

Appendix 2

Curriculum including Scope and Sequence Documents Part 1



Grade K • Unit 1 • Scope and Sequence

Big Idea: Take a New Step What can we learn when we try new things?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>Approaching Level On Level ELL</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept Make New Friends Essential Question: How can we get along with new friends? Connect to Social Studies: Follow rules, such as sharing or taking turns	Title: "The Lion and the Mouse" Genre: Fable Strategy: Ask and Answer Questions	Main Selection Title: "Who About Bob?" Genre: Fantasy Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Paired Selection Title: "How to Be a Friend" Genre: Informational Text Text Features: Photographs	Short Text: "I Can" Genre: Nonfiction Short Text: "Can I?" Genre: Fiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Fantasy Titles: A: "Soup" B: "House and Monkey" C: "Mouse and Monkey" D: "Come and Play!"	Literature Big Book: Organization	Additional Academic Vocabulary: bubble sticker mustard ruler	the	Build Oral Vocabulary: key, amuse, well	Focusing Words	Phonological Awareness: Syllabication, Phoneme Isolation, Phoneme Blending Phonics/Analogical: Phonics/Analogical: "I Can", "Can I?"	Sound-Spelling and Word Automaticity: Fluency	Writing Traits: Clues Write About the Text: Informative Text Write to Sources: Literature Big Book: "Who About Bob?" Reading/Writing Workshop: "I Can" Grammar Skill: Nouns	Project: Make a Poster
Week 2 Weekly Concept Get Up and Go! Essential Question: How do baby animals move? Connect to Science: Explore how we can get up and go	Title: "The Tortoise and the Hare" Genre: Fable Strategy: Ask and Answer Questions	Main Selection Title: "Bobby Animals on the Move" Genre: Fantasy Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Paired Selection Title: "Bobby Animals on the Move" Genre: Informational Text Text Features: Labels	Short Text: "We Can" Genre: Nonfiction Short Text: "I Can" Genre: Fiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Fantasy Titles: A: "Hop" B: "We Hop!" C: "We Can Move!"	Literature Big Book: Organization	Additional Academic Vocabulary: kangaroo kangaroo details	we Build Your Word Bank: down	adventure, problem, excited, exhausted Build Oral Vocabulary: pouch, meow, posture, fence, ground, thorns	Family Words	Phonological Awareness: Recognize Rhyme (initial/final) Phoneme Isolation (initial/final) Phoneme Blending Phonics/Analogical: Phonics/Analogical: "We Can", "We Can" Consonant Review: /m/	Sound-Spelling and Word Automaticity: Repetition	Writing Traits: Clues Write About the Text: Informative Text Write to Sources: Literature Big Book: "Pouch" Reading/Writing Workshop: "We Can" Grammar Skill: Nouns	Project: Make an Animal Project
Week 3 Weekly Concept Use Your Senses Essential Question: How can your senses help you learn? Connect to Science: Solve problems through engineering	Title: "A Feast of the Sinner" Genre: Informational Text Strategy: Ask and Answer Questions	Main Selection Title: "Senses of the Sinner" Genre: Informational Text Strategy: Ask and Answer Questions Skill: Key Details (Use Photos) Paired Selection Title: "Senses of the Sinner" Genre: Informational Text Text Features: Labels	Short Text: "Sam Can" Genre: Fiction Short Text: "I Can See" Genre: Nonfiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Informational Text Titles: A: "The Beach" B: "At School" C: "At School" D: "See it, Grow!"	Literature Big Book: Organization	Additional Academic Vocabulary: admirable/terrific poetry	see Build Your Word Bank: wet	explore, senses, amazing, lands Build Oral Vocabulary: solar, rain, a surface	Sensory Words	Phonological Awareness: Onset and Rime Blending Phoneme Isolation Phoneme Blending Phonics/Analogical: Phonics/Analogical: "Sam Can", "Sam Can" Consonant/Vowel Review: /oo/, /um/	Sound-Spelling and Word Automaticity: Phrasing	Writing Traits: Clues Write About the Text: Informative Text Write to Sources: Literature Big Book: "Senses of the Sinner" Reading/Writing Workshop: "Sam Can" Grammar Skill: Nouns	Project: Make a Display



