

Grade 1 • Start Smart • Scope and Sequence

	Read Alouds	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Handwriting	High-Frequency Words	Writing
<p>Week 1</p> <p>All About Me</p> <p>Essential Question: Who Am I?</p> <p>Genre Focus: Nursery Rhyme</p>	<p>Genre Read Aloud: "1, 2, Buckle My Shoe"</p> <p>Teacher's Edition: "Mary Had a Little Lamb"</p> <p>Genre: Nursery Rhyme</p>	<p>Ask and Answer Questions</p> <p>Character</p>	<p>Directionality</p> <p>Concept of a Sentence</p> <p>Concept of a Word</p> <p>Parts of a Book, Capitalization, End Punctuation, Word Spaces</p> <p>Parts of a Book, Periods, Pronoun /</p>	<p>Phonological Awareness: Onset and Rime Syllable Segmentation Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation Phoneme Identity</p>	<p>Phonics: Identify and Blend: <i>m, s, a, p, t, n, r, i</i></p> <p>Handwriting: Writing position, pencil grip <i>m, s, a, p, t, n, r, i</i></p>	<p>Review: <i>a, can, do, go, has, he, I, like, to, you</i></p>	<p>Write About the Text: Nursery Rhyme</p>
<p>Week 2</p> <p>Let's Pretend</p> <p>Essential Question: What can you imagine?</p> <p>Genre Focus: Fairy Tale</p>	<p>Genre Read Aloud: "Jack and the Beanstalk"</p> <p>Teacher's Edition: "The Three Billy Goats Gruff"</p> <p>Genre: Fairy Tale</p>	<p>Reread, Ask and Answer Questions</p> <p>Character</p>	<p>Return Sweep, Capitalization</p> <p>Word Spaces, Punctuation, Pronoun /, Title Page</p> <p>Match Print to Speech, Word Length, Sentence Boundaries</p> <p>Sentences, Quotation Marks, Title Page</p> <p>Sentences, Italics, Repeated Letters</p>	<p>Phonological Awareness: Onset and Rime Syllable Segmentation Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation Phoneme Blending</p>	<p>Phonics: Identify and Blend: <i>c, f, o, d, h, s, e, b, l, ll</i></p> <p>Handwriting: <i>c, f, o, d, h, e, b, l</i></p>	<p>Review: <i>this, is, my, look, little, where, here, play, the, we</i></p>	<p>Write About the Text: Fairy Tale</p>
<p>Week 3</p> <p>Let's Do Things Together</p> <p>Essential Question: What happens during my day?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Genre Read Aloud: "Work, Play, and Learn Together"</p> <p>Teacher's Edition: "How Do We Get Around Today?"</p> <p>Genre: Informational Text: Nonfiction</p>	<p>Visualize, Ask and Answer Questions</p> <p>Character</p>	<p>Capitalize /, Punctuation</p> <p>Sentence Boundaries</p> <p>Sentences, Directionality, Return Sweep</p> <p>Sound-Letter Correspondence, Directionality</p> <p>Sound-Letter Correspondence, Sentence Lengths</p>	<p>Phonological Awareness: Rhyme</p> <p>Phonemic Awareness: Phoneme Blending Phoneme Segmentation</p>	<p>Phonics: Identify and Blend: <i>k, ck, u, g, w, x, v, qu, j, y, z</i></p> <p>Handwriting: <i>k, u, g, w, x, v, q, j, y, z</i></p>	<p>Review: <i>are, me, she, with, for, and, have, said, see, was</i></p>	<p>Write About the Text: Informational Text</p>

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<p>Week 1</p> <p>At School</p> <p>Essential Question: What do you do at your school?</p> <p>Genre Focus: Realistic Fiction</p>	<p><i>This School Year Will Be the Best!</i> Genre: Realistic Fiction</p>	<p>“School Around the World” Genre: Informational Text</p>	<p>“Jack Can” Genre: Realistic Fiction Lexile: BR</p>	<p>Anchor Text: <i>Nat and Sam</i> Genre: Realistic Fiction Lexile: BR</p> <p>Paired Selection: “Rules at School” Genre: Informational Text Lexile: 180L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>A Fun Day</i> Lexile: BR O: <i>We Like to Share</i> Lexile: 60L ELL: <i>We Like to Share</i> Lexile: 100L B: <i>Class Party</i> Lexile: 360L</p> <p>Paired Selections: Genre: Informational Text A: “We Share” O: “Look at Signs” ELL: “Look at Signs” B: “Our Classroom Rules”</p>	<p>Oral Vocabulary Words: <i>learn</i> <i>subjects</i> <i>common</i> <i>object</i> <i>recognize</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p>	<p>Visualize Main Story Elements: Character Photographs</p>	<p>Book Handling</p>	<p>Phonological Awareness: Identify Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short <i>a</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Aa</i></p> <p>Structural Analysis: Inflectional Ending <i>-s</i></p> <p>Decodable Readers: <i>Pam Can; Pack a Bag!</i></p>	<p><i>does</i> <i>not</i> <i>school</i> <i>what</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Stretch Sounds to Write Words</p> <p>Writing Trait: Focus on a Topic</p> <p>Grammar: Sentences</p> <p>Mechanics: Sentence Capitalization</p>	<p>Project: Take a Poll about School</p>
<p>Week 2</p> <p>Where I Live</p> <p>Essential Question: What is it like where you live?</p> <p>Genre Focus: Fantasy</p>	<p><i>Alicia’s Happy Day</i> Genre: Realistic Fiction</p>	<p>“City Mouse, Country Mouse” Genre: Fable</p>	<p>“Six Kids” Genre: Fantasy Lexile: 250L</p>	<p>Anchor Text: <i>Go, Pip!</i> Genre: Fantasy Lexile: 30L</p> <p>Paired Selection: “A Surprise in the City” Genre: Personal Narrative Lexile: 50L</p>	<p>Main Selections: Genre: Fantasy A: <i>What Can We See?</i> Lexile: BR O: <i>A Trip to the City</i> Lexile: 30L ELL: <i>A Trip to the City</i> Lexile: BR B: <i>Harvest Time</i> Lexile: 330L</p> <p>Paired Selections: Genre: Informational Text A: “My Home” O: “Where I Live” ELL: “Where I Live” B: “Where We Live”</p>	<p>Oral Vocabulary Words: <i>city</i> <i>country</i> <i>bored</i> <i>feast</i> <i>scurried</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p>	<p>Visualize Main Story Elements: Character Bold Print</p>	<p>Book Handling</p>	<p>Phonemic Awareness: Phoneme Blending, Alliteration, Categorization, Phoneme Segmentation</p>	<p>Phonics/Spelling: short <i>i</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>li</i></p> <p>Structural Analysis: Double Final Consonants</p> <p>Decodable Readers: <i>Kim and Nick Zip!; Jill and Jim</i></p>	<p><i>down</i> <i>out</i> <i>up</i> <i>very</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Sentence Capitalization</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Word Order</p> <p>Mechanics: Sentence Punctuation (periods)</p>	<p>Project: Interview About a Neighborhood</p>

