|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Read Aloud** | **Literature, Big Book, Paired Reading** | **Reading/**  **Writing Workshop** | **Leveled Reader**  **And Access Complex Text (ACT)** | **Vocab, High Frequency, Oral Vocab and Category Words** | **Phonics** | **Fluency Skill** | **Writing** | **Research and Inquiry** |
| **UNIT 1:** TAKE A NEW STEP…WHAT CAN WE LEARN WHEN WE TRY NEW THINGS? | | | | | | | | | |
| **Week 1** **Weekly Concept:** Make New Friends  **Essential Question:** How can we get along with new friends? | **Title:** “The Lion and the Mouse**”   Genre:** Fable **Strategy:** Ask and Answer Questions | **Main Selection Title:** *What About Bear?* **Genre:** Fantasy  **Strategy:** Ask and Answer Questions  **Skill:** Key Details (Use Illustrations)  **Paired Selection Title:** “How to Be a Friend” **Genre:** Informational Text  **Text Feature:** Photographs | **Short Text:***I Can* **Genre:** Nonfiction  **Short Text:** *Can I?* **Genre:** Fiction | **Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Genre:** Fantasy **Titles:  A:** *Soup!* **O:** *Mouse and Monkey* **E:** *Mouse and Monkey* **B:** *Come and Play!*  **Literature Big Book:** Organization | **Academic Words:** *title author illustrator noun*  **High Frequency:**  *the*  **Oral Vocab:**  *friend problem escape, grasped rescue*  **Category Words:** Feelings | **Phonological/ Phonemic Awareness:** Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending  **Phonics:**  /m/*m* (initial/final) | Sound-Spelling and Word Automaticity; Intonation | **Writing Trait:** Ideas  **Grammar Skill:** Nouns  **Weekly Writing Focus:** Write a Personal Narrative | **Weekly Project:** What makes a good friend? |
| **Week 2** **Weekly Concept:** Get Up and Go! **Essential Question:** How do baby animals move? | **Title:** "The Tortoise and the Hare" **Genre:** Fable **Strategy:** Ask and Answer Questions | **Main Selection Title:** *Pouch!* **Genre:** Fantasy **Strategy:** Ask and Answer Questions  **Skill:** Key Details (Use Illustrations)  **Paired Selection Title:** “Baby Animals on the Move”   **Genre:** Informational Text  **Text Feature:** Labels | **Short Text:** *We Can* **Genre:** Nonfiction **Short Text:** *I Can,  I Can* **Genre:** Fiction | **Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Genre:** Fantasy **Titles:  A:** *Hop!* **O:** *We Hop!* **E:** *We Hop!* **B:** *We Can Move!*  **Literature Big Book:** Organization | **Academic Words:** *fantasy fable opinion details*    **High Frequency:**  We  **Oral Vocab:**  *adventure movement arrived exciting exhausted*  **Category Words:** Family Words | **Phonological/ Phonemic Awareness:** Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending  **Phonics:** /a/*a* (initial/medial)  **Consonant Review:** /m/*m* | Sound-Spelling and Word Automaticity; Intonation | **Writing Trait:** Ideas **Grammar Skill:** Nouns **Weekly Writing Focus:** Write an Opinion | **Weekly Project:** How do animals move? |
| **Week 3** **Weekly Concept:** Use Your Senses **Essential Question:** How can your senses help you learn? | **Title:** “A Feast of the Senses”  **Genre:** Informational Text **Strategy:** Ask and Answer Questions | **Main Selection Title:** *Senses at the Seashore* **Genre:** Informational Text **Strategy:** Ask and Answer Questions **Skill:** Key Details (Use Photos) **Paired Selection Titles:** "I Smell Springtime," "Taste of Purple," "Rain" **Genre:** Poetry  **Literary Element:** Sensory Words | **Short Text:** *Sam Can* **Genre: Fiction  Short Text:***I Can See* **Genre:** Nonfiction | **Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Genre:** Informational Text **Titles:  A:** *The Beach* **O:** *At School* **E:** *At School* **B:** *See It Grow***!**  **Literature Big Book:**Organization | **Academic Words:** *informational text, observation, poetry*  **High Frequency:**  *see*  **Oral Vocab:**  *explore, senses, feast, finished, kneads*  **Category Words:**  Sensory Words | **Phonological/ Phonemic Awareness:** Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization **Phonics:** /s/*s* (initial)  **Consonant/Vowel Review:** /a/*a,* /m/*m* | Sound-Spelling and Word Automaticity; Phrasing | **Writing Trait:** Ideas **Grammar Skill:** Nouns **Weekly Writing Focus:** Make a Picture Web | **Weekly Project:** What can we learn by using our senses? |
|  | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Read Aloud** | **Literature, Big Book, Paired Reading** | **Reading/**  **Writing Workshop** | **Leveled Reader**  **And Access Complex Text (ACT)** | **Vocab, High Frequency, Oral Vocab and Category Words** | **Phonics** | **Fluency Skill** | **Writing** | **Research and Inquiry** |
| **UNIT 2:** LET’S EXPLORE…WHAT CAN YOU FIND OUT WHEN YOU EXPLORE? | | | | | | | | | |
| **Week 1** **Weekly Concept:** Tools We Use **Essential Question:** How do tools help us to explore? | **Title:** "Timimoto" **Genre:** Tale **Strategy:** Ask and Answer Questions | **Main Selection Title:** *The Handiest Things in the World* **Genre:** Informational Text **Strategy:** Ask and Answer Questions **Skill:** Key Details (Use Photos) **Paired Selection Title:** “Discover with Tools” **Genre:** Informational Text  **Text Feature:** Headings | **Short Text:** "Pam Can See" **Genre:** Fiction **Short Text: "**We Can See!" **Genre:** Nonfiction | **Strategy:** Ask and Answer Questions  **Skill:** Key Details **Main Selection Genre:**  Informational Text **Titles:  A:** *We Need Tools* **O:** *A Trip* **E:** *A Trip* **B:** *What Can You See?*  **Literature Big Book:** Connection of Ideas | **Academic Words:** *photographs sentence verb*  **High Frequency**: a  **Oral Vocab:**  *tools discover defeated fetch  rumble*  **Category Words**: Color Words | **Phonological/ Phonemic Awareness:** Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending **Phonics:** /p/*p* (initial/final)  **Consonant/Vowel Review:** /a/*a,* /m/*m,*/s/*s* | Sound-Spelling and Word Automaticity; Phrasing | **Writing Trait:** Ideas **Grammar Skill:** Verbs  **Weekly Writing Focus:** Write an Explanatory Sentence | **Weekly Project:** In what ways are tools useful? |