Grade K • Unit 2 • Scope and Sequence

Big Idea: Let's Explore What can you find out when you explore?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: Tools We Use Essential Question: How do tools help us to explore? Connect to Science: Solve problems through engineering	Title: "Tintinoid" Genre: Tale Strategy: Ask and Answer Questions	Main Selection Title: "The Hottest Things in the World" Genre: Informational Text Strategy: Ask and Answer Questions Side Key Details (Use Photos) Paired Selection Title: "Out-over with Tools" Genre: Informational Text Text Features: Headings	Short Text: "Pain Can Sore" Genre: Fiction Short Text: "We Can Sneak" Genre: Nonfiction	Literature Big Book: Connection of Ideas	Additional Academic Vocabulary: phenomena advance word	Build Your Word Bank: there	tools discover delicious catch gummy Build Oral Vocabulary: hottest, cold, adaptor, sticky, remains	Color Words	Phonological/ Phonemic Awareness: Recognize phonemes in isolation, blending, segmentation, phoneme blending Phonics: Blending Phonemes: /p/ /b/ /m/ /n/ Consonant/Vowel Pairs: /m/, /n/, /s/ Decodable Reader: "Pam Can Say"	Sound-Spelling and Word Automaticity: Phrasing	Writing Trait: I can Describe Write About the Text: Informative Text Write to Source: Literature Big Book: The Hottest Things in the World Reading Writing Workshop: "Pam Can Say" Grammar Skill: Nouns	Project: Make a Tool Bot
Week 2 Weekly Concept: Shapes All Around Us Essential Question: What shapes do you see around you? Connect to Science: Find solutions to problems through observation	Title: "Kites in Flight" Genre: Informational Text Strategy: Ask and Answer Questions	Main Selection Title: "Shapes All Around Us" Genre: Informational Text Strategy: Ask and Answer Questions Side Key Details (Use Photos) Paired Selection Title: "Find the Shapes" Genre: Informational Text Text Features: Bold Print	Short Text: "We Like Fiction" Genre: Fiction Short Text: "I Like Sam" Genre: Nonfiction	Literature Big Book: Connection of Ideas	Additional Academic Vocabulary: circle square triangle	like Build Your Word Bank: love	movable roll gummy gummy world Build Oral Vocabulary: shape, length, roll, soot	Shape Words	Phonological/ Phonemic Awareness: Onset and Rhyme Blending Phonemic Isolation (initial) Blending Phonemic Isolation (final) Phonics: AT (initial/final) Consonant/Vowel Pairs: /b/, /m/, /p/, /s/ Decodable Reader: "Tap the Mat" "I Am Pat"	Sound-Spelling and Word Automaticity: Expression	Writing Trait: I can Describe Write About the Text: Informative Text Write to Source: Literature Big Book: I Love Bugs! Reading Writing Workshop: "Pat" Grammar Skill: Verbs	Project: Make a Chart
Week 3 Weekly Concept: World of Bugs Essential Question: What kind of bugs do you know about? Connect to Science: Explore what animals need to live and grow	Title: "From Caterpillar to Butterfly" Genre: Informational Text Strategy: Ask and Answer Questions	Title: "Love Bugs" Genre: Fiction Strategy: Ask and Answer Questions Side Key Details (Use Illustrations) Paired Selection Title: "Bugs All Around" Genre: Informational Text Text Features: Captions	Short Text: "Pat" Genre: Fiction Short Text: "Tap Tap Tap" Genre: Nonfiction	Literature Big Book: Specific Vocabulary	Additional Academic Vocabulary: cotton word web dot	the o leaf the the Build Your Word Bank: dot cotton leaf the the	curious obscure cotton pockets caterpillar butterfly Build Oral Vocabulary: bugs, sticky, sandy, cotton, tap, fly, leaves, fly, butter spinning	Movement Words	Phonological/ Phonemic Awareness: Count and Phonics: Segmentation Phonics: Blending Long Vowel Awareness: Long a Phonics: /m/, /o/, /s/, /p/, /t/ Decodable Reader: "We See Run"	Sound-Spelling and Word Automaticity: Expression Intonation	Writing Trait: I can Describe Write About the Text: Informative Text Write to Source: Literature Big Book: I Love Bugs! Reading Writing Workshop: "Pat" Grammar Skill: Verbs	Project: Make a Bug Bulletin Board



