

Scope and Sequence

	Read Alouds	Comprehension	Concepts of Print	
<p>Week 1</p> <p>All About Me</p> <p>Essential Question: Who Am I?</p> <p>Genre Focus: Nursery Rhyme</p>	<p>Genre Read Aloud: “1, 2, Buckle My Shoe”</p> <p>Teacher’s Edition: “Mary Had a Little Lamb”</p> <p>Genre: Nursery Rhyme</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p>	<p>Directionality</p> <p>Concept of a Sentence</p> <p>Concept of a Word</p> <p>Parts of a Book, Capitalization, End Punctuation, Word Spaces</p> <p>Parts of a Book, Periods, Pronoun /</p>	
<p>Week 2</p> <p>Let’s Pretend</p> <p>Essential Question: What can you imagine?</p> <p>Genre Focus: Fairy Tale</p>	<p>Genre Read Aloud: “Jack and the Beanstalk”</p> <p>Teacher’s Edition: “The Three Billy Goats Gruff”</p> <p>Genre: Fairy Tale</p>	<p>Strategy: Reread, Ask and Answer Questions</p> <p>Skill: Key Details</p>	<p>Directionality, Return Sweep, Capitalization</p> <p>Word Spaces, Punctuation, Pronoun /, Title Page</p> <p>Match Print to Speech, Word Length, Sentence Boundaries</p> <p>Sentences, Quotation Marks, Title Page</p> <p>Sentences, Italics, Repeated Letters</p>	
<p>Week 3</p> <p>Let’s Do Things Together</p> <p>Essential Question: What happens during my day?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Genre Read Aloud: “Work, Play, and Learn Together”</p> <p>Teacher’s Edition: “How Do We Get Around Today?”</p> <p>Genre: Informational Text: Nonfiction</p>	<p>Strategy: Visualize, Ask and Answer Questions</p> <p>Skill: Key Details</p>	<p>Capitalize /, Punctuation</p> <p>Sentence Boundaries</p> <p>Sentences, Directionality, Return Sweep</p> <p>Sound-Letter Correspondence, Directionality</p> <p>Sound-Letter Correspondence, Sentence Lengths</p>	

	Phonological/Phonemic Awareness	Phonics/Handwriting	High-Frequency Words	Writing
	<p>Phonological Awareness: Onset and Rime Syllable Segmentation Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation Phoneme Identity</p>	<p>Phonics: Identify and Blend: <i>m, s, a, p, t, n, r, i</i></p> <p>Handwriting: Writing position, pencil grip <i>m, s, a, p, t, n, r, i</i></p>	<p>Review: <i>a, can, do, go, has, he, I, like, to, you</i></p>	<p>Write About the Text: Nursery Rhyme</p>
	<p>Phonological Awareness: Onset and Rime Syllable Segmentation Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation Phoneme Blending</p>	<p>Phonics: Identify and Blend: <i>c, f, o, d, h, s, e, b, l, ll</i></p> <p>Handwriting: <i>c, f, o, d, h, e, b, l</i></p>	<p>Review: <i>this, is, my, look, little, where, here, play, the, we</i></p>	<p>Write About the Text: Fairy Tale</p>
	<p>Phonological Awareness: Rhyme</p> <p>Phonemic Awareness: Phoneme Blending Phoneme Blending Phoneme Segmentation Phoneme Segmentation</p>	<p>Phonics: Identify and Blend: <i>k, ck, u, g, w, x, v, qu, j, y, z</i></p> <p>Handwriting: <i>k, u, g, w, x, v, q, j, y, z</i></p>	<p>Review: <i>are, me, she, with, for, and, have, said, see, was</i></p>	<p>Write About the Text: Informational Text: Nonfiction</p>

Scope and Sequence

Getting to Know Us Big Idea: What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary
<p>Week 1</p> <p>At School</p> <p>Essential Question: What do you do at your school?</p> <p>Genre Focus: Realistic Fiction</p>	<p><i>This School Year Will Be the Best!</i></p> <p>Genre: Realistic Fiction</p>	<p>“School Around the World”</p> <p>Genre: Informational Text</p>	<p>“Jack Can”</p> <p>Genre: Realistic Fiction</p> <p>Lexile: BR</p>	<p>Anchor Text: <i>Nat and Sam</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: BR</p> <p>Paired Selection: “Rules at School”</p> <p>Genre: Informational Text</p> <p>Lexile: 180L</p>	<p>Main Selections:</p> <p>Genre: Realistic Fiction</p> <p>A: <i>A Fun Day</i></p> <p>Lexile: BR</p> <p>O: <i>We Like to Share</i></p> <p>Lexile: 60L</p> <p>ELL: <i>We Like to Share</i></p> <p>Lexile: 100L</p> <p>B: <i>Class Party</i></p> <p>Lexile: 360L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “We Share”</p> <p>O: “Look at Signs”</p> <p>ELL: “Look at Signs”</p> <p>B: “Our Classroom Rules”</p>	<p>Oral Vocabulary Words: <i>learn subjects common object recognize</i></p> <p>Oral Vocabulary Strategy: Context Clues: Sentence Clues</p>
<p>Week 2</p> <p>Where I Live</p> <p>Essential Question: What is it like where you live?</p> <p>Genre Focus: Fantasy</p>	<p><i>Alicia’s Happy Day</i></p> <p>Genre: Realistic Fiction</p>	<p>“City Mouse, Country Mouse”</p> <p>Genre: Fable</p>	<p>“Six Kids”</p> <p>Genre: Fantasy</p> <p>Lexile: 250L</p>	<p>Anchor Text: <i>Go, Pip!</i></p> <p>Genre: Fantasy</p> <p>Lexile: 30L</p> <p>Paired Selection: “A Surprise in the City”</p> <p>Genre: Personal Narrative</p> <p>Lexile: 50L</p>	<p>Main Selections:</p> <p>Genre: Fantasy</p> <p>A: <i>What Can We See?</i></p> <p>Lexile: BR</p> <p>O: <i>A Trip to the City</i></p> <p>Lexile: 30L</p> <p>ELL: <i>A Trip to the City</i></p> <p>Lexile: BR</p> <p>B: <i>Harvest Time</i></p> <p>Lexile: 330L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “My Home”</p> <p>O: “Where I Live”</p> <p>ELL: “Where I Live”</p> <p>B: “Where We Live”</p>	<p>Oral Vocabulary Words: <i>city country bored feast scurried</i></p> <p>Oral Vocabulary Strategy: Context Clues: Sentence Clues</p>
<p>Week 3</p> <p>Our Pets</p> <p>Essential Question: What makes a pet special?</p> <p>Genre Focus: Fantasy</p>	<p><i>Cool Dog, School Dog</i></p> <p>Genre: Fantasy</p>	<p>“Our Pets”</p> <p>Genre: Informational Text</p>	<p>“A Pig for Cliff”</p> <p>Genre: Fantasy</p> <p>Lexile: 280L</p>	<p>Anchor Text: <i>Flip</i></p> <p>Genre: Fantasy</p> <p>Lexile: 30L</p> <p>Paired Selection: “What Pets Need”</p> <p>Genre: Informational Text: Nonfiction</p> <p>Lexile: 370L</p>	<p>Main Selections:</p> <p>Genre: Fantasy</p> <p>A: <i>Mouse’s Moon Party</i></p> <p>Lexile: 120L</p> <p>O: <i>Pet Show</i></p> <p>Lexile: 200L</p> <p>ELL: <i>Pet Show</i></p> <p>Lexile: 20L</p> <p>B: <i>Polly the Circus Star</i></p> <p>Lexile: 280L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “A Mouse in the House”</p> <p>O: “Love That Llama!”</p> <p>ELL: “Love That Llama!”</p> <p>B: “Birds That Talk”</p>	<p>Oral Vocabulary Words: <i>care train groom companion popular</i></p> <p>Oral Vocabulary Strategy: Use a Dictionary</p>

Unit 1

	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High- Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Text Feature: Photographs</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Identify Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short <i>a</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and lowercase <i>Aa</i></p> <p>Structural Analysis: Inflectional Ending -s</p> <p>Decodable Readers: "Pam Can"; "Pack a Bag!"</p>	<p><i>does not school what</i></p>	<p>Accuracy Rate</p>	<p>Write About the Text: Informational Text</p> <p>Grammar: Sentences</p> <p>Mechanics: Sentence Capitalization</p>	<p>Project: Class Poll (poll)</p>
	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Text Feature: Bold Print</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Blending, Alliteration, Phoneme Categorization, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short <i>i</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>li</i></p> <p>Structural Analysis: Double Final Consonants</p> <p>Decodable Readers: "Kim and Nick Zip!"; "Jill and Jim"</p>	<p><i>down out up very</i></p>	<p>Accuracy Rate</p>	<p>Write About the Text: Informational Text</p> <p>Grammar: Word Order</p> <p>Mechanics: Sentence Punctuation (periods)</p>	<p>Project: Fun in Our Neighborhoods (interview)</p>
	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Text Feature: Labels</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Contrast Vowel Sounds, Phoneme Segmentation</p>	<p>Phonics/Spelling: Beginning Consonant Blends: <i>l</i>-blends</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Ll</i></p> <p>Structural Analysis: Plural Nouns -s</p> <p>Decodable Readers: "Cliff Has a Plan"; "A Good Black Cat"</p>	<p><i>be come good pull</i></p>	<p>Accuracy Rate</p>	<p>Write About the Text: Narrative</p> <p>Grammar: Statements</p> <p>Mechanics: Capitalization and Punctuation (periods)</p>	<p>Project: Plan for a Pet's Home (research)</p>

