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| **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 SelectionGenre:** Fantasy**Titles: A:** *Soup!***O:** *Mouse and Monkey***E:** *Mouse and Monkey***B:** *Come and Play!***Literature Big Book:** Organization | **Academic Words:** *titleauthorillustratornoun***High Frequency:***the***Oral Vocab:***friendproblemescape, graspedrescue***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 SelectionGenre:** Fantasy**Titles: A:** *Hop!***O:** *We Hop!***E:** *We Hop!***B:** *We Can Move!***Literature Big Book:** Organization | **Academic Words:** *fantasyfableopiniondetails* **High Frequency:**We**Oral Vocab:** *adventuremovementarrivedexcitingexhausted***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: FictionShort Text:***I Can See***Genre:** Nonfiction | **Strategy:** Ask and Answer Questions**Skill:** Key Details**Main SelectionGenre:** 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? |
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| **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 SelectionGenre:**  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:** *photographssentenceverb***High Frequency**: a**Oral Vocab:** *toolsdiscoverdefeatedfetch 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 SelectionGenre:**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:** *rectanglecirclesquaretriangle***High Frequency:** *like***Oral Vocab:***materialsnaturedecorationgamesworld***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 SelectionGenre:** 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:** *captionword websort***High Frequency:***theaseewelike***Oral Vocab:***curiousobserveattachesprocessslender***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? |
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| **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 SelectionGenre:** Fantasy**Titles: A:** *We Run***O:** *Go, Nat!***E:** *Go, Nat!***B:** *The Birdhouse***Literature Big Book:** Organization; Connection of Ideas | **Academic Words:** *visualizepunctuationretellpredict***High Frequency:***to***Oral Vocab:***rulescooperateguardprankresponsible***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 SelectionGenre:** Fiction**Titles: A:** *City Sounds***O:** *Farm Sounds***E:** *Farm Sounds***B:** *A Noisy Night***Literature Big Book:** Connection of Ideas | **Academic Words:** *eventsperiodvocabulary***High Frequency:** *and***Oral Vocab:***listenvolumechatexclaimedfamiliar***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 SelectionGenre:** 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:** *characterssettingmap***High Frequency:** *go***Oral Vocab:***localroutineneighborhoodvolunteerintelligent***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? |
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| **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 SelectionGenre:** 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:** *adjectivecategoryrevisedraft***High Frequency:***you***Oral Vocab:***equipmentuniformutensilsexpectremained***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 SelectionGenre:** Fiction**Titles: A:** *My Neighbors***O:** *Neighborhood Party***E:** *Neighborhood Party***B:** *Parade Day***Literature Big Book:** Sentence Structure | **Academic Words:** *researchInternetpresentpublish***High Frequency:***do***Oral Vocab:** *appreciateculturespreferproudtradition***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 SelectionGenre:** 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:** *chartsequenceblendplot***High Frequency:***anddogotoyou***Oral Vocab:***communityimproveconfusedharvestquarrel***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? |
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| **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 SelectionGenre:** Fantasy**Titles: A:** *My Garden***O:** *My Garden Grows***E:** *My Garden Grows***B:** *The Mystery Seeds***Literature Big Book:** Purpose | **Academic Words:** *pronounrhymeeventbeginning***Vocabulary Strategy:** Plurals**High Frequency:***my***Oral:***requireplantharmfulsoakcrowd***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 SelectionGenre:** Informational Text**Titles: A:** *The Tree***O:** *Many Trees***E:** *Many Trees***B:** *Our Apple Tree***Literature Big Book:** Organization | **Academic Words:** *facttopicfairy talediagram***Vocabulary Strategy:** Inflectional Ending *-ed***High Frequency:***are***Oral:***developamazingcontentenormousimagine***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 SelectionGenre:** 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:** *rereadlists***Vocabulary Strategy:** Context Clues**High Frequency:***withhe***Oral Words:**freshdeliciousbeneathraisespecial**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? |
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| **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 SelectionGenre:** Fiction**Titles: A:** *It Is Hot!* **O:** *Little Bear***E:** *Little Bear***B:** *Ant and Grasshopper***Literature Big Book:** Organization | **Academic Words:** *pluralpattern***Vocabulary Strategy:** Context Clues (multiple-meaning words, unknown phrases)**High Frequency:***islittle***Oral Vocab:***weatherseasonsmigrateactivespot***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 SelectionGenre:** 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:** *narrativefolktalespeech bubblesdialogue***Vocabulary Strategy:** Shades of Meaning**High Frequency:***shewas***Oral Vocab:***predicttemperaturedroughtcleverstorm***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 SelectionGenre:** Fiction**Titles: A:** *Bad Weather***O:** *Getting Ready***E:** *Getting Ready***B:** *The Storm***Literature Big Book:** Sentence Structure | **Academic Words:** *purposereportmyth***Vocabulary Strategy:** Question Words**High Frequency:***areheislittlemyshewaswith***Oral Vocab:***safepreparenoticecelebrationenough***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? |
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| **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 SelectionGenre:** 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:** *samedifferentverbinquiry***Vocabulary Strategy:** Compound Words **High Frequency:***forhave***Oral Vocab:***appearancebehaviorexercisewanderplenty***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 SelectionGenre:**  Fiction**Titles: A:** *My Cats***O:** *Their Pets***E:** *Their Pets***B:** *Will’s Pet***Literature Big Book:** Organization | **Academic Words:** *explainprediction***Vocabulary Strategy:** Prepositions**High Frequency:***ofthey***Oral Words:***responsibilitytraindependcomparedsocial***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 SelectionGenre:** 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? |
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| **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 SelectionGenre:** Fiction**Titles: A:** *I Go Places***O:** *Run, Quinn!***E:** *Run, Quinn!***B:** *Going to Gran’s House***Literature Big Book:** Organization | **Academic Words:** *prepositionorderheadings***Vocabulary Strategy:** Context Clues**High Frequency:***hereme***Oral Vocab:***transportationvehiclejourneyfiercewide***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 SelectionGenre:** 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:** *historytext***Vocabulary Strategy:** Synonyms **High Frequency:***thiswhat***Oral Vocab:***countrytravelcarefulpurposeconnect***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 SelectionGenre:** 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:***forhavetheyofsaidwantheremethiswhat***Oral Vocab:***distancerecognizespacechallengesurface***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? |
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| **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 SelectionGenre:** 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 SelectionGenre:** 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:***citizenrespecttidynecessaryhauled***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 SelectionGenre:** 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? |
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| **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 SelectionGenre:** 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:** *firstlastsyllables***Vocabulary Strategy:** Context Clues**High Frequency:***goodwho***Oral Vocab:***decideopinionraggedmarvelgrateful***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 SelectionGenre:** 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:***comedoes***Oral Vocab:***sortsimilarperfectendlessexperiment***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 SelectionGenre:** 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:***helptooplayhaswherelookwhogoodcomedoes***Oral Vocab:***environmentprotectrecyclewiselyencourage***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?  |
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