Grade K • Unit 3 • Scope and Sequence

Big Idea: Going Places	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Levelled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p>Week 1:</p> <p>Weekly Concept: Rules to Go By</p> <p>Essential Question: What rules do we follow in different places?</p> <p>Connect to Social Studies: Explore why we follow rules around the world</p>	<p>Title: "The Boy Who Cried Wolf"</p> <p>Genre: Fable</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>How Do Dinosaurs Go to School?</i></p> <p>Genre: Fantasy</p> <p>Strategy: Visualize</p> <p>Short Key Details (Use illustrations)</p> <p>Paired Selection Title: "Go Sals"</p> <p>Genre: Informational Text</p> <p>Text Features: List</p>	<p>Short Text: "Can I Pin It?"</p> <p>Genre: Nonfiction</p> <p>Short Text: "Tim Can Tap It"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Visualize</p> <p>Skills: Key Details</p> <p>Main Selection Genre: Fantasy</p> <p>Titles:</p> <ul style="list-style-type: none"> A: We Run B: Go, Not! C: The Subways? 	<p>Literature Big Book: Organization</p> <p>Connection of Ideas</p>	<p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> variable punctuation negate product 	<p>To</p> <p>Build Your Word Bank:</p> <ul style="list-style-type: none"> her obe 	<p>rules</p> <p>cooperate</p> <p>grand</p> <p>print</p> <p>responsibly</p> <p>Build Oral Vocabulary:</p> <ul style="list-style-type: none"> pinch, grab, punched, focus, planned 	<p>Movement Words</p>	<p>Phonological Awareness:</p> <ul style="list-style-type: none"> Recognize Rhyme, Phoneme Isolation (initial, medial), Phoneme Manipulation, Phonemic Segmentation Phonics: /l/ (medial) Review: /s/, /m/, /p/, /t/, /k/, /n/ Decodable Readers: "Tim Can Sit", "We Like It" 	<p>Sound-Spelling and Word Automaticity: Invention</p>	<p>Writing Task: Science Fluency: Complete Sentences</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: Literature Big Book: How Do Dinosaurs Go to School?</p> <p>Reading/Writing Workshop: "Can I Pin It?"</p> <p>Grammar Skill: Sentences</p>	<p>Project Make a Book</p>
<p>Week 2:</p> <p>Weekly Concept: Sounds Around Us</p> <p>Essential Question: What are the different sounds we hear?</p> <p>Connect to Science: Ask questions and make observations</p>	<p>Title: "The Traffic and the Fair"</p> <p>Genre: Fable</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>Clap, Clap, Boop! Boop! Litter to Be Coo!</i></p> <p>Genre: Fiction</p> <p>Strategy: Visualize</p> <p>Skills: Key Details (Use illustrations)</p> <p>Paired Selection Title: "Spounds Avo Everywhere"</p> <p>Genre: Informational Text</p> <p>Text Features: Captions</p>	<p>Short Text: "Not and Not"</p> <p>Genre: Fiction</p> <p>Short Text: "Tim and Not"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Visualize</p> <p>Skills: Key Details</p> <p>Main Selection Genre: Fiction</p> <p>Titles:</p> <ul style="list-style-type: none"> A: Farm Sounds B: Farm Sounds C: A noisy Night 	<p>Literature Big Book: Connection of Ideas</p>	<p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> events cancel vacuum 	<p>and</p> <p>Build Your Word Bank:</p> <ul style="list-style-type: none"> den new 	<p>listen</p> <p>the</p> <p>enough <p>embrace <p>formal <p>Build Oral Vocabulary:</p> <ul style="list-style-type: none"> snapping, banging, starting, booping, twirling, ball, beaming </p></p></p>	<p>Sound Words</p>	<p>Phonological Awareness:</p> <ul style="list-style-type: none"> Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Manipulation, Phonics: /oi/ (initial, final) Review: /s/, /t/, /m/, /p/, /k/, /n/ Extended: initial double letters: -ck-, -ff- Decodable Readers: "Not and Not", "Not and Not 2" 	<p>Sound-Spelling and Word Automaticity: Invention</p>	<p>Writing Task: CUES</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: Literature Big Book: Clap, Clap, Boop! Boop! Litter to the City</p> <p>Grammar Skill: Sentences</p>	<p>Project Make a Sound Chart</p>
<p>Week 3:</p> <p>Weekly Concept: The Places We Go</p> <p>Essential Question: What places do you go to during the week?</p> <p>Connect to Social Studies: Explore maps and models of our world</p>	<p>Title: "Field Trips"</p> <p>Genre: Informational Text</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>Please, Take Me to Work</i></p> <p>Genre: Fantasy</p> <p>Strategy: Visualize</p> <p>Skills: Characters, Setting, Events (Use illustrations)</p> <p>Paired Selection Title: "A Neighborhood"</p> <p>Genre: Informational Text</p> <p>Text Features: Map</p>	<p>Short Text: "We Go to See Not"</p> <p>Genre: Fiction</p> <p>Short Text: "Can We Go?"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Visualize</p> <p>Skills: Characters, Setting, Events</p> <p>Main Selection Genre: Fiction</p> <p>Titles:</p> <ul style="list-style-type: none"> A: We Can Go B: Going By Cab C: Going By Cab E: Cars Every Week 	<p>Literature Big Book: Sentence Structure: Organization</p>	<p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> characters setting map 	<p>go</p> <p>Build Your Word Bank:</p> <ul style="list-style-type: none"> stop space 	<p>goes</p> <p>running</p> <p>neighborhood <p>volunteer <p>whirlwind <p>ill</p> <p>Build Oral Vocabulary:</p> <ul style="list-style-type: none"> great, bus, work, retrieve, disk </p></p></p>	<p>Sequence Words</p>	<p>Phonological Awareness:</p> <ul style="list-style-type: none"> Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Manipulation, Phonics: Long /a/ Review: long /a/ Phonics: /ak/ (initial) Review: /s/, /t/, /m/, /p/, /k/, /n/ Decodable Readers: "Cam Cam", "See the Cat" 	<p>Sound-Spelling and Word Automaticity: Invention</p>	<p>Writing Task: Organization: Story</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: Literature Big Book: Please Take Me to Work</p> <p>Reading/Writing Workshop: "We Go to See Not"</p> <p>Grammar Skill: Sentences</p>	<p>Project Make a City's Book</p>