Scope and Sequence

Getting to Know Us	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary
<p>Week 4</p> <p>Let's Be Friends</p> <p>Essential Question: What do friends do together?</p> <p>Genre Focus: Informational Text</p>	<p><i>Friends All Around</i></p> <p>Genre: Informational Text</p>	<p>"Games Long Ago"</p> <p>Genre: Informational Text</p>	<p>"Toss! Kick! Hop!"</p> <p>Genre: Informational Text</p> <p>Lexile: 290L</p>	<p>Anchor Text: <i>Friends</i></p> <p>Genre: Informational Text</p> <p>Lexile: 60L</p> <p>Paired Selection: "There Are Days and There Are Days"</p> <p>Genre: Poetry</p> <p>Lexile: NP</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>Friends Are Fun</i></p> <p>Lexile: 130L</p> <p>O: <i>Friends Are Fun</i></p> <p>Lexile: 110L</p> <p>ELL: <i>Friends Are Fun</i></p> <p>Lexile: 100L</p> <p>B: <i>Friends Are Fun</i></p> <p>Lexile: 350L</p> <p>Paired Selections:</p> <p>Genre: Poetry</p> <p>A: "I Like to Play"</p> <p>O: "I Like to Play"</p> <p>ELL: "I Like to Play"</p> <p>B: "I Like to Play"</p>	<p>Oral Vocabulary Words: cooperate, relationship, deliver, chore, collect</p> <p>Oral Vocabulary Strategy: Word Categories</p>
<p>Week 5</p> <p>Let's Move!</p> <p>Essential Question: How does your body move?</p> <p>Genre Focus: Informational Text</p>	<p><i>Move!</i></p> <p>Genre: Informational Text</p>	<p>"The Monkey's Fiddle"</p> <p>Genre: Folktale</p>	<p>"Move and Grin!"</p> <p>Genre: Informational Text</p> <p>Lexile: 370L</p>	<p>Anchor Text: <i>Move It!</i></p> <p>Genre: Informational Text</p> <p>Lexile: 60L</p> <p>Paired Selection: "My Family Hike"</p> <p>Genre: Personal Narrative</p> <p>Lexile: 210L</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>We Can Move!</i></p> <p>Lexile: 170L</p> <p>O: <i>We Can Move!</i></p> <p>Lexile: 200L</p> <p>ELL: <i>We Can Move!</i></p> <p>Lexile: 190L</p> <p>B: <i>We Can Move!</i></p> <p>Lexile: 390L</p> <p>Paired Selections:</p> <p>Genre: Poetry</p> <p>A: "What's Under Your Skin?"</p> <p>O: "What's Under Your Skin?"</p> <p>ELL: "What's Under Your Skin?"</p> <p>B: "What's Under Your Skin?"</p>	<p>Oral Vocabulary Words: physical, exercise, agree, exhausted, difficult</p> <p>Oral Vocabulary Strategy: Context Clues: Sentence Clues</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning
Review, Extend, and Assess	<p>"World Games"</p> <p>Genre: Online Article</p>	<p>Reader's Theater: "Look at Me Now"</p>	<p>Passage 1: "Sad Fran, Glad Fran"</p> <p>Genre: Fantasy</p> <p>Passage 2: "Move at School"</p> <p>Genre: Informational Text</p>	<p>Focus on Fables</p> <p>Focus on Text Features</p> <p>Focus on Vocabulary</p> <p>Stay Safe!: Connect to Content</p> <p>"World Games": Connect to Content</p> <p>Focus on Writing</p> <p>Choose Your Own Book</p>

Unit 1

	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High- Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Literary Element: Rhyme</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Identify and Generate Rhyme, Phoneme Blending</p>	<p>Phonics/Spelling: Short o</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Oo</p> <p>Structural Analysis: Alphabetical Order (one letter)</p> <p>Decodable Readers: "Bob Is a Fun Pal"; "Dog and Fox"</p>	<p><i>fun</i> <i>make</i> <i>they</i> <i>too</i></p>	Accuracy Rate	<p>Write About the Text: Informational Text</p> <p>Genre Writing: Personal Narrative</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Questions and Exclamations</p> <p>Mechanics: Question and Exclamation Marks</p>	<p>Project: Fun with Friends Poll (poll)</p>
	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Text Feature: Bold Print</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending</p>	<p>Phonics/Spelling: Beginning Consonant Blends: r-blends and s-blends</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ss</p> <p>Structural Analysis: Possessives</p> <p>Decodable Readers: "Snap, Skip, Trot!"; "Snip and Trip Can Move"</p>	<p><i>jump</i> <i>move</i> <i>run</i> <i>too</i></p>	Accuracy Rate	<p>Write About the Text: Informational Text</p> <p>Genre Writing: Personal Narrative</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Writing Sentences</p> <p>Mechanics: Capitalization and Punctuation (periods, question marks, and exclamation marks)</p>	<p>Project: How We Move in Sports (research)</p>

Scope and Sequence

Our Community Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary
<p>Week 1</p> <p>Jobs Around Town</p> <p>Essential Question: What jobs need to be done in a community?</p> <p>Genre Focus: Realistic Fiction</p>	<p><i>Millie Waits for the Mail</i></p> <p>Genre: Fantasy</p>	<p>“Jobs Around Town”</p> <p>Genre: Informational Text</p>	<p>“Good Job, Ben!”</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 130L</p>	<p>Anchor Text: <i>The Red Hat</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: BR</p> <p>Paired Selection: “Firefighters at Work”</p> <p>Genre: Informational Text</p> <p>Lexile: 290L</p>	<p>Main Selections:</p> <p>Genre: Realistic Fiction</p> <p>A: <i>Pick Up Day</i> Lexile: 70L</p> <p>O: <i>Ben Brings the Mail</i> Lexile: 200L</p> <p>ELL: <i>Ben Brings the Mail</i> Lexile: 70L</p> <p>B: <i>At Work with Mom</i> Lexile: 330L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “The Recycling Center”</p> <p>O: “At the Post Office”</p> <p>ELL: “At the Post Office”</p> <p>B: “Tools for the School Nurse”</p>	<p>Oral Vocabulary Words: <i>occupation</i> <i>community</i> <i>equipment</i> <i>fortunately</i> <i>astonishing</i></p> <p>Oral Vocabulary Strategy: Suffixes</p>
<p>Week 2</p> <p>Buildings All Around</p> <p>Essential Question: What buildings do you know? What are they made of?</p> <p>Genre Focus: Fantasy</p>	<p><i>The 3 Little Dassies</i></p> <p>Genre: Fantasy</p>	<p>“The Three Little Pigs”</p> <p>Genre: Folktale</p>	<p>“Cubs in a Hut”</p> <p>Genre: Fantasy</p> <p>Lexile: 390L</p>	<p>Anchor Text: <i>The Pigs, the Wolf, and the Mud</i></p> <p>Genre: Fantasy</p> <p>Lexile: 320L</p> <p>Paired Selection: “Homes Around the World”</p> <p>Genre: Informational Text</p> <p>Lexile: 370L</p>	<p>Main Selections:</p> <p>Genre: Fantasy</p> <p>A: <i>What a Nest!</i> Lexile: 170L</p> <p>O: <i>Staying Afloat</i> Lexile: 150L</p> <p>ELL: <i>Staying Afloat</i> Lexile: 10L</p> <p>B: <i>City Armadillo, Country Armadillo</i> Lexile: 330L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “Stone Castles”</p> <p>O: “A Day on a Houseboat”</p> <p>ELL: “A Day on a Houseboat”</p> <p>B: “City or Country?”</p>	<p>Oral Vocabulary Words: <i>shelter</i> <i>materials</i> <i>collapsed</i> <i>furious</i> <i>refused</i></p> <p>Oral Vocabulary Strategy: Shades of Meaning/Intensity</p>
<p>Week 3</p> <p>A Community in Nature</p> <p>Essential Question: Where do animals live together?</p> <p>Genre Focus: Informational Text</p>	<p><i>Babies in the Bayou</i></p> <p>Genre: Informational Text</p>	<p>“Animals in the Desert”</p> <p>Genre: Informational Text</p>	<p>“The Best Spot”</p> <p>Genre: Informational Text</p> <p>Lexile: 160L</p>	<p>Anchor Text: <i>At a Pond</i></p> <p>Genre: Informational Text</p> <p>Lexile: 190L</p> <p>Paired Selection: “Way Down Deep”</p> <p>Genre: Poetry</p> <p>Lexile: NP</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>Meerkat Family</i> Lexile: 170L</p> <p>O: <i>Meerkat Family</i> Lexile: 210L</p> <p>ELL: <i>Meerkat Family</i> Lexile: 170L</p> <p>B: <i>Meerkat Family</i> Lexile: 370L</p> <p>Paired Selections:</p> <p>Genre: Poetry</p> <p>A: “I Live in a House!”</p> <p>O: “I Live in a House!”</p> <p>ELL: “I Live in a House!”</p> <p>B: “I Live in a House!”</p>	<p>Oral Vocabulary Words: <i>habitat</i> <i>depend</i> <i>hibernate</i> <i>tranquil</i> <i>tolerate</i></p> <p>Oral Vocabulary Strategy: Context Clues: Multiple-Meaning Words</p>