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Getting to Know Us Big Idea: What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Our Pets</p> <p>Essential Question: What makes a pet special?</p> <p>Genre Focus: Fantasy</p>	<p><i>Cool Dog, School Dog</i> Genre: Fantasy</p>	<p>“Our Pets” Genre: Informational Text</p>	<p>“A Pig for Cliff” Genre: Fantasy Lexile: 280L</p>	<p>Anchor Text: <i>Flip</i> Genre: Fantasy Lexile: 30L</p> <p>Paired Selection: “What Pets Need” Genre: Nonfiction Lexile: 370L</p>	<p>Main Selections: Genre: Fantasy A: <i>Mouse’s Moon Party</i> Lexile: 120L O: <i>Pet Show</i> Lexile: 200L ELL: <i>Pet Show</i> Lexile: 20L B: <i>Polly the Circus Star</i> Lexile: 280L</p> <p>Paired Selections: Genre: Informational Text A: “A Mouse in the House” O: “Love That Llama!” ELL: “Love That Llama!” B: “Birds That Talk”</p>	<p>Oral Vocabulary Words: <i>care</i> <i>train</i> <i>groom</i> <i>companion</i> <i>popular</i></p> <p>Oral Vocabulary: Use a Dictionary</p>	<p>Visualize</p> <p>Main Story Elements: Character, Setting and Events</p> <p>Labels</p>	<p>Track Print and Return Sweep, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Contrast Vowel Sounds, Phoneme Segmentation</p>	<p>Phonics/Spelling: Beginning Consonant Blends: /-blends <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>l</i></p> <p>Structural Analysis: -s (plural nouns)</p> <p>Decodable Readers: <i>Cliff Has a Plan; A Good Black Cat</i></p>	<p><i>be</i> <i>come</i> <i>good</i> <i>pull</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Use Word Bank</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Statements and Questions</p> <p>Mechanics: Capitalization and Punctuation (periods & question marks)</p>	<p>Project: Plan for a Pet’s Home</p>
<p>Week 4</p> <p>Let’s Be Friends</p> <p>Essential Question: What do friends do together?</p> <p>Genre Focus: Informational Text</p>	<p><i>Friends All Around</i> Genre: Informational Text</p>	<p>“Games Long Ago” Genre: Informational Text</p>	<p>“Toss! Kick! Hop!” Genre: Informational Text Lexile: 290L</p>	<p>Anchor Text: <i>Friends</i> Genre: Informational Text Lexile: 60L</p> <p>Paired Selection: “There Are Days and There Are Days” Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Informational Text A: <i>Friends Are Fun</i> Lexile: 130L O: <i>Friends Are Fun</i> Lexile: 110L ELL: <i>Friends Are Fun</i> Lexile: 100L B: <i>Friends Are Fun</i> Lexile: 350L</p> <p>Paired Selections: Genre: Poetry A: “I Like to Play” O: “I Like to Play” ELL: “I Like to Play” B: “I Like to Play”</p>	<p>Oral Vocabulary Words: <i>cooperate</i> <i>relationship</i> <i>deliver</i> <i>chore</i> <i>collect</i></p> <p>Oral Vocabulary: Word Categories</p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Rhyme</p>	<p>Book Handling and Labels, Title, Author</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Identify and Produce Rhyme, Phoneme Blending</p>	<p>Phonics/Spelling: Short o <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Oo</i></p> <p>Structural Analysis: Alphabetical Order (one letter)</p> <p>Decodable Readers: <i>Bob Is a Fun Pal; Dog and Fox</i></p>	<p><i>fun</i> <i>make</i> <i>they</i> <i>too</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Personal Narrative</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Writing Skill: Left-to-right progression</p> <p>Writing Trait: Supporting Details</p> <p>Grammar: Exclamations and Interjections</p> <p>Mechanics: Exclamation Marks (in exclamations and interjections)</p>	<p>Project: Take a Poll about Friends</p>

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<p>Week 5</p> <p>Let's Move!</p> <p>Essential Question: How does your body move?</p> <p>Genre Focus: Informational Text</p>	<p><i>Move!</i> Genre: Informational Text</p>	<p>"The Monkey's Fiddle" Genre: Folktale</p>	<p>"Move and Grin!" Genre: Informational Text Lexile: 370L</p>	<p>Anchor Text: <i>Move It!</i> Genre: Informational Text Lexile: 60L</p> <p>Paired Selection: "My Family Hike" Genre: Personal Narrative Lexile: 210L</p>	<p>Main Selections: Genre: Informational Text A: <i>We Can Move!</i> Lexile: 170L O: <i>We Can Move!</i> Lexile: 200L ELL: <i>We Can Move!</i> Lexile: 190L B: <i>We Can Move!</i> Lexile: 390L</p> <p>Paired Selections: Genre: Poetry A: "What's Under Your Skin?" O: "What's Under Your Skin?" ELL: "What's Under Your Skin?" B: "What's Under Your Skin?"</p>	<p>Oral Vocabulary Words: <i>physical</i> <i>exercise</i> <i>agree</i> <i>exhausted</i> <i>difficult</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Bold Print</p>	<p>Special Text Treatments, Title, Author</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending</p>	<p>Phonics/Spelling: Beginning Consonant Blends: <i>r</i>-blends and <i>s</i>-blends</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Ss</i></p> <p>Structural Analysis: Possessives</p> <p>Decodable Readers: <i>Snap, Skip, Trot!; Snip and Trip Can Move</i></p>	<p><i>jump</i> <i>move</i> <i>run</i> <i>two</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Personal Narrative</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Writing Skill: Spacing between Words</p> <p>Writing Trait: Supporting Details</p> <p>Grammar: Writing Sentences</p> <p>Mechanics: Capitalization and Punctuation (periods, question and exclamation marks)</p>	<p>Project: How We Move in Sports</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	<p>"Time for Kids: World Games" Genre: Online Article</p>	<p>Reader's Theater: "Look at Me Now"</p>	<p>Genre Read-Aloud: "Playground Pushes and Pulls on the Playground"</p> <p>Activities: Experiment with Motion Write a Letter</p>	Choose Your Own Book

Grade 1 • Unit 2 • Scope and Sequence

Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Jobs Around Town</p> <p>Essential Question: What jobs need to be done in a community?</p> <p>Genre Focus: Realistic Fiction</p>	<p><i>Millie Waits for the Mail</i> Genre: Fantasy</p>	<p>“Jobs Around Town” Genre: Nonfiction</p>	<p>“Good Job, Ben!” Genre: Realistic Fiction Lexile: 130L</p>	<p>Anchor Text: <i>The Red Hat</i> Genre: Realistic Fiction Lexile: BR</p> <p>Paired Selection: “Firefighters at Work” Genre: Nonfiction Lexile: 290L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>Pick Up Day</i> Lexile: 70L O: <i>Ben Brings the Mail</i> Lexile: 200L ELL: <i>Ben Brings the Mail</i> Lexile: 70L B: <i>At Work with Mom</i> Lexile: 330L</p> <p>Paired Selections: Genre: Informational Text A: “The Recycling Center” O: “At the Post Office” ELL: “At the Post Office” B: “Tools for the School Nurse”</p>	<p>Oral Vocabulary Words: <i>occupation</i> <i>community</i> <i>equipment</i> <i>fortunately</i> <i>astonishing</i></p> <p>Oral Vocabulary: Morphology: Suffixes</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Labels</p>	<p>Ellipses and Dashes, Title, Author</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Isolation, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short e spelled e and ea <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ee</p> <p>Structural Analysis: Inflectional Ending -ed (no spelling change)</p> <p>Decodable Readers: <i>Ted Gets a Job;</i> <i>I Sell Crabs</i></p>	<p><i>again</i> <i>help</i> <i>new</i> <i>there</i> <i>use</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Opinion</p> <p>Writing Skill: Write on the Lines</p> <p>Writing Trait: Ideas: Focus on an Idea</p> <p>Grammar: Nouns</p> <p>Mechanics: Commas in a Series</p>	<p>Project: Interview a Community Worker</p>
<p>Week 2</p> <p>Buildings All Around</p> <p>Essential Question: What buildings do you know? What are they made of?</p> <p>Genre Focus: Fantasy</p>	<p><i>Three Little Dassies</i> Genre: Fantasy</p>	<p>“Three Little Pigs” Genre: Folktale</p>	<p>“Cubs in a Hut” Genre: Fantasy Lexile: 390L</p>	<p>Anchor Text: <i>The Pigs, the Wolf, and the Mud</i> Genre: Fantasy Lexile: 320L</p> <p>Paired Selection: “Homes Around the World” Genre: Informational Text Lexile: 370L</p>	<p>Main Selections: Genre: Fantasy A: <i>What a Nest!</i> Lexile: 170L O: <i>Staying Afloat</i> Lexile: 150L ELL: <i>Staying Afloat</i> Lexile: 10L B: <i>City Armadillo, Country Armadillo</i> Lexile: 330L</p> <p>Paired Selections: Genre: Informational Text A: “Stone Castles” O: “A Day on a Houseboat” ELL: “A Day on a Houseboat” B: “City or Country?”</p>	<p>Oral Vocabulary Words: <i>shelter</i> <i>materials</i> <i>collapsed</i> <i>furious</i> <i>refused</i></p> <p>Oral Vocabulary: Shades of Meaning/ Intensity</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Captions</p>	<p>Quotations, Title, Author</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short u <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Uu</p> <p>Structural Analysis: Contractions with 's</p> <p>Decodable Readers: <i>Can Bud Stop Bug?;</i> <i>It's Up to Us</i></p>	<p><i>could</i> <i>live</i> <i>one</i> <i>then</i> <i>three</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Return Sweep</p> <p>Writing Trait: Ideas: Descriptive Details</p> <p>Grammar: Singular and Plural Nouns</p> <p>Mechanics: Apostrophes with Contractions</p>	<p>Project: Choose a Building</p>