Grade K • Unit 4 • Scope and Sequence

Big Idea: Around the Neighborhood What do you know about the people and the places in your neighborhood?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: Time for Work Essential Question: What do people use to do their jobs? Connect to Social Studies: Explore different jobs that people do	Title: "Lino, Juan and the Cooking Pot" Genre: Folktale Strategy: Ask and Answer Questions	Main Selection Title: Whose Shoes? A Genre: Informational Text Strategy: Ask and Answer Questions Main Selection Title: Whose Shoes? A Genre: Informational Text Strategy: Ask and Answer Questions Main Selection Title: Whose Shoes? A Genre: Informational Text	Short Text: "Tom on Top" Genre: Nonfiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Informational Text Titles: A: How Cook B: On the Job C: On the Job D: The Neighborhood	Literature Big Book: Connection of Ideas	Additional Academic Vocabulary: cooperate category reverse draft	job Build Your Word Bank: of out	employment uniform expect remained Build Oral Vocabulary: jobs, buyer, soldier, post office	Job Words	Phonological/Phonemic Awareness: Circles and Prims Segmentation; Phoneme Isolation (initials), Phoneme Isolation (initials/initials), Phoneme Blending, Phoneme Categorization Phonics: Job (initial medial) Consonant/Vowel Reviews: /b/, /m/, /n/, /p/, /t/, /k/ /m/, /n/, /p/, /t/, /k/ Decodable Readers: "Tom Can" "Mom and Nan"	Sound-Spelling and Word Automaticity; Fluency	Writing Task: Organization: Topic Write About the Topic: Informative Text Write to Source: Literature Big Book: Whose Shoes? A Shoe for Every Job Reading Writing Workshop: "Tom on Top" Grammar Skill: Adjectives	Project: Make a Job Board
Week 2 Weekly Concept: Meet Your Neighbors Essential Question: Who are your neighbors? Connect to Social Studies: Explore differences in cultures around the world	Title: "Cultural Festivals" Genre: Folktale Strategy: Ask and Answer Questions	Main Selection Title: What Can You Do with a Potato? Genre: Fiction Strategy: Ask and Answer Questions Main Selection Title: What Can You Do with a Potato? Genre: Fiction Strategy: Ask and Answer Questions Main Selection Title: What Can You Do with a Potato? Genre: Fiction	Short Text: "Big" Genre: Fiction	Strategy: Ask and Answer Questions Skill: Character, Setting, Events Main Selection Genre: Fiction Titles: A: My Neighbors B: Neighborhood Party C: Neighborhood Party D: Potato Day	Literature Big Book Sentence Structure	Additional Academic Vocabulary: research invent present publish	do Build Your Word Bank: do dog	appropriate cultures publish invent present publish Build Oral Vocabulary: comes, make, create, offering, invent	Food Words	Phonological/Phonemic Awareness: Science Segmentation, Phoneme Isolation (initial), Phoneme Blending Phoneme Segmentation Long e Long o Review: long e, i Phonics: /d/ (initial/final) Consonant/Vowel Reviews: /m/, /n/, /p/, /t/, /k/ /m/, /n/, /p/, /t/, /k/ /m/, /n/ Decodable Readers: "Old Dan" "Old Sam Says Don't"	Sound-Spelling and Word Automaticity; Expression	Writing Task: Word Choice: Describing Words Write About the Topic: Informative Text, Narrative Text Write to Source: Literature Big Book: Roadbook Reading Writing Workshop: "Can You Can" Grammar Skill: Adjectives	Project: Make a Display
Week 3 Weekly Concept: Pitch in Can people help to make your community better? Connect to Social Studies: Explore different kinds of work	Title: "The Bundle of Sticks" Genre: Folktale Strategy: Ask and Answer Questions	Main Selection Title: A Community Genre: Informational Text Text Feature: Captions	Short Text: "I Can, You Can" Genre: Fiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Informational Text Titles: A: My Chair? B: Can You Fix It? C: Can You Fix It? D: Helping Mom	Literature Big Book: Specific Vocabulary	Additional Academic Vocabulary: chair fix help break can	and do to you Build Your Word Bank: the can new could piece of out day long	community improve confused chair help break can Build Oral Vocabulary: bags, party, mashed, break, mashers, brown, new, cupful	Position Words	Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Blending, Phoneme Segmentation Phonics: /r/, /m/, /n/ /r/, /m/, /n/ Consonant/Vowel Reviews: /s/, /m/, /n/, /p/, /t/, /k/ /r/, /m/, /n/, /p/, /t/, /k/ /r/, /m/ Decodable Readers: "Tip It" Long Vowel Express (optional): Long o (o, o) Decodable Readers (optional): "Nate and Pam" "The Ape Ate It"	Sound-Spelling and Word Automaticity; Expression	Writing Task: Word Choice: Specific Words Write About the Topic: Informative Text, Narrative Text Write to Source: Literature Big Book: Roadbook Reading Writing Workshop: "Can You Can" Grammar Skill: Adjectives	Project: Make a Community Plan