Unit 2

	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High- Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
	<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Character, Setting, Events</p> <p>Text Feature: Labels</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Isolation, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short e spelled e and ea</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ee</p> <p>Structural Analysis: Inflectional Ending -ed</p> <p>Decodable Readers: "Ted Gets a Job"; "I Sell Crabs"</p>	<p><i>again</i> <i>help</i> <i>new</i> <i>there</i> <i>use</i></p>	Accuracy Rate	<p>Write About the Text: Opinion</p> <p>Grammar: Nouns</p> <p>Mechanics: Commas in a Series</p>	<p>Project: Jobs in the Community (interview)</p>
	<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Character, Setting, Events</p> <p>Text Feature: Captions</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Identify and Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short u</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Uu</p> <p>Structural Analysis: Contractions with 's</p> <p>Decodable Readers: "Can Bud Stop Bug?"; "It's Up to Us"</p>	<p><i>could</i> <i>live</i> <i>one</i> <i>then</i> <i>three</i></p>	Accuracy Rate	<p>Write About the Text: Informational Text</p> <p>Grammar: Singular and Plural Nouns</p> <p>Mechanics: Apostrophes with Contractions</p>	<p>Project: Research a Building (research)</p>
	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Literary Elements: Repetition and Alliteration</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Phoneme Categorization, Phoneme Segmentation</p>	<p>Phonics/Spelling: Ending Consonant Blends <i>nd, nk, nt, st, sk, mp</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Tt</p> <p>Structural Analysis: Inflectional Ending -ing</p> <p>Decodable Readers: "In a Land of Grass"; "Stomp and Romp"</p>	<p><i>eat</i> <i>no</i> <i>of</i> <i>under</i> <i>who</i></p>	Accuracy Rate	<p>Write About the Text: Informational Text</p> <p>Grammar: Possessive Nouns</p> <p>Mechanics: Apostrophe with Possessive Nouns</p>	<p>Project: Where Animals Live (research)</p>

Scope and Sequence

Our Community	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary
<p>Week 4</p> <p>Let's Help</p> <p>Essential Question: How do people help out in the community?</p> <p>Genre Focus: Fantasy</p>	<p><i>The Story of Martin Luther King Jr.</i></p> <p>Genre: Biography</p>	<p>"Luis's Library"</p> <p>Genre: Informational Text</p>	<p>"Thump Thump Helps Out"</p> <p>Genre: Fantasy</p> <p>Lexile: 510L</p>	<p>Anchor Text: <i>Nell's Books</i></p> <p>Genre: Fantasy</p> <p>Lexile: 200L</p> <p>Paired Selection: "Kids Can Help!"</p> <p>Genre: Informational Text</p> <p>Lexile: 350L</p>	<p>Main Selections:</p> <p>Genre: Fantasy</p> <p>A: <i>The Sick Tree</i></p> <p>Lexile: 40L</p> <p>O: <i>Squirrels Help</i></p> <p>Lexile: 200L</p> <p>ELL: <i>Squirrels Help</i></p> <p>Lexile: 190L</p> <p>B: <i>Wow, Kitty!</i></p> <p>Lexile: 390L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: "Beach Clean-Up"</p> <p>O: "Food Drive"</p> <p>ELL: "Food Drive"</p> <p>B: "Sharing Skills"</p>	<p>Oral Vocabulary Words: leadership, admire, enjoy, rely, connections</p> <p>Oral Vocabulary Strategy: Inflectional Endings</p>
<p>Week 5</p> <p>Follow the Map</p> <p>Essential Question: How can you find your way around?</p> <p>Genre Focus: Informational Text</p>	<p><i>Me on the Map</i></p> <p>Genre: Realistic Fiction</p>	<p>"Map It!"</p> <p>Genre: Informational Text</p>	<p>"Which Way on the Map?"</p> <p>Genre: Informational Text</p> <p>Lexile: 160L</p>	<p>Anchor Text: <i>Fun with Maps</i></p> <p>Genre: Informational Text</p> <p>Lexile: NP</p> <p>Paired Selection: "North, East, South, or West?"</p> <p>Genre: Informational Text</p> <p>Lexile: 360L</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>How Maps Help</i></p> <p>Lexile: 130L</p> <p>O: <i>How Maps Help</i></p> <p>Lexile: 230L</p> <p>ELL: <i>How Maps Help</i></p> <p>Lexile: 60L</p> <p>B: <i>How Maps Help</i></p> <p>Lexile: 420L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: "On the Map"</p> <p>O: "On the Map"</p> <p>ELL: "On the Map"</p> <p>B: "On the Map"</p>	<p>Oral Vocabulary Words: locate, route, height, model, separate</p> <p>Oral Vocabulary Strategy: Prefixes</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning
Review, Extend, and Assess	<p>"Help Your Community!"</p> <p>Genre: Online Article</p>	<p>Reader's Theater: "I Speak, I Say, I Talk"</p>	<p>Passage 1: "Where Is Rex?"</p> <p>Genre: Realistic Fiction</p> <p>Passage 2: "Jobs, Jobs, Jobs"</p> <p>Genre: Informational Text</p>	<p>Focus on Poetry</p> <p>Focus on Main Events</p> <p>Focus on Vocabulary</p> <p>Animal Communities: Connect to Content</p> <p>"Help Your Community!": Connect to Content</p> <p>Focus on Writing</p> <p>Choose Your Own Book</p>

Unit 2

	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High- Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
	<p>Strategy: Reread</p> <p>Skill: Character, Setting, Events</p> <p>Text Feature: List</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Consonant Digraphs <i>sh, th, -ng</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Ff</i></p> <p>Structural Analysis: Closed Syllables</p> <p>Decodable Readers: "Dash Has a Wish"; "Help in a Flash"; "The Helping Gang"; "Send a Big Thanks!"</p>	<p><i>all</i> <i>call</i> <i>day</i> <i>her</i> <i>want</i></p>	Accuracy Rate	<p>Write About the Text: Narrative</p> <p>Genre Writing: Fantasy</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Common and Proper Nouns</p> <p>Mechanics: Capitalize Proper Nouns</p>	<p>Project: Classroom Helpers (interview)</p>
	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Text Feature: Maps</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Addition, Phoneme Blending</p>	<p>Phonics/Spelling: Consonant Digraphs: <i>ch, wh, ph</i>; Trigraph: <i>-tch</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Cc</i></p> <p>Structural Analysis: Inflectional Ending <i>-es</i></p> <p>Decodable Readers: "A Map Match"; "A Fun Chest"; "Phil and Steph Get Lost"; "Maps and Graphs"</p>	<p><i>around</i> <i>by</i> <i>many</i> <i>place</i> <i>walk</i></p>	Accuracy Rate	<p>Write About the Text: Informational Text</p> <p>Genre Writing: Fantasy</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Irregular Plural Nouns</p> <p>Mechanics: Capital Letters and Periods</p>	<p>Project: Let's Make a Map! (project)</p>

Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary
<p>Week 1</p> <p>What Time Is It?</p> <p>Essential Question: How do we measure time?</p> <p>Genre Focus: Fantasy</p>	<p><i>A Second Is a Hiccup</i></p> <p>Genre: Poetry</p>	<p>“Measuring Time”</p> <p>Genre: Informational Text</p>	<p>“Nate the Snake Is Late”</p> <p>Genre: Fantasy</p> <p>Lexile: 460L</p>	<p>Anchor Text: <i>On My Way to School</i></p> <p>Genre: Fantasy</p> <p>Lexile: 330L</p> <p>Paired Selection: “It’s About Time!”</p> <p>Genre: Informational Text</p> <p>Lexile: 270L</p>	<p>Main Selections:</p> <p>Genre: Fantasy</p> <p>A: <i>Busy’s Watch</i></p> <p>Lexile: 40L</p> <p>O: <i>Kate Saves the Date!</i></p> <p>Lexile: 220L</p> <p>ELL: <i>Kate Saves the Date!</i></p> <p>Lexile: 330L</p> <p>B: <i>Uncle George Is Coming!</i></p> <p>Lexile: 320L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “Make a Clock”</p> <p>O: “Use a Calendar”</p> <p>ELL: “Use a Calendar”</p> <p>B: “So Many Clocks!”</p>	<p>Oral Vocabulary Words: <i>schedule immediately weekend calendar occasion</i></p> <p>Oral Vocabulary Strategy: Antonyms</p>
<p>Week 2</p> <p>Watch It Grow!</p> <p>Essential Question: How do plants change as they grow?</p> <p>Genre Focus: Drama</p>	<p><i>Mystery Vine</i></p> <p>Genre: Realistic Fiction</p>	<p>“The Great Big Gigantic Turnip”</p> <p>Genre: Folktale</p>	<p>“Time to Plant!”</p> <p>Genre: Drama</p> <p>Lexile: NP</p>	<p>Anchor Text: <i>The Big Yuca Plant</i></p> <p>Genre: Drama</p> <p>Lexile: NP</p> <p>Paired Selection: “How Plants Grow”</p> <p>Genre: Informational Text</p> <p>Lexile: 400L</p>	<p>Main Selections:</p> <p>Genre: Drama</p> <p>A: <i>Corn Fun</i></p> <p>Lexile: NP</p> <p>O: <i>Yum, Strawberries!</i></p> <p>Lexile: NP</p> <p>ELL: <i>Yum, Strawberries!</i></p> <p>Lexile: NP</p> <p>B: <i>A Tree’s Life</i></p> <p>Lexile: NP</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “Ear of Corn”</p> <p>O: “Strawberry Plant”</p> <p>ELL: “Strawberry Plant”</p> <p>B: “Inside Trees”</p>	<p>Oral Vocabulary Words: <i>assist bloom grasped spied sprout</i></p> <p>Oral Vocabulary Strategy: Context Clues: Sentence Clues</p>
<p>Week 3</p> <p>Tales Over Time</p> <p>Essential Question: What is a folktale?</p> <p>Genre Focus: Folktale</p>	<p><i>Interrupting Chicken</i></p> <p>Genre: Fantasy</p>	<p>“The Foolish, Timid Rabbit”</p> <p>Genre: Folktale</p>	<p>“The Nice Mitten”</p> <p>Genre: Folktale</p> <p>Lexile: 460L</p>	<p>Anchor Text: <i>The Gingerbread Man</i></p> <p>Genre: Folktale</p> <p>Lexile: 320L</p> <p>Paired Selection: “Mother Goose Rhymes”</p> <p>Genre: Poetry</p> <p>Lexile: NP</p>	<p>Main Selections:</p> <p>Genre: Folktales</p> <p>A: <i>How Coquí Got Her Voice (Puerto Rico)</i></p> <p>Lexile: 300L</p> <p>O: <i>The Magic Paintbrush</i></p> <p>Lexile: 230L</p> <p>ELL: <i>The Magic Paintbrush</i></p> <p>Lexile: 240L</p> <p>B: <i>Rabbit Tricks Crocodile</i></p> <p>Lexile: 420L</p> <p>Paired Selections:</p> <p>Genre: Poetry/Song</p> <p>A: “El Coquí/The Coquí”</p> <p>O: “Make New Friends”</p> <p>ELL: “Wanted: A Friend”</p> <p>B: “Fish School”</p>	<p>Oral Vocabulary Words: <i>eventually foolish hero take timid</i></p> <p>Oral Vocabulary Strategy: Compound Words</p>

Unit 3

Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Character, Setting, Plot</p> <p>Text Feature: Bold Print</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Long <i>a</i> spelled <i>a_e</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Dd</i></p> <p>Structural Analysis: Contractions with <i>not</i></p> <p>Decodable Readers: "Dave Was Late"; "Is It Late?"</p>	<p><i>away</i> <i>now</i> <i>some</i> <i>today</i> <i>way</i> <i>why</i></p>	<p>Accuracy Rate</p>	<p>Write About the Text: Narrative</p> <p>Grammar: Verbs</p> <p>Mechanics: Commas in a Series</p>	<p>Project: Tell Me About Your Day (interview)</p>
<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Character, Setting, Plot: Sequence</p> <p>Text Feature: Diagram</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Alliteration, Phoneme Deletion, Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Long <i>i</i> spelled <i>i_e</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Vv</i></p> <p>Structural Analysis: Plurals (with CVCe words)</p> <p>Decodable Readers: "A Fine Plant"; "Plants Take Time to Grow"</p>	<p><i>green</i> <i>grow</i> <i>pretty</i> <i>should</i> <i>together</i> <i>water</i></p>	<p>Accuracy Rate</p>	<p>Write About the Text: Narrative</p> <p>Grammar: Present-Tense Verbs</p> <p>Mechanics: Capitalize and Underline Titles of Plays</p>	<p>Project: From Seed to Plant (research)</p>
<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Character, Setting, Plot: Cause and Effect</p> <p>Text Feature: Diagram</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Identify and Generate Rhyme, Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Soft <i>c</i>; Soft <i>g</i>, <i>dge</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Yy</i></p> <p>Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i></p> <p>Decodable Readers: "The King and Five Mice"; "Tales from a Past Age"</p>	<p><i>any</i> <i>from</i> <i>happy</i> <i>once</i> <i>so</i> <i>upon</i></p>	<p>Accuracy Rate</p>	<p>Write About the Text: Narrative</p> <p>Grammar: Past- and Future-Tense Verbs</p> <p>Mechanics: Commas in a Series</p>	<p>Project: All About a Folktale (literary response)</p>

Scope and Sequence

Changes Over Time	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary
<p>Week 4</p> <p>Now and Then</p> <p>Essential Question: How is life different than it was long ago?</p> <p>Genre Focus: Informational Text</p>	<p><i>The Last Train</i></p> <p>Genre: Informational Text</p>	<p>“Let’s Look at Video Games!”</p> <p>Genre: Informational Text</p>	<p>“Life at Home”</p> <p>Genre: Informational Text</p> <p>Lexile: 490L</p>	<p>Anchor Text: <i>Long Ago and Now</i></p> <p>Genre: Informational Text</p> <p>Lexile: 480L</p> <p>Paired Selection: “From Horse to Plane”</p> <p>Genre: Informational Text</p> <p>Lexile: 370L</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>Schools Then and Now</i></p> <p>Lexile: 170L</p> <p>O: <i>Schools Then and Now</i></p> <p>Lexile: 220L</p> <p>ELL: <i>Schools Then and Now</i></p> <p>Lexile: 270L</p> <p>B: <i>Schools Then and Now</i></p> <p>Lexile: 380L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “School Days”</p> <p>O: “School Days”</p> <p>ELL: “School Days”</p> <p>B: “School Days”</p>	<p>Oral Vocabulary Words: <i>century past present future entertainment</i></p> <p>Oral Vocabulary Strategy: Root Words</p>
<p>Week 5</p> <p>From Farm to Table</p> <p>Essential Question: How do we get our food?</p> <p>Genre Focus: Informational Text</p>	<p><i>Where Does Food Come From?</i></p> <p>Genre: Informational Text</p>	<p>“The Little Red Hen”</p> <p>Genre: Folktale</p>	<p>“A Look at Breakfast”</p> <p>Genre: Informational Text</p> <p>Lexile: 340L</p>	<p>Anchor Text: <i>From Cows to You</i></p> <p>Genre: Informational Text</p> <p>Lexile: 500L</p> <p>Paired Selection: “A Food Chart”</p> <p>Genre: Informational Text</p> <p>Lexile: 420L</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>Apples from Farm to Table</i></p> <p>Lexile: 330L</p> <p>O: <i>Apples from Farm to Table</i></p> <p>Lexile: 550L</p> <p>ELL: <i>Apples from Farm to Table</i></p> <p>Lexile: 430L</p> <p>B: <i>Apples from Farm to Table</i></p> <p>Lexile: 580L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “A Dairy Treat”</p> <p>O: “A Dairy Treat”</p> <p>ELL: “A Dairy Treat”</p> <p>B: “A Dairy Treat”</p>	<p>Oral Vocabulary Words: <i>delicious nutritious responsibility enormous delighted</i></p> <p>Oral Vocabulary Strategy: Synonyms</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning
Review, Extend, and Assess	<p>“Seasons Bring Change”</p> <p>Genre: Online Article</p>	<p>Reader’s Theater: “Shadow Dance”</p>	<p>Passage 1: “Mom’s Maze”</p> <p>Genre: Drama</p> <p>Passage 2: “From Pup to Dog”</p> <p>Genre: Informational Text</p>	<p>Focus on Drama</p> <p>Focus on Main Events</p> <p>Focus on Vocabulary</p> <p>Make a Calendar: Connect to Content</p> <p>“Seasons Bring Change”: Connect to Content</p> <p>Focus on Writing</p> <p>Choose Your Own Book</p>