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Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>A Community in Nature</p> <p>Essential Question: Where do animals live together?</p> <p>Genre Focus: Informational Text</p>	<p><i>Babies in the Bayou</i> Genre: Informational Text</p>	<p>“Animals in the Desert” Genre: Informational Text</p>	<p>“The Best Spot” Genre: Informational Text Lexile: 160L</p>	<p>Anchor Text: <i>At a Pond</i> Genre: Informational Text Lexile: 190L</p> <p>Paired Selection: “Way Down Deep” Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Informational Text A: <i>Meerkat Family</i> Lexile: 170L O: <i>Meerkat Family</i> Lexile: 210L ELL: <i>Meerkat Family</i> Lexile: 170L B: <i>Meerkat Family</i> Lexile: 370L</p> <p>Paired Selections: Genre: Poetry A: “I Live in a House!” O: “I Live in a House!” ELL: “I Live in a House!” B: “I Live in a House!”</p>	<p>Oral Vocabulary Words: <i>habitat</i> <i>depend</i> <i>hibernate</i> <i>tranquil</i> <i>tolerate</i></p> <p>Oral Vocabulary: Multiple Meanings</p>	<p>Reread</p> <p>Author’s Purpose</p> <p>Poetry: Repetition and Alliteration</p>	<p>Distinguish Sentences, Title, Author</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Phoneme Categorization, Phoneme Segmentation</p>	<p>Phonics/Spelling: Ending Consonant Blends <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Tt</p> <p>Structural Analysis: Inflectional Ending -ing (no spelling change)</p> <p>Decodable Readers: <i>In a Land of Grass;</i> <i>Stomp and Romp</i></p>	<p><i>eat</i> <i>no</i> <i>of</i> <i>under</i> <i>who</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Sentence Capitalization</p> <p>Writing Trait: Ideas: Focus on a Topic</p> <p>Grammar: Singular and Plural Possessive Nouns</p> <p>Mechanics: Apostrophe with Possessive Nouns (singular and plural possessives)</p>	<p>Project: Where Animals Live</p>
<p>Week 4</p> <p>Let’s Help</p> <p>Essential Question: How do people help out in the community?</p> <p>Genre Focus: Fantasy</p>	<p><i>The Story of Martin Luther King Jr.</i> Genre: Biography</p>	<p>“Luis’s Library” Genre: Informational Text (Biography)</p>	<p>“Thump Thump Helps Out” Genre: Fantasy Lexile: 510L</p>	<p>Anchor Text: <i>Nell’s Books</i> Genre: Fantasy Lexile: 200L</p> <p>Paired Selection: “Kids Can Help!” Genre: Informational Text Lexile: 350L</p>	<p>Main Selections: Genre: Fantasy A: <i>The Sick Tree</i> Lexile: 40L O: <i>Squirrels Help</i> Lexile: 200L ELL: <i>Squirrels Help</i> Lexile: 190L B: <i>Wow, Kitty!</i> Lexile: 390L</p> <p>Paired Selections: Genre: Nonfiction A: “Beach Clean-Up” O: “Food Drive” ELL: “Food Drive” B: “Sharing Skills”</p>	<p>Oral Vocabulary Words: <i>leadership</i> <i>admire</i> <i>enjoy</i> <i>rely</i> <i>connections</i></p> <p>Oral Vocabulary: Inflectional Endings</p>	<p>Reread</p> <p>Main Story Elements: Character, Setting, Events</p> <p>List</p>	<p>Special Text Treatments, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Consonant Digraphs <i>sh, th, -ng</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ff</p> <p>Structural Analysis: Closed Syllables</p> <p>Decodable Readers: <i>Dash Has a Wish; Help in a Flash; The Helping Gang; Send a Big Thanks!</i></p>	<p><i>all</i> <i>call</i> <i>day</i> <i>her</i> <i>want</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Extended Writing: Fantasy</p> <p>Writing Skill: End Punctuation</p> <p>Writing Trait: Organization: Beginning, Middle, End</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Common and Proper Nouns</p> <p>Mechanics: Capitalize Proper Nouns (people, pets, places, and things)</p>	<p>Project: Interview a Helper</p>

Grade 1 • Unit 2 • Scope and Sequence

Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Follow the Map</p> <p>Essential Question: How can you find your way around?</p> <p>Genre Focus: Informational Text</p>	<p><i>Me on the Map</i> Genre: Realistic Fiction</p>	<p>"Map It!" Genre: Informational Text</p>	<p>"Which Way on the Map?" Genre: Informational Text Lexile: 160L</p>	<p>Anchor Text: <i>Fun with Maps</i> Genre: Informational Text Lexile: NP</p> <p>Paired Selection: "North, East, South, or West?" Genre: Informational Text Lexile: 360L</p>	<p>Main Selections: Genre: Informational Text A: <i>How Maps Help</i> Lexile: 130L O: <i>How Maps Help</i> Lexile: 230L ELL: <i>How Maps Help</i> Lexile: 60L B: <i>How Maps Help</i> Lexile: 420L</p> <p>Paired Selections: Genre: Informational Text A: "On the Map" O: "On the Map" ELL: "On the Map" B: "On the Map"</p>	<p>Oral Vocabulary Words: <i>locate</i> <i>route</i> <i>height</i> <i>model</i> <i>separate</i></p> <p>Oral Vocabulary: Prefixes</p>	<p>Reread</p> <p>Topic and Relevant Details</p> <p>Maps</p>	<p>Reading Sentences Across Pages, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Addition, Phoneme Blending</p>	<p>Phonics/Spelling: Consonant Digraphs <i>ch, -tch, wh, ph</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Cc</p> <p>Structural Analysis: -es (plural nouns)</p> <p>Decodable Readers: <i>A Map Match; A Fun Chest; Phil and Steph Get Lost; Maps and Graphs</i></p>	<p><i>around</i> <i>by</i> <i>many</i> <i>place</i> <i>walk</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Fantasy</p> <p>Writing Skill: Capitalize Proper Nouns</p> <p>Writing Trait: Ideas: Supporting Details</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Irregular Plural Nouns</p> <p>Mechanics: Capital Letters and Periods (in sentences)</p>	<p>Project: Make a School Map</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	<p>"Time for Kids: Help Your Community!" Genre: Online Article</p>	<p>Reader's Theater: "I Speak, I Say, I Talk"</p>	<p>Genre Read-Aloud: "Follow the Map"</p> <p>Activities: Make a Community Map Write a Letter</p>	<p>Choose Your Own Book</p>