Grade K • Unit 5 • Scope and Sequence

Big Idea: Wonders of Nature What kinds of things can you find growing in nature?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept How Does Your Garden Grow? Essential Question: What do living things need to grow? Connect to Science: Explore how plants get what they need to grow	Title: "Growing Plants" Genre: Informational Text Strategy: Read	Main Selection Title: My Garden Genre: Fiction Strategy: Read Skill: Character, Setting, Events (Use Illustrations) Paired Selection Title: "Tommy" Genre: Mystery "The Secret" "Garden" Genre: Poetry Literary Element: Rhyme and Repetition	Short Text: "Hop Cin Hop" Genre: Fiction	Strategy: Read Skill: Character, Setting, Events Main Selection Genre: Fantasy Titles: A: My Garden B: My Garden Grows C: My Garden Grows D: The Mystery Seeds	Literature Big Book: Purpose	Additional Academic Vocabulary: proceed rhyme event beginning Vocabulary Strategy: Purbs	my Build Your Word Bank: phon ops	require plant beautiful soil cared Build Oral Vocabulary: bloating, pickled, unusual, glow, bantern	Site Woods	Phonological/Awareness: Rhyme and Sound Change Syllable Onset, Phoneme Blending, Phoneme Segmentation Phonics: /ih/ (initial) Consonant/Vowel Review: /ao/, /ac/, /oo/, /ic/ /am/, /in/, /ie/, /ip/, /is/, /it/	Sound Spelling and Word Automaticity: Invention	Writing Task: Organization: Order Write About the Text: Narrative Write to Sources: Literature Big Book: My Garden Reading Writing Workshop: "Hop Cin Hop" Grammar Skill: Pronouns	Project: Make a Project
Week 2 Weekly Concept Trees Essential Question: How do living things change as they grow? Connect to Science: Observe what plants need to survive	Title: "The Pine Tree" Genre: Fairy Tale Text Strategy: Read	Main Selection Title: A Grand Old Tree Genre: Informational Text Strategy: Read Skill: Main Topic and Key Details Paired Selection Title: "From a Seed to a Tree" Genre: Informational Text Text Feature: Diagram	Short Text: "Ed and Ned" Genre: Nonfiction	Strategy: Read Skill: Main Topic and Key Details Main Selection Genre: Informational Text Titles: A: The Tree B: My Tree C: My Tree D: Our Apple Tree	Literature Big Book: Organization	Additional Academic Vocabulary: fact right fairly role diagram Vocabulary Strategy: Context Clues -ed	one Build Your Word Bank: when which	develop omnig content enormous imagine Build Oral Vocabulary: grand, enormous, downside, busy, sawed, sleek, gently	Tree Park	Phonological/Awareness: Rhyme Blending, Phoneme Segmentation Phonics: /oi/ (initial) Consonant/Vowel Review: /ao/, /ac/, /ad/, /ah/, /in/, /im/, /in/, /is/, /ip/, /is/, /it/	Sound Spelling and Word Automaticity: Expression	Writing Task: Organization: Topic Write About the Text: Opinion Write to Sources: Literature Big Book: A Grand Old Tree Reading Writing Workshop: "Ed and Ned" Grammar Skill: Pronouns	Project: Make a Tree Life Cycle Display
Week 3 Weekly Concept Fresh from the Farm Essential Question: What kinds of things grow on a farm? Connect to Science: Explore what people need to survive	Title: "Farms Around the World" Genre: Informational Text Strategy: Read	Main Selection Title: An Change- Jimmy Genre: Informational Text Strategy: Read Skill: Main Topic and Key Details Paired Selection Title: "The Farmer" Genre: Fiction "Let's Make a Salad" "Farm Fresh Farm" Genre: Informational Text Text Feature: List	Short Text: "Ron Win Ron" Genre: Fiction	Strategy: Read Skill: Main Topic and Key Details Main Selection Genre: Informational Text Titles: The Farmer Let's Make a Salad Let's Make a Salad Farm Fresh Farm	Literature Big Book: Sentence Structure	Additional Academic Vocabulary: about its Vocabulary Strategy: Context Clues	with he Build Your Word Bank: when which	fresh occasional beneath about appear Build Oral Vocabulary: arched, aim, planted, doorway, glow	Food Words	Phonological/Awareness: Rhyme Phoneme Awareness: both letters, Phoneme Blending, Phoneme Addition Long Vowel Awareness: Review long o, i, o Phonics: /ir/ (initial) Consonant/Vowel Review: /ao/, /ac/, /ad/, /ah/, /in/, /im/, /in/, /is/, /ip/, /is/, /it/	Sound Spelling and Word Automaticity: Invention, Punctuation	Writing Task: Organization: Order Write About the Text: Narrative Write to Sources: Literature Big Book: A Grand Old Tree Reading Writing Workshop: "Ron Win Ron" Grammar Skill: Pronouns	Project: Make an Illustrated Fruit Basket