| **Week 2** **Weekly Concept:** Shapes All Around Us **Essential Question:** What shapes do you see around you? | **Title:** “Kites in Flight”   **Genre:** Informational Text **Strategy:** Ask and Answer Questions | **Main Selection Title:** *Shapes All Around* **Genre:** Informational Text  **Strategy:** Ask and Answer Questions  **Skill:** Key Details (Use Photos)  **Paired Selection Title:** “Find the Shapes”  **Genre:** Informational Text  **Text Feature:** Bold Print | **Short Text:** "We Like Tam!" **Genre:** Fiction **Short Text:** "I Like Sam" **Genre:** Nonfiction | **Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Genre:** Informational Text **Titles: A:** *Shapes!* **O:** *Play with Shapes!* **E:** *Play with Shapes!* **B:** *Use a Shape!*  **Literature Big Book:** Connection of Ideas | **Academic Words:** *rectangle circle square triangle*  **High Frequency:** *like*  **Oral Vocab:**  *materials nature decoration games world*  **Category Words:**  Shape Words | **Phonological/ Phonemic Awareness:** Onset and Rime Blending, Phoneme Isolation (initial/final), Phoneme Blending, Phoneme Categorization **Phonics:** /t/*t* (initial/final)  **Consonant/Vowel Review:** /a/*a,* /m/*m,* /p/*p,* /s/*s* | Sound-Spelling and Word Automaticity; Expression | **Writing Trait:** Ideas **Grammar Skill:** Verbs **Weekly Writing Focus:** Make a Shape Poster | **Weekly Project:** Where can you find shapes? |
| **Week 3** **Weekly Concept:** World of Bugs **Essential Question:** What kind of bugs do you know about? | **Title:** “From Caterpillar to Butterfly”  **Genre:** Informational Text **Strategy:** Ask and Answer Questions | **Main Selection Title:** *I Love Bugs!* **Genre:** Fiction  **Strategy:** Ask and Answer Questions  **Skill:** Key Details (Use Illustrations) **Paired Selection Title:** “Bugs All Around”  **Genre:** Informational Text  **Text Feature:** Captions | **Short Text:** “Pat”  **Genre:** Fiction  **Short Text:** "Tap! Tap! Tap!  **Genre:** Nonfiction | **Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Genre:** Fiction **Titles:  A:** *We Like Bugs!* **O:** *The Bugs Run* **E:** *The Bugs Run* **B:***I See a Bug!*  **Literature Big Book:** Specific Vocabualry | **Academic Words:** *caption word web sort*  **High Frequency:**  *the a see we like*  **Oral Vocab:**  *curious observe attaches process slender*    **Category Words:**  Movement Words | **Phonological/ Phonemic Awareness:** Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending **Phonics:**  /m/*m,* /a/*a,* /s/*s,* /p/*p,* /t/*t* | Sound-Spelling and Word Automaticity; Expression; Intonation | **Writing Trait:** Ideas **Grammar Skill:** Verbs **Weekly Writing Focus:** Write a Story Sentence | **Weekly Project:** What do bugs do in their environments? |
|  | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Read Aloud** | **Literature, Big Book, Paired Reading** | **Reading/**  **Writing Workshop** | **Leveled Reader**  **And Access Complex Text (ACT)** | **Vocab, High Frequency, Oral Vocab and Category Words** | **Phonics** | **Fluency Skill** | **Writing** | **Research and Inquiry** |
| **UNIT 3:** GOING PLACES…WHAT CAN YOU LEARN BY GOING TO DIFFERENT PLACES? | | | | | | | | | |
| **Week 1** **Weekly Concept:** Rules to Go By  **Essential Question:** What rules do we follow in different places? | **Title:** “The Boy Who Cried Wolf”  **Genre:** Fable  **Strategy:** Visualize | **Main Selection Title:** *How Do Dinosaurs Go to School?* **Genre:** Fantasy  **Strategy:** Visualize  **Skill:** Key Details (Use Illustrations)  **Paired Selection Title:**  “Be Safe” **Genre:** Informational Text  **Text Feature:** Lists | **Short Text:** "Can I Pat It?" **Genre:** Nonfiction **Short Text:** "Tim Can Tip It" **Genre:** Nonfiction | **Strategy:** Visualize **Skill:** Key Details  **Main Selection Genre:** Fantasy **Titles:  A:** *We Run* **O:** *Go, Nat!* **E:** *Go, Nat!* **B:** *The Birdhouse*  **Literature Big Book:** Organization; Connection of Ideas | **Academic Words:** *visualize punctuation retell predict*  **High Frequency:**  *to*  **Oral Vocab:**  *rules cooperate guard prank responsible*  **Category Words:**  Movement Words | **Phonological/ Phonemic Awareness:** Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization **Phonics:** /i/*i* (medial)  **Consonant/Vowel Review:** /a/*a,* /m/*m,* /p/*p,* /s/*s,* /t/*t* | Sound-Spelling and Word Automaticity; Intonation | **Writing Trait:** Sentence Fluency **Grammar Skill:** Sentences **Weekly Writing Focus:** Write a Sentence | **Weekly Project:** What rules do we need to follow at school? |
| **Week 2** **Weekly Concept:** Sounds Around Us **Essential Question:** What are the different sounds we hear? | **Title:** “The Turtle and the Flute”  **Genre:** Fable **Strategy:** Visualize | **Main Selection Title:** *Clang! Clang! Beep! Beep! Listen to the City* **Genre:** Fiction  **Strategy:** Visualize  **Skill:** Key Details (Use Illustrations) **Paired Selection Title:** “Sounds Are Everywhere” **Genre:** Informational Text  **Text Feature:** Captions | **Short Text:** “Nat and Tip” **Genre:** Fiction **Short Text:** "Tim and Nan" **Genre:** Nonfiction | **Strategy:** Visualize **Skill:** Key Details **Main Selection Genre:** Fiction **Titles:  A:** *City Sounds* **O:** *Farm Sounds* **E:** *Farm Sounds* **B:** *A Noisy Night*  **Literature Big Book:** Connection of Ideas | **Academic Words:** *events period vocabulary*  **High Frequency:**  *and*  **Oral Vocab:**  *listen volume chat exclaimed familiar*  **Category Words:**  Sound Words | **Phonological/ Phonemic Awareness:** Onset and Rime Blending,Phoneme Identity, Phonem Blending, Phoneme Segmentation **Phonics:** /n/*n* (initial/final)  **Consonant/Vowel Review:** /a/*a,* /i/*i,* /m/*m,* /p/p, /s/*s,* /t/*t*  **Extend**: final double letters,  -*ss, -t* | Sound-Spelling and Word Automaticity; Intonation | **Writing Trait:** Ideas **Grammar Skill:** Sentences **Weekly Writing Focus:** Write a Personal Narrative Sentence | **Weekly Project:** What sounds do we hear at school? |