Grade 1 • Unit 3 • Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>What Time Is It?</p> <p>Essential Question: How do we measure time?</p> <p>Genre Focus: Fantasy</p>	<p><i>A Second Is a Hiccup</i> Genre: Poetry</p>	<p>"Measuring Time" Genre: Informational Text</p>	<p>"Nate the Snake Is Late" Genre: Fantasy Lexile: 460L</p>	<p>Anchor Text: <i>On My Way to School</i> Genre: Fantasy Lexile: 330L</p> <p>Paired Selection: "It's About Time!" Genre: Informational Text Lexile: 270L</p>	<p>Main Selections: Genre: Fantasy A: <i>Busy's Watch</i> Lexile: 40L O: <i>Kate Saves the Date!</i> Lexile: 220L ELL: <i>Kate Saves the Date!</i> Lexile: 330L B: <i>Uncle George Is Coming</i> Lexile: 320L</p> <p>Paired Selections: Genre: Informational Text A: "Make a Clock" O: "Use a Calendar" ELL: "Use a Calendar" B: "So Many Clocks!"</p>	<p>Oral Vocabulary Words: <i>schedule</i> <i>immediately</i> <i>weekend</i> <i>calendar</i> <i>occasion</i></p> <p>Oral Vocabulary: Antonyms</p>	<p>Make and Confirm Predictions</p> <p>Events: Beginning, Middle, End</p> <p>Bold Print</p>	<p>Capitalization and Punctuation, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Long <i>a</i> spelled <i>a_e</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Dd</i></p> <p>Structural Analysis: Contractions with <i>not</i></p> <p>Decodable Readers: <i>Dave Was Late; Is It Late?</i></p>	<p><i>away</i> <i>now</i> <i>some</i> <i>today</i> <i>way</i> <i>why</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Return Sweep</p> <p>Writing Trait: Word Choice: Strong Verbs</p> <p>Grammar: Verbs</p> <p>Mechanics: Commas in Series</p>	<p>Project: Interview About Your Day</p>
<p>Week 2</p> <p>Watch It Grow!</p> <p>Essential Question: How do plants change as they grow?</p> <p>Genre Focus: Drama</p>	<p><i>Mystery Vine</i> Genre: Realistic Fiction</p>	<p>"The Great Big Gigantic Turnip" Genre: Folktale (Russian)</p>	<p>"Time to Plant!" Genre: Drama Lexile: NP</p>	<p>Anchor Text: <i>The Big Yuca Plant</i> Genre: Drama Lexile: NP</p> <p>Paired Selection: "How Plants Grow" Genre: Informational Text Lexile: 400L</p>	<p>Main Selections: Genre: Drama A: <i>Corn Fun</i> Lexile: NP O: <i>Yum, Strawberries!</i> Lexile: NP ELL: <i>Yum, Strawberries!</i> Lexile: NP B: <i>A Tree's Life</i> Lexile: NP</p> <p>Paired Selections: Genre: Informational Text A: "Ear of Corn" O: "Strawberry Plant" ELL: "Strawberry Plant" B: "Inside Trees"</p>	<p>Oral Vocabulary Words: <i>assist</i> <i>bloom</i> <i>grasped</i> <i>spied</i> <i>sprout</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Sequence of Events</p> <p>Diagram</p>	<p>Punctuation within Sentences, Title, Author</p>	<p>Phonological Awareness: Alliteration</p> <p>Phonemic Awareness: Phoneme Deletion, Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Long <i>i</i> spelled <i>i_e</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Vv</i></p> <p>Structural Analysis: Plurals (with CVCe words)</p> <p>Decodable Readers: <i>A Fine Plant; Plants Take Time to Grow</i></p>	<p><i>green</i> <i>grow</i> <i>pretty</i> <i>should</i> <i>together</i> <i>water</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Capitalize "I"</p> <p>Writing Trait: Word Choice: Sensory Details</p> <p>Grammar: Present-Tense Verbs</p> <p>Mechanics: Capitalize and Underline Titles of Plays</p>	<p>Project: From Seed to Plant</p>

Grade 1 • Unit 3 • Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Tales Over Time</p> <p>Essential Question: What is a folktale?</p> <p>Genre Focus: Folktale</p>	<p><i>Interrupting Chicken</i> Genre: Fantasy</p>	<p>“The Foolish, Timid Rabbit” Genre: Folktale (India)</p>	<p>“The Nice Mitten” Genre: Folktale Lexile: 460L</p>	<p>Anchor Text: <i>The Gingerbread Man</i> Genre: Folktale Lexile: 320L</p> <p>Paired Selection: “Drakestail” Genre: Folktale Lexile: 430L</p>	<p>Main Selections: Genre: Folktale A: <i>How Coquí Got Her Voice</i> (Puerto Rico) Lexile: 300L O: <i>The Magic Paintbrush</i> (China) Lexile: 230L ELL: <i>The Magic Paintbrush</i> (China) Lexile: 240L B: <i>Rabbit Tricks Crocodile</i> Lexile: 420L</p> <p>Paired Selections: Genre: Poetry/Song A: “El Coquí/The Coquí” O: “Make New Friends” ELL: “Wanted: A Friend” B: “Fish School”</p>	<p>Oral Vocabulary Words: <i>eventually</i> <i>foolish</i> <i>hero</i> <i>tale</i> <i>timid</i></p> <p>Oral Vocabulary: Compound Words</p>	<p>Make and Confirm Predictions</p> <p>Moral</p> <p>Descriptive Words and Phrases</p>	<p>Quotation Marks/Text Styles, Title, Author</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Soft c, g/dge <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Yy</p> <p>Structural Analysis: Inflectional Endings: -ed and -ing (drop final e)</p> <p>Decodable Readers: <i>The King and Five Mice;</i> <i>Tales from a Past Age</i></p>	<p><i>any</i> <i>from</i> <i>happy</i> <i>once</i> <i>so</i> <i>upon</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Word endings: -ed, -ing</p> <p>Writing Trait: Word Choice: Specific Words</p> <p>Grammar: Past- and Future-Tense Verbs</p> <p>Mechanics: Commas in Series</p>	<p>Project: All About a Folktale</p>
<p>Week 4</p> <p>Now and Then</p> <p>Essential Question: How is life different than it was long ago?</p> <p>Genre Focus: Informational Text</p>	<p><i>The Last Train</i> Genre: Song</p>	<p>“Let’s Look at Video Games!” Genre: Informational Text</p>	<p>“Life at Home” Genre: Informational Text Lexile: 490L</p>	<p>Anchor Text: <i>Long Ago and Now</i> Genre: Informational Text Lexile: 480L</p> <p>Paired Selection: “From Horse to Plane” Genre: Informational Text Lexile: 370L</p>	<p>Main Selections: Genre: Informational Text A: <i>Schools Then and Now</i> Lexile: 170L O: <i>Schools Then and Now</i> Lexile: 220L ELL: <i>Schools Then and Now</i> Lexile: 270L B: <i>Schools Then and Now</i> Lexile: 380L</p> <p>Paired Selections: Genre: Informational Text A: “School Days” O: “School Days” ELL: “School Days” B: “School Days”</p>	<p>Oral Vocabulary Words: <i>century</i> <i>past</i> <i>present</i> <i>future</i> <i>entertainment</i></p> <p>Oral Vocabulary: Base Words</p>	<p>Reread</p> <p>Details: Compare and Contrast</p> <p>Captions</p>	<p>Reading Sentences Across Pages, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Isolation, Phoneme Blending</p>	<p>Phonics/Spelling: Long o spelled o_e; Long u spelled u_e; Long e spelled e_e <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ww</p> <p>Structural Analysis: CVCe Syllables</p> <p>Decodable Readers: <i>Those Old Classes;</i> <i>That Old Globe</i></p>	<p><i>ago</i> <i>boy</i> <i>girl</i> <i>how</i> <i>old</i> <i>people</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Opinion</p> <p>Extended Writing: Expository Text</p> <p>Writing Skill: Use Word Bank</p> <p>Writing Trait: Ideas: Focus on an Idea</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Irregular Verbs: Is and Are</p> <p>Mechanics: Commas in Dates</p>	<p>Project: Interview About Long Ago</p>

Grade 1 • Unit 3 • Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>From Farm to Table</p> <p>Essential Question: How do we get our food?</p> <p>Genre Focus: Informational Text</p>	<p><i>Where Does Food Come From?</i> Genre: Informational Text</p>	<p>“The Little Red Hen” Genre: Folktale</p>	<p>“A Look at Breakfast” Genre: Informational Text Lexile: 340L</p>	<p>Anchor Text: <i>From Cows to You</i> Genre: Informational Text Lexile: 500L</p> <p>Paired Selection: “The Five Food Groups” Genre: Informational Text Lexile: 450L</p>	<p>Main Selections: Genre: Informational Text A: <i>Apples from Farm to Table</i> Lexile: 330L O: <i>Apples from Farm to Table</i> Lexile: 550L ELL: <i>Apples from Farm to Table</i> Lexile: 430L B: <i>Apples from Farm to Table</i> Lexile: 580L</p> <p>Paired Selections: Genre: Informational Text A: “A Dairy Treat” O: “A Dairy Treat” ELL: “A Dairy Treat” B: “A Dairy Treat”</p>	<p>Oral Vocabulary Words: <i>delicious nutritious responsibility enormous delighted</i></p> <p>Oral Vocabulary: Synonyms</p>	<p>Reread Details: Time-Order Diagram</p>	<p>Special Text Treatments, Title, Author</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Deletion</p>	<p>Phonics/Spelling: Variant Vowel Spellings with Digraphs: <i>oo, u</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Bb</i></p> <p>Structural Analysis: Inflectional Endings: <i>-ed</i> and <i>-ing</i> (double final consonant)</p> <p>Decodable Readers: <i>A Good Cook; That Looks Good</i></p>	<p><i>after buy done every soon work</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Opinion</p> <p>Extended Writing: Expository Text</p> <p>Writing Skill: Stretch Sounds to Write Words</p> <p>Writing Trait: Ideas: Give Reasons for an Opinion</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Contractions with <i>not</i></p> <p>Mechanics: Apostrophes in Contractions</p>	<p>Project: Investigate a Food</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	<p>“Time for Kids: Seasons Bring Change” Genre: Online Article</p>	<p>Reader’s Theater: <i>Shadow Dance</i></p>	<p>Genre Read-Aloud: “Twinsies”</p> <p>Activities: Observe a Plant Write a Letter</p>	<p>Choose Your Own Book</p>