Grade K • Unit 6 • Scope and Sequence

	Road A Loud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p>Big Idea: Weather in all seasons affects us.</p> <p>Week 1</p> <p>Weekly Concept: The Four Seasons</p> <p>Essential Question: How are the seasons different?</p> <p>Connect to Science: Explore the climate and weather.</p>	<p>Title: "A Tour of the Seasons"</p> <p>Genre: Informational Text</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>Memo, Is It Summer Yet?</i></p> <p>Genre: Fiction</p> <p>Strategy: Visualize</p> <p>Skill: Key Details (Sequences)</p> <p>Paired Selection Title: "New Snow"</p> <p>Genre: Poetry</p> <p>Literary Element: Rhyme</p>	<p>Short Text: "Is It Hot?"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details (Sequences)</p> <p>Main Selection Genre: Fiction</p> <p>Titles:</p> <ul style="list-style-type: none"> A: It Is Hot! B: Little Bear C: Ant and Orschopper 	<p>Literature Big Book: Organization</p>	<p>Additional Academic Vocabulary: plural, pattern</p> <p>Vocabulary Strategy: Context Clues (multiple-meaning words, unknown phrases)</p>	<p>is the</p> <p>Build Your Word Bank:</p> <p>by some</p>	<p>weather seasons migrate cheer active spot</p> <p>Build Oral Vocabulary:</p> <p>nest, sprout, hawk, dustlings, jumpy</p>	<p>Seasons</p>	<p>Phonological/Phonemic Awareness: Onsets and Rime Segmentation Phoneme Isolation Phoneme Blending Phoneme Segmentation Phonics: /bb/ (initial/final), /ll/ (initial) Consonant/Vowel Review: /ra/, /m/, /c/, /d/, /k/, /t/, /h/, /n/, /j/, /s/, /z/, /m/, /m/, /p/, /f/, /v/, /x/, /r/</p> <p>Extend: final double letters, -ll</p> <p>Decodable Readers: "Bob and Ben" "Ben, Deb, Len"</p>	<p>Sound, Spelling and Word Automaticity: Expression</p>	<p>Writing Trait: Voice</p> <p>Write About the Text: Opinion</p> <p>Write to Sources: Literature Big Book: <i>Memo, Is It Summer Yet?</i></p> <p>Reading/Writing Workshop: "Is It Hot?"</p> <p>Grammar Skill: Punctuation</p>	<p>Project: Make a Seasons Chart</p>
<p>Week 2</p> <p>Weekly Concept: What's the Weather?</p> <p>Essential Question: What happens in different kinds of weather?</p> <p>Connect to Science: Explore weather around us.</p>	<p>Title: "The Frog and the Locust"</p> <p>Genre: Folktale</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>Fun</i></p> <p>Genre: Fantasy</p> <p>Strategy: Visualize (Sequences)</p> <p>Paired Selection Title: "Cloud Watch"</p> <p>Genre: Informational Text</p> <p>Text Feature: Speech Bubbles</p>	<p>Short Text: "Jim and Ben"</p> <p>Genre: Fiction</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details Main Selection Genre: Fiction</p> <p>Titles:</p> <ul style="list-style-type: none"> A: The Rain B: Weather is Fun C: What is Fun? D: Hot and Wet 	<p>Literature Big Book: Lack of Prior Knowledge</p>	<p>Additional Academic Vocabulary: purpose, speech bubbles</p> <p>Vocabulary Strategy: Shades of Meaning</p>	<p>she was built Benny</p> <p>Build Your Word Bank:</p> <p>now way</p>	<p>predict temperature drought cheer storm</p> <p>Build Oral Vocabulary:</p> <p>soil, cracked, unlit, about, opportunity</p>	<p>Weather Words</p>	<p>Phonological/Phonemic Awareness: Recognition Rhyme/Phoneme Isolation Phoneme Blending Phoneme Segmentation Phonics: /ks/ (initial), /v/ (initial) Consonant/Vowel Review: /m/, /n/, /c/, /d/, /k/, /t/, /h/, /n/, /j/, /s/, /z/, /m/, /m/, /p/, /f/, /v/, /x/, /r/</p> <p>Decodable Reader: "Track It, Kim"</p>	<p>Sound, Spelling and Word Automaticity: Expression, Iteration</p>	<p>Writing Trait: Organization</p> <p>Dialogue</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: Literature Big Book: <i>Fun</i></p> <p>Reading/Writing Workshop: "Jim and Ben"</p> <p>Grammar Skill: Proper Nouns</p>	<p>Project: Make a Wind Chart</p>
<p>Week 3</p> <p>Weekly Concept: Stormy Weather</p> <p>Essential Question: How can you stay safe in bad weather?</p> <p>Connect to Science: Explore severe weather.</p>	<p>Title: "Rainbow Crew"</p> <p>Genre: Myth</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>Warning Out the Storm</i></p> <p>Genre: Fiction</p> <p>Strategy: Visualize</p> <p>Skill: Key Details (Use Instructions)</p> <p>Paired Selection Title: "Be Safe in Bad Weather"</p> <p>Genre: Informational Text</p> <p>Text Feature: Directions</p>	<p>Short Text: "Mack and Ben"</p> <p>Genre: Fiction</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details Main Selection Genre: Fiction</p> <p>Titles:</p> <ul style="list-style-type: none"> A: Bad Weather B: Getting Ready C: Getting Ready D: The Storm 	<p>Literature Big Book: Sentence Structure</p>	<p>Additional Academic Vocabulary: report, myth</p> <p>Vocabulary Strategy: Question Words</p>	<p>one is fine my she was with</p> <p>Build Your Word Bank:</p> <p>both his when except never them by some now now way</p>	<p>safe warning notice celebration enough</p> <p>Build Oral Vocabulary:</p> <p>hundreds, tumble, stumbles, bumbles, oodles, snuggle</p>	<p>Question Words</p>	<p>Phonological/Phonemic Awareness: Recognition Rhyme/Phoneme Isolation Phoneme Blending Phoneme Segmentation Phonics: /sh/, /zh/, /ff/, /ll/ (initial), /ck/ (initial), /ck/ (final) Consonant/Vowel Review: /m/, /n/, /c/, /d/, /k/, /t/, /h/, /n/, /j/, /s/, /z/, /m/, /m/, /p/, /f/, /v/, /x/, /r/</p> <p>Decodable Reader: "Kick It, Nick"</p> <p>Long Vowel Expressions (optional: Long /i/ & /e/)</p> <p>Decodable Reader (optional):</p> <ul style="list-style-type: none"> A: Kick-Lime B: Kick-Lime C: Kick-Lime 	<p>Sound, Spelling and Word Automaticity: Expression</p>	<p>Writing Trait: Organization</p> <p>Dialogue</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: Literature Big Book: <i>Warning Out the Storm</i></p> <p>Reading/Writing Workshop: "Mack and Ben"</p> <p>Grammar Skill: Plural Nouns</p>	<p>Project: Make a Safety Book</p>