| **Week 3** **Weekly Concept:** The Places We Go **Essential Question:** What places do you go to during the week? | **Title:** “Field Trips” **Genre:** Informational Text **Strategy:** Visualize | **Main Selection Title:** *Please Take Me for a Walk* **Genre:** Fantasy  **Strategy:** Visualize  **Skill:** Character, Setting, Events (Use Illustrations) **Paired Selection Title:** “A Neighborhood”  **Genre:** Informational Text  **Text Feature:** Map | **Short Text:** "We Go to See Nan" **Genre:** Fiction **Short Text:** "Can We Go?" **Genre:** Nonfiction | **Strategy:** Visualize **Skill:** Character, Setting, Events **Main Selection Genre:** Fiction **Titles:  A:** *We Can Go* **O:** *Going by Cab* **E:** *Going by Cab* **B:** *Cal’s Busy Week*  **Literature Big Book:** Sentence Structure; Organization | **Academic Words:** *characters setting map*  **High Frequency:**  *go*  **Oral Vocab:**  *local routine neighborhood volunteer intelligent*  **Category Words:**  Sequence Words | **Phonological/ Phonemic Awareness:** Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation **Phonics:** /k/*c* (initial)  **Consonant/Vowel Review:** /a/*a,* /i/*i,* /m/*m,* /n/*n,* /s/*s,* /p/*p,* /t/*t* | Sound-Spelling and Word Automaticity; Expression; Intonation | **Writing Trait:** Sentence Fluency **Grammar Skill:** Sentences **Weekly Writing Focus:** Write an Opinion Sentence | **Weekly Project:** What places do you go to during the week? What do you do there? |
|  | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Read Aloud** | **Literature, Big Book, Paired Reading** | **Reading/**  **Writing Workshop** | **Leveled Reader**  **And Access Complex Text (ACT)** | **Vocab, High Frequency, Oral Vocab and Category Words** | **Phonics** | **Fluency Skill** | **Writing** | **Research and Inquiry** |
| **UNIT 4:** AROUND THE NEIGHBORHOOD…WHAT DO YOU KNOW ABOUT THE PEOPLE AND PLACES IN YOUR NEIGHBORHOOD? | | | | | | | | | |
| **Week 1** **Weekly Concept:** Time for Work **Essential** Question: What do people use to do their jobs? | **Title:** “Little Juan and the Cooking Pot”  **Genre:** Fable  **Strategy:** Ask and Answer Questions | **Main Selection Title:** *Whose Shoes? A Shoe for Every Job*  **Genre:** Informational Text  **Strategy:** Ask and Answer Questions  **Skill:** Key Details (Sequence) **Paired Selection Title: “**Workers and  Their Tools” **Genre:** Informational Text **Text Feature:** Labels | **Short Text:** "Tom on Top!" **Genre:** Nonfiction | **Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Genre:** Informational Text **Titles:  A:** *You Cook* **O:** *On the Job* **E:** *On the Job* **B:** *The Neighborhood*  **Literature Big Book:** Connection of Ideas | **Academic Words:** *adjective category revise draft*  **High Frequency:**  *you*  **Oral Vocab:**  *equipment uniform utensils expect remained*  **Category Words:**  Job Words | **Phonological/ Phonemic Awareness:** Onset and Rime Segmentation, Phoneme Isolation (initial), Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization **Phonics:** /o/*o* (initial/medial)  **Consonant/Vowel Review:** /a/*a,* /k/*c,* /i/*i,* /m/*m,* /n/*n, /p/p,* /s/*s,* /t/*t* | Sound-Spelling and Word Automaticity; Intonation | **Writing Trait:** Ideas **Grammar Skill:** Adjectives **Weekly Writing Focus:** Write a Descriptive Sentence | **Weekly Project:** Which tools help workers do their jobs? |
| **Week 2** **Weekly Concept:** Meet Your Neighbors **Essential Question:** Who are your neighbors? | **Title:** “Cultural Festivals” **Genre:** Informational Text  **Strategy:** Ask and Answer Questions | **Main Selection Title:** *What Can You Do with a Paleta?* **Genre:** Fiction  **Strategy:** Ask and Answer Questions  **Skill:** Character, Setting, Events (Use Illustrations) **Paired Selection Title:** “A World Festival” **Genre:** Informational Text  **Text Feature:** Environmental Print | **Short Text:** “Sid” **Genre:** Fiction | **Strategy:** Ask and Answer Questions **Skill:** Character, Setting, Events **Main Selection Genre:** Fiction **Titles:  A:** *My Neighbors* **O:** *Neighborhood Party* **E:** *Neighborhood Party* **B:** *Parade Day*  **Literature Big Book:** Sentence Structure | **Academic Words:** *research Internet present publish*  **High Frequency:**  *do*  **Oral Vocab:**  *appreciate cultures prefer proud tradition*  **Category Words:**  Food Words | **Phonological/ Phonemic Awareness:** Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation **Phonics:** /d/*d* (initial/final)  **Consonant/Vowel Review:** /a/*a*, /k/*c,* /i/*i,* /m/*m,* /n/*n,* /o/*o,* /p/*p,* /s/*s,*  /t/*t* | Sound-Spelling and Word Automaticity; Expression | **Writing Trait:** Word Choice **Grammar Skill:** Adjectives **Weekly Writing Focus:** Write a Menu | **Weekly Project:** What cultures can be found in your neighborhood? |
| **Week 3** **Weekly Concept:** Pitch In  **Essential Question:** How can people help to make your community better? | **Title:** “The Bundle of Sticks” **Genre:** Fable **Strategy:** Ask and Answer Questions | **Main Selection Title:** *Roadwork* **Genre:** Informational Text  **Strategy:** Ask and Answer Questions  **Skill:** Key Details (Sequence) **Paired Selection Title:** “A Community Garden” **Genre:** Informational Text **Text Feature:** Captions | **Short Text:** "I Can, You Can!  **Genre:** Fiction | **Strategy:** Ask and Answer Questions **Skill:** Key Details **Main Selection Genre:** Informational Text **Titles:  A:** *We Clean!* **O:** *Can You Fix It?* **E:** *Can You Fix It?* **B:** *Helping Mom*  **Literature Big Book:** Specific Vocabulary | **Academic Words:** *chart sequence blend plot*  **High Frequency:**  *and do go to you*  **Oral Vocab:**  *community improve confused harvest quarrel*  **Category Words:**  Position Words | **Phonological/ Phonemic Awareness:** Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation **Phonics:** /i/*i,* /n/*n,* /k/*c,* /o/*o,* /d/*d* **Consonant/Vowel Review:** /a/*a,* /k/*c,* /d/*d,* /i/*i,* /m/*m,* /n/*n,* /o/*o,* /p/*p,* /s/*s,* /t/*t* | Sound-Spelling and Word Automaticity; Expression | **Writing Trait:** Word Choice **Grammar Skill:** Adjectives **Weekly Writing Focus:** Write an Expository Sentence | **Weekly Project:** In what ways can we improve our community? |