Grade 1 • Unit 4 • Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Animal Features</p> <p>Essential Question: How do animals' bodies help them?</p> <p>Genre Focus: Folktale</p>	<p>"The Elephant's Child" Genre: Folktale</p>	<p>"Snail and Frog Race" Genre: Folktale Lexile: 270L</p>	<p>Anchor Text: <i>Little Rabbit</i> Genre: Folktale Lexile: 180L</p> <p>Paired Selection: "Animals Can Go Fast!" Genre: Informational Text Lexile: 300L</p>	<p>Main Selections: Genre: Folktale A: <i>The King of the Animals</i> (Africa) Lexile: 350L O: <i>Snail's Clever Idea</i> Lexile: 450L ELL: <i>Snail's Clever Idea</i> Lexile: 400L B: <i>Plop!</i> Lexile: 540L</p> <p>Paired Selections: Genre: Informational Text A: "Lions and Elephants" O: "Snails: Small, Slow, and Slimy" ELL: "Snails: Small, Slow, and Slimy" B: "Animal Traits"</p>	<p>Oral Vocabulary Words: <i>feature</i> <i>appearance</i> <i>determined</i> <i>predicament</i> <i>relief</i></p> <p>Academic Vocabulary: <i>special</i> <i>splendid</i></p> <p>Vocabulary: Use a Dictionary</p>	<p>Ask and Answer Questions</p> <p>Main Story Elements: Sequence of Events</p> <p>Chart</p>	<p>Glossary</p> <p>Title</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Long <i>a</i> spelled <i>a, ai, ay</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Nn</i></p> <p>Structural Analysis: Alphabetical Order (two letters)</p> <p>Decodable Readers: <i>April the Agent; A Basic Dog; Snail Mail; Tails</i></p>	<p><i>about</i> <i>animal</i> <i>carry</i> <i>eight</i> <i>give</i> <i>our</i></p>	<p>Accuracy</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Word Choice: Descriptive Words</p> <p>Review Trait: Ideas: Focus on a Topic</p> <p>Grammar: Irregular Verbs: <i>Was</i> and <i>Were</i></p> <p>Mechanics: Apostrophe with Contractions</p>	<p>Project: Animal Bodies</p>
<p>Week 2</p> <p>Animals Together</p> <p>Essential Question: How do animals help each other?</p> <p>Genre Focus: Informational Text</p>	<p>"Animals Working Together" Genre: Informational Text</p>	<p>"A Team of Fish" Genre: Informational Text Lexile: 340L</p>	<p>Anchor Text: <i>Animal Teams</i> Genre: Informational Text Lexile: 480L</p> <p>Paired Selection: "Busy as a Bee" Genre: Informational Text Lexile: 500L</p>	<p>Main Selections: Genre: Informational Text A: <i>Penguins All Around</i> Lexile: 340L O: <i>Penguins All Around</i> Lexile: 450L ELL: <i>Penguins All Around</i> Lexile: 340L B: <i>Penguins All Around</i> Lexile: 610L</p> <p>Paired Selections: Genre: Informational Text A: "Animals Work Together!" O: "Animals Work Together!" ELL: "Animals Work Together!" B: "Animals Work Together!"</p>	<p>Oral Vocabulary Words: <i>behavior</i> <i>beneficial</i> <i>dominant</i> <i>instinct</i> <i>endangered</i></p> <p>Academic Vocabulary: <i>partner</i> <i>danger</i></p> <p>Vocabulary: Context Clues/ Sentence Clues</p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Captions</p>	<p>Glossary</p> <p>Title</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Long <i>e</i> spelled <i>e, ee, ea, ie</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Gg</i></p> <p>Structural Analysis: Prefixes <i>re-, un-, pre-</i></p> <p>Decodable Readers: <i>The Green Eel; Clean Up the Team</i></p>	<p><i>because</i> <i>blue</i> <i>into</i> <i>or</i> <i>other</i> <i>small</i></p>	<p>Phrasing</p>	<p>Write About the Text: Opinion</p> <p>Writing Trait: Organization: Introduce the Topic</p> <p>Review Trait: Ideas: Give Reasons for an Opinion</p> <p>Grammar: Irregular Verbs: <i>Has</i> and <i>Have</i></p> <p>Mechanics: Capitalization and End Punctuation</p>	<p>Project: Animal Teams</p>

Grade 1 • Unit 4 • Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>In the Wild</p> <p>Essential Question: How do animals survive in nature?</p> <p>Genre Focus: Informational Text</p>	<p>“Animals in Winter” Genre: Informational Text</p>	<p>“Go Wild!” Genre: Informational Text Lexile: 540L</p>	<p>Anchor Text: <i>Vulture View</i> Genre: Informational Text Lexile: 70L</p> <p>Paired Selection: “When It’s Snowing” Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Informational Text A: <i>Go, Gator!</i> Lexile: 320L O: <i>Go, Gator!</i> Lexile: 510L ELL: <i>Go, Gator!</i> Lexile: 270L B: <i>Go, Gator!</i> Lexile: 590L</p> <p>Paired Selections: Genre: Poetry A: “Ducklings” O: “Ducklings” ELL: “Ducklings” B: “Ducklings”</p>	<p>Oral Vocabulary Words: <i>communicate</i> <i>provide</i> <i>superior</i> <i>survive</i> <i>wilderness</i></p> <p>Academic Vocabulary: <i>search</i> <i>seek</i></p> <p>Vocabulary: Word Categories</p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Poetry: Stanzas and Line Breaks</p>	<p>Author Illustrator</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Blending, Contrast Vowel Sounds, Phoneme Substitution</p>	<p>Phonics/Spelling: Long o spelled o, oa, ow, oe <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Pp</p> <p>Structural Analysis: Open Syllables</p> <p>Decodable Readers: <i>Toads; Joan and Elmo Swim; A Doe and a Buck; Joe Goes Slow</i></p>	<p><i>find</i> <i>food</i> <i>more</i> <i>over</i> <i>start</i> <i>warm</i></p>	<p>Rate</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Poetry</p> <p>Writing Trait: Ideas: Main Ideas</p> <p>Review Trait: Ideas: Supporting Details</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Irregular Verbs: Go and Do</p> <p>Mechanics: Capitalize Proper Nouns</p>	<p>Project: Animal Life Cycle</p>
<p>Week 4</p> <p>Insects!</p> <p>Essential Question: What insects do you know about? How are they alike and different?</p> <p>Genre Focus: Fantasy</p>	<p>“Insect Hide and Seek” Genre: Informational Text</p>	<p>“Creep Low, Fly High” Genre: Fantasy Lexile: 290L</p>	<p>Anchor Text: <i>Hill Fly Guy</i> Genre: Fantasy Lexile: 200L</p> <p>Paired Selection: “Meet the Insects” Genre: Informational Text Lexile: 400L</p>	<p>Main Selections: Genre: Fantasy A: <i>Where Is My Home?</i> Lexile: 170L O: <i>The Hat</i> Lexile: 290L ELL: <i>The Hat</i> Lexile: 230L B: <i>Come One, Come All</i> Lexile: 330L</p> <p>Paired Selections: Genre: Informational Text A: “Wings” O: “Let’s Look at Insects!” ELL: “Let’s Look at Insects!” B: “Compare Insects”</p>	<p>Oral Vocabulary Words: <i>different</i> <i>flutter</i> <i>imitate</i> <i>resemble</i> <i>protect</i></p> <p>Academic Vocabulary: <i>beautiful</i> <i>fancy</i></p> <p>Vocabulary: Context Clues/ Sentence Clues</p>	<p>Visualize Narrator Headings</p>	<p>Table of Contents</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Identity, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Long i spelled i, igh, y, ie <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Zz</p> <p>Structural Analysis: Inflectional Endings (change y to i)</p> <p>Decodable Readers: <i>Jay Takes Flight; Be Kind to Bugs; Why Hope Flies; Glowing Bugs Fly By</i></p>	<p><i>caught</i> <i>flew</i> <i>know</i> <i>laugh</i> <i>listen</i> <i>were</i></p>	<p>Appropriate Phrasing</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Poetry</p> <p>Writing Trait: Organization: Concluding Statement</p> <p>Review Trait: Ideas: Descriptive Details</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Irregular Verbs: See and Saw</p> <p>Mechanics: Underline Titles of Books</p>	<p>Project: Compare Two Insects</p>

