stay on topic</p>	<p>Central Text: <i>The Amazing Life Cycle of Plants</i> by Kay Barnham</p> <p>Genre: Nonfiction</p> <p>Lexile: 580L</p> <p>Companion Text: "How to Grow Plants"</p> <p>Genre: How-To</p> <p>Lexile: 540L</p>	<p>Concept Words: plants, seeds, leaves, external</p> <p>Target Words: wrapped, roots, type, cracks</p>	<p>Comprehension Skill: Author's Purpose</p> <p>Text Structure: Sequence</p> <p>Author's Craft (Central Text): Descriptive Words</p> <p>Author's Craft (Companion Text): Descriptive Words</p> <p>Fluency: Accuracy, Rate, and Intonation</p>	<p>Lessons 1-2: Identify Phonemes (Vowel)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics:</p> <p>Lessons 1-2: Review: /ā/a_e, a, _ay, ai, ea; /ī/i_e, i, igh, _y, _ie</p> <p>Lessons 3-4: Review: /ō/o_e, o, oa, ow, _oe; /ū/u_e; /ē/e_e, ea, ie, e, ee, _y, _ey</p> <p>Lesson 5: Review</p> <p>Spelling</p> <p>Lesson 1: find, day, wait, ride, tonight</p> <p>Lesson 3: field, soap, cute, these, easy</p> <p>Handwriting</p> <p>Lesson 1: Write Dates (e.g., January 5, 2024)</p> <p>Lesson 3: Write Dates (e.g., January 5, 2024)</p> <p>Word Structure</p> <p>Lesson 3: Review Inflectional Ending -s (-s, -es, and -s with spelling change y to ies)</p> <p>Lesson 4: Review -ed (-ed, extra syllable, spelling change drop e and add -ed, spelling change double final consonant, spelling change y to -i)</p>	<p>Lesson 1: of (♥: o, f) were (♥: ere) some (♥: o, me) from (♥: o)</p> <p>Lesson 2: live (♥: ve) only (♥: o) could (♥: ou, ld)</p>	<p>Title: "A Great Surprise" Genre: Play</p> <p>Title: "A Great Surprise" [reread] Genre: Play</p> <p>Title: "A Bird Feeder" Genre: Play</p> <p>Title: "A Bird Feeder" [reread] Genre: Play</p> <p>Fluency: Accuracy and Rate</p>	<p>Writing Skill: Write a question about a topic</p> <p>Grammar Skill: Conjunctions</p> <p>Mechanics: End punctuation: Question marks</p>	<p>Culminating Task Checkpoint #1</p> <p>Write ways that a plant can grow and change.</p>

Grade 1 • Unit 12 | Life Science: Plants | Essential Question: How can we learn about plants and how they grow?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Word Structure	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 2</p> <p>Focus Question: How do we grow the plants we eat?</p>	<p>Title: Grow It and Eat It</p> <p>Video type: <i>Interactive</i></p> <p>Collaborative Conversations: Ask and Answer Questions: Clarify information</p> <p>Presentation Skill: Speak at the appropriate volume</p>	<p>Read Aloud: "When a Seedling Grows Up"</p> <p>Genre: Nonfiction</p> <p>Lexile: TK</p> <p>Central Text: <i>Sylvia's Spinach</i> by Katherine Pryor</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 510L</p> <p>Companion Text: "Ron's Garden"</p> <p>Genre: Nonfiction</p> <p>Lexile: 380L</p>	<p>Concept Words: alive, seedling, stem, rate</p> <p>Target Words: plucked, drizzly, sprinkled, nibbled</p>	<p>Comprehension Skill: Character, Setting, Events</p> <p>Text Structure: Problem/Solution</p> <p>Author's Craft (Central Text): Word Choice: Strong Verbs</p> <p>Author's Craft (Companion Text): Descriptive Words</p> <p>Fluency: Accuracy, Rate, and Intonation</p>	<p>Lessons 6-7: Segment Phonemes</p> <p>Lessons 8-9: Add Phonemes</p>	<p>Phonics:</p> <p>Lessons 6-7: Review: /ü/ oo; /û/oo</p> <p>Lessons 8-9: r-controlled vowels /är/ar; /ür/er, ir, ur, or</p> <p>Lesson 10: Review</p> <p>Spelling</p> <p>Lesson 