Grade K • Unit 7 • Scope and Sequence

Big Idea: The Animal Kingdom What are different kinds of animals?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: Baby Animals Essential Question: How are some animals alike and how are they different? Connect to Science: Explore what animals need to grow and live	Title: "Baby Farm Animals" Genre: Informational Text Strategy: Reread	Main Selection Title: Zoo Bums! Genre: Informational Text Strategy: Reread Skill: Connections Within Text (Compare and Contrast) Paired Selection Title: "Mischievous Goat" Connect to Science: Explore What Animals Need to Grow and Live Genre: Poetry Literary Elements: Alliteration	Short Text: "A Pup and a Cub" Genre: Nonfiction	Strategy: Reread Skill: Connections Within Text (Compare and Contrast) Main Selection Genre: Informational Text Titles: A: Two Cubs B: Animal Bodies C: Animal Bodies D: Two Kinds of Sheep	Literature Big Books: Luck of Prior Knowledge	Additional Academic Vocabulary: some different verb inquiry Vocabulary Strategy: Compound Words	for have Build Your Word Bank: from how	opportunity behavior exercise wonder penalty Build Oral Vocabulary: insects, reflected, flame, buddy, bubble	Animal Parts	Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion Phonics: /s/ (initial/medial) Consonant/Vowel Review /so, no, /s/, /ck, /ed, /s/, /t/, /h/, /n, /m, /l, /m, /m, /n, /s/, /p, /r, /t, /s/, /t, Decodable Readers: "Sun Fun" "Pup and Cub"	Sound-Spelling and Word Automaticity; Expression; Imitation	Writing Trait: Word Choice: Specific Words Write about the Text: Informative Text Write to Source: Literature Big Book ZooBums! Reading Writing Workshop: "A Pup and a Cub" Grammar Skill: Verbs	Project: Animal Features Report
Week 2 Weekly Concept: Pet Pals? Essential Question: How do you take care of different kinds of pets? Connect to Social Studies: Learn about taking care of pets	Title: "The Family Pet" Genre: Informational Text Strategy: Visualize	Main Selection Title: The Family Pet Genre: Fiction Strategy: Make, Confirm, and Revise Predictions Skill: Character Setting, Plot (Problem and Solution) Paired Selection Title: "The Perfect Pet" Genre: Fiction Text Features: Chart	Short Text: "A Hug and a Tail" Genre: Fiction	Strategy: Make, Confirm, and Revise Predictions Skill: Character Setting, Plot Fiction Main Selection Genre: Fiction Titles: A: My Cats B: They Ate C: They Ate D: My Pet	Literature Big Book: Organization	Additional Academic Vocabulary: prediction Vocabulary Strategy: Prepositions	of okay Build Your Word Bank: water these	responsibly iron depend imagine soak soak Build Oral Vocabulary: the, buddy, paw, water, spouse, blanket, gym	Pet Words	Phonological/Phonemic Awareness: Recognize and Generate Rhyme, Phoneme Isolation (initial & medial), Phoneme Blending, Phoneme Substitution Phonics: /y/ (initial/medial) Extend: /s/, /t, /g, /t, /ck, /ck, /ck, /ck, /ck, /ck, /ck, /ck, /ck, /ck, /ck, /ck, /ck, /ck, /ck, /ck, /ck, Decodable Readers: "Pet Pals" "See a Dog"	Sound-Spelling and Word Automaticity; Expression; Imitation	Writing Trait: Word Choice: Describing Words Write About the Text: Narrative Text Write to Source: Literature Big Book The Family Pet Reading Writing Workshop: "A Hug and a Tail" Grammar Skill: Verbs	Project: Make a Pet-Care Poster
Week 3 Weekly Concept: Animal Habitats Essential Question: Where do animals live? Connect to Science: Explore what animals need to grow and live	Title: "Auntie: An African Tale" Genre: Tale Strategy: Make, Confirm, and Revise Predictions	Main Selection Title: Auntie: An African Tale Genre: Fantasy Strategy: Make, Confirm, and Revise Predictions Skill: Character Setting, Plot (Cause and Effect) Paired Selection Title: "Animal Homes" Genre: Informational Text Text Features: Caption	Short Text: "A Not in a Hat" Genre: Fiction	Strategy: Make, Confirm, and Revise Predictions Skill: Character Setting, Plot Fantasy Main Selection Genre: Fantasy Titles: A: My Worst Worker B: A New Home C: Bird's New Home	Literature Big Book: Purpose	Additional Academic Vocabulary: evolution, omnivore Vocabulary Strategy: Shades of Meaning	said, want Build Your Word Bank: people work	habits, wild, cuddles, fun, stubborn Build Oral Vocabulary: scum, scum, scum's, scumberg, scumbag	Animal Homes	Phonological/Phonemic Awareness: Onset and Rime Spacing, Onset and Rime Syllable (initial), Phoneme Blending Phonics: Substitution Long Vowel Awareness: Long Phonics: /s/ (final), /v/ (initial) Consonant/Vowel Review: /so, no, /s/, /ck, /ed, /s/, /t/, /h/, /n, /m, /l, /m, /m, /n, /s/, /p, /r, /t, /s/, /t, Decodable Readers: "Pet Pals" "See a Dog" "For That a Big Boy" Long Vowel Expressions: Review: Review Pairs (1, 2, 3)	Sound-Spelling and Word Automaticity; Expression; Imitation	Writing Trait: Make: Describing Words About the Text: Opinion Write to Source: Literature Big Book Auntie: An African Tale Reading Writing Workshop: "A Not in a Hat" Grammar Skill: Verbs	Project: Habitat Diorama