|  | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Read Aloud** | **Literature, Big Book, Paired Reading** | **Reading/**  **Writing Workshop** | **Leveled Reader**  **And Access Complex Text (ACT)** | **Vocab, High Frequency, Oral Vocab and Category Words** | **Phonics** | **Fluency Skill** | **Writing** | **Research and Inquiry** |
| **UNIT 5:** WONDERS OF NATURE…WHAT KINDS OF THINGS CAN YOU FIND GROWING IN NATURE? | | | | | | | | | |
| **Week 1** **Weekly Concept:** How Does Your Garden Grow?  **Essential Question:** What do living things need to grow? | **Title:** “Growing Plants”  **Genre:** Informational Text **Strategy:** Reread | **Main Selection Title:** *My Garden* **Genre:** Fiction  **Strategy**: Reread  **Skill:** Character, Setting, Events (Use Illustrations) **Paired Selection Titles:** "Tommy," "Maytime Magic," "The Seed," "Garden"  **Genre:** Poetry  **Literary Element:** Rhyme and Repetition | **Short Text:** “Hop Can Hop!”  **Genre:** Fiction | **Strategy:** Reread **Skill:** Character, Setting, Events **Main Selection Genre:** Fantasy **Titles:  A:** *My Garden* **O:** *My Garden Grows* **E:** *My Garden Grows* **B:** *The Mystery Seeds*  **Literature Big Book:** Purpose | **Academic Words:** *pronoun rhyme event beginning*  **Vocabulary Strategy:** Plurals  **High Frequency:**  *my*  **Oral:**  *require plant harmful soak crowd*  **Category:**  Size Words | **Phonological/ Phonemic Awareness:** Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization **Phonics:** /h/*h* (initial)  **Consonant/Vowel Review:** /a/*a,* /k/*c,* /d/d, /i/*i,* /m/*m,* /n/*n,* /o/*o, /p/p,*/s/*s,* /t/*t*  **Extend:** final /z/*s* | Sound-Spelling and Word Automaticity; Expression; Intonation | **Writing Trait:** Organization **Grammar Skill:** Pronouns **Weekly Writing Focus:** Write a Poem | **Weekly Project:** What do plants need to grow? |
| **Week 2** **Weekly Concept:** Trees **Essential Question:** How do living things change as they grow? | **Title:** “The Pine Tree” **Genre:** Fairy Tale **Strategy:** Reread | **Main Selection Title:** *A Grand Old Tree*  **Genre:** Informational Text  **Strategy:** Reread  **Skill:** Main Topic and Key Details **Paired Selection Title:** “From a Seed to a Tree”  **Genre:**  Informational Text  **Text Feature:** Diagram | **Short Text:** "Ed and Ned" **Genre:** Nonfiction | **Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selection Genre:** Informational Text **Titles:  A:** *The Tree* **O:** *Many Trees* **E:** *Many Trees* **B:** *Our Apple Tree*  **Literature Big Book:** Organization | **Academic Words:** *fact topic fairy tale diagram* **Vocabulary Strategy:**  Inflectional Ending  *-ed*  **High Frequency:**  *are*  **Oral:**  *develop amazing content enormous imagine*  **Category:**  Tree Parts | **Phonological/ Phonemic Awareness:** Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation **Phonics:** /e/*e* (initial/medial) **Consonant/Vowel Review:** /a/*a,* /k/*c,* /d/*d,* /h/*h,* /i/*i,* /m/*m,* /n/*n,* /o/*o,* /p/*p,* /s/*s,* /t/*t* | Sound-Spelling and Word Automaticity; Expression | **Writing Trait:** Organization **Grammar Skill:** Pronouns **Weekly Writing Focus:** Write an Opinion About a Book | **Weekly Project:** How do trees change as they grow? |
| **Week 3** **Weekly Concept:**  Fresh from the Farm **Essential Question:** What kinds of things grow on a farm? | **Title:** "Farms Around the World" **Genre:** Informational Text **Strategy:** Reread | **Main Selection Title:** *An Orange in January* **Genre:** Informational Text  **Strategy:** Reread  **Skill:** Main Topic and Key Details **Paired Selection Title:**  “Farmers’ Market” **Genre:** Informational Text  **Text Feature:** Lists | **Short Text:** “Ron With Red” **Genre:** Fiction | **Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selection Genre:** Informational Text **Titles:  A:** *The Farmer* **O:** *Let’s Make a Salad!* **E:** *Let’s Make a Salad!* **B:** *Farm Fresh Finn*  **Literature Big Book:** Sentence Structure | **Academic Words:** *reread lists*  **Vocabulary Strategy:** Context Clues  **High Frequency:**  *with he*  **Oral Words:**  fresh delicious beneath raise special  **Category words:**  Food Words | **Phonological/ Phonemic Awareness:** Recognize Rhyme **Phonemic Awareness:** Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition **Phonics:** /f/*f,* /r/*r* (initial)  **Consonant/Vowel Review:** /a/*a,* /k/*c,* /d/*d,* /e/*e,* /h/*h,* /i/*i,* /o/*o,*  /m/*m,* /n/*n,* /p/*p,* /s/*s,* /t/*t* | Sound-Spelling and Word Automaticity; Intonation; Phrasing | **Writing Trait:** Organization **Grammar Skill:** Pronouns **Weekly Writing Focus:** Write Story Sentences | **Weekly Project:** How do fruits and vegetables grow? |
|  | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Read Aloud** | **Literature, Big Book, Paired Reading** | **Reading/**  **Writing Workshop** | **Leveled Reader**  **And Access Complex Text (ACT)** | **Vocab, High Frequency, Oral Vocab and Category Words** | **Phonics** | **Fluency Skill** | | **Writing** | **Research and Inquiry** |
| **UNIT 6:** WEATHER FOR ALL SEASONS…HOW DO WEATHER AND SEASONS AFFECT US? | | | | | | | | | | |
| **Week 1** **Weekly Concept:** The Four Seasons **Essential Question:** How are the seasons different? | **Title:** “A Tour of the  Seasons” **Genre:** Informational Text **Strategy:** Visualize | **Main Selection Title:** *Mama, Is It Summer Yet?* **Genre:** Fiction  **Strategy:** Visualize  **Skill:** Key Details (Sequence)  **Paired Selection Titles:** "New Snow," "Rain Song," "Covers," excerpt from "Honey, I Love You"  **Genre:** Poetry  **Literary Element:** Rhyme | **Short Text:** “Is It Hot?”  **Genre:** Nonfiction | **Strategy:** Visualize **Skill:** Key Details (Sequence) **Main Selection Genre:** Fiction **Titles:  A:** *It Is Hot!*  **O:** *Little Bear* **E:** *Little Bear* **B:** *Ant and Grasshopper*  **Literature Big Book:** Organization | **Academic Words:** *plural pattern*  **Vocabulary Strategy:** Context Clues (multiple-meaning words, unknown phrases)  **High Frequency:**  *is little*  **Oral Vocab:**  *weather seasons migrate active spot*  **Category Words:**  Seasons | **Phonological/ Phonemic Awareness:** Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation **Phonics:** /b/*b* (initial/final),  /l/*l* (initial) **Consonant/Vowel Review:** /a/*a,* /k/*c*, /d/*d,* /e/*e,* /f/*f,* /h/*h,* /i/*i,* /o/*o,*  /m/*m,* /n/*n,*  /p/*p,* /r/*r,*  /s/*s,* /t/*t*  **Extend:** final double letters,  -*ll* | | Sound-Spelling and Word Automaticity; Expression | **Writing Trait:** Voice  **Grammar Skill:** Nouns **Weekly Writing Focus:** Write Opinion Sentences | **Weekly Project:**   What do we do in different seasons? |