Unit 3

Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Strategy: Reread</p> <p>Skill: Connections Within Text: Compare and Contrast</p> <p>Text Feature: Captions</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Isolation, Phoneme Blending</p>	<p>Phonics/Spelling: Long o spelled o_e; Long u spelled u_e; Long e spelled e_e</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Ww</i></p> <p>Structural Analysis: CVCe Syllables</p> <p>Decodable Readers: "Those Old Classes"; "That Old Globe"</p>	<p><i>ago</i> <i>boy</i> <i>girl</i> <i>how</i> <i>old</i> <i>people</i></p>	<p>Accuracy Rate</p>	<p>Write About the Text: Opinion</p> <p>Genre Writing: Informational Text</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: <i>Is</i> and <i>Are</i></p> <p>Mechanics: Commas in Dates</p>	<p>Project: Schools Long Ago (interview)</p>
<p>Strategy: Reread</p> <p>Skill: Connections Within Text: Sequence</p> <p>Text Feature: Chart</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Deletion</p>	<p>Phonics/Spelling: Variant Vowel Spellings with Digraphs <i>oo, u</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Bb</i></p> <p>Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i> (double final consonant)</p> <p>Decodable Readers: "A Good Cook"; "That Looks Good"</p>	<p><i>after</i> <i>buy</i> <i>done</i> <i>every</i> <i>soon</i> <i>work</i></p>	<p>Accuracy Rate</p>	<p>Write About the Text: Opinion</p> <p>Genre Writing: Informational Text</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Contractions with <i>not</i></p> <p>Mechanics: Apostrophes in Contractions</p>	<p>Project: Research a Food Item (research)</p>

Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary
<p>Week 1</p> <p>Animal Features</p> <p>Essential Question: How do animals' bodies help them?</p> <p>Genre Focus: Folktale</p>	<p>"The Elephant's Child" Genre: Fantasy</p>	<p>"Snail and Frog Race" Genre: Folktale Lexile: 270L</p>	<p>Anchor Text: <i>Little Rabbit</i> Genre: Folktale Lexile: 180L Paired Selection: "Animals Can Go Fast!" Genre: Informational Text Lexile: 300L</p>	<p>Main Selections: Genre: Folktale A: <i>The King of the Animals</i> Lexile: 350L O: <i>Snail's Clever Idea</i> Lexile: 450L ELL: <i>Snail's Clever Idea</i> Lexile: 400L B: <i>Plop!</i> Lexile: 550L Paired Selections: Genre: Informational Text A: "Lions and Elephants" O: "Snails: Small, Slow, and Slimy" ELL: "Snails: Small, Slow, and Slimy" B: "Animal Traits"</p>	<p>Oral Vocabulary Words: <i>feature</i> <i>appearance</i> <i>determined</i> <i>predicament</i> <i>relief</i></p> <p>Vocabulary Words: <i>special</i> <i>splendid</i></p> <p>Strategy: Use a Dictionary</p>
<p>Week 2</p> <p>Animals Together</p> <p>Essential Question: How do animals help each other?</p> <p>Genre Focus: Informational Text</p>	<p>"Animals Working Together" Genre: Informational Text</p>	<p>"A Team of Fish" Genre: Informational Text Lexile: 340L</p>	<p>Anchor Text: <i>Animal Teams</i> Genre: Informational Text Lexile: 480L Paired Selection: "Busy as a Bee" Genre: Informational Text Lexile: 500L</p>	<p>Main Selections: Genre: Informational Text A: <i>Penguins All Around</i> Lexile: 340L O: <i>Penguins All Around</i> Lexile: 450L ELL: <i>Penguins All Around</i> Lexile: 340L B: <i>Penguins All Around</i> Lexile: 610L Paired Selections: Genre: Informational Text A: "Animals Work Together!" O: "Animals Work Together!" ELL: "Animals Work Together!" B: "Animals Work Together!"</p>	<p>Oral Vocabulary Words: <i>behavior</i> <i>beneficial</i> <i>dominant</i> <i>instinct</i> <i>endangered</i></p> <p>Vocabulary Words: <i>partner</i> <i>danger</i></p> <p>Strategy: Context Clues: Sentence Clues</p>
<p>Week 3</p> <p>In the Wild</p> <p>Essential Question: How do animals survive in nature?</p> <p>Genre Focus: Informational Text</p>	<p>"Animals in Winter" Genre: Informational Text</p>	<p>"Go Wild!" Genre: Informational Text Lexile: 530L</p>	<p>Anchor Text: <i>Vulture View</i> Genre: Informational Text Lexile: 70L Paired Selection: "When It's Snowing" Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Informational Text A: <i>Go, Gator!</i> Lexile: 320L O: <i>Go, Gator!</i> Lexile: 510L ELL: <i>Go, Gator!</i> Lexile: 270L B: <i>Go, Gator!</i> Lexile: 590L Paired Selections: Genre: Poetry A: "Ducklings" O: "Ducklings" ELL: "Ducklings" B: "Ducklings"</p>	<p>Oral Vocabulary Words: <i>communicate</i> <i>provide</i> <i>superior</i> <i>survive</i> <i>wilderness</i></p> <p>Vocabulary Words: <i>search</i> <i>seek</i></p> <p>Strategy: Word Categories</p>

Unit 4

	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High- Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Character, Setting, Plot: Sequence</p> <p>Text Feature: Chart</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Identify and Generate Rhyme, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Long <i>a</i> spelled <i>a, ai, ay</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Nn</i></p> <p>Structural Analysis: Alphabetical Order (two letters)</p> <p>Decodable Readers: "April the Agent"; "A Basic Dog"; "Snail Mail"; "Tails"</p>	<p><i>about</i> <i>animal</i> <i>carry</i> <i>eight</i> <i>give</i> <i>our</i></p>	Accuracy	<p>Write About the Text: Narrative</p> <p>Grammar: <i>Was</i> and <i>Were</i></p> <p>Mechanics: Apostrophe with Contractions</p>	<p>Project: Animal Bodies (research)</p>
	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Main Idea and Key Details</p> <p>Text Feature: Captions</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Identify and Generate Rhyme, Phoneme Blending</p>	<p>Phonics/Spelling: Long <i>e</i> spelled <i>e, ee, ea, ie</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Gg</i></p> <p>Structural Analysis: Prefixes <i>re-, un-, pre-</i></p> <p>Decodable Readers: "The Green Eel"; "Clean Up the Team"</p>	<p><i>because</i> <i>blue</i> <i>into</i> <i>or</i> <i>other</i> <i>small</i></p>	Phrasing	<p>Write About the Text: Opinion</p> <p>Grammar: <i>Has</i> and <i>Have</i></p> <p>Mechanics: Capitalization and End Punctuation</p>	<p>Project: Animal Teams (research)</p>
	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Main Idea and Key Details</p> <p>Literary Element: Rhythm</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Blending, Contrast Vowel Sounds, Phoneme Substitution</p>	<p>Phonics/Spelling: Long <i>o</i>: <i>o, oo, ow, oe</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Pp</i></p> <p>Structural Analysis: Open Syllables</p> <p>Decodable Readers: "Toads"; "Joan and Elmo Swim"; "A Doe and a Buck"; "Joe Goes Slow"</p>	<p><i>find</i> <i>food</i> <i>more</i> <i>over</i> <i>start</i> <i>warm</i></p>	Rate	<p>Write About the Text: Informational Text</p> <p>Genre Writing: Poetry</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: <i>Go</i> and <i>Do</i></p> <p>Mechanics: Capitalize Proper Nouns</p>	<p>Project: Animal Life Cycle (research)</p>

Scope and Sequence

Animals Everywhere	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary
<p>Week 4</p> <p>Insects!</p> <p>Essential Question: What insects do you know about? How are they alike and different?</p> <p>Genre Focus: Fantasy</p>	<p>"Insect Hide and Seek"</p> <p>Genre: Informational Text</p>	<p>"Creep Low, Fly High"</p> <p>Genre: Fantasy</p> <p>Lexile: 290L</p>	<p>Anchor Text: <i>Hi! Fly Guy</i></p> <p>Genre: Fantasy</p> <p>Lexile: 200L</p> <p>Paired Selection: "Meet the Insects"</p> <p>Genre: Informational Text</p> <p>Lexile: 400L</p>	<p>Main Selections:</p> <p>Genre: Fantasy</p> <p>A: <i>Where Is My Home?</i></p> <p>Lexile: 170L</p> <p>O: <i>The Hat</i></p> <p>Lexile: 290L</p> <p>ELL: <i>The Hat</i></p> <p>Lexile: 230L</p> <p>B: <i>Come One, Come All</i></p> <p>Lexile: 330L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: "Wings"</p> <p>O: "Let's Look at Insects!"</p> <p>ELL: "Let's Look at Insects!"</p> <p>B: "Compare Insects"</p>	<p>Oral Vocabulary Words: <i>different</i> <i>flutter</i> <i>imitate</i> <i>resemble</i> <i>protect</i></p> <p>Vocabulary Words: <i>beautiful</i> <i>fancy</i></p> <p>Strategy: Context Clues: Sentence Clues</p>
<p>Week 5</p> <p>Working with Animals</p> <p>Essential Question: How do people work with animals?</p> <p>Genre Focus: Informational Text</p>	<p>"Ming's Teacher"</p> <p>Genre: Folktale</p>	<p>Time for Kids: "From Puppy to Guide Dog"</p> <p>Genre: Informational Text</p> <p>Lexile: 680L</p>	<p>Anchor Text: <i>Koko and Penny</i></p> <p>Time for Kids: <i>Koko and Penny</i></p> <p>Genre: Informational Text</p> <p>Lexile: 370L</p> <p>Paired Selection: "Save Our Bees!"</p> <p>Genre: Persuasive Text</p> <p>Lexile: 310L</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>Teach a Dog!</i></p> <p>Lexile: 270L</p> <p>O: <i>Teach a Dog!</i></p> <p>Lexile: 330L</p> <p>ELL: <i>Teach a Dog!</i></p> <p>Lexile: 220L</p> <p>B: <i>Teach a Dog!</i></p> <p>Lexile: 440L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: "Working with Dolphins"</p> <p>O: "Working with Dolphins"</p> <p>ELL: "Working with Dolphins"</p> <p>B: "Working with Dolphins"</p>	<p>Oral Vocabulary Words: <i>advice</i> <i>career</i> <i>remarkable</i> <i>soothe</i> <i>trust</i></p> <p>Vocabulary Words: <i>clever</i> <i>signal</i></p> <p>Strategy: Root Words</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning
Review, Extend, and Assess	<p>"Teeth at Work"</p> <p>Genre: Online Article</p>	<p>Reader's Theater: "Fooba Wooba John"</p>	<p>Passage 1: "The Little Red Hen"</p> <p>Genre: Folktale</p> <p>Passage 2: "Seals"</p> <p>Genre: Informational Text</p>	<p>Focus on Folktales</p> <p>Focus on Main Idea</p> <p>Focus on Vocabulary</p> <p>Animal Report: Connect to Content</p> <p>"Teeth at Work": Connect to Content</p> <p>Focus on Writing</p> <p>Choose Your Own Book</p>