Grade 1 • Unit 4 • Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Working with Animals</p> <p>Essential Question: How do people work with animals?</p> <p>Genre Focus: Informational Text</p>	<p>"Ming's Teacher" Genre: Folktale (China)</p>	<p>"Time for Kids: From Puppy to Guide Dog" Genre: Informational Text Lexile: 680L</p>	<p>Anchor Text: <i>Time for Kids: Koko and Penny</i> Genre: Informational Text Lexile: 370L</p> <p>Paired Selection: "Save Our Bees!" Genre: Opinion Text Lexile: 450L</p>	<p>Main Selections: Genre: Informational Text A: <i>Teach a Dog!</i> Lexile: 270L O: <i>Teach a Dog!</i> Lexile: 330L ELL: <i>Teach a Dog!</i> Lexile: 220L B: <i>Teach a Dog!</i> Lexile: 440L</p> <p>Paired Selections: Genre: Informational Text A: "Working with Dolphins" O: "Working with Dolphins" ELL: "Working with Dolphins" B: "Working with Dolphins"</p>	<p>Oral Vocabulary Words: <i>advice</i> <i>career</i> <i>remarkable</i> <i>soothe</i> <i>trust</i></p> <p>Academic Vocabulary: <i>clever</i> <i>signal</i></p> <p>Vocabulary: Base Words</p>	<p>Visualize Details: Time-Order Graph</p>	<p>Table of Contents</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Deletion, Phoneme Blending, Phoneme Addition</p>	<p>Phonics/Spelling: Long e spelled y, ey <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Mm</p> <p>Structural Analysis: Compound Words</p> <p>Decodable Readers: <i>Race Pony!</i>; <i>Study with Animals</i></p>	<p><i>found</i> <i>hard</i> <i>near</i> <i>woman</i> <i>would</i> <i>write</i></p>	<p>Intonation</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Organization: Introduce the Topic</p> <p>Review Trait: Word Choice: Specific Words</p> <p>Grammar: Adverbs That Tell When</p> <p>Mechanics: Commas in a Series</p>	<p>Project: Caring for Animals</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	<p>"Time for Kids: Teeth at Work" Genre: Online Article</p>	<p>Reader's Theater: <i>Fooba Wooba John</i></p>	<p>Passages: "Crocodiles" "Sloths"</p> <p>Activities Two-Column Chart Observe Animal Needs</p>	<p>Choose Your Own Book</p>

Grade 1 • Unit 5 • Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>See It, Sort It</p> <p>Essential Question: How can we classify and categorize things?</p> <p>Genre Focus: Fantasy</p>	<p>“Goldilocks” Genre: Folktale</p>	<p>“A Barn Full of Hats” Genre: Fantasy Lexile: 320L</p>	<p>Anchor Text: <i>A Lost Button (from Frog and Toad Are Friends)</i> Genre: Fantasy Lexile: 340L</p> <p>Paired Selection: “Sort It Out” Genre: Informational Text Lexile: 210L</p>	<p>Main Selections:</p> <p>Genre: Fantasy A: <i>Nuts for Winter</i> Lexile: 170L O: <i>Dog Bones</i> Lexile: 360L ELL: <i>Dog Bones</i> Lexile: 260L B: <i>Spark’s Toys</i> Lexile: 390L</p> <p>Paired Selections:</p> <p>Genre: Informational Text A: “Sort by Color!” O: “Sorting Balls” ELL: “Sorting Balls” B: “Sorting Fruit”</p>	<p>Oral Vocabulary Words: <i>distinguish</i> <i>classify</i> <i>organize</i> <i>entire</i> <i>startled</i></p> <p>Academic Vocabulary: <i>trouble</i> <i>whole</i></p> <p>Strategy: Context Clues: Multiple Meanings</p>	<p>Make and Confirm Predictions</p> <p>Narrator</p> <p>Photographs and Illustrations</p>	Glossary	<p>Phonemic Awareness: Contrast Vowel Sounds, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowel <i>ar</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Hh</i></p> <p>Structural Analysis: Plurals: Change <i>-y</i> to <i>-ies</i></p> <p>Decodable Readers: <i>Charm Scarves; Car Parts</i></p>	<p><i>four</i> <i>large</i> <i>none</i> <i>only</i> <i>put</i> <i>round</i></p>	Automaticity	<p>Write About the Text: Opinion</p> <p>Writing Trait: Sentence Fluency: Vary Sentence Length</p> <p>Review Trait: Word Choice: Descriptive Words</p> <p>Grammar: Words That Join</p> <p>Mechanics: Capitalize Proper Nouns (places)</p>	<p>Project: Sort a Collection</p>
<p>Week 2</p> <p>Up in the Sky</p> <p>Essential Question: What can you see in the sky?</p> <p>Genre Focus: Fantasy</p>	<p>“Why the Sun and Moon Are in the Sky” Genre: Folktale: Pourquoi (Nigerian)</p>	<p>“A Bird Named Fern” Genre: Fantasy Lexile: 360L</p>	<p>Anchor Text: <i>Kitten’s First Full Moon</i> Genre: Fantasy Lexile: 550L</p> <p>Paired Selection: “The Moon” Genre: Informational Text Lexile: 440L</p>	<p>Main Selections:</p> <p>Genre: Fantasy A: <i>Little Blue’s Dream</i> Lexile: 280L O: <i>Hide and Seek</i> Lexile: 310L ELL: <i>Hide and Seek</i> Lexile: 310L B: <i>The Foxes Build a Home</i> Lexile: 420L</p> <p>Paired Selections:</p> <p>Genre: Informational Text A: “Hello, Little Dipper!” O: “Our Sun Is a Star!” ELL: “Our Sun Is a Star!” B: “Sunrise and Sunset”</p>	<p>Oral Vocabulary Words: <i>certain</i> <i>observe</i> <i>remained</i> <i>thoughtful</i> <i>vast</i></p> <p>Academic Vocabulary: <i>leaped</i> <i>stretched</i></p> <p>Vocabulary: Shades of Meaning/ Intensity</p>	<p>Make and Confirm Predictions</p> <p>Events: Cause and Effect</p> <p>Descriptive Words and Phrases</p>	Table of Contents	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Substitution, Phoneme Blending, Phoneme Deletion</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowels <i>or, ir, ur, er</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Kk</i></p> <p>Structural Analysis: Suffix <i>-er</i></p> <p>Decodable Readers: <i>Sir Worm and Bird Girl; Bird in the Sky; Ginger and the Stars; Bats Under the Dark Sky</i></p>	<p><i>another</i> <i>climb</i> <i>full</i> <i>great</i> <i>poor</i> <i>through</i></p>	Intonation	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Word Choice: Strong Verbs</p> <p>Review Trait: Ideas: Focus on an Idea</p> <p>Grammar: Adjectives</p> <p>Mechanics: Capitalization and End Marks</p>	<p>Project: The Sun Helps Us</p>