| **Week 2** **Weekly Concept:** What's the Weather? **Essential Question:** What happens in different kinds of weather? | **Title:** “The Frog and the Locust” **Genre:** Folktale **Strategy:** Visualize | **Main Selection Title:** *Rain* **Genre:** Fantasy  **Strategy:** Visualize  **Skill:** Key Details (Sequence)  **Paired Selection Title:** “Cloud Watch” **Genre:** Informational Text  **Text Feature:** Speech Bubbles | **Short Text:** "Kim and Nan"  **Genre:** Fiction | **Strategy:** Visualize **Skill:** Key Details **Main Selection Genre:** Fiction **Titles:  A:** *The Rain* **O:** *Weather Is Fun* **E:** *Weather Is Fun* **B:** *Kate and Tuck*  **Literature Big Book:** Lack of Prior Knowledge | **Academic Words:** *narrative folktale speech bubbles dialogue* **Vocabulary Strategy:** Shades of Meaning  **High Frequency:**  *she was*  **Oral Vocab:**  *predict temperature drought clever storm*  **Category Words:**  Weather Words | **Phonological/ Phonemic Awareness:** Recognize Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation **Phonics:** /k/k (initial), /k/ck (final) **Consonant/Vowel Review: /**a/*a*, /b/*b,* /k/*c,* /d/*d,* /e/*e,* /h/*h,* /i/*i,* /l/*l,* /o/*o,*  /m/*m,* /n/*n,* /p/*p,* /s/*s,* /t/*t* | | Sound-Spelling and Word AutomaticityExpression; Intonation | **Writing Trait:** Voice  **Grammar Skill:** Nouns  **Weekly Writing Focus:** Write a Personal Narrative | **Weekly Project:** How can you observe how strong the wind blows? |
| **Week 3** **Weekly Concept:** Stormy Weather **Essential Question:** How can you stay safe in bad weather? | **Title:** "Rainbow Crow" **Genre:** Myth **Strategy:** Visualize | **Main Selection Title:** *Waiting Out the Storm* **Genre:** Fiction  **Strategy:** Visualize  **Skill:** Key Details (Use Illustrations)  **Paired Selection Title:** “Be Safe in Bad Weather**”  Genre:** Informational Text  **Text Feature:** Directions | **Short Text:** "Mack and Ben"  **Genre:** Fiction | **Strategy:** Visualize **Skill:** Key Details **Main Selection Genre:** Fiction **Titles:  A:** *Bad Weather* **O:** *Getting Ready* **E:** *Getting Ready* **B:** *The Storm*  **Literature Big Book:** Sentence Structure | **Academic Words:** *purpose report myth*  **Vocabulary Strategy:** Question Words  **High Frequency:**  *are he is little my she was with*  **Oral Vocab:**  *safe prepare notice celebration enough*  **Category Words:**  Question Words | **Phonological/ Phonemic Awareness:** Recognize Alliteration, Phoneme Identity, Phonem Blending, Phoneme Addition **Phonics:** /h/*h,* /e/*e,* /f/*f,* /r/*r,* /b/*b,* /l/*l,* /k/*k,* /k/*ck* | | Sound-Spelling and Word Automaticity; Expression | **Writing Trait:** Voice **Grammar Skill:** Nouns **Weekly Writing Focus:** Write a Weather Report | **Weekly Project:** What are some ways to stay safe in bad weather? |
|  | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Read Aloud** | **Literature, Big Book, Paired Reading** | **Reading/**  **Writing Workshop** | **Leveled Reader**  **And Access Complex Text (ACT)** | **Vocab, High Frequency, Oral Vocab and Category Words** | **Phonics** | **Fluency Skill** | | **Writing** | **Research and Inquiry** |
| **UNIT 7:** THE ANIMAL KINGDOM…WHAT ARE DIFFERENT KINDS OF ANIMALS? | | | | | | | | | | |
| **Week 1** **Weekly Concept:** Baby Animals **Essential Question:** How are some animals alike and how are they different? | **Title:** “Baby Farm Animals” **Genre:** Informational Text **Strategy:** Reread | **Main Selection Title:** *ZooBorns!*  **Genre:** Informational Text  **Strategy:** Reread  **Skill:** Connections Within Text (Compare and Contrast) **Paired Selection Title:** "Mischievous Goat," "Over in the Meadow," "Kitty Caught a Caterpillar" **Genre:** Poetry  **Literary Element:** Alliteration | **Short Text:** “A Pup and a Cub” **Genre:** Nonfiction | **Strategy:** Reread **Skill:** Connections Within Text (Compare and Contrast) **Main Selection Genre:** Informational Text **Titles:  A:** *Two Cubs* **O:** *Animal Bodies* **E:** *Animal Bodies* **B:** *Two Kinds of Bears*  **Literature Big Book:** Lack of Prior Knowledge | **Academic Words:** *same different verb inquiry*  **Vocabulary Strategy:** Compound Words  **High Frequency:**  *for have*  **Oral Vocab:**  *appearance behavior exercise wander plenty*  **Category Words:**  Animal Parts | **Phonological/ Phonemic Awareness:** Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion **Phonics:** /u/*u* (initial/medial)  **Consonant/Vowel Review:** /a/*a,* /b/*b,* /k/*c*, /k/*ck*, /d/*d,* /e/*e,* /f/*f,/*h/*h,* /i/*i,* /k/*k,* /l/*l,* /m/*m,* /n/*n,* /o/*o*, /p/*p,* /r/*r,* /s/*s,* /t/*t* | Sound-Spelling and Word Automaticity; Expression; Intonation | | **Writing Trait:** Word Choice  **Grammar Skill:** Verbs **Weekly Writing Focus:** Write an Animal Card | **Weekly Project:** What features do animals have? |