Unit 4

	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High- Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
	<p>Strategy: Visualize</p> <p>Skill: Point of View</p> <p>Text Feature: Headings</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Identity, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Long <i>i</i> spelled <i>i, igh, y, ie</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Zz</i></p> <p>Structural Analysis: Inflectional Endings (change <i>y</i> to <i>i</i>)</p> <p>Decodable Readers: "Jay Takes Flight"; "Be Kind to Bugs"; "Why Hope Flies"; "Glowing Bugs Fly By"</p>	<p><i>caught</i> <i>flew</i> <i>know</i> <i>laugh</i> <i>listen</i> <i>were</i></p>	<p>Appropriate Phrasing</p>	<p>Write About the Text: Informational Text</p> <p>Genre Writing: Poetry</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: See and Saw</p> <p>Mechanics: Underline Titles of Books</p>	<p>Project: Two Bugs (research)</p>
	<p>Strategy: Visualize</p> <p>Skill: Connections Within Text: Sequence</p> <p>Text Feature: Captions</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Deletion, Phoneme Blending, Phoneme Addition</p>	<p>Phonics/Spelling: Long <i>e</i> spelled <i>y, ey</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Mm</i></p> <p>Structural Analysis: Compound Words</p> <p>Decodable Readers: "Race Pony!"; "Study with Animals"</p>	<p><i>found</i> <i>hard</i> <i>near</i> <i>woman</i> <i>would</i> <i>write</i></p>	<p>Intonation</p>	<p>Write About the Text: Informational Text</p> <p>Grammar: Adverbs That Tell When</p> <p>Mechanics: Commas in a Series</p>	<p>Project: Caring for Animals (research)</p>

Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary
<p>Week 1</p> <p>See It, Sort It</p> <p>Essential Question: How can we classify and categorize things?</p> <p>Genre Focus: Fantasy</p>	<p>"Goldilocks"</p> <p>Genre: Folktale</p>	<p>"A Barn Full of Hats"</p> <p>Genre: Fantasy</p> <p>Lexile: 320L</p>	<p>Anchor Text: <i>A Lost Button</i> (from <i>Frog and Toad Are Friends</i>)</p> <p>Genre: Fantasy</p> <p>Lexile: 340L</p> <p>Paired Selection: "Sort It Out"</p> <p>Genre: Informational Text</p> <p>Lexile: 210L</p>	<p>Main Selections:</p> <p>Genre: Fantasy</p> <p>A: <i>Nuts for Winter</i></p> <p>Lexile: 170L</p> <p>O: <i>Dog Bones</i></p> <p>Lexile: 360L</p> <p>ELL: <i>Dog Bones</i></p> <p>Lexile: 260L</p> <p>B: <i>Spark's Toys</i></p> <p>Lexile: 390L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: "Sort by Color!"</p> <p>O: "Sorting Balls"</p> <p>ELL: "Sorting Balls"</p> <p>B: "Sorting Fruit"</p>	<p>Oral Vocabulary Words: distinguish, classify, organize, entire, started</p> <p>Vocabulary Words: trouble, whole</p> <p>Strategy: Context Clues, Multiple Meanings</p>
<p>Week 2</p> <p>Up in the Sky</p> <p>Essential Question: What can you see in the sky?</p> <p>Genre Focus: Fantasy</p>	<p>"Why the Sun and Moon Are in the Sky"</p> <p>Genre: Folktale</p>	<p>"A Bird Named Fern"</p> <p>Genre: Fantasy</p> <p>Lexile: 360L</p>	<p>Anchor Text: <i>Kitten's First Full Moon</i></p> <p>Genre: Fantasy</p> <p>Lexile: 550L</p> <p>Paired Selection: "The Moon"</p> <p>Genre: Informational Text</p> <p>Lexile: 440L</p>	<p>Main Selections:</p> <p>Genre: Fantasy</p> <p>A: <i>Little Blue's Dream</i></p> <p>Lexile: 280L</p> <p>O: <i>Hide and Seek</i></p> <p>Lexile: 310L</p> <p>ELL: <i>Hide and Seek</i></p> <p>Lexile: 310L</p> <p>B: <i>The Foxes Build a Home</i></p> <p>Lexile: 420L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: "Hello, Little Dipper!"</p> <p>O: "Our Sun Is a Star!"</p> <p>ELL: "Our Sun Is a Star!"</p> <p>B: "Sunrise and Sunset"</p>	<p>Oral Vocabulary Words: certain, observe, remained, thoughtful, vast</p> <p>Vocabulary Words: leaped, stretched</p> <p>Strategy: Shades of Meaning/Intensity</p>
<p>Week 3</p> <p>Great Inventions</p> <p>Essential Question: What inventions do you know about?</p> <p>Genre Focus: Biography</p>	<p>"Great Inventions"</p> <p>Genre: Informational Text</p>	<p>"The Story of a Robot Inventor"</p> <p>Genre: Biography</p> <p>Lexile: 420L</p>	<p>Anchor Text: <i>Thomas Edison, Inventor</i></p> <p>Genre: Biography</p> <p>Lexile: 510L</p> <p>Paired Selection: "Windshield Wipers" and "Scissors"</p> <p>Genre: Poetry</p> <p>Lexile: NP</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>The Wright Brothers</i></p> <p>Lexile: 410L</p> <p>O: <i>The Wright Brothers</i></p> <p>Lexile: 500L</p> <p>ELL: <i>The Wright Brothers</i></p> <p>Lexile: 430L</p> <p>B: <i>The Wright Brothers</i></p> <p>Lexile: 660L</p> <p>Paired Selections:</p> <p>Genre: Poetry</p> <p>A: "Fly Away, Butterfly"</p> <p>O: "Fly Away, Butterfly"</p> <p>ELL: "Fly Away, Butterfly"</p> <p>B: "Fly Away, Butterfly"</p>	<p>Oral Vocabulary Words: complicated, curious, device, imagine, improve</p> <p>Vocabulary Words: idea, unusual</p> <p>Strategy: Prefixes</p>

Unit 5

Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Point of View</p> <p>Text Features: Photographs and Illustrations</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Contrast Vowel Sounds, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowel <i>ar</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Hh</i></p> <p>Structural Analysis: Plurals (irregular)</p> <p>Decodable Readers: "Charm Scarves"; "Car Parts"</p>	<p><i>four</i> <i>large</i> <i>none</i> <i>only</i> <i>put</i> <i>round</i></p>	Accuracy	<p>Write About the Text: Opinion</p> <p>Grammar: Words That Join</p> <p>Mechanics: Capitalize Proper Nouns (places)</p>	<p>Project: My Collection (classify)</p>
<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Plot/Cause and Effect</p> <p>Text Feature: Captions</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Identify and Generate Rhyme, Phoneme Substitution, Phoneme Blending, Phoneme Deletion</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowels <i>or, ir, ur, er</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Kk</i></p> <p>Structural Analysis: Inflectional Ending <i>-er</i></p> <p>Decodable Readers: "Sir Worm and Bird Girl"; "Bird in the Sky"; "Ginger and the Stars"; "Bats Under the Dark Sky"</p>	<p><i>another</i> <i>climb</i> <i>full</i> <i>great</i> <i>poor</i> <i>through</i></p>	Intonation	<p>Write About the Text: Informational Text</p> <p>Grammar: Adjectives</p> <p>Mechanics: Capitalization and End Marks</p>	<p>Project: The Moon and Its Phases (research)</p>
<p>Strategy: Ask and Answer Questions</p> <p>Skill: Connections Within Text: Problem and Solution</p> <p>Literary Element: Alliteration</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Substitution, Phoneme Blending, Phoneme Addition</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowels <i>or, ore, oar</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Rr</i></p> <p>Structural Analysis: Abbreviations</p> <p>Decodable Readers: "Born to Learn"; "Sport Stars"; "A Board That Can Soar"; "Hard Chores"</p>	<p><i>began</i> <i>better</i> <i>guess</i> <i>learn</i> <i>right</i> <i>sure</i></p>	Rate	<p>Write About the Text: Informational Text</p> <p>Grammar: Adjectives That Compare (<i>-er</i> and <i>-est</i>)</p> <p>Mechanics: Capitalize Days, Months, and Holidays</p>	<p>Project: Research an Inventor (research)</p>