Grade 1 • Unit 5 • Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Great Inventions</p> <p>Essential Question: What inventions do you know about?</p> <p>Genre Focus: Biography</p>	<p>“Great Inventions” Genre: Informational Text</p>	<p>“The Story of a Robot Inventor” Genre: Biography Lexile: 420L</p>	<p>Anchor Text: <i>Thomas Edison, Inventor</i> Genre: Biography Lexile: 510L</p> <p>Paired Selection: “Windshield Wipers” and “Scissors” Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Biography A: <i>The Wright Brothers</i> Lexile: 410L O: <i>The Wright Brothers</i> Lexile: 500L ELL: <i>The Wright Brothers</i> Lexile: 430L B: <i>The Wright Brothers</i> Lexile: 660L</p> <p>Paired Selections: Genre: Poetry A: “Fly Away, Butterfly” O: “Fly Away, Butterfly” ELL: “Fly Away, Butterfly” B: “Fly Away, Butterfly”</p>	<p>Oral Vocabulary Words: <i>complicated</i> <i>curious</i> <i>device</i> <i>imagine</i> <i>improve</i></p> <p>Academic Vocabulary: <i>idea</i> <i>unusual</i></p> <p>Vocabulary: Prefixes</p>	<p>Ask and Answer Questions</p> <p>Details: Problem and Solution</p> <p>Descriptive Words and Phrases</p>	Author	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Substitution, Phoneme Blending, Phoneme Addition</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowels <i>or, ore, oar</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Rr</i></p> <p>Structural Analysis: Abbreviations</p> <p>Decodable Readers: <i>Born to Learn; Sport Stars; A Board That Can Soar; Hard Chores</i></p>	<p><i>began</i> <i>better</i> <i>guess</i> <i>learn</i> <i>right</i> <i>sure</i></p>	Automaticity	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Organization: Order of Events</p> <p>Review Trait: Fluency: Varying Sentence Length</p> <p>Grammar: Adjectives That Compare (-er and -est)</p> <p>Mechanics: Capitalize Days, Months, and Holidays</p>	<p>Project: Find out About an Inventor</p>
<p>Week 4</p> <p>Sounds All Around</p> <p>Essential Question: What sounds can you hear? How are they made?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“The Squeaky Bed” Genre: Folktale (Puerto Rico)</p>	<p>“Now, What’s That Sound?” Genre: Realistic Fiction Lexile: 240L</p>	<p>Anchor Text: <i>Whistle for Willie</i> Genre: Realistic Fiction Lexile: 520L</p> <p>Paired Selection: “Shake! Strike! Strum!” Genre: How-To Text Lexile: 290L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>Thump, Jangle, Crash</i> Lexile: 180L O: <i>Down on the Farm</i> Lexile: 390L ELL: <i>Down on the Farm</i> Lexile: 170L B: <i>Going on a Bird Walk</i> Lexile: 420L</p> <p>Paired Selections: Genre: How-To (Procedural) A: “How to Make Maracas” O: “How to Make a Rain Stick” ELL: “How to Make a Rain Stick” B: “How to Make a Wind Chime”</p>	<p>Oral Vocabulary Words: <i>distract</i> <i>nervous</i> <i>senses</i> <i>squeaky</i> <i>volume</i></p> <p>Academic Vocabulary: <i>suddenly</i> <i>scrambled</i></p> <p>Vocabulary: Suffixes</p>	<p>Ask and Answer Questions</p> <p>Events: Problem and Solution</p> <p>Directions</p>	Title	<p>Phonemic Awareness: Phoneme Substitution, Phoneme Isolation, Phoneme Blending</p>	<p>Phonics/Spelling: Diphthongs <i>ou, ow</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>Xx</i></p> <p>Structural Analysis: Comparative Inflectional Endings -er, -est</p> <p>Decodable Readers: <i>Up or Down Sounds; Sounds Around Us</i></p>	<p><i>color</i> <i>early</i> <i>instead</i> <i>nothing</i> <i>oh</i> <i>thought</i></p>	Expression	<p>Write About the Text: Narrative</p> <p>Extended Writing: How-To Article</p> <p>Writing Trait: Sentence Fluency: Vary Sentence Beginnings</p> <p>Review Trait: Organization: Beginning/Middle/End</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Using <i>a, an, this, and that</i></p> <p>Mechanics: Capitalize/Underline Book Titles</p>	<p>Project: Experiment with Sounds</p>

Grade 1 • Unit 5 • Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Build It!</p> <p>Essential Question: How do things get built?</p> <p>Genre Focus: Informational Text</p>	<p>“The Sheep, the Pig, and the Goose Who Set Up House” Genre: Folktale (from Norway)</p>	<p>“Time for Kids: The Joy of a Ship” Genre: Informational Text Lexile: 560L</p>	<p>Anchor Text: <i>Time for Kids: Building Bridges</i> Genre: Informational Text Lexile: 550L</p> <p>Paired Selection: “Small Joy” Genre: Informational Text Lexile: 490L</p>	<p>Main Selections: Genre: Informational Text A: <i>What Is a Yurt?</i> Lexile: 430L O: <i>What Is a Yurt?</i> Lexile: 440L ELL: <i>What Is a Yurt?</i> Lexile: 390L B: <i>What Is a Yurt?</i> Lexile: 620L</p> <p>Paired Selections: Genre: Informational Text A: “Treehouses” O: “Treehouses” ELL: “Treehouses” B: “Treehouses”</p>	<p>Oral Vocabulary Words: <i>contented</i> <i>intend</i> <i>marvelous</i> <i>project</i> <i>structure</i></p> <p>Academic Vocabulary: <i>balance</i> <i>section</i></p> <p>Vocabulary: Inflectional Endings</p>	<p>Ask and Answer Questions</p> <p>Details: Cause and Effect</p> <p>Captions</p>	<p>Table of Contents</p> <p>Title</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Segmentation, Phoneme Categorization</p>	<p>Phonics/Spelling: Diphthongs <i>oi, oy</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Jj</i></p> <p>Structural Analysis: Final Stable Syllables</p> <p>Decodable Readers: <i>Joy’s Birdhouse; Beavers Make Noise</i></p>	<p><i>above</i> <i>build</i> <i>fall</i> <i>knew</i> <i>money</i> <i>toward</i></p>	<p>Intonation and Phrasing</p>	<p>Write About the Text: Opinion</p> <p>Extended Writing: How-To Article</p> <p>Writing Trait: Ideas: Give Reasons for an Opinion</p> <p>Review Trait: Organization: Concluding Statement</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Prepositions/Prepositional Phrases</p> <p>Mechanics: Abbreviations (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p>	<p>Project: How to Build a(n)</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	<p>“Time for Kids: Great Ideas!” Genre: Online Article</p>	<p>Reader’s Theater: <i>Supper with the Queen</i></p>	<p>Passages: “The Night Sky” “Billions of Stars”</p> <p>Activities: Venn Diagram Observe the Sky</p>	<p>Choose Your Own Book</p>

Grade 1 • Unit 6 • Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Taking Action</p> <p>Essential Question: How can we work together to make our lives better?</p> <p>Genre Focus: Fantasy</p>	<p>"The Cat's Bell" Genre: Fable</p>	<p>"Super Tools" Genre: Fantasy Lexile: 430L</p>	<p>Anchor Text: <i>Click, Clack, Moo: Cows That Type</i> Genre: Fantasy Lexile: 380L</p> <p>Paired Selection: "Be a Volunteer!" Genre: Opinion Text Lexile: 520L</p>	<p>Main Selections: Genre: Fantasy A: <i>Two Hungry Elephants</i> Lexile: 290L O: <i>What a Feast!</i> Lexile: 500L ELL: <i>What a Feast!</i> Lexile: 350L B: <i>Beware of the Lion!</i> Lexile: 480L</p> <p>Paired Selections: Genre: Informational Text A: "Dogs Helping People" O: "Helpers Bring Food" ELL: "Helpers Bring Food" B: "Pete Seeger"</p>	<p>Oral Vocabulary Words: <i>fair</i> <i>conflict</i> <i>shift</i> <i>risk</i> <i>argument</i></p> <p>Academic Vocabulary: <i>demand</i> <i>emergency</i></p> <p>Vocabulary: Synonyms</p>	<p>Reread Theme Captions</p>	<p>Glossary</p>	<p>Phonological Awareness: Identify and Produce Rhyme, Syllable Deletion</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Variant Vowel Spellings <i>oo, ou, u_e, ew, ui, ue, u</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Qq</i></p> <p>Structural Analysis: Suffixes <i>-full</i> and <i>-less</i></p> <p>Decodable Readers: <i>Rooster and Goose; Choose a Room; The Flute Youth; Group Rules; Lewis and His New Suit; A Cruise Crew; Sue and Lucy; A True Team</i></p>	<p><i>answer</i> <i>brought</i> <i>busy</i> <i>door</i> <i>enough</i> <i>eyes</i></p>	<p>Expression</p>	<p>Write About the Text: Write a Letter</p> <p>Writing Trait: Organization: Paragraph</p> <p>Review Trait: Word Choice: Strong Verbs</p> <p>Grammar: Pronouns <i>I, you, he, she, it, we, they</i></p> <p>Mechanics: Capitalize <i>I</i></p>	<p>Project: Poll about Taking Action</p>
<p>Week 2</p> <p>My Team</p> <p>Essential Question: Who helps you?</p> <p>Genre Focus: Informational Text</p>	<p>"Anansi's Sons" Genre: Folktale (Trickster Tale)</p>	<p>"All kinds of Helpers" Genre: Informational Text Lexile: 530L</p>	<p>Anchor Text: <i>Meet Rosina</i> Genre: Informational Text Lexile: 420L</p> <p>Paired Selection: "Abuelita's Lap" Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Informational Text A: <i>Helping Me, Helping You!</i> Lexile: 310L O: <i>Helping Me, Helping You!</i> Lexile: 400L ELL: <i>Helping Me, Helping You!</i> Lexile: 290L B: <i>Helping Me, Helping You!</i> Lexile: 540L</p> <p>Paired Selections: Genre: Informational Text A: "Fire!" O: "Fire!" ELL: "Fire!" B: "Fire!"</p>	<p>Oral Vocabulary Words: <i>decision</i> <i>distance</i> <i>inspire</i> <i>respect</i> <i>swiftly</i></p> <p>Academic Vocabulary: <i>accept</i> <i>often</i></p> <p>Vocabulary: Antonyms</p>	<p>Reread Author's Purpose Stanzas and Line Breaks</p>	<p>Author</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Reversal, Phoneme Blending, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Variant Vowel Spellings with Digraphs: <i>au, aw, a, augh, al</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: A Story</p> <p>Structural Analysis: Vowel-Team Syllables</p> <p>Decodable Readers: <i>Paul's Paw; Thank You Authors!; Not Too Small; My Baseball Coach; A Walk with Mayor Moose; Teacher Talk</i></p>	<p><i>brother</i> <i>father</i> <i>friend</i> <i>love</i> <i>mother</i> <i>picture</i></p>	<p>Intonation</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Voice: Use Own Voice</p> <p>Review Trait: Organization: Introduce the Topic</p> <p>Grammar: Possessive Pronouns</p> <p>Mechanics: Capitalize Days, Months, and Holidays</p>	<p>Project: Interview a Helper</p>