| **Week 2** **Weekly Concept:** Pet Pals? **Essential Question:** How do you take care of different kinds of pets? | **Title:** “The Family Pet"  **Genre:** Informational Text **Strategy:** Make Predictions | **Main Selection Title:** *The Birthday Pet* **Genre:** Fiction  **Strategy:** Make, Confirm, and Revise Predictions  **Skill:** Character, Setting, Plot (Problem and Solution) **Paired Selection Title:** “The Perfect Pet” **Genre:** Fiction  **Text Feature:** Chart | **Short Text:** “I Hug Gus!” **Genre:** Fiction | **Strategy:** Make. Confirm, and Revise Predictions **Skill:** Character, Setting, Plot **Main Selection Genre:**  Fiction **Titles:  A:** *My Cats* **O:** *Their Pets* **E:** *Their Pets* **B:** *Will’s Pet*  **Literature Big Book:** Organization | **Academic Words:** *explain prediction*  **Vocabulary Strategy:** Prepositions  **High Frequency:**  *of they*  **Oral Words:**  *responsibility train depend compared social*  **Category Words:**  Pet Words | **Phonological/ Phonemic Awareness:** Recognize and Generate Rhyme, Phoneme Isolation (initial/final *g*; initial *w*), Phoneme Blending, Phoneme Substitution **Phonics:** /g/*g* (initial/final),  /w/*w* (initial) **Extend:** *l-*blends; *sl, gl, cl* **Consonant/Vowel Review:** /a/*a,* /b/*b,* /k/*c,* /k/*ck,* /d/*d,* /e/*e,* /f/*f,* /h/*h,* /i/*i,* /l/*l,* /m/*m,* /n/*n,* /o/*o,* /p/*p,* /r/*r,* /s/*s,* /t/*t,* /u/*u* | Sound-Spelling and Word Automaticity; Expression; Intonation | | **Writing Trait:** Word Choice **Grammar Skill:** Verbs **Weekly Writing Focus:** Write an Explanatory | **Weekly Project:** How do you take care of a pet? |
| **Week 3** **Weekly Concept:** Animal Habitats **Essential Question:** Where do animals live? | **Title:** “Anansi: An African Tale” **Genre:** Tale **Strategy:** Make. Confirm, and Revise Predictions | **Main Selection Title:** *Bear Snores On* **Genre:** Fantasy  **Strategy:** Make. Confirm, and Revise Predictions  **Skill:** Character, Setting, Plot (Cause and Effect) **Paired Selection Title:** “Animal Homes” **Genre:** Informational Text  **Text Feature:** Glossary | **Short Text:** “A Vet in a Van” **Genre:** Fiction | **Strategy:** Make. Confirm, and Revise Predictions **Skill:** Character, Setting, Plot (Cause and Effect) **Main Selection Genre:** Fantasy **Titles:  A:** *We Want Water* **O:** *A New Home* **E:** *A New Home* **B:** *Bird’s New Home*  **Literature Big Book:** Purpose | **Academic Words:** *questions, answer, glossary*  **Vocabulary Strategy:** Shades of Meaning  **High Frequency:**  *said, want*  **Oral Vocab:**  *habitat, wild, complain, join, stubborn*  **Category Words:**  Animal Homes | **Phonological/ Phonemic Awareness:** Onset and Rime Segmentation, Phoneme Isolation (initial *v*, final *x*), Phoneme Blending, Phoneme Substitution **Phonics:** /x/*x* (final), /v/*v* (initial)  **Consonant/Vowel Review:** /a/*a,* /b/*b,* /k/*c,* /k/*ck,* /d/*d,* /e/*e,* /f/*f,* /g/*g,* /i/*i,* /l/*l,* /m/*m,* /n/*n,* /o/*o,* /p/*p,* /r/*r,* /s/*s,* /t*/t* | | Sound-Spelling and Word Automaticity; Expression; Intonation | **Writing Trait:** Ideas  **Grammar Skill:** Verbs **Weekly Writing Focus:** Write Questions and Answers | **Weekly Project:** What do animals' homes look like? |
|  | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea** | | **Read Aloud** | **Literature, Big Book, Paired Reading** | **Reading/**  **Writing Workshop** | **Leveled Reader**  **And Access Complex Text (ACT)** | **Vocab, High Frequency, Oral Vocab and Category Words** | **Phonics** | | **Fluency Skill** | **Writing** | **Research and Inquiry** | | |
| **UNIT 8:** FROM HERE TO THERE…WHERE CAN YOU GO THAT IS NEAR AND FAR? | | | | | | | | | | | | |
| **Week 1** **Weekly Concept:** On the Move **Essential Question:** What can help you go from here to there? | **Title:** “The King of the Winds” **Genre:** Tale  **Strategy:** Make Predictions | | **Main Selection Title:** *When Daddy’s Truck Picks Me Up* **Genre:** Fiction  **Strategy:** Make, Confirm, and Revise Predictions  **Skill:** Character, Setting, Plot (Use Illustrations) **Paired Selection Title:** “From Here to  There” **Genre:** Nonfiction  **Text Feature:** Headings | **Short Text:** “Dad Got a Job”  **Genre:** Fiction | **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot **Main Selection Genre:** Fiction **Titles:  A:** *I Go Places* **O:** *Run, Quinn!* **E:** *Run, Quinn!* **B:** *Going to Gran’s House*  **Literature Big Book:** Organization | **Academic Words:** *preposition order headings*  **Vocabulary Strategy:** Context Clues  **High Frequency:**  *here me*  **Oral Vocab:**  *transportation vehicle journey fierce wide*  **Category Words:**  Vehicles | **Phonological/ Phonemic Awareness:** Onset and Rime Blending, Phoneme Isolation (initial *j, qu*), phoneme Blending, Phoneme Segmentation **Phonics:** /j/*j,* /kw/*qu* (initial)  **Consonant/Vowel Review:** /a/*a,* /b/*b,* /k/*c,* /k/*ck,* /d/*d,* /e/*e,* /f/*f,* /g/*g,* /h/*h,*  /i/*i,* /l/*l,* /m/*m,* /n/*n,* /o/*o,* /p/*p,* /r/*r,* /s/*s,* /t/*t,* /u/*u,* /v/*v,* /w/*w,* /ks/*x* | Sound-Spelling and Word Automaticity; Expression | | **Writing Trait:** Sentence Fluency  **Grammar Skill:** Sentences with Prepositions **Weekly Writing Focus:** Write a Personal Narrative | | **Weekly Project:** What are different ways to travel? |
| **Week 2** **Weekly Concept:** My U.S.A. **Essential Question:** What do you know about our country? | **Title:** “The Best of the West” **Genre:** Informational Text **Strategy:** Reread | | **Main Selection Title:** *Ana Goes to Washington, D.C.* **Genre:** Informational Text  **Strategy:** Reread  **Skill:** Main Topic and Key Details **Paired Selection Title:** “See Our Country” **Genre:** Nonfiction  **Text Feature:** Captions | **Short Text:** “Pack a Bag!” **Genre:** Fiction | **Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selection Genre:** Informational Text **Titles:  A:** *See This!* **O:** *Places to See* **E:** *Places to See* **B:** *My Trip to Yellowstone*  **Literature Big Book:** Genre | **Academic Words:** *history text*  **Vocabulary Strategy:** Synonyms  **High Frequency:**  *this what*  **Oral Vocab:**  *country travel careful purpose connect*  **Category Words:**  Ordinal Numbers | **Phonological/ Phonemic Awareness:** Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution **Phonics:** /y/*y,* /z/*z* (initial)  **Consonant/Vowel Review:** /a/*a,* /b/*b,* /k/*c,* /k/*ck,* /d/*d,* /e/*e,* /g/*g,* /h/*h,*  /i/*i,*  /k/*k,* /m/*m,* /n/*n,* /o/*o,* /p/*p,* /kw/*qu,* /s/*s,* /t*/t,* /u/*u,* /v/*v,* /w/*w,* /ks/*x* | Sound-Spelling and Word Automaticity; Expression | | **Writing Trait:** Sentence Fluency  **Grammar Skill:** Sentences with Preposition **Weekly Writing Focus:** Write a Travel Poster | | **Weekly Project:** What would you like to find out about in our country |