8: smooth, wool, book, shook, bedroom</p> <p>Lesson 6: sharp, serve, dirt, work, curly</p> <p>Handwriting</p> <p>Lesson 6: Write a Letter</p> <p>Lesson 8: Write a Thank You Note</p> <p>Word Structure</p> <p>Lesson 8: Review Inflectional Ending <i>-ing</i> (-ing, spelling change drop e and add -ing, spelling change double final consonant)</p> <p>Lesson 9: Review Contractions ('s, n't, 'm, 'll)</p>	<p>Lesson 6:</p> <p>where (♥: e, re) give (♥: ve) through (♥: ough) very (♥: e)</p> <p>Lesson 7:</p> <p>does (♥: oe) any (♥: a) another (♥: o)</p>	<p>Title: "A Good Plan"</p> <p>Genre: Play</p> <p>Title: "A Good Plan" [reread]</p> <p>Genre: Play</p> <p>Title: "Shirley's Flowers"</p> <p>Genre: Play</p> <p>Title: "Shirley's Flowers" [reread]</p> <p>Genre: Play</p> <p>Fluency: Accuracy and Rate</p>	<p>Writing Skill: Write facts about a topic</p> <p>Grammar Skill: Subject-verb agreement</p> <p>Mechanics: End punctuation</p> <p>Extended Writing</p> <p>Writing Genre: Informative</p> <p>Writing Product: Shared Research Project</p>	<p>Culminating Task Checkpoint #2</p> <p>Write about how we can grow a plant that we eat.</p>
<p>Week 3</p> <p>Focus Question: How do the parts of plants help them survive?</p>	<p>Title: Important Plant Parts</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Review skills from W1 and W2</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "How Thumbelina Grew"</p> <p>Genre: Fantasy</p> <p>Lexile: TK</p> <p>Central Text: <i>From Seed to Plant</i> by Gail Gibbons</p> <p>Genre: Nonfiction</p> <p>Lexile: 560L</p>	<p>Concept Words: parts, pollen</p> <p>Target Words: float, parachutes, nutrition, scatter</p>	<p>Comprehension Skill: Author's Purpose</p> <p>Text Structure: Sequence</p> <p>Author's Craft: Diagrams and Labels</p> <p>Fluency: Accuracy, Rate, and Intonation</p>	<p>Lessons 11-12: Identify Phonemes (Vowel)</p> <p>Lessons 13-14: Blend Phonemes</p>	<p>Phonics:</p> <p>Lessons 11-12: Review: diphthongs /ou/ou, ow; /oi/oi, _oy</p> <p>Lessons 13-14: Review: variant vowels /û/_ew, _ue, u_e; /ô/aw, au, a, al</p> <p>Lesson 15: Review</p> <p>Spelling</p> <p>Lesson 11: ouch, joy, brown, soil, without</p> <p>Lesson 13: clue, dawn, cause, ball, include</p> <p>Handwriting</p> <p>Lesson 11: Alphabet Review (all lowercase letters)</p> <p>Lesson 13: Alphabet Review (all uppercase letters)</p> <p>Word Structure</p> <p>Lesson 13: Review Prefixes (<i>re-</i>, <i>un-</i>, <i>pre-</i>)</p> <p>Lesson 14: Review suffixes (<i>-ful</i>, <i>-less</i>, <i>-ly</i>)</p>	<p>Lesson 11:</p> <p>move (♥: o, ve) here (♥: e, re) because (♥: e, se) picture (♥: ct)</p> <p>Lesson 12:</p> <p>mother (♥: o) again (♥: ai) should (♥: ou, ld) answer (♥: sw)</p>	<p>DR 1: "Joy's Clues"</p> <p>Genre: Play</p> <p>DR 2: "Joy's Clues" [reread]</p> <p>Genre: Play</p> <p>DR 3: "The Flower Crew"</p> <p>Genre: Play</p> <p>DR4: "The Flower Crew" [reread]</p> <p>Genre: Play</p> <p>Fluency: Accuracy and Rate</p>	<p>Writing Skill: Organize sentences into a paragraph</p> <p>Grammar Skill: Adjectives</p> <p>Mechanics: Capitalize the first word in a sentence</p> <p>Extended Writing</p> <p>Writing Genre: Informative</p> <p>Writing Product: Shared Research Project</p>	<p>Culminating Task Checkpoint #3</p> <p>Write how plant parts help them survive.</p> <p>Final Product Options</p> <p>Option 1: Life Cycle of Plants</p> <p>Option 2: Create a Plant Diagram</p>