Scope and Sequence

Figure It Out	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary
<p>Week 4</p> <p>Sounds All Around</p> <p>Essential Question: What sounds can you hear? How are they made?</p> <p>Genre Focus: Realistic Fiction</p>	<p>"The Squeaky Bed"</p> <p>Genre: Folktale</p>	<p>"Now, What That's Sound?"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 240L</p>	<p>Anchor Text: <i>Whistle for Willie</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 520L</p> <p>Paired Selection: "Shake! Strike! Strum!"</p> <p>Genre: Procedural Text</p> <p>Lexile: 290L</p>	<p>Main Selections:</p> <p>Genre: Realistic Fiction</p> <p>A: <i>Thump, Jangle, Crash</i></p> <p>Lexile: 180L</p> <p>O: <i>Down on the Farm</i></p> <p>Lexile: 390L</p> <p>ELL: <i>Down on the Farm</i></p> <p>Lexile: 170L</p> <p>B: <i>Going on a Bird Walk</i></p> <p>Lexile: 420L</p> <p>Paired Selections:</p> <p>Genre: Procedural Text</p> <p>A: "How to Make Maracas"</p> <p>O: "How to Make a Rain Stick"</p> <p>ELL: "How to Make a Rain Stick"</p> <p>B: "How to Make a Wind Chime"</p>	<p>Oral Vocabulary Words: <i>distract</i> <i>nervous</i> <i>senses</i> <i>squeaky</i> <i>volume</i></p> <p>Vocabulary Words: <i>suddenly</i> <i>scrambled</i></p> <p>Strategy: Suffixes</p>
<p>Week 5</p> <p>Build It!</p> <p>Essential Question: How do things get built?</p> <p>Genre Focus: Informational Text</p>	<p>"The Sheep, the Pig, and the Goose Who Set Up House"</p> <p>Genre: Folktale</p>	<p>Time for Kids: "The Joy of a Ship"</p> <p>Genre: Informational Text</p> <p>Lexile: 560L</p>	<p>Anchor Text: <i>Time for Kids: Building Bridges</i></p> <p>Genre: Informational Text</p> <p>Lexile: 550L</p> <p>Paired Selection: "Small Joy"</p> <p>Genre: Informational Text</p> <p>Lexile: 490L</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>What Is a Yurt?</i></p> <p>Lexile: 430L</p> <p>O: <i>What Is a Yurt?</i></p> <p>Lexile: 440L</p> <p>ELL: <i>What Is a Yurt?</i></p> <p>Lexile: 390L</p> <p>B: <i>What Is a Yurt?</i></p> <p>Lexile: 620L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: "Treehouses"</p> <p>O: "Treehouses"</p> <p>ELL: "Treehouses"</p> <p>B: "Treehouses"</p>	<p>Oral Vocabulary Words: <i>contented</i> <i>intend</i> <i>marvelous</i> <i>project</i> <i>structure</i></p> <p>Vocabulary Words: <i>balance</i> <i>section</i></p> <p>Strategy: Inflectional Endings</p>
Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	
Review, Extend, and Assess	<p>"Great Ideas!"</p> <p>Genre: Online Article</p>	<p>Reader's Theater: "Supper with the Queen"</p>	<p>Passage 1: "Shelly Goes Fast!"</p> <p>Genre: Fantasy</p> <p>Passage 2: "How to Make Homemade Bubbles"</p> <p>Genre: Procedural Text</p>	<p>Focus on How-To Texts</p> <p>Focus on Problem and Solution</p> <p>Focus on Vocabulary</p> <p>How Roads and Streets Work: Connect to Content</p> <p>"Great Ideas!": Connect to Content</p> <p>Focus on Writing</p> <p>Choose Your Own Book</p>	

Unit 5

	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High- Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot/Problem and Solution</p> <p>Text Feature: Directions</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Substitution, Phoneme Isolation, Phoneme Blending</p>	<p>Phonics/Spelling: Diphthongs <i>ou, ow</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Xx</i></p> <p>Structural Analysis: Comparative Inflectional Endings <i>-er, -est</i></p> <p>Decodable Readers: "Up or Down Sounds"; "Sounds Around Us"</p>	<p><i>color</i> <i>early</i> <i>instead</i> <i>nothing</i> <i>oh</i> <i>thought</i></p>	Expression	<p>Write About the Text: Narrative</p> <p>Genre Writing: Procedural Text</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Using <i>a, an, this, and that</i></p> <p>Mechanics: Capitalize/Underline Titles of Books</p>	<p>Project: Rubber Band Sounds (experiment)</p>
	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Connections Within Text: Cause and Effect</p> <p>Text Feature: Captions</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Segmentation, Phoneme Categorization</p>	<p>Phonics/Spelling: Diphthongs <i>oi, oy</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Jj</i></p> <p>Structural Analysis: Final Stable Syllables</p> <p>Decodable Readers: "Joy's Birdhouse"; "Beavers Make Noise"</p>	<p><i>above</i> <i>build</i> <i>fall</i> <i>knew</i> <i>money</i> <i>toward</i></p>	Intonation and Phrasing	<p>Write About the Text: Opinion</p> <p>Genre Writing: Procedural Text</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Prepositions/ Prepositional Phrases</p> <p>Mechanics: Abbreviations (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p>	<p>Project: How to Build a(n) _____ (research)</p>

Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary
<p>Week 1</p> <p>Taking Action</p> <p>Essential Question: How can we work together to make our lives better?</p> <p>Genre Focus: Fantasy</p>	<p>“The Cat’s Bell”</p> <p>Genre: Fable</p>	<p>“Super Tools”</p> <p>Genre: Fantasy</p> <p>Lexile: 430L</p>	<p>Anchor Text: <i>Click, Clack, Moo: Cows That Type</i></p> <p>Genre: Fantasy</p> <p>Lexile: 380L</p> <p>Paired Selection: “Be a Volunteer!”</p> <p>Genre: Persuasive Text</p> <p>Lexile: 520L</p>	<p>Main Selections:</p> <p>Genre: Fantasy</p> <p>A: <i>Two Hungry Elephants</i></p> <p>Lexile: 290L</p> <p>O: <i>What a Feast!</i></p> <p>Lexile: 500L</p> <p>ELL: <i>What a Feast!</i></p> <p>Lexile: 350L</p> <p>B: <i>Beware of the Lion!</i></p> <p>Lexile: 480L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “Dogs Helping People”</p> <p>O: “Helpers Bring Food”</p> <p>ELL: “Helpers Bring Food”</p> <p>B: “Pete Seeger”</p>	<p>Oral Vocabulary Words: <i>fair</i> <i>conflict</i> <i>shift</i> <i>risk</i> <i>argument</i></p> <p>Vocabulary Words: <i>demand</i> <i>emergency</i></p> <p>Strategy: Synonyms</p>
<p>Week 2</p> <p>My Team</p> <p>Essential Question: Who helps you?</p> <p>Genre Focus: Informational Text</p>	<p>“Anansi’s Sons”</p> <p>Genre: Folktale</p>	<p>“All Kinds of Helpers”</p> <p>Genre: Informational Text</p> <p>Lexile: 530L</p>	<p>Anchor Text: <i>Meet Rosina</i></p> <p>Genre: Informational Text</p> <p>Lexile: 420L</p> <p>Paired Selection: “Abuelita’s Lap”</p> <p>Genre: Poetry</p> <p>Lexile: NP</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>Helping Me, Helping You!</i></p> <p>Lexile: 310L</p> <p>O: <i>Helping Me, Helping You!</i></p> <p>Lexile: 400L</p> <p>ELL: <i>Helping Me, Helping You!</i></p> <p>Lexile: 290L</p> <p>B: <i>Helping Me, Helping You!</i></p> <p>Lexile: 540L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “Fire!”</p> <p>O: “Fire!”</p> <p>ELL: “Fire!”</p> <p>B: “Fire!”</p>	<p>Oral Vocabulary Words: <i>decision</i> <i>distance</i> <i>inspire</i> <i>respect</i> <i>swiftly</i></p> <p>Vocabulary Words: <i>accept</i> <i>often</i></p> <p>Strategy: Antonyms</p>
<p>Week 3</p> <p>Weather Together</p> <p>Essential Question: How can weather affect us?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“Paul Bunyan and the Popcorn Blizzard”</p> <p>Genre: Folktale</p>	<p>“Wrapped in Ice”</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 320L</p>	<p>Anchor Text: <i>Rain School</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 440L</p> <p>Paired Selection: “Rainy Weather”</p> <p>Genre: Informational Text</p> <p>Lexile: 470L</p>	<p>Main Selections:</p> <p>Genre: Realistic Fiction</p> <p>A: <i>Snow Day</i></p> <p>Lexile: 390L</p> <p>O: <i>Heat Wave</i></p> <p>Lexile: 460L</p> <p>ELL: <i>Heat Wave</i></p> <p>Lexile: 370L</p> <p>B: <i>Rainy Day Fun</i></p> <p>Lexile: 420L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “A Mountain of Snow”</p> <p>O: “Stay Safe When It’s Hot”</p> <p>ELL: “Stay Safe When It’s Hot”</p> <p>B: “Let’s Stay Dry!”</p>	<p>Oral Vocabulary Words: <i>creative</i> <i>cycle</i> <i>frigid</i> <i>predict</i> <i>scorching</i></p> <p>Vocabulary Words: <i>country</i> <i>gathers</i></p> <p>Strategy: Similes</p>