| **Week 3** **Weekly Concept:** Look to the Sky **Essential Question:** What do you see in the sky? | **Title:** “A View from  the Moon”  **Genre:** Informational Text  **Strategy:** Make Predictions | | **Main Selection Title:** *Bringing Down the Moon* **Genre:** Fiction  **Strategy:** Make Confirm, Revise Predictions  **Skill:** Character Setting, Plot (Problem and Solution) **Paired Selection Title:** “Day and Night Sky” **Genre:** Informational Text  **Text Feature:** Headings | **Short Text:** “Up! Up! Up!” **Genre:** Nonfiction | **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot (Problem and Solution) **Main Selection Genre:** Fantasy **Titles:  A:** *Going Up* **O:** *In the Clouds* **E:** *In the Clouds* **B:** *How Sun and Moon Found Home*  **Literature Big Book:** Sentence Structure | **Academic Words:** *prepositional phrase*  **Vocabulary Strategy**: Similes  **High Frequency:**  *for have they of said want here me this what*  **Oral Vocab:**  *distance recognize space challenge surface*  **Category Words:**  Opposites | **Phonological/ Phonemic Awareness:** Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition **Phonics:** /u/*u,* /g/*g,* /w/*w,* /x/*x,* /v/*v,* /j/*j,* /k/*qu,* /z/*z* **Consonant/Vowel Review:** /a/*a,* /b/*b,* /k/*c,* /k/*ck,* /d/*d,* /e/*e,* /g/*g,* /h*/h,* /i/*i,* /k/*k,* /m/*m,* /n/*n,* /o/*o,* /p/*p,* /kw/*qu,* /s/*s,* /t/*t,* /u/*u,* /v/*v,* /w/*w,* /ks/*x,* /y/*y,* /z/*z* | Sound-Spelling and Word Automaticity; Expression | | **Writing Trait:** Sentence Fluency **Grammar Skill:** Sentences with Prepositions **Weekly Writing Focus:** Write a Counting Book | | **Weekly Project:** What can you see in the sky during the day and at night? |
|  | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Read Aloud** | **Literature, Big Book, Paired Reading** | **Reading/**  **Writing Workshop** | **Leveled Reader**  **And Access Complex Text (ACT)** | **Vocab, High Frequency, Oral Vocab and Category Words** | | **Phonics** | **Fluency Skill** | **Writing** | **Research and Inquiry** |
| **UNIT 9:** HOW THINGS CHANGE…HOW DO THINGS CHANGE? | | | | | | | | | | |
| **Week 1** **Weekly Concept:** Growing Up **Essential Question:** How can you help out at home? | **Title:** “Helping Out  at Home” **Genre:** Informational Text **Strategy:** Ask and Answer Questions | **Main Selection Title:** *Peter’s Chair* **Genre:** Fiction  **Strategy:** Ask and Answer Questions  **Skill:**  Plot: Sequence **Paired Selection Title:** “The Clean Up!” **Genre:** Fiction  **Text Feature:** Chart | **Short Text:** Jake and Dale Help!” **Genre:** Fiction | **Strategy:** Ask and Answer Questions **Skill:** Character, Setting, Plot (Sequence) **Main Selection Genre:** Fiction **Titles:  A:** *Let Me Help You* **O:** *How Can Jane Help?* **E:** *How Can Jane Help?* **B:** *I Used to Help Too*  **Literature Big Book:** Purpose | **Academic Words:** *selection*  **Vocabulary Strategy:** Prefixes and Suffixes  **High Frequency:**  *help, too*  **Oral Vocab:**  *chores,  contribute, member, organize,  accomplish*  **Category Words:**  Household Furniture | **Phonological/ Phonemic Awareness:** Syllable Segmentation, Phoneme Identity, Phonome Blending, Phoneme Deletion **Phonics:** /ā/*a\_e* **Extend:** digraphs; *sh* **Consonant/Vowel Review:** /a/*a,* /b/*b,* /k/*c*, /d/*d,* /e/*e,* /f/*f,* /g/*g*, /h/*h*, /i/*i*, /k/*k,* /l/*l,* /m/*m,* /n/*n,*/o/*o*, /p/*p*, /kw/*qu*, /r/*r*, /s/*s,* /t/*t*, /u/*u*, /v/*v*, /w/*w*, /ks/*x*, /y/*y* | | Sound-Spelling and Word Automaticity; Expression | **Writing Trait:** Word Choice  **Grammar Skill:** Adjectives **Weekly Writing Focus:** Write an Opinion About a Book | **Weekly Project:** How do characters in Ezra Jack Keats's books show they are growing up? |
| **Week 2** **Weekly Concept:** Good Citizens **Essential Question:** What do good citizens do? | **Title:** “The Little Red Hen” **Genre:** Fable **Strategy:** Reread | **Main Selection Title:** *Hen Hears Gossip*  **Genre:** Fantasy  **Strategy:** Reread  **Skill:** Character, Setting, Plot (Cause and Effect) **Paired Selection Title:** “Team Up to  Clean Up” **Genre:** Informational Text  **Text Feature:** Captions | **Short Text:** “We Can Play” **Genre:** Fiction | **Strategy:** Reread **Skill:** Character, Setting, Plot (Cause and Effect) **Main Selection Genre:** Fantasy **Titles:  A:** *Mike Helps Out* **O:** *Clive and His Friend* **E:** *Clive and His Friend* **B:** *Farmer White’s Best Friend*  **Literature Big Book:** Organization | **Academic Words:** *describing words*  **Vocabulary Strategy:** Question Words  **High Frequency:**  *has, play*  **Oral Vocab:**  *citizen respect tidy necessary hauled*  **Category Words:**  Farm Animals | **Phonological/ Phonemic Awareness:** Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion **Phonics:** /ī/*i\_e*  **Extend:** digraphs; *ch* **Consonant/Vowel Review:** /a/*a*, **/**ā/*a\_e*, /b/b, /k/*c*, /k/*ck*, /d/d, /e/e, /f/f, /g/*g*, /h/*h*, /i/*i*, /k/*k*, /l/*l*, /m/*m*, /n/*n*,/o/*o*, /p/*p*, /kw/*qu*, /r/*r*, /s/*s*, /t/*t*, /u/*u*, /v/*v*, /y/*y* | | Sound-Spelling and Word Automaticity; Expression; Intonation | **Writing Trait:** Organization  **Grammar Skill:** Adjectives **Weekly Writing Focus:** Write a Story | **Weekly Project:** How can you be a good citizen at school? |
| **Week 3** **Weekly Concept:** Our Natural Resources **Essential Question:** How can things in nature be used to make new things? | **Title:** “Spider Woman Teaches the Navajo” **Genre:** Tale **Strategy:** Reread | **Main Selection Title:** *Bread Comes to Life* **Genre:** Informational Text  **Strategy:** Reread  **Skill:** Connections Within Text (Sequence) **Paired Selection Title:** “Nature Artists” **Genre:** Informational Text  **Text Feature:** Directions | **Short Text:** “Nature Artists” **Genre:** Informational Text | **Strategy:** Reread  **Skill:** Connections Within Text (Sequence)  **Main Selection Genre:** Informational Text **Titles:  A:** *Look Where It Is From* **O:** *What’s for Breakfast?* **E:** *What’s for Breakfast?* **B:** *Nature at the Craft Fair*  **Literature Big Book:** Specific Vocabulary | **Academic Words:** *directions*  **Vocabulary Strategy:** Context Clues  **High Frequency:**  *where, look*  **Oral Words:**  *natural resources, create, designs, weave,  knowledge*  **Category Words:**  Foods Made from Grain | **Phonological/ Phonemic Awareness:** Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution **Phonics:** /ō/*o\_e, o* **Consonant/Vowel Review:** /a/*a*, /ā/*a\_e*, /b/*b*, /k/*c*, /d/*d*, /e/*e*, /f/*f*, /g/*g*, /h/*h*, /i/*i*, /ī/*i\_e*, /j/*j*, /k/*k*, /l/*l*, /m/*m*, /n/*n*, /o/*o*, /p/*p*, /kw/*qu*, /r/*r*, /s/*s*, /t/*t*, /u/*u*, /v/*v*, /y/*y* | | Sound-Spelling and Word Automaticity; Rate | **Writing Trait:** Organization **Grammar Skill:** Adjectives **Weekly Writing Focus:** Write a Recipe | **Weekly Project:** What are our clothes made from? |
