



# Grade 1 • Unit 1 • Scope and Sequence

Big Idea: Getting to Know Us What makes you special?	Literature Big Book	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> At School</p> <p><b>Essential Question:</b> What do you do at your school?</p>	<p><b>Title:</b> <i>This School Year Will Be the Best!</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Concepts of Print:</b> Book Handling</p>	<p><b>Title:</b> "School Around the World"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Jack Can</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Title:</b> <i>Nat and Sam</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection Title:</b> "Rules at School"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Photographs</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections Genre:</b> Realistic Fiction</p> <p><b>A:</b> <i>A Fun Day</i></p> <p><b>O:</b> <i>We Like to Share</i></p> <p><b>E:</b> <i>We Like to Share</i></p> <p><b>B:</b> <i>Class Party</i></p> <p><b>Paired Selection Genre:</b> Nonfiction</p> <p><b>Titles:</b></p> <p><b>A:</b> "We Share"</p> <p><b>O:</b> "Look at Signs"</p> <p><b>E:</b> "Look at Signs"</p> <p><b>B:</b> "Our Classroom Rules"</p>	<p><b>Literature Big Books:</b> Organization, Connection of Ideas</p>	<p><b>Additional Domain Words:</b> <i>rules, obey, safety</i></p> <p><b>Additional Academic Vocabulary:</b> <i>events, illustrations, punctuation</i></p>	<p><i>does, not, school, what</i></p>	<p><i>learn, subjects, common, object, recognize</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Identify Rhyme, Phoneme Isolation/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> short <i>a</i> Consonants reviewed throughout Unit 1</p> <p><b>Structural Analysis:</b> -s (inflectional ending)</p>	Appropriate Phrasing	<p><b>Writing Trait:</b> Ideas: Focus on a Single Event</p> <p><b>Writing Product:</b> Personal Narrative</p> <p><b>Grammar Skill:</b> Sentences</p> <p><b>Grammar Mechanics:</b> Sentence Capitalization</p> <p><b>Write About Reading:</b> Analyze Key Details</p>	<p><b>Weekly:</b> What kinds of activities do we do at school?</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Where I Live</p> <p><b>Essential Question:</b> What is it like where you live?</p>	<p><b>Title:</b> <i>Alicia's Happy Day</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Concepts of Print:</b> Book Handling</p>	<p><b>Title:</b> "City Mouse and Country Mouse"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Six Kids</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Title:</b> <i>Go, Pip!</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Paired Selection Title:</b> "I Live Here"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Bold print</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections Genre:</b> Fantasy</p> <p><b>A:</b> <i>What Can We See?</i></p> <p><b>O:</b> <i>A Trip to the City</i></p> <p><b>E:</b> <i>A Trip to the City</i></p> <p><b>B:</b> <i>Harvest Time</i></p> <p><b>Paired Selection Genre:</b> Nonfiction</p> <p><b>Titles:</b></p> <p><b>A:</b> "My Home"</p> <p><b>O:</b> "Where I Live"</p> <p><b>E:</b> "Where I Live"</p> <p><b>B:</b> "Where We Live"</p>	<p><b>Literature Big Books:</b> Organization, Lack of Prior Knowledge</p>	<p><b>Additional Domain Words:</b> <i>building, yard, playground</i></p> <p><b>Additional Academic Vocabulary:</b> <i>author, bold print, sequence</i></p>	<p><i>down, out, up, very</i></p>	<p><i>city, country, bored, feast, scurried</i></p>	<p><b>Phonemic Awareness:</b> Alliteration, Phoneme Categorization/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> short <i>i</i> Consonants reviewed throughout Unit 1</p> <p><b>Structural Analysis:</b> double final consonants</p>	Intonation	<p><b>Writing Trait:</b> Ideas: Describing Details</p> <p><b>Writing Product:</b> Descriptive Sentences About a Place</p> <p><b>Grammar Skill:</b> Word Order</p> <p><b>Mechanics:</b> Sentence Punctuation (periods)</p> <p><b>Write About Reading:</b> Analyze Key Details</p>	<p><b>Weekly:</b> How are places in our community similar to, or different from, places in other communities?</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Our Pets</p> <p><b>Essential Question:</b> What makes a pet special?</p>	<p><b>Title:</b> <i>Cool Dog, School Dog</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Concepts of Print:</b> Track Print and Return Sweep</p>	<p><b>Title:</b> "Our Pets"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>A Pig for Cliff</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Title:</b> <i>Flip</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Paired Selection Title:</b> "What Pets Need"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Labels</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections Genre:</b> Fantasy</p> <p><b>A:</b> <i>Mouse's Moon Party</i></p> <p><b>O:</b> <i>Pet Show</i></p> <p><b>E:</b> <i>Pet Show</i></p> <p><b>B:</b> <i>Polly the Circus Star</i></p> <p><b>Paired Selection Genre:</b> Nonfiction</p> <p><b>Titles:</b></p> <p><b>A:</b> "A Mouse in the House"</p> <p><b>O:</b> "Love That Llama!"</p> <p><b>E:</b> "Love That Llama!"</p> <p><b>B:</b> "Birds That Talk"</p>	<p><b>Literature Big Books:</b> Sentence Structure, Connection of Ideas</p>	<p><b>Additional Domain Words:</b> <i>living things, need, cares</i></p> <p><b>Additional Academic Vocabulary:</b> <i>consonant, label, publish</i></p>	<p><i>be, come, good, pull</i></p>	<p><i>care, train, groom, companion, popular</i></p>	<p><b>Phonemic Awareness:</b> Contrast Vowel Sounds, Phoneme Blending/ Substitution/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> beginning consonant blends: i-blends Consonants reviewed throughout Unit 1</p> <p><b>Structural Analysis:</b> -s (plural nouns)</p>	Appropriate Phrasing	<p><b>Writing Trait:</b> Ideas: Describing Details</p> <p><b>Writing Product:</b> Descriptive Sentences About an Animal</p> <p><b>Grammar Skill:</b> Statements</p> <p><b>Mechanics:</b> Capitalization and Punctuation (periods)</p> <p><b>Write About Reading:</b> Analyze Key Details</p>	<p><b>Weekly:</b> What are the ways to care for pets?</p>

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



# Grade 1 • Unit 1 • Scope and Sequence

Big Idea: Getting to Know Us What makes you special?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 4</b> <b>Weekly Concept:</b> Let's Be Friends <b>Essential Question:</b> What do friends do together?	<b>Title:</b> <i>Friends All Around</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions <b>Concepts of Print:</b> Book Handling and Labels	<b>Title:</b> "Games Long Ago" <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Toss! Kick! Hop!</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details <b>Main Selection Title:</b> <i>Friends</i> <b>Genre:</b> Nonfiction <b>Paired Selection Title:</b> "There Are Days and There Are Days" <b>Genre:</b> Poetry	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details <b>Main Selections Genre:</b> Realistic Fiction A: <i>Friends Are Fun</i> O: <i>Friends Are Fun</i> E: <i>Friends Are Fun</i> B: <i>Friends Are Fun</i> <b>Paired Selections Genre:</b> Poetry <b>Titles:</b> A: "I Like to Play" O: "I Like to Play" E: "I Like to Play" B: "I Like to Play"	<b>Literature Big Books:</b> Organization, Connection of Ideas	<b>Additional Domain Words:</b> <i>poem</i> <b>Additional Academic Vocabulary:</b> <i>evaluate</i> , <i>rhyme</i>	<i>fun</i> , <i>make</i> , <i>they</i> , <i>too</i>	<i>cooperate</i> , <i>relationship</i> , <i>deliver</i> , <i>chore</i> , <i>collect</i>	<b>Phonemic Awareness:</b> Phoneme Categorization/Segmentation/Deletion, Rhyme, Phoneme Blending <b>Phonics/ Spelling Skill:</b> short o Consonants reviewed throughout Unit 1 <b>Structural Analysis:</b> alphabetical order (one letter)	Appropriate Phrasing	<b>Writing Trait:</b> Organization: Compare and Contrast <b>Writing Product:</b> Personal Narrative <b>Grammar Skill:</b> Questions and Exclamations <b>Grammar Mechanics:</b> Question and Exclamation Marks <b>Write About Reading:</b> Analyze Key Details	<b>Weekly:</b> What can we learn about our favorite games or sports?
<b>Week 5</b> <b>Weekly Concept:</b> Let's Move! <b>Essential Question:</b> How does your body move?	<b>Title:</b> <i>Move!</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions <b>Concepts of Print:</b> Special Text Treatments	<b>Title:</b> "Rabbit and Coyote Race" <b>Genre:</b> Folktale <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Move and Grin!</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details <b>Main Selection Title:</b> <i>Move It!</i> <b>Genre:</b> Nonfiction <b>Paired Selection Title:</b> "Using Diagrams" <b>Genre:</b> Nonfiction <b>Text Feature:</b> Diagram	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details <b>Main Selections Genre:</b> Nonfiction A: <i>We Can Move!</i> O: <i>We Can Move!</i> E: <i>We Can Move!</i> B: <i>We Can Move!</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> A: "What's Under Your Skin?" O: "What's Under Your Skin?" E: "What's Under Your Skin?" B: "What's Under Your Skin?"	<b>Literature Big Books:</b> Organization, Lack of Prior Knowledge	<b>Additional Domain Words:</b> <i>building</i> , <i>yard</i> , <i>playground</i> <b>Additional Academic Vocabulary:</b> <i>author</i> , <i>bold print</i> , <i>sequence</i>	<i>down</i> , <i>out</i> , <i>up</i> , <i>very</i>	<i>city</i> , <i>country</i> , <i>bored</i> , <i>feast</i> , <i>scurried</i>	<b>Phonemic Awareness:</b> Alliteration, Phoneme Categorization/Blending/Segmentation <b>Phonics/ Spelling Skill:</b> short i Consonants reviewed throughout Unit 1 <b>Structural Analysis:</b> double final consonants	Intonation	<b>Writing Trait:</b> Ideas: Describing Details <b>Writing Product:</b> Descriptive Sentences About a Place <b>Grammar Skill:</b> Word Order <b>Mechanics:</b> Sentence Punctuation (periods) <b>Write About Reading:</b> Analyze Key Details	<b>Weekly:</b> How are places in our community similar to, or different from, places in other communities? <b>Unit Level: Research Skill:</b> Selecting a Topic <b>Unit Project:</b> Self-select and develop from weekly research projects.
<b>Week 6</b> <b>Review and Assessment</b>													



# Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Our Community  What makes a community?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Jobs Around Town  <b>Essential Question:</b> What jobs need to be done in a community?	<b>Title:</b> <i>Millie Waits for the Mail</i> <b>Genre:</b> Fiction <b>Strategy:</b> Make and Confirm Predictions <b>Concepts of Print:</b> Ellipses and Dashes	<b>Title:</b> "Jobs Around Town" <b>Genre:</b> Nonfiction <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>Good Job, Ben!</i> <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Events <b>Main Selection Title:</b> <i>The Red Hat</i> <b>Genre:</b> Realistic Fiction <b>Paired Selection Title:</b> "Firefighters at Work" <b>Genre:</b> Nonfiction <b>Text Feature:</b> Labels	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Events <b>Main Selections Genre:</b> Realistic Fiction <b>A:</b> <i>Pick Up Day</i> <b>O:</b> <i>Ben Brings the Mail</i> <b>E:</b> <i>Ben Brings the Mail</i> <b>B:</b> <i>At Work with Mom</i> <b>Paired Selections Genre:</b> nonfiction <b>Titles:</b> <b>A:</b> "The Recycling Center" <b>O:</b> "At the Post Office" <b>E:</b> "At the Post Office" <b>B:</b> "Tools for the School Nurse"	<b>Literature Big Books:</b> Sentence Structure, Organization	<b>Additional Domain Words:</b> <i>firefighter</i> <i>siren</i> <i>protect</i>  <b>Additional Academic Vocabulary:</b> <i>brainstorm</i> <i>end</i> <i>middle</i>	<i>again</i> <i>help</i> <i>new</i> <i>there</i> <i>use</i>	<i>occupation</i> <i>community</i> <i>equipment</i> <i>fortunately</i> <i>astounding</i>	<b>Phonemic Awareness:</b> Phoneme Blending/Isolation/Segmentation  <b>Phonics/ Spelling Skill:</b> short e spelled e and ea  <b>Structural Analysis:</b> inflectional ending -ed (no spelling change)	Intonation	<b>Writing Trait:</b> Organization: Focus on an Idea <b>Writing Product:</b> Story <b>Grammar Skill:</b> Nouns  <b>Mechanics:</b> Commas in a Series  <b>Write About Reading:</b> Analyze Character, Setting, Events	<b>Weekly:</b> What can we learn about jobs that help the community?
<b>Week 2</b>  <b>Weekly Concept:</b> Buildings All Around  <b>Essential Question:</b> What buildings do you know? What are they made of?	<b>Title:</b> <i>The 3 Little Dassies</i> <b>Genre:</b> Fantasy <b>Strategy:</b> Make and Confirm Predictions <b>Concepts of Print:</b> Quotations	<b>Title:</b> "The Three Little Pigs" <b>Genre:</b> Folktale <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>Cubs in a Hut</i> <b>Genre:</b> Fantasy <b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Events <b>Main Selection Title:</b> <i>The Pigs, the Wolf, and the Mud</i> <b>Genre:</b> Fantasy <b>Paired Selection Title:</b> "Homes Around the World" <b>Genre:</b> Nonfiction <b>Text Feature:</b> Captions	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Events <b>Main Selections Genre:</b> Fantasy <b>A:</b> <i>What a Nest!</i> <b>O:</b> <i>Staying Afloat</i> <b>E:</b> <i>Staying Afloat</i> <b>B:</b> <i>City Armadillo, Country Armadillo</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> <b>A:</b> "Stone Castles" <b>O:</b> "A Day on a Houseboat" <b>E:</b> "A Day on a Houseboat" <b>B:</b> "City or Country?"	<b>Literature Big Books:</b> Vocabulary	<b>Additional Domain Words:</b> <i>homes</i> <i>build</i> <i>shelter</i>  <b>Additional Academic Vocabulary:</b> <i>apostrophe</i> <i>dialogue</i> <i>presentation</i>	<i>could</i> <i>live</i> <i>one</i> <i>then</i> <i>three</i>	<i>shelter</i> <i>materials</i> <i>collapsed</i> <i>furious</i> <i>refused</i>	<b>Phonemic Awareness:</b> Rhyme, Phoneme Identity/Blending/Segmentation  <b>Phonics/ Spelling Skill:</b> short u  <b>Structural Analysis:</b> contractions with 's	Expression	<b>Writing Trait:</b> Organization: Beginning, Middle, End <b>Writing Product:</b> Story <b>Grammar Skill:</b> Singular and Plural Nouns  <b>Mechanics:</b> Adding -s and -es to form plural nouns  <b>Write About Reading:</b> Analyze Character, Setting, Events	<b>Weekly:</b> What can we learn about the buildings in our community? What are they made of?
<b>Week 3</b>  <b>Weekly Concept:</b> A Community in Nature  <b>Essential Question:</b> Where do animals live together?	<b>Title:</b> <i>Babies in the Bayou</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread <b>Concepts of Print:</b> Distinguish Sentences	<b>Title:</b> "Animals in the Desert" <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread	<b>Short Text:</b> <i>The Best Spot</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details	<b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details <b>Main Selection Title:</b> <i>At a Pond</i> <b>Genre:</b> Nonfiction <b>Paired Selection Title:</b> "Way Down Deep" <b>Genre:</b> Poetry	<b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details <b>Main Selections Genre:</b> Nonfiction <b>A:</b> <i>Meerkat Family</i> <b>O:</b> <i>Meerkat Family</i> <b>E:</b> <i>Meerkat Family</i> <b>B:</b> <i>Meerkat Family</i> <b>Paired Selections Genre:</b> Poetry <b>Titles:</b> <b>A:</b> "I Live in a House!" <b>O:</b> "I Live in a House!" <b>E:</b> "I Live in a House!" <b>B:</b> "I Live in a House!"	<b>Literature Big Books:</b> Purpose, Organization	<b>Additional Domain Word:</b> <i>poem</i>  <b>Additional Academic Vocabulary:</b> <i>draft</i> <i>repetition</i> <i>rhythm</i>	<i>eat</i> <i>no</i> <i>of</i> <i>under</i> <i>who</i>	<i>habitat</i> <i>depend</i> <i>hibernate</i> <i>tranquil</i> <i>tolerate</i>	<b>Phonemic Awareness:</b> Phoneme Categorization/Blending/Substitution/Segmentation  <b>Phonics/ Spelling Skill:</b> ending consonant blends <i>nd</i> , <i>nk</i> , <i>nt</i> , <i>st</i> , <i>sk</i> , <i>mp</i>  <b>Structural Analysis:</b> inflectional ending -ing (no spelling change); first introduction to two-syllable words	Appropriate Phrasing	<b>Writing Trait:</b> Ideas: Main Idea <b>Writing Product:</b> Sentences That Explain Possessive Nouns  <b>Mechanics:</b> Apostrophe with Possessive Nouns  <b>Write About Reading:</b> Analyze Main Topic and Key Details	<b>Weekly:</b> What can we learn about a habitat? What kinds of creatures live there?



# Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Getting to Know Us  What makes you special?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 4</b>  <b>Weekly Concept:</b> Let's Help  <b>Essential Question:</b> How do people help out in the community?	<b>Title:</b> <i>The Story of Martin Luther King Jr.</i> <b>Genre:</b> Nonfiction/Biography <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Special Text Treatments	<b>Title:</b> "Luis's Library" <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Thump Thump Helps Out</i> <b>Genre:</b> Fantasy <b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Events <b>Main Selection Title:</b> <i>Nell's Books</i> <b>Genre:</b> Fantasy <b>Paired Selection Title:</b> "Kids Can Help!" <b>Genre:</b> Nonfiction <b>Text Feature:</b> List	<b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Events <b>Main Selections Genre:</b> Fantasy <b>A:</b> <i>The Sick Tree</i> <b>O:</b> <i>Squirrels Help</i> <b>E:</b> <i>Squirrels Help</i> <b>B:</b> <i>Wow, Kitty!</i> <b>Paired Selections Genre:</b> Poetry <b>Titles:</b> <b>A:</b> "Beach Clean-Up" <b>O:</b> "Food Drive" <b>E:</b> "Food Drive" <b>B:</b> "Sharing Skills"	<b>Literature Big Books:</b> Genre, Prior Knowledge	<b>Additional Domain Words:</b> <i>neighborhood</i> <i>garden</i> <i>recycle</i>  <b>Additional Academic Vocabulary:</b> <i>highlight</i> <i>imaginary</i> <i>stress</i>	<i>all</i> <i>call</i> <i>day</i> <i>her</i> <i>want</i>	<i>leadership</i> <i>admire</i> <i>enjoy</i> <i>rely</i> <i>connections</i>	<b>Phonemic Awareness:</b> Phoneme Isolation/ Categorization/ Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> consonant digraphs <i>th, sh, -ng</i> <b>Structural Analysis:</b> closed syllables	Intonation	<b>Writing Trait:</b> Organization: Beginning, Middle, End <b>Writing Product:</b> Story <b>Grammar Skill:</b> Common and Proper Nouns <b>Mechanics:</b> Capitalize Proper Nouns (people, pets, places, and things) <b>Write About Reading:</b> Analyze Character, Setting, Events	<b>Weekly:</b> How can we make our classroom a better place?
<b>Week 5</b>  <b>Weekly Concept:</b> Follow the Map  <b>Essential Question:</b> How can you find your way around?	<b>Title:</b> <i>Me on the Map</i> <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Reading Sentences across Pages	<b>Title:</b> "Map It" <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Which Way on the Map?</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details	<b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details <b>Main Selection Title:</b> <i>Fun with Maps</i> <b>Genre:</b> Nonfiction <b>Paired Selection Title:</b> "North, East, South, or West?" <b>Genre:</b> Nonfiction <b>Text Feature:</b> Map	<b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details <b>Main Selections Genre:</b> Nonfiction <b>A:</b> <i>How Maps Help</i> <b>O:</b> <i>How Maps Help</i> <b>E:</b> <i>How Maps Help</i> <b>B:</b> <i>How Maps Help</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> <b>A:</b> "On the Map" <b>O:</b> "On the Map" <b>E:</b> "On the Map" <b>B:</b> "On the Map"	<b>Literature Big Books:</b> Purpose, Organization	<b>Additional Academic Vocabulary:</b> <i>blog</i> <i>landmark</i> <i>various</i>	<i>around</i> <i>by</i> <i>many</i> <i>place</i> <i>walk</i>	<i>locate</i> <i>route</i> <i>height</i> <i>model</i> <i>separate</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation/ Addition/ Blending <b>Phonics/ Spelling Skill:</b> consonant digraphs <i>ch, -tch, wh, ph</i> <b>Structural Analysis:</b> -es (plural nouns)	Appropriate Phrasing	<b>Writing Trait:</b> Ideas: Supporting Details <b>Writing Product:</b> Sentences That Explain <b>Grammar Skill:</b> Irregular Plural Nouns <b>Mechanics:</b> Capital Letters and Periods (in sentences) <b>Write About Reading:</b> Analyze Main Topic and Key Details	<b>Weekly:</b> What can we learn about maps? <b>Unit Level: Research Skill:</b> Collecting Information <b>Unit Project:</b> Self-select and develop from weekly research projects
<b>Week 6</b> <b>Review and Assessment</b>													

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





# Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Our Community  What can happen over time?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> What Time Is It?  <b>Essential Question:</b> How do we measure time?	<b>Title:</b> <i>A Second Is a Hiccup</i> <b>Genre:</b> Fiction <b>Strategy:</b> Make and Confirm Predictions <b>Concepts of Print:</b> Capitalization and Punctuation	<b>Title:</b> "Measuring Time" <b>Genre:</b> Nonfiction <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>Nate the Snake Is Late</i> <b>Genre:</b> Fantasy <b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Plot	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Plot <b>Main Selection Title:</b> <i>On My Way to School</i> <b>Genre:</b> Fantasy <b>Paired Selection Title:</b> "It's About Time" <b>Genre:</b> Nonfiction <b>Text Feature:</b> Bold print	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Plot <b>Main Selections Genre:</b> Fantasy <b>A:</b> <i>Busy's Watch</i> <b>O:</b> <i>Kate Saves the Date!</i> <b>E:</b> <i>Kate Saves the Date!</i> <b>B:</b> <i>Uncle George Is Coming</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> <b>A:</b> "Make a Clock" <b>O:</b> "Use a Calendar" <b>E:</b> "Use a Calendar" <b>B:</b> "So Many Clocks!"	<b>Literature Big Books:</b> Purpose, Organization	<b>Additional Domain Words:</b> <i>clock, sundial, shadow</i> <b>Additional Academic Vocabulary:</b> <i>capitalization, flare, rubric, timetable</i>	<i>away now some today way why</i>	<i>schedule immediately weekend calendar occasion</i>	<b>Phonemic Awareness:</b> Phoneme Identity/ Addition/ Substitution/ Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> long <i>a_e</i> <b>Structural Analysis:</b> contractions with not (isn't, aren't, wasn't, weren't, hasn't, haven't, can't)	Intonation	<b>Writing Trait:</b> Word Choice: Sensory Details <b>Writing Product:</b> Poem <b>Grammar Skill:</b> Verbs <b>Mechanics:</b> Commas in Series <b>Write About Reading:</b> Analyze Character, Setting, Plot	<b>Weekly:</b> What are the different ways to measure time?
<b>Week 2</b>  <b>Weekly Concept:</b> Watch It Grow!  <b>Essential Question:</b> How do plants change as they grow?	<b>Title:</b> <i>Mystery Vine</i> <b>Genre:</b> Informational Fiction <b>Strategy:</b> Make and Confirm Predictions <b>Concepts of Print:</b> Punctuation Within Sentence	<b>Title:</b> "The Great Big, Gigantic Turnip" <b>Genre:</b> Folktale <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>Time to Plant!</i> <b>Genre:</b> Drama <b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Sequence	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Sequence <b>Main Selection Title:</b> <i>The Big Yuca Plant</i> <b>Genre:</b> Play <b>Paired Selection Title:</b> "How Plants Grow" <b>Genre:</b> Nonfiction <b>Text Feature:</b> Diagram	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Sequence <b>Main Selections Genre:</b> Play <b>A:</b> <i>Corn Fun</i> <b>O:</b> <i>Yum, Strawberries!</i> <b>E:</b> <i>Yum, Strawberries!</i> <b>B:</b> <i>A Tree's Life</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> <b>A:</b> "Ear of Corn" <b>O:</b> "Strawberry Plant" <b>E:</b> "Strawberry Plant" <b>B:</b> "Inside Trees"	<b>Literature Big Books:</b> Prior Knowledge, Vocabulary	<b>Additional Domain Words:</b> <i>seed root sprout</i> <b>Additional Academic Vocabulary:</b> <i>audience harvest vegetables</i>	<i>green grow pretty should together water</i>	<i>bloom sprout grasped assist spied</i>	<b>Phonemic Awareness:</b> Alliteration, Phoneme Deletion/ Segmentation/ Blending <b>Phonics/ Spelling Skill:</b> long <i>i_e</i> <b>Structural Analysis:</b> plurals (with CVCe words)	Appropriate Phrasing	<b>Writing Trait:</b> Word Choice: Use Specific Words <b>Writing Product:</b> Opinion About a Topic <b>Grammar Skill:</b> Present-Tense Verbs <b>Mechanics:</b> Capitalize and Underline Titles of Plays <b>Write About Reading:</b> Analyze Plot: Sequence	<b>Weekly:</b> How do plants change as they grow?
<b>Week 3</b>  <b>Weekly Concept:</b> Tales Over Time  <b>Essential Question:</b> What is a folktale?	<b>Title:</b> <i>Interrupting Chicken</i> <b>Genre:</b> Fiction <b>Strategy:</b> Make and Confirm Predictions <b>Concepts of Print:</b> Quotation Marks/ Text Styles	<b>Title:</b> "The Foolish, Timid Rabbit" <b>Genre:</b> Folktale <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>The Nice Mitten</i> <b>Genre:</b> Folktale <b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Cause and Effect	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Cause and Effect <b>Main Selection</b> <b>Title:</b> <i>The Gingerbread Man</i> <b>Genre:</b> Folktale <b>Paired Selection Title:</b> "Mother Goose Rhymes" <b>Genre:</b> Rhyme	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Cause and Effect <b>Main Selections Genre:</b> Folktale <b>A:</b> <i>How Coquí Got Her Voice</i> <b>O:</b> <i>The Magic Paintbrush</i> <b>E:</b> <i>The Magic Paintbrush</i> <b>B:</b> <i>The Storytelling Stone</i> <b>Paired Selections Genre:</b> Poetry/Song <b>Titles:</b> <b>A:</b> "El Coquí/The Coquí" <b>O:</b> "Make New Friends" <b>E:</b> "Wanted: A Friend" <b>B:</b> "Family Stories"	<b>Literature Big Books:</b> Organization, Connection of Ideas	<b>Additional Domain Words:</b> <i>poem</i> <b>Additional Academic Vocabulary:</b> <i>element puppet style</i>	<i>any from happy once so upon</i>	<i>tale hero timid foolish eventually</i>	<b>Phonemic Awareness:</b> Rhyme, Phoneme Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> soft <i>c</i> ; soft <i>g</i> , <i>dge</i> <b>Structural Analysis:</b> inflectional endings - <i>ed</i> and - <i>ing</i> (drop final <i>e</i> )	Expression	<b>Writing Trait:</b> Word Choice: Use Strong Verbs <b>Writing Product:</b> Poem <b>Grammar Skill:</b> Past- and Future-Tense Verbs <b>Mechanics:</b> Commas in Series <b>Write About Reading:</b> Analyze Plot: Cause and Effect	<b>Weekly:</b> What can we learn about folktales?



# Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Getting to Know Us What can happen over time?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Now and Then</p> <p><b>Essential Question:</b> How is life different than it was long ago?</p>	<p><b>Title:</b> <i>The Last Train</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Concepts of Print:</b> Reading Sentences Across Pages</p>	<p><b>Title:</b> "Pioneers"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Life at Home</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text: Compare and Contrast</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text: Compare and Contrast</p> <p><b>Main Selection Title:</b> <i>Long Ago and Now</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Paired Selection Title:</b> "From Horse to Plane"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text: Compare and Contrast</p> <p><b>Main Selections Genre:</b> Nonfiction</p> <p>A: <i>Schools Then and Now</i> O: <i>Schools Then and Now</i> E: <i>Schools Then and Now</i> B: <i>Schools Then and Now</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "School Days" O: "School Days" E: "School Days" B: "School Days"</p>	<p><b>Literature Big Books:</b> Prior Knowledge, Vocabulary</p>	<p><b>Additional Domain Words:</b> <i>transportation, engines, invented</i></p> <p><b>Additional Academic Vocabulary:</b> <i>confusion, frontier, proofreader's marks</i></p>	<p><i>ago, boy, girl, how, old, people</i></p>	<p><i>century, past, present, future, entertainment</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation/ Isolation/ Blending</p> <p><b>Phonics/ Spelling Skill:</b> long o: o_e; long u: u_e; long e: e_e</p> <p><b>Structural Analysis:</b> CVCe syllables</p>	Appropriate Phrasing	<p><b>Writing Trait:</b> Ideas: Give Reasons for an Opinion</p> <p><b>Writing Product:</b> Opinion About a Topic</p> <p><b>Grammar Skill:</b> Is and Are</p> <p><b>Mechanics:</b> Commas in Dates</p> <p><b>Write About Reading:</b> Analyze Connections Within Text: Compare and Contrast</p>	<p><b>Weekly:</b> How has our way of life changed over time?</p>
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> From Farm to Table</p> <p><b>Essential Question:</b> How do we get our food?</p>	<p><b>Title:</b> <i>Where Does Food Come From?</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Concepts of Print:</b> Special Text Treatments</p>	<p><b>Title:</b> "The Little Red Hen"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>A Look at Breakfast</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text: Sequence</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text: Sequence</p> <p><b>Main Selection Title:</b> <i>From Cows to You</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Paired Selection Title:</b> "A Food Chart"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Chart</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text: Sequence</p> <p><b>Main Selections Genre:</b> Nonfiction</p> <p>A: <i>Apples from Farm to Table</i> O: <i>Apples from Farm to Table</i> E: <i>Apples from Farm to Table</i> B: <i>Apples from Farm to Table</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "A Dairy Treat" O: "A Dairy Treat" E: "A Dairy Treat" B: "A Dairy Treat"</p>	<p><b>Literature Big Books:</b> Purpose, Genre</p>	<p><b>Additional Academic Vocabulary:</b> <i>advantages and disadvantages, process, product</i></p>	<p><i>after, buy, done, every, soon, work</i></p>	<p><i>delicious, nutritious, responsibility, enormous, delighted</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation/ Blending/Deletion</p> <p><b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: oo, u</p> <p><b>Structural Analysis:</b> inflectional endings -ed and -ing (double final consonant)</p>	Intonation	<p><b>Writing Trait:</b> Ideas: Give Reasons for an Opinion</p> <p><b>Writing Product:</b> Opinion About a Topic</p> <p><b>Grammar Skill:</b> Contractions with Not</p> <p><b>Mechanics:</b> Apostrophes in Contractions</p> <p><b>Write About Reading:</b> Analyze Connections Within Text: Sequence</p>	<p><b>Weekly:</b> Where does food come from? How is food produced?</p> <p><b>Unit Level:</b></p> <p><b>Research Skill:</b> Using Different Resources</p> <p><b>Unit Project:</b> Self-select and develop from weekly research projects</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b> </p>													