Grade 1 • Unit 6 • Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Weather Together</p> <p>Essential Question: How can weather affect us?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“Paul Bunyan and the Popcorn Blizzard” Genre: Folktale (Tall Tale)</p>	<p>“Wrapped in Ice” Genre: Realistic Fiction Lexile: 320L</p>	<p>Anchor Text: <i>Rain School</i> Genre: Realistic Fiction Lexile: 440L</p> <p>Paired Selection: “Rainy Weather” Genre: Informational Text Lexile: 470L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>Snow Day</i> Lexile: 390L O: <i>Heat Wave</i> Lexile: 460L ELL: <i>Heat Wave</i> Lexile: 370L B: <i>Rainy Day Fun</i> Lexile: 420L</p> <p>Paired Selections: Genre: Informational Text A: “A Mountain of Snow” O: “Stay Safe When It’s Hot” ELL: “Stay Safe When It’s Hot” B: “Let’s Stay Dry!”</p>	<p>Oral Vocabulary Words: <i>creative cycle frigid predict scorching</i></p> <p>Academic Vocabulary: <i>country gathers</i></p> <p>Vocabulary: Similes</p>	<p>Visualize Events: Cause and Effect Headings</p>	<p>Table of Contents</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Silent Letter Consonant Digraphs: <i>wr, kn, gn</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: A Story</p> <p>Structural Analysis: Compound Words</p> <p>Decodable Readers: <i>Miss Wright’s Job; A Lighthouse Stops Wrecks; Know About Snowstorms; The Rusty Knight</i></p>	<p><i>been children month question their year</i></p>	<p>Intonation</p>	<p>Write About the Text: Write to Sources</p> <p>Extended Writing: Opinion</p> <p>Writing Trait: Ideas: Main Idea</p> <p>Review Trait: Ideas: Descriptive Details</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Special Pronouns (anyone, everyone, anything, everything, nothing)</p> <p>Mechanics: Commas in Dates and Letters</p>	<p>Project: The Weather in My State</p>
<p>Week 4</p> <p>Sharing Traditions</p> <p>Essential Question: What traditions do you know about?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“Let’s Dance!” Genre: Informational Text</p>	<p>“A Spring Birthday” Genre: Realistic Fiction Lexile: 380L</p>	<p>Anchor Text: <i>Lissy’s Friends</i> Genre: Realistic Fiction Lexile: 460L</p> <p>Paired Selection: “Making Paper Shapes” Genre: How-To Text Lexile: 520L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>The Quilt</i> Lexile: 380L O: <i>Latkes for Sam</i> Lexile: 410L ELL: <i>Latkes for Sam</i> Lexile: 290L B: <i>Patty Jumps!</i> Lexile: 440L</p> <p>Paired Selections: Genre: How-To (Procedural) A: “Making a Quilt Square” O: “What Is a Taco?” ELL: “What Is a Taco?” B: “How to Play Four Square”</p>	<p>Oral Vocabulary Words: <i>ancient drama effort movement tradition</i></p> <p>Academic Vocabulary: <i>difficult nobody</i></p> <p>Vocabulary: Compound Words</p>	<p>Visualize Theme Directions</p>	<p>Author</p>	<p>Phonological Awareness Syllable Addition</p> <p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p>	<p>Phonics/Spelling: Three-Letter Consonant Blends: <i>scr, spl, spr, str, thr, shr</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Dates</p> <p>Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i></p> <p>Decodable Readers: <i>Three Shrimp; A Thrilling Dance</i></p>	<p><i>before front heard push tomorrow your</i></p>	<p>Phrasing</p>	<p>Write About the Text: Write a Letter</p> <p>Extended Writing: Opinion</p> <p>Writing Trait: Sentence Fluency: Varying Sentence Types</p> <p>Review Trait: Organization: Beginning/Middle/End</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Subjective and Objective Pronouns</p> <p>Mechanics: Commas in Dates and Letters</p>	<p>Project: Interview about Traditions</p>

Grade 1 • Unit 6 • Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Celebrate America!</p> <p>Essential Question: Why do we celebrate holidays?</p> <p>Genre Focus: Informational Text</p>	<p>“Celebrate the Flag”</p> <p>Genre: Informational Text</p>	<p>“Share the Harvest and Give Thanks”</p> <p>Genre: Informational Text</p> <p>Lexile: 650L</p>	<p>Anchor Text: <i>Time for Kids: Happy Birthday, U.S.A.!</i></p> <p>Genre: Informational Text</p> <p>Lexile: 490L</p> <p>Paired Selection: “Time for Kids: Martin Luther King, Jr. Day”</p> <p>Genre: Informational Text</p> <p>Lexile: 500L</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>It’s Labor Day!</i></p> <p>Lexile: 440L</p> <p>O: <i>It’s Labor Day!</i></p> <p>Lexile: 620L</p> <p>ELL: <i>It’s Labor Day!</i></p> <p>Lexile: 360L</p> <p>B: <i>It’s Labor Day!</i></p> <p>Lexile: 660L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “A Celebration of Trees”</p> <p>O: “A Celebration of Trees”</p> <p>ELL: “A Celebration of Trees”</p> <p>B: “A Celebration of Trees”</p>	<p>Oral Vocabulary Words: <i>design display pride purpose represent</i></p> <p>Academic Vocabulary: <i>nation unite</i></p> <p>Vocabulary: Metaphors</p>	<p>Reread</p> <p>Author’s Purpose</p> <p>Captions</p>	<p>Table of Contents</p>	<p>Phonological Awareness</p> <p>Syllable Deletion, Syllable Addition</p> <p>Phonemic Awareness: Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition</p>	<p>Phonics/Spelling: <i>r-Controlled Vowels air, are, ear</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Letter</p> <p>Structural Analysis: <i>r-Controlled Vowel Syllables</i></p> <p>Decodable Readers: <i>A Pair at the Fair; Lights in the Air; The Bears Prepare a Feast; Leaders Care</i></p>	<p><i>favorite few gone surprise wonder young</i></p>	<p>Phrasing</p>	<p>Write About the Text: Opinion</p> <p>Writing Trait: Voice: Author’s Voice</p> <p>Review Trait: Ideas: Give Reason’s for Opinion</p> <p>Grammar: Adverbs That Tell How</p> <p>Mechanics: Abbreviations (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p>	<p>Project: Find Out About a Holiday</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Extend Your Learning
<p>Extend, Connect, and Assess</p>	<p>“Time for Kids: This Land Is Our Land”</p> <p>Genre: Online Article</p>	<p>Reader’s Theater: <i>That Goat Has GOT to Go!</i></p>	<p>Passages: “Max’s Plan” “Let’s Recycle!”</p> <p>Activities: Venn Diagram Take Action Poster</p>	<p>Choose Your Own Book</p>