|  | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Read Aloud** | **Literature, Big Book, Paired Reading** | **Reading/**  **Writing Workshop** | **Leveled Reader**  **And Access Complex Text (ACT)** | | **Vocab, High Frequency, Oral Vocab and Category Words** | | **Phonics** | **Fluency Skill** | **Writing** | **Research and Inquiry** |
| **UNIT 10:** THINKING OUTSIDE THE BOX…HOW CAN NEW IDEAS HELP US? | | | | | | | | | | | |
| **Week 1** **Weekly Concept:** Problem Solvers **Essential Question:** What can happen when we work together? | **Title:** “The Elves and the Shoemakers” **Genre:** Tale **Strategy:** Make Predictions | **Main Selection Title:** *What’s the Big Idea, Molly?* **Genre:** Fantasy  **Strategy:** Make, Confirm, and Revise  Predictions  **Skill:** Plot: Sequence **Paired Selection Title:** “The Variety Show” **Genre:** Fiction  **Text Feature:** Speech Bubbles | **Short Text:** “A Good Time for Luke!” **Genre:** Fiction | **Strategy:** Make, Confirm, and Revise  Predictions **Skill:** Character, Setting, Plot (Sequence)  **Main Selection Genre:** Fantasy **Titles:  A:** *Animal Band* **O:** *We Want Honey* **E:** *We Want Honey* **B:** *A Good Idea*  **Literature Big Book:** Connection of Ideas | **Academic Words:** *first last syllables*  **Vocabulary Strategy:** Context Clues  **High Frequency:**  *good who*  **Oral Vocab:**  *decide opinion ragged marvel grateful*  **Category Words:**  Question Words | | **Phonological/ Phonemic Awareness:** Sentence Segmentation, Phoneme Identity, phenome Blending, Phoneme Substitution **Phonics:** /ū/*u\_e* **Consonant/Vowel Review:** /a/*a*, /ā/*a\_e*, /b/*b*, /k/*c*, /k/*ck*, /d/*d*, /e/*e*, /f/*f*, /g/*g*, /h/*h*, /i/*i*, /ī/*i\_e*, /j/*j*, /k/*k*, /l/*l*, /m/*m*, /n/*n*, /o/*o*, /ō/*o\_e*, /p/*p*, /kw/*qu*, /r/*r*, /s/*s*, /t/*t*, /u/*u*, /v/*v*, /ks/*x*, /y/*y*, /z/*z* | | Sound-Spelling and Word Automaticity; Expression; Intonation | **Writing Trait:** Word Choice  **Grammar Skill:** Pronouns **Weekly Writing Focus:** Write a Story with Dialogue | **Weekly Project:** How can we solve a problem at school together? |
| **Week 2** **Weekly Concept:** Sort It Out **Essential Question:** In what ways are things alike? How are they different? | **Title:** “The Perfect Color” **Genre:** Informational Text **Strategy:** Ask and Answer Questions | **Main Selection Title:** *All Kinds of Families!* **Genre:** Fiction  **Strategy:** Ask and Answer Questions  **Skill:** Key Details (Use Illustrations) **Paired Selection Title:** “Good For You” **Genre:** Informational Text  **Text Feature:** Labels | **Short Text:** “We Come on Time!” **Genre:** Fiction | **Strategy:** Ask and Answer Questions **Skill:** Key Details (Use Illustrations) **Main Selection Genre:** Fiction **Titles:  A:** *My Box* **O:** *Let’s Make a Band* **E:** *Let’s Make a Band* **B:** *Going Camping*  **Literature Big Book:** Connection of Ideas | **Academic Words:** *voice*  **Vocabulary Strategy:** Antonyms  **High Frequency:**  *come does*  **Oral Vocab:**  *sort similar perfect endless experiment*  **Category Words:**  Opposites | | **Phonological/ Phonemic Awareness:** Onset and Rime Blending, Phoneme Identity, Phonome Blending, Phoneme Substitution **Phonics:** /ē/*e, ee, e\_e* **Extend:** digraphs; *th* **Consonant/Vowel Review:** /a/*a*, /ā/*a\_e*, /b/*b*, /k/*c*, /k/*ck*, /d/*d*, /e/*e*, /f/*f*, /g/*g*, /h/*h*, /i/*i*, /ī/*i\_e*, /j/*j*, /k/*k*, /l/*l*, /m/*m*, /n/*n*, /o/o, /ō/*o\_e*, /p/*p*, /kw/*qu*, /r/*r*, /s/*s*, /t/*t*, /u/*u*, /ū/*u\_e*, /v/*v*, /w/*w*, /z/*z* | | Sound-Spelling and Word Automaticity; Phrasing | **Writing Trait:** Voice  **Grammar Skill:** Pronouns  **Weekly Writing Focus:** Write a Thank-You Note | **Weekly Project:** How can we sort classroom materials? |
| **Week 3** **Weekly Concept:** Protect Our Earth **Essential Question:** What ideas can you suggest to protect the environment? | **Title:** “Protect the Environment!”  **Genre:** Informational Text **Strategy:** Reread | **Main Selection Title:** *Panda Kindergarten* **Genre:** Informational Text  **Strategy:** Reread  **Skill:** Main Topic and Key Details **Paired Selection Title:** “Save Big Blue!” **Genre:** Informational Text  **Text Feature:** Captions | **Short Text:** “Who Can Help?” **Genre:** Nonfiction | **Strategy:** Reread **Skill:** Main Topic and Key Details **Main Selection Genre:** Informational Text **Titles:  A:** *Help Clean Up* **O:** *Let’s Save Earth* **E:** *Let’s Save Earth* **B:** *Babysitters for Seals*  **Literature Big Book:** Connection of Ideas | **Academic Words:** *reference*  **Vocabulary Strategy:** Prefixes and Suffixes  **High Frequency:**  *help too play has where look who good come does*  **Oral Vocab:**  *environment protect recycle wisely encourage*  **Category Words:**  Baby Animals | | **Phonological/ Phonemic Awareness:** Generate Alliteration, Phoneme Segmentation, phoneme Blending, Phoneme Substitution **Phonics:** ā, ī, ē, ō, ū  **Consonant/Vowel Review:** /a/*a*, /ā/*a\_e*, /b/*b*, /k/*c*, /k/*ck*, /d/*d*, /e/*e*, /ē/*ee,* *e\_e, e*, /f/*f*, /g/*g*, /h/*h*, /i/*i*, /ī/*i\_e*, /j/*j*, /k/*k*, /l/*l*, /m/*m*, /n/*n*, /o/*o*, /ō/*o\_e*, /p/*p*, /kw/*qu*, /r/*r*, /s/*s*, /t/*t*, /u/*u*, /ū/*u\_e*, /v/*v*, /w/*w*, /ks/*x*, /y/*y*, /z/*z* | | Sound-Spelling and Word Automaticity; Expression | **Writing Trait:** Voice **Grammar Skill:** Pronouns **Weekly Writing Focus:** Write an Opinion Poster | **Weekly Project:** What things can we do to protect the earth? |
|  | | | | | | | | | | | |