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



# Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Animals Everywhere  What animals do you know about? What are they like	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b> <b>Weekly Concept:</b> Animal Features <b>Essential Question:</b> How do animals' bodies help them?	Transition to Literature Anthology	<b>Title:</b> "The Elephant's Child" <b>Genre:</b> Fantasy <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>A Tale of a Tail</i> : "How the Beaver Got Its Flat Tail" <b>Lexile:</b> 430L <b>Genre:</b> Folktale <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Sequence	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Sequence <b>Main Selection Title:</b> <i>How Bat Got Its Wings</i> <b>Genre:</b> Folktale <b>Lexile:</b> 410L <b>Paired Selection Title:</b> "Bats! Bats! Bats!" <b>Genre:</b> Nonfiction <b>Lexile:</b> 400L <b>Text Feature:</b> Chart	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Sequence <b>Main Selections Genre:</b> Folktale <b>A:</b> <i>The King of the Animals</i> <b>O:</b> <i>Fly to the Rescue!</i> <b>E:</b> <i>Fly to the Rescue!</i> <b>B:</b> <i>Hummingbird's Wings</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> <b>A:</b> "Lions and Elephants" <b>O:</b> "Animal Traits" <b>E:</b> "Animal Traits" <b>B:</b> "What Is a Hummingbird?"	<b>Literature Anthology:</b> Prior Knowledge	<b>Vocabulary Words:</b> <i>special</i> , <i>splendid</i> <b>Additional Domain Words:</b> <i>mammal</i> , <i>bird</i> , <i>hunt</i> <b>Additional Academic Vocabulary:</b> <i>image</i> , <i>traditions</i> , <i>unusual</i> <b>Vocabulary Strategy:</b> Use a Dictionary	<i>about</i> , <i>animal</i> , <i>carry</i> , <i>eight</i> , <i>give</i> , <i>our</i>	<i>feature</i> , <i>appearance</i> , <i>determined</i> , <i>predicament</i> , <i>relief</i>	<b>Phonemic Awareness:</b> Rhyme, Phoneme Categorization/Blending/Segmentation <b>Phonics/ Spelling Skill:</b> long a: a, ai, ay <b>Structural Analysis:</b> alphabetical order (two letters)	Intonation	<b>Writing Trait:</b> Word Choice: Figurative Language <b>Writing Product:</b> Story <b>Grammar Skill:</b> Was and Were <b>Mechanics:</b> Apostrophe with Contractions <b>Write About Reading:</b> Analyze Plot: Sequence	<b>Weekly:</b> What can we learn about animal features?
<b>Week 2</b> <b>Weekly Concept:</b> Animals Together <b>Essential Question:</b> How do animals help each other?	Transition to Literature Anthology	<b>Title:</b> "Animals Working Together" <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>A Team of Fish</i> <b>Lexile:</b> 340L <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Idea and Key Details <b>Text Feature:</b> Captions	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Idea and Key Details <b>Main Selection Title:</b> <i>Animal Teams</i> <b>Genre:</b> Nonfiction <b>Lexile:</b> 480L <b>Text Feature:</b> Captions <b>Paired Selection Title:</b> "Busy As a Bee" <b>Genre:</b> Nonfiction <b>Lexile:</b> 500L <b>Text Feature:</b> Captions	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Idea and Key Details <b>Main Selections Genre:</b> Nonfiction <b>A:</b> <i>Penguins All Around</i> <b>O:</b> <i>Penguins All Around</i> <b>E:</b> <i>Penguins All Around</i> <b>B:</b> <i>Penguins All Around</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> <b>A:</b> "Animals Work Together!" <b>O:</b> "Animals Work Together!" <b>E:</b> "Animals Work Together!" <b>B:</b> "Animals Work Together!"	<b>Literature Anthology:</b> Purpose, Connection of Ideas	<b>Vocabulary Words:</b> <i>partner</i> , <i>danger</i> <b>Additional Domain Words:</b> <i>worker</i> , <i>honey</i> , <i>queen</i> <b>Additional Academic Vocabulary:</b> <i>accomplish</i> , <i>cooperate</i> , <i>investigate</i> , <i>logical order</i> <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues	<i>because</i> , <i>blue</i> , <i>into</i> , <i>or</i> , <i>other</i> , <i>small</i>	<i>behavior</i> , <i>beneficial</i> , <i>dominant</i> , <i>instinct</i> , <i>endangered</i>	<b>Phonemic Awareness:</b> Phoneme Identity/Segmentation, Rhyme, Phoneme Blending <b>Phonics/ Spelling Skill:</b> long e: e, ee, ea, ie <b>Structural Analysis:</b> prefixes re-, un-, pre-	Appropriate Phrasing	<b>Writing Trait:</b> Organization: Introduce the Topic <b>Writing Product:</b> Report <b>Grammar Skill:</b> Has and Have <b>Mechanics:</b> Capitalization and End Punctuation <b>Write About Reading:</b> Analyze Main Idea and Key Details	<b>Weekly:</b> How can animals help one another?
<b>Week 3</b> <b>Weekly Concept:</b> In the Wild <b>Essential Question:</b> How do animals survive in nature?	Transition to Literature Anthology	<b>Title:</b> "Animals in Winter" <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Go Wild!</i> <b>Lexile:</b> 530L <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Idea and Key Details <b>Text Feature:</b> Illustrations/Photographs	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Idea and Key Details <b>Main Selection Title:</b> <i>Vulture View</i> <b>Lexile:</b> 70L <b>Genre:</b> Nonfiction <b>Text Feature:</b> Illustrations/Photographs <b>Paired Selection Title:</b> "When It's Snowing" <b>Genre:</b> Poetry <b>Lexile:</b> NP (Non-Prose)	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Idea and Key Details <b>Main Selections Genre:</b> Nonfiction <b>A:</b> <i>Go, Gator!</i> <b>O:</b> <i>Go, Gator!</i> <b>E:</b> <i>Go, Gator!</i> <b>B:</b> <i>Go, Gator!</i> <b>Paired Selections Genre:</b> Poetry <b>Titles:</b> <b>A:</b> "Ducklings" <b>O:</b> "Ducklings" <b>E:</b> "Ducklings" <b>B:</b> "Ducklings"	<b>Literature Anthology:</b> Organization, Sentence Structure	<b>Vocabulary Words:</b> <i>search</i> , <i>seek</i> <b>Additional Domain Words:</b> <i>poem</i> <b>Additional Academic Vocabulary:</b> <i>diorama</i> , <i>experience</i> , <i>scene</i> , <i>survive</i> <b>Vocabulary Strategy:</b> Word Categories	<i>find</i> , <i>food</i> , <i>more</i> , <i>over</i> , <i>start</i> , <i>warm</i>	<i>survive</i> , <i>provide</i> , <i>wilderness</i> , <i>communicate</i> , <i>superior</i>	<b>Phonemic Awareness:</b> Phoneme Categorization/Blending, Contrast Sounds, Phoneme Segmentation <b>Phonics/ Spelling Skill:</b> long o: o, oo, ow, oe <b>Structural Analysis:</b> open syllables	Expression	<b>Writing Trait:</b> Organization: Write a Concluding Sentence <b>Writing Product:</b> Report <b>Grammar Skill:</b> Go and Do <b>Mechanics:</b> Capitalize Proper Nouns <b>Write About Reading:</b> Analyze Main Idea and Key Details	<b>Weekly:</b> How do animals survive in their habitats?



# Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Getting to Know Us What can happen over time?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 4</b> <b>Weekly Concept:</b> Insects! <b>Essential Question:</b> What insects do you know about? How are they alike and different?	Transition to Literature Anthology	<b>Title:</b> "Insect Hide and Seek" <b>Genre:</b> Nonfiction <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>Creep Low, Fly High</i> <b>Lexile:</b> 290L <b>Genre:</b> Fantasy <b>Strategy:</b> Visualize <b>Skill:</b> Point of View	<b>Strategy:</b> Visualize <b>Skill:</b> Point of View <b>Main Selection Title:</b> <i>Hi! Fly Guy</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 200L <b>Paired Selection Title:</b> "Meet the Insects" <b>Genre:</b> Nonfiction <b>Lexile:</b> 420L <b>Text Feature:</b> Headings	<b>Strategy:</b> Visualize <b>Skill:</b> Point of View <b>Main Selections Genre:</b> Fantasy A: <i>Where Is My Home?</i> O: <i>The Hat</i> E: <i>The Hat</i> B: <i>Come One, Come All</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> A: "Wings" O: "Let's Look at Insects!" E: "Let's Look at Insects!" B: "Compare Insects"	<b>Literature Anthology:</b> Organization	<b>Vocabulary Words:</b> beautiful, fancy <b>Additional Domain Words:</b> body, protects, senses <b>Additional Academic Words:</b> alike, edit, narrator <b>Vocabulary Strategy:</b> Context Clues <b>Context Clues:</b> Sentence Clues	caught, flew, know, laugh, listen, were	flutter, different, resemble(s), protect(s), imitate	<b>Phonemic Awareness:</b> Phoneme Categorization/Identity/Segmentation/Substitution <b>Phonics/ Spelling Skill:</b> long i: i, y, igh, ie <b>Structural Analysis:</b> inflectional endings (change y to i)	Appropriate Phrasing	<b>Writing Trait:</b> Organization: Write a Concluding Statement <b>Writing Product:</b> Opinion about a Story <b>Grammar Skill:</b> See and Saw <b>Mechanics:</b> Underline Titles of Books <b>Write About Reading:</b> Analyze Point of View	<b>Weekly:</b> What can we learn about insects?
<b>Week 5</b> <b>Weekly Concept:</b> Working with Animals <b>Essential Question:</b> How do people work with animals?	Transition to Literature Anthology	<b>Title:</b> "Ming's Teacher" <b>Genre:</b> Folktale <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>Time for Kids: From Puppy to Guide Dog</i> <b>Lexile:</b> 680L <b>Genre:</b> Nonfiction <b>Strategy:</b> Visualize <b>Skill:</b> Connections Within Text: Sequence <b>Text Feature:</b> Captions	<b>Strategy:</b> Visualize <b>Skill:</b> Connections Within Text: Sequence <b>Main Selection Title:</b> <i>Time for Kids: Koko and Penny</i> <b>Genre:</b> Nonfiction <b>Lexile:</b> 370L <b>Paired Selection Title:</b> "Saving Mountain Gorillas" <b>Genre:</b> Nonfiction <b>Lexile:</b> 450L <b>Text Feature:</b> Captions	<b>Strategy:</b> Visualize <b>Skill:</b> Connections Within Text: Sequence <b>Main Selections Genre:</b> Nonfiction A: <i>Teach a Dog!</i> O: <i>Teach a Dog!</i> E: <i>Teach a Dog!</i> B: <i>Teach a Dog!</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> A: "Working with Dolphins" O: "Working with Dolphins" E: "Working with Dolphins" B: "Working with Dolphins"	<b>Literature Anthology:</b> Organization, Genre	<b>Vocabulary Words:</b> clever, signal <b>Additional Academic Words:</b> graphic organizer, guide dog, series tasks <b>Vocabulary Strategy:</b> Root Words	found, hard, near, woman, would, write	career, soothe, remarkable, advice, trust	<b>Phonemic Awareness:</b> Phoneme Categorization/Deletion/ Blending/ Addition <b>Phonics/ Spelling Skill:</b> long e: y, ey <b>Structural Analysis:</b> compound words	Intonation	<b>Writing Trait:</b> Word Choice: Words That Tell Order <b>Writing Product:</b> How-to Sentences <b>Grammar Skill:</b> Adverbs That Tell When <b>Mechanics:</b> Commas in a Series <b>Write About Reading:</b> Analyze Connections Within Text: Sequence	<b>Weekly:</b> How do people and animals work together? <b>Unit Level:</b> Research Skill: Asking Questions <b>Unit Project:</b> Self-select and develop from weekly research projects.
<b>Week 6</b> <b>Review and Assessment</b>													