Unit 6

	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
	<p>Strategy: Reread</p> <p>Skill: Theme</p> <p>Text Feature: Captions</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Identify and Generate Rhyme, Syllable Deletion, Phoneme Substitution</p>	<p>Phonics/Spelling: Variant Vowel Spellings <i>oo, ou, u_e, ew, ui, ue, u</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Qq</p> <p>Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i></p> <p>Decodable Readers: "Rooster and Goose"; "Choose a Room"; "The Flute Youth"; "Group Rules"; "Lewis and His New Suit"; "A Cruise Crew"; "Sue and Lucy"; "A True Team"</p>	<p><i>answer</i> <i>brought</i> <i>busy</i> <i>door</i> <i>enough</i> <i>eyes</i></p>	Expression	<p>Write About the Text: Narrative</p> <p>Grammar: Pronouns <i>I, you, he, she, it, we, they</i></p> <p>Mechanics: Capitalize <i>I</i></p>	<p>Project: We Can Help! (poll)</p>
	<p>Strategy: Reread</p> <p>Skill: Author's Purpose</p> <p>Literary Element: Repetition</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Reversal, Phoneme Blending, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Variant Vowel Spellings <i>au, aw, a, augh, al</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: A Story</p> <p>Structural Analysis: Vowel-Team Syllables</p> <p>Decodable Readers: "Paul's Paw"; "Thank You Authors!"; "Not Too Small"; "My Baseball Coach"; "A Walk with Mayor Moose"; "Teacher Talk"</p>	<p><i>brother</i> <i>father</i> <i>friend</i> <i>love</i> <i>mother</i> <i>picture</i></p>	Intonation	<p>Write About the Text: Informational Text</p> <p>Grammar: Possessive Pronouns</p> <p>Mechanics: Capitalize Days, Months, and Holidays</p>	<p>Project: School Helpers (interview)</p>
	<p>Strategy: Visualize</p> <p>Skill: Plot/Cause and Effect</p> <p>Text Feature: Headings</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Silent Letters: <i>wr, kn, gn</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: A Story</p> <p>Structural Analysis: Compound Words</p> <p>Decodable Readers: "Miss Wright's Job"; "A Lighthouse Stops Wrecks"; "Know About Snowstorms"; "The Rusty Knight"</p>	<p><i>been</i> <i>children</i> <i>month</i> <i>question</i> <i>their</i> <i>year</i></p>	Intonation	<p>Write About the Text: Informational Text</p> <p>Genre Writing: Persuasive Text</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Special Pronouns (<i>anyone, everyone, anything, everything, nothing</i>)</p> <p>Mechanics: Commas in Dates and Letters</p>	<p>Project: The Weather in My State (research)</p>

Scope and Sequence

Together We Can!	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary
<p>Week 4</p> <p>Sharing Traditions</p> <p>Essential Question: What traditions do you know about?</p> <p>Genre Focus: Realistic Fiction</p>	<p>"Let's Dance!"</p> <p>Genre: Informational Text</p>	<p>"A Spring Birthday"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 380L</p>	<p>Anchor Text: <i>Lissy's Friends</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 460L</p> <p>Paired Selection: "Making Paper Shapes"</p> <p>Genre: Procedural Text</p> <p>Lexile: 520L</p>	<p>Main Selections:</p> <p>Genre: Realistic Fiction</p> <p>A: <i>The Quilt</i> Lexile: 380L</p> <p>O: <i>Latkes for Sam</i> Lexile: 410L</p> <p>ELL: <i>Latkes for Sam</i> Lexile: 290L</p> <p>B: <i>Patty Jumps!</i> Lexile: 440L</p> <p>Paired Selections:</p> <p>Genre: Procedural Text</p> <p>A: "Making a Quilt Square"</p> <p>O: "What Is a Taco?"</p> <p>ELL: "What Is a Taco?"</p> <p>B: "How to Play Four Square"</p>	<p>Oral Vocabulary Words: <i>ancient</i> <i>drama</i> <i>effort</i> <i>movement</i> <i>tradition</i></p> <p>Vocabulary Words: <i>difficult</i> <i>nobody</i></p> <p>Strategy: Compound Words</p>
<p>Week 5</p> <p>Celebrate America!</p> <p>Essential Question: Why do we celebrate holidays?</p> <p>Genre Focus: Informational Text</p>	<p>"Celebrate the Flag"</p> <p>Genre: Informational Text</p>	<p>Time for Kids: "Share the Harvest and Give Thanks"</p> <p>Genre: Informational Text</p> <p>Lexile: 680L</p>	<p>Anchor Text: <i>Happy Birthday, U.S.A.!</i></p> <p>Genre: Informational Text</p> <p>Lexile: 490L</p> <p>Paired Selection: "A Young Nation Grows"</p> <p>Genre: Informational Text</p> <p>Lexile: 400L</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>It's Labor Day!</i> Lexile: 440L</p> <p>O: <i>It's Labor Day!</i> Lexile: 620L</p> <p>ELL: <i>It's Labor Day!</i> Lexile: 360L</p> <p>B: <i>It's Labor Day!</i> Lexile: 660L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: "A Celebration of Trees"</p> <p>O: "A Celebration of Trees"</p> <p>ELL: "A Celebration of Trees"</p> <p>B: "A Celebration of Trees"</p>	<p>Oral Vocabulary Words: <i>design</i> <i>display</i> <i>pride</i> <i>purpose</i> <i>represent</i></p> <p>Vocabulary Words: <i>nation</i> <i>unite</i></p> <p>Strategy: Metaphors</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning
Review, Extend, and Assess	<p>"This Land Is Our Land"</p> <p>Genre: Online Article</p>	<p>Reader's Theater: "That Goat Has GOT to Go!"</p>	<p>Passage 1: "Max's Plan" Genre: Realistic Fiction</p> <p>Passage 2: "Let's Recycle!" Genre: Persuasive Text</p>	<p>Focus on Persuasive Texts</p> <p>Focus on Problem and Solution</p> <p>Focus on Vocabulary</p> <p>Weather Journal: Connect to Content</p> <p>"This Land Is Our Land": Connect to Content</p> <p>Focus on Writing</p> <p>Choose Your Own Book</p>

Unit 6

Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Strategy: Visualize</p> <p>Skill: Theme</p> <p>Text Feature: Directions</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Syllable Addition, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p>	<p>Phonics/Spelling: Three-Letter Consonant Blends: <i>scr, spl, spr, str, thr, shr</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Dates</p> <p>Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i></p> <p>Decodable Readers: "Three Shrimp"; "A Thrilling Dance"</p>	<p><i>before</i> <i>front</i> <i>heard</i> <i>push</i> <i>tomorrow</i> <i>your</i></p>	Phrasing	<p>Write About the Text: Narrative</p> <p>Genre Writing: Persuasive Text</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Subjective and Objective Pronouns</p> <p>Mechanics: Commas in Dates and Letters</p>	<p>Project: Family Traditions (interview)</p>
<p>Strategy: Reread</p> <p>Skill: Author's Purpose</p> <p>Text Feature: Map</p> <p>Author's Craft</p>	<p>Phonemic Awareness: Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition, Syllable Deletion, Syllable Addition</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowels <i>air, are, ear</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Letter</p> <p>Structural Analysis: <i>r</i>-Controlled Vowel Syllables</p> <p>Decodable Readers: "A Pair at the Fair"; "Lights in the Air"; "The Bears Prepare a Feast"; "Leaders Care"</p>	<p><i>favorite</i> <i>few</i> <i>gone</i> <i>surprise</i> <i>wonder</i> <i>young</i></p>	Phrasing	<p>Write About the Text: Opinion</p> <p>Grammar: Adverbs That Tell How</p> <p>Mechanics: Abbreviations (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p>	<p>Project: Research a Holiday (research)</p>