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





# Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out  How can we make sense of the world around us?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research	
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> See It, Sort It</p> <p><b>Essential Question:</b> How can we classify and categorize things?</p>	Transition to Literature Anthology	<p><b>Title:</b> "Goldilocks" <b>Genre:</b> Folktale <b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>A Barn Full of Hats</i> <b>Lexile:</b> 320L <b>Genre:</b> Fantasy <b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Point of View</p>	<p><b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Point of View <b>Main Selection Title:</b> <i>A Lost Button (from Frog and Toad Are Friends)</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 340L <b>Paired Selection Title:</b> "Sort It Out" <b>Genre:</b> Nonfiction <b>Lexile:</b> 210L <b>Text Feature:</b> Photographs</p>	<p><b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Point of View <b>Main Selections Genre:</b> Fantasy <b>A:</b> <i>Nuts for Winter</i> <b>O:</b> <i>Dog Bones</i> <b>E:</b> <i>Dog Bones</i> <b>B:</b> <i>Spark's Toys</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> <b>A:</b> "Sort by Color!" <b>O:</b> "Sorting Balls" <b>E:</b> "Sorting Balls" <b>B:</b> "Sorting Fruit"</p>	Literature Anthology: Organization, Connection of Ideas	<p><b>Vocabulary Words:</b> <i>trouble</i> <i>whole</i> <b>Additional Domain Words:</b> <i>alike</i> <i>different</i> <i>sort</i> <b>Additional Academic Words:</b> <i>categorize</i> <i>directions</i> <i>errors</i> <i>revision</i> <b>Vocabulary Strategy:</b> Context Clues: Multiple Meanings</p>	<i>four</i> <i>large</i> <i>none</i> <i>only</i> <i>put</i> <i>round</i>	<i>distinguish</i> <i>classify</i> <i>organize</i> <i>entire</i> <i>startled</i>	<p><b>Phonemic Awareness:</b> Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> r-controlled vowel <i>ar</i> <b>Structural Analysis:</b> plurals (irregular)</p>	Phrasing	<p><b>Writing Trait:</b> <b>Sentence Fluency:</b> Use Complete Sentences <b>Writing Product:</b> Directions to a Place <b>Grammar Skill:</b> Words That Join <b>Mechanics:</b> Capitalize Proper Nouns (places) <b>Write About Reading:</b> Analyze Point of View</p>	<b>Weekly:</b> How do we classify and categorize objects?	
	<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Up in the Sky</p> <p><b>Essential Question:</b> What can you see in the sky?</p>	Transition to Literature Anthology	<p><b>Title:</b> "Why the Sun and Moon Are in the Sky" <b>Genre:</b> Folktale <b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>A Bird Named Fern</i> <b>Lexile:</b> 360L <b>Genre:</b> Fantasy <b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Cause and Effect</p>	<p><b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Cause and Effect <b>Main Selection Title:</b> <i>Kitten's First Full Moon</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 550L <b>Paired Selection Title:</b> "The Moon" <b>Genre:</b> Nonfiction <b>Lexile:</b> 400L <b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Cause and Effect <b>Main Selections Genre:</b> Fantasy <b>A:</b> <i>Little Blue's Dream</i> <b>O:</b> <i>Hide and Seek</i> <b>E:</b> <i>Hide and Seek</i> <b>B:</b> <i>The Foxes Build a Home</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> <b>A:</b> "Hello, Little Dipper!" <b>O:</b> "Our Sun Is a Star!" <b>E:</b> "Our Sun Is a Star!" <b>B:</b> "Sunrise and Sunset"</p>	Literature Anthology: Connection of Ideas, Sentence Structure	<p><b>Vocabulary Words:</b> <i>leaped</i> <i>stretched</i> <b>Additional Domain Words:</b> <i>earth</i> <i>telescope</i> <i>astronaut</i> <b>Additional Academic Words:</b> <i>enthusiasm</i> <i>excitement</i> <i>bserve</i> <b>Vocabulary Strategy:</b> Shades of Meaning/ Intensity</p>	<i>another</i> <i>climb</i> <i>full</i> <i>great</i> <i>poor</i> <i>through</i>	<i>observe</i> <i>vast</i> <i>thoughtful</i> <i>certain</i> <i>remained</i>	<p><b>Phonological Awareness:</b> Rhyme, Phoneme Substitution/ Blending/Deletion/ Segmentation <b>Phonics/ Spelling Skill:</b> r-controlled vowels <i>er</i>, <i>ir</i>, <i>ur</i>, <i>or</i> <b>Structural Analysis:</b> inflectional ending -er</p>	Intonation	<p><b>Writing Trait:</b> Word Choice: Describing Adjectives <b>Writing Product:</b> Description of a Place <b>Grammar Skill:</b> Adjectives <b>Mechanics:</b> Capitalization and End Marks <b>Write About Reading:</b> Analyze Plot: Cause and effect</p>	<b>Weekly:</b> What can we see in the sky?
		<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Great Inventions</p> <p><b>Essential Question:</b> What inventions do you know about?</p>	Transition to Literature Anthology	<p><b>Title:</b> "Great Inventions" <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>The Story of a Robot Inventor</i> <b>Lexile:</b> 420L <b>Genre:</b> Nonfiction/ Biography <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Connections Within Text: Problem and Solution</p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Connections Within Text: Problem and Solution <b>Main Selection Title:</b> <i>Thomas Edison, Inventor</i> <b>Genre:</b> Nonfiction/ Biography <b>Lexile:</b> 510L <b>Paired Selection Title:</b> "Windshield Wipers" and "Scissors" <b>Genre:</b> Poetry <b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Connections Within Text: Problem and Solution <b>Main Selections Genre:</b> Biography <b>A:</b> <i>The Wright Brothers</i> <b>O:</b> <i>The Wright Brothers</i> <b>E:</b> <i>The Wright Brothers</i> <b>B:</b> <i>The Wright Brothers</i> <b>Paired Selections Genre:</b> Poetry <b>Titles:</b> <b>A:</b> "Fly Away, Butterfly" <b>O:</b> "Fly Away, Butterfly" <b>E:</b> "Fly Away, Butterfly" <b>B:</b> "Fly Away, Butterfly"</p>	Literature Anthology: Genre, Purpose, Organization	<p><b>Vocabulary Words:</b> <i>idea</i> <i>unusual</i> <b>Additional Domain Words:</b> <i>poem</i> <b>Additional Academic Words:</b> <i>alliteration</i> <i>change</i> <i>robot</i> <b>Vocabulary Strategy:</b> Prefixes</p>	<i>began</i> <i>better</i> <i>guess</i> <i>learn</i> <i>right</i> <i>sure</i>	<i>curious</i> <i>improve</i> <i>complicated</i> <i>imagine</i> <i>device</i>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Substitution/ Blending/Addition <b>Phonics/ Spelling Skill:</b> r-controlled vowels <i>or</i>, <i>ore</i>, <i>oar</i> <b>Structural Analysis:</b> abbreviations</p>	Appropriate Phrasing	<p><b>Writing Trait:</b> Word Choice: Time-Order Words <b>Writing Product:</b> Personal Narrative <b>Grammar Skill:</b> Adjectives That Compare (-er and -est) <b>Mechanics:</b> Capitalize Days, Months, and Holidays <b>Write About Reading:</b> Analyze Connections Within Text: Problem and Solution</p>



# Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Getting to Know Us What can happen over time?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Sounds All Around</p> <p><b>Essential Question:</b> What sounds can you hear? How are they made?</p>	Transition to Literature Anthology	<p><b>Title:</b> "The Squeaky Bed"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text: Now, What's That Sound?</b></p> <p><b>Lexile:</b> 240L</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Problem and Solution</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Problem and Solution</p> <p><b>Main Selection Title:</b> <i>Whistle for Willie</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Lexile:</b> 520L</p> <p><b>Paired Selection Title:</b> "Shake! Strike! Strum!"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 290L</p> <p><b>Text Feature:</b> Directions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Problem and Solution</p> <p><b>Main Selections Genre:</b> Realistic Fiction</p> <p><b>A:</b> <i>Thump, Jangle, Crash</i></p> <p><b>O:</b> <i>Down on the Farm</i></p> <p><b>E:</b> <i>Down on the Farm</i></p> <p><b>B:</b> <i>Going on a Bird Walk</i></p> <p><b>Paired Selections Genre:</b> How-to</p> <p><b>Titles:</b></p> <p><b>A:</b> "How to Make Maracas"</p> <p><b>O:</b> "How to Make a Rain Stick"</p> <p><b>E:</b> "How to Make a Rain Stick"</p> <p><b>B:</b> "How to Make a Wind Chime"</p>	Literature Anthology: Organization, Sentence Structure	<p><b>Vocabulary Words:</b> <i>suddenly</i>, <i>scrambled</i></p> <p><b>Additional Domain Words:</b> <i>pitch</i>, <i>volume</i>, <i>instrument</i></p> <p><b>Additional Academic Words:</b> <i>emphasis</i>, <i>favorite</i>, <i>realistic</i>, <i>sound effect</i></p> <p><b>Vocabulary Strategy:</b> Suffixes</p>	<i>color</i> , <i>early</i> , <i>instead</i> , <i>nothing</i> , <i>oh</i> , <i>thought</i>	<i>volume</i> , <i>senses</i> , <i>squeaky</i> , <i>nervous</i> , <i>distract</i>	<p><b>Phonemic Awareness:</b> Phoneme Substitution/ Isolation/Blending</p> <p><b>Phonics/ Spelling Skill:</b> diphthongs <i>ou</i>, <i>ow</i></p> <p><b>Structural Analysis:</b> comparative inflectional endings <i>-er</i>, <i>-est</i></p>	Expression	<p><b>Writing Trait: Sentence Fluency:</b> Use Complete Sentences</p> <p><b>Writing Product:</b> Opinion About a Story</p> <p><b>Grammar Skill:</b> Using <i>a</i>, <i>an</i>, and <i>the</i></p> <p><b>Mechanics:</b> Capitalize/ Underline Book Titles</p> <p><b>Write About Reading:</b> Analyze Plot: Problem and Solution</p>	<p><b>Weekly:</b> What can we learn about the sounds we hear, specifically the radio?</p>
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Build It!</p> <p><b>Essential Question:</b> How do things get built?</p>	Transition to Literature Anthology	<p><b>Title:</b> "The Sheep, the Pig, and the Goose Who Set Up House"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text: Time for Kids: The Joy of a Ship</b></p> <p><b>Lexile:</b> 560L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Text Features:</b> Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selection Title:</b> <i>Time for Kids: Building Bridges</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 550L</p> <p><b>Paired Selection Title:</b> "Small Joy"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 490L</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selections Genre:</b> Nonfiction</p> <p><b>A:</b> <i>What Is a Yurt?</i></p> <p><b>O:</b> <i>What Is a Yurt?</i></p> <p><b>E:</b> <i>What Is a Yurt?</i></p> <p><b>B:</b> <i>What Is a Yurt?</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b></p> <p><b>A:</b> "Treehouses"</p> <p><b>O:</b> "Treehouses"</p> <p><b>E:</b> "Treehouses"</p> <p><b>B:</b> "Treehouses"</p>	Literature Anthology: Purpose	<p><b>Vocabulary Words:</b> <i>balance</i>, <i>section</i></p> <p><b>Additional Academic Vocabulary:</b> <i>demonstrate</i>, <i>magazine</i>, <i>reorder</i></p> <p><b>Vocabulary Strategy:</b> Inflectional Endings</p>	<i>above</i> , <i>build</i> , <i>fall</i> , <i>knew</i> , <i>money</i> , <i>toward</i>	<i>structure</i> , <i>project</i> , <i>contented</i> , <i>intend</i> , <i>marvelous</i>	<p><b>Phonemic Awareness:</b> Phoneme Blending/ Segmentation/ Categorization</p> <p><b>Phonics/ Spelling Skill:</b> diphthongs <i>oi</i>, <i>oy</i></p> <p><b>Structural Analysis:</b> final stable syllables</p>	Intonation, Appropriate Phrasing	<p><b>Writing Trait:</b> Organization: Steps in Order</p> <p><b>Writing Product:</b> How-to Article</p> <p><b>Grammar Skill:</b> Prepositions/ Prepositional Phrases</p> <p><b>Mechanics:</b> Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.)</p> <p><b>Write About Reading:</b> Analyze Plot: Cause and Effect</p>	<p><b>Weekly:</b> How are things built?</p> <p><b>Unit Level:</b></p> <p><b>Research Skill:</b> Taking Notes</p> <p><b>Unit Project:</b> Self-select and develop from weekly research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b> </p>													

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



# Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can! How does teamwork help us?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research	
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> See It, Sort It</p> <p><b>Essential Question:</b> How can we classify and categorize things?</p>	Transition to Literature Anthology	<p><b>Title:</b> "The Cat's Bell"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Super Tools</i></p> <p><b>Lexile:</b> 430L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection Title:</b> <i>Click, Clack, Moo: Cows That Type</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Lexile:</b> 380L</p> <p><b>Paired Selection Title:</b> "March On!"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 510L</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selections Genre:</b> Fantasy</p> <p>A: <i>Two Hungry Elephants</i> O: <i>What a Feast!</i> E: <i>What a Feast!</i> B: <i>Beware of the Lion!</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "Dogs Helping People" O: "Helpers Bring Food" E: "Helpers Bring Food" B: "Pete Seeger"</p>	Literature Anthology: Organization, Connection of Ideas, Specific Vocabulary	<p><b>Vocabulary Words:</b> <i>demand, emergency</i></p> <p><b>Additional Domain Words:</b> <i>rights, protest, improve</i></p> <p><b>Additional Academic Vocabulary:</b> <i>collaborate, disagreement, length, reasonable</i></p> <p><b>Vocabulary Strategy:</b> Synonyms</p>	<p><i>answer, brought, busy, door, enough, eyes</i></p>	<p><i>fair, conflict, shift, risk, argument</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Identity/Segmentation/ Substitution, Rhyme, Syllable Deletion</p> <p><b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: oo, u, u_e, ew, ue, ui, ou</p> <p><b>Structural Analysis:</b> suffixes -ful and -less</p>	Expression	<p><b>Writing Trait:</b> Sentence Fluency: Varying Sentence Length</p> <p><b>Writing Product:</b> Story</p> <p><b>Grammar Skill:</b> Pronouns I, you, he, she, it, we, they</p> <p><b>Mechanics:</b> Capitalize I</p> <p><b>Write About Reading:</b> Analyze Theme</p>	<p><b>Weekly:</b> How can people work together to make things better?</p>	
	<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> My Team</p> <p><b>Essential Question:</b> Who helps you?</p>	Transition to Literature Anthology	<p><b>Title:</b> "Anansi's Sons"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>All Kinds of Helpers</i></p> <p><b>Lexile:</b> 530L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p>	<p><b>Strategy:</b> Make and Strategy: Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selection Title:</b> <i>Meet Rosina</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 420L</p> <p><b>Paired Selection Title:</b> "Abuelita's Lap"</p> <p><b>Genre:</b> Poetry</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selections Genre:</b> Nonfiction</p> <p>A: <i>Helping Me, Helping You!</i> O: <i>Helping Me, Helping You!</i> E: <i>Helping Me, Helping You!</i> B: <i>Helping Me, Helping You!</i></p> <p><b>Paired Selections Genre:</b> Poetry</p> <p><b>Titles:</b> A: "Fire!" O: "Fire!" E: "Fire!" B: "Fire!"</p>	Literature Anthology: Purpose, Organization	<p><b>Vocabulary Words:</b> <i>accept, often</i></p> <p><b>Additional Domain Words:</b> <i>poem</i></p> <p><b>Additional Academic Vocabulary:</b> <i>admire, interview, intonation</i></p> <p><b>Vocabulary Strategy:</b> Antonyms</p>	<p><i>brother, father, friend, love, mother, picture</i></p>	<p><i>inspire, respect, distance, swiftly, decision</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Reversal/Blending/ Segmentation/ Substitution</p> <p><b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: a, aw, au, augh, al</p> <p><b>Structural Analysis:</b> vowel-team syllables</p>	Intonation	<p><b>Writing Trait: Voice:</b> Use Your Own Voice</p> <p><b>Writing Product:</b> Thank-You Note</p> <p><b>Grammar Skill:</b> Possessive Pronouns</p> <p><b>Mechanics:</b> Capitalize Days, Months, and Holidays</p> <p><b>Write About Reading:</b> Analyze Author's Purpose</p>	<p><b>Weekly:</b> What are the different parts of a newspaper?</p>
		<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Weather Together</p> <p><b>Essential Question:</b> How can weather affect us?</p>	Transition to Literature Anthology	<p><b>Title:</b> "Paul Bunyan and the Popcorn Blizzard"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Wrapped in Ice</i></p> <p><b>Lexile:</b> 320L</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Plot: Cause and Effect</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selection Title:</b> <i>Rain School</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Lexile:</b> 440L</p> <p><b>Paired Selection Title:</b> "Rainy Weather"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 470L</p> <p><b>Text Feature:</b> Headings</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selections Genre:</b> Realistic Fiction</p> <p>A: <i>Snow Day</i> O: <i>Heat Wave</i> E: <i>Heat Wave</i> B: <i>Rainy Day Fun</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "A Mountain of Snow" O: "Stay Safe When It's Hot" E: "Stay Safe When It's Hot" B: "Let's Stay Dry!"</p>	Literature Anthology: Prior Knowledge	<p><b>Vocabulary Words:</b> <i>country, gathers</i></p> <p><b>Additional Domain Words:</b> <i>storm, damage, predict</i></p> <p><b>Additional Academic Vocabulary:</b> <i>affect, closing, tornado</i></p> <p><b>Vocabulary Strategy:</b> Similes</p>	<p><i>been, children, month, question, their, year</i></p>	<p><i>predict, cycle, creative, frigid, scorching</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Segmentation/ Substitution</p> <p><b>Phonics/ Spelling Skill:</b> silent letters wr, kn, gn</p> <p><b>Structural Analysis:</b> compound words</p>	Intonation	<p><b>Writing Trait: Voice:</b> Use Your Own Voice</p> <p><b>Writing Product:</b> Letter</p> <p><b>Grammar Skill:</b> Special Pronouns (anyone, everyone, anything, everything, nothing)</p> <p><b>Mechanics:</b> Commas in Dates and Letters</p> <p><b>Write About Reading:</b> Analyze Plot: Cause and Effect</p>



# Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can! How does teamwork help us?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 4</b> <b>Weekly Concept:</b> Sharing Traditions <b>Essential Question:</b> What traditions do you know about?	Transition to Literature Anthology	<b>Title:</b> "Let's Dance" <b>Genre:</b> Nonfiction <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>A Spring Birthday</i> <b>Lexile:</b> 380L <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Visualize <b>Skill:</b> Theme	<b>Strategy:</b> Visualize <b>Skill:</b> Theme <b>Main Selection Title:</b> <i>Lissy's Friends</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 460L <b>Paired Selection Title:</b> "Making Paper Shapes" <b>Genre:</b> Nonfiction <b>Lexile:</b> 510L <b>Text Feature:</b> Directions	<b>Strategy:</b> Visualize <b>Skill:</b> Theme <b>Main Selections Genre:</b> Realistic Fiction A: <i>The Quilt</i> O: <i>Latkes for Sam</i> E: <i>Latkes for Sam</i> B: <i>Patty Jumps!</i> <b>Paired Selections Genre:</b> How-to <b>Titles:</b> A: "Making a Quilt Square" O: "What Is a Taco?" E: "What Is a Taco?" B: "How to Play Four Square"	Literature Anthology: Genre, Connection of Ideas	<b>Vocabulary Words:</b> <i>difficult</i> , <i>nobody</i> <b>Additional Domain Words:</b> <i>origami</i> , <i>decorations</i> , <i>holiday</i> <b>Additional Academic Vocabulary:</b> <i>celebrate</i> , <i>greeting</i> , <i>signature</i> <b>Vocabulary Strategy:</b> Compound Words	<i>before</i> , <i>front</i> , <i>heard</i> , <i>push</i> , <i>tomorrow</i> , <i>your</i>	<i>tradition</i> , <i>effort</i> , <i>ancient</i> , <i>movement</i> , <i>drama</i>	<b>Phonemic Awareness:</b> Syllable Addition, Phoneme Segmentation/ Blending/ Substitution <b>Phonics/ Spelling Skill:</b> three-letter blends <i>scr</i> , <i>spl</i> , <i>spr</i> , <i>str</i> , <i>thr</i> , <i>shr</i> <b>Structural Analysis:</b> inflectional endings <i>-ed</i> , <i>-ing</i>	Appropriate Phrasing	<b>Writing Trait:</b> <b>Sentence Fluency:</b> Varying Sentence Types <b>Writing Product:</b> Letter <b>Grammar Skill:</b> I and Me <b>Mechanics:</b> Commas in Dates and Letters <b>Write About Reading:</b> Analyze Theme	<b>Weekly:</b> Why are traditions important?
	<b>Week 5</b> <b>Weekly Concept:</b> Celebrate America! <b>Essential Question:</b> Why do we celebrate holidays?	Transition to Literature Anthology	<b>Title:</b> "Celebrate the Flag" <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Time for Kids: Share the Harvest and Give Thanks</i> <b>Lexile:</b> 680L <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose	<b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose <b>Main Selection Title:</b> <i>Time for Kids: Happy Birthday, U.S.A.!</i> <b>Genre:</b> Nonfiction <b>Lexile:</b> 580L <b>Paired Selection Title:</b> "A Young Nation Grows" <b>Genre:</b> Nonfiction <b>Lexile:</b> 390L <b>Text Feature:</b> Map	<b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose <b>Main Selections Genre:</b> Nonfiction A: <i>It's Labor Day!</i> O: <i>It's Labor Day!</i> E: <i>It's Labor Day!</i> B: <i>It's Labor Day!</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> A: "Four Voyages" O: "Four Voyages" E: "Four Voyages" B: "Four Voyages"	Literature Anthology: Purpose, Organization	<b>Vocabulary Words:</b> <i>nation</i> , <i>unite</i> <b>Additional Academic Vocabulary:</b> <i>holiday</i> , <i>origins</i> , <i>phrasing</i> <b>Vocabulary Strategy:</b> Metaphors	<i>favorite</i> , <i>few</i> , <i>gone</i> , <i>surprise</i> , <i>wonder</i> , <i>young</i>	<i>pride</i> , <i>display</i> , <i>design</i> , <i>purpose</i> , <i>represent</i>	<b>Phonemic Awareness:</b> Phoneme Reversal/ Blending/ Deletion/ Addition, Syllable Deletion/Addition <b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowels <i>air</i> , <i>are</i> , <i>ear</i> <b>Structural Analysis:</b> <i>r</i> -controlled vowel syllables	Appropriate Phrasing	<b>Writing Trait: Ideas:</b> Main Idea and Details <b>Writing Product:</b> Report <b>Grammar Skill:</b> Adverbs That Tell How <b>Mechanics:</b> Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.) <b>Write About Reading:</b> Analyze Author's Purpose
<b>Week 6</b> <b>Review and Assessment</b>		➔											

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