Grade K • Unit 8 • Scope and Sequence

Big Idea: From Here to There Where can you go that is near and far?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: On the Move Essential Question: What can help you go from here to there? Connect to Social Studies: Explore how people lived in different times	Title: "The King of the Winds" Genre: Tale Strategy: Make Predictions	Main Selection Title: When Daddy's Truck Picks Me Up Genre: Fiction Strategy: Make Connections and Predict Predictions Skill: Character Setting: Plot (Use Illustrations) Paired Selection Title: "From Here to There" Genre: Nonfiction Text Feature: Headings	Short Text: "Did Dad Get a Job?" Genre: Fiction	Strategy: Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot Main Selection Genre: Fiction Title: A: Go Places B: Run, Climb! C: Run, Climb! D: Going to Grandma's House	Literature Big Book: Organization	Additional Academic Vocabulary: preposition order headings Vocabulary Strategy: Context Clues	Are me Build Your Word Bank: could may	Transportation vehicle puny fierce wide Build Oral Vocabulary: words, puns, rhyming, borrowing, tone, about, shifting down to first grade, track	Vehicles	Phonological/Phonemic Awareness: Onset and Rhyme, Blending, Phoneme Isolation (final), on Phoneme Blending, Phoneme Segmentation Phonics: <i>ff</i> , <i>aw</i> , (final) Consonant/Vowel Review: /az, /ob, /ic, /ck, /id, /ole, /il, /ig, /uh, /i, /m, /n, /n, /n, /p, /ll, /s, /t, /t, /u, /w, /w, /w, /w Decodable Readers: "Get It Quick" "Jan is Quiet"	Sound, Spelling and Word Automaticity: Expression	Writing Trade Organization Reaction Write About the Text: "Narrative Text" Write to Sources: Literature Big Book: When Daddy's Truck Picks Me Up Reading Writing Workshop: "Did Dad Get a Job?" Grammar Skill: Sentences with Prepositions	Project: What are different ways to travel?
	Week 2 Weekly Concept: My U.S.A. Essential Question: What do you know about our country? Connect to Social Studies: Explore national and state symbols	Title: "The Best of the West" Genre: Informational Text Strategy: Read	Main Selection Title: Also Goes to Washington, D.C. Genre: Informational Text Strategy: Read Skills: Main Topic and Key Details Paired Selection Title: "Get Our Country" Genre: Nonfiction Text Feature: Captions	Short Text: "Pick a Bag!" Genre: Fiction	Strategy: Record Skill: Main Topic and Key Details Main Selection Genre: Informational Text Title: A: See It! B: See It! C: Pick to See D: My Trip to Yellowstone	Literature Big Book: Genre	Additional Academic Vocabulary: history text Vocabulary Strategy: Synonyms	this what Build Your Word Bank: of each	country careful purpose connect Build Oral Vocabulary: historic, craft, bark, hot, published, phonetic bear	Original Numbers	Phonological/Phonemic Awareness: Generate Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Substitution Phonics: <i>ff</i> , <i>ll</i> , <i>ee</i> , <i>ll</i> Consonant/Vowel Review: /zo, /ob, /ic, /i, /ck, /id, /ole, /ig, /uh, /i, /k, /m, /n, /n, /n, /n, /p, /ll, /s, /t, /t, /u, /w, /w, /w, /w Decodable Readers: "Yes, Zack Can Get" "Box, Zig and Tom"	Sound, Spelling and Word Automaticity: Expression	Writing Trade: Sentence Fluency: Sentences Write About the Text: Informative Text Write to Sources: Literature Big Book: Also Goes to Washington, D.C. Reading Writing Workshop: "Pick a Bag!" Grammar Skill: Sentences with Prepositions
Week 3 Weekly Concept: Look to the Sky Essential Question: What do you see in the sky? Connect to Science: Make observations about night and day		Title: "A View from the Moon" Genre: Informational Text Strategy: Make Predictions	Main Selection Title: Bringing Down the Moon Genre: Fiction Strategy: Make Connections and Predictions Skill: Character Setting: Problem and Solution Paired Selection Title: "Day and Night Sky" Genre: Informational Text Text Feature: Headings	Short Text: "Up! Up! Up!" Genre: Nonfiction	Strategy: Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot (Problem and Solution) Main Selection Genre: Fantasy Title: A: Going Up B: The Clouds C: The Clouds D: How Sun and Moon Found Home	Literature Big Book: Sentence Structure	Additional Academic Vocabulary: prepositional phrase Vocabulary Strategy: Suffixes	for have they of sold want have the what Build Your Word Bank: for how these people work about may each	distance recognize space challenge surface Build Oral Vocabulary: buzzed, burrow, poke, gurned, tumbled, wretched, vanished, sobbed	Opposites	Phonological/Phonemic Awareness: Onset and Rhyme Segmentation, Phoneme Isolation, Phoneme Categorization, Phoneme Addition Phonics: /du, /ig, /w/, /u, /w, /j/, /k/, /ll/ Consonant/Vowel Review: /zo, /ob, /ic, /i, /ck, /id, /ole, /ig, /uh, /i, /k, /m, /n, /n, /n, /n, /p, /ll, /s, /t, /t, /u, /w, /w, /w, /w Decodable Readers: "Zig and Tom" "Long e (e, e, e, e) (optional): "Roads and Rays" (optional): "Hope Road Home"	Sound, Spelling and Word Automaticity: Expression	Writing Trade: Sentence Fluency: Complete Sentences Write About the Text: Informative Text Write to Sources: Literature Big Book: Bringing Down the Moon Reading Writing Workshop: "Up! Up! Up!" Grammar Skill: Sentences with Prepositions



Grade K • Unit 9 • Scope and Sequence

Big Idea: Things Change How do things change?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection A: Approaching Level B: On Level C: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: Growing Up Essential Question: How can you help out at home? Connect to Social Studies: Explore why we help each other	Title: "Hoping Out at Home" Genre: Informational Text Strategy: Ask and Answer Questions	Main Selection Title: Peter's Chair Genre: Fiction Strategy: Ask and Answer Questions Paired Selection Title: "The Clean Up" Genre: Fiction Text Feature: Chart	Short Text: "Jako and Dink Hike" Genre: Fiction	Strategy: Ask and Answer Questions Skill: Character, Setting, Plot (Sequel) Main Selection Genre: Fiction Titles: A: Let Me Help You B: How Can I Help? C: How Can I Help? D: How Can I Help?	Literature Big Book Purpose	Additional Academic Vocabulary: Hickory Vocabulary Strategy: Prefixes and Suffixes	Help too Build Your Word Bank other into more	chores contribute member organize accomplish Build Oral Vocabulary: switched, crash Aussie, milkshake, run away, growmap	Household Furniture	Phonological/Phonemic Awareness: Syllable Segmentation, Phonemic Blending, Phoneme Deletion Phonics: /s/, /e/ Extend: digraphs, sh Consonant/Vowel Blends: /sh/, /ch/, /ph/, /th/, /wh/, /zh/, /j/, /z/, /v/, /w/, /x/, /y/ Decodable Readers: "Jako Meets Cate" "We Help Make It"	Sound Spelling and Word Automaticity: Expression	Writing Trait: Sentence Fluency Write to Sources: Complete Sentences Write About the Text: Narrative Text Write to Sources: Literature Big Book: Peter's Chair Reading Writing Workshop: "Jako and Dink Hike" Grammar Skill: Adjectives	Project: Author Study
Week 2 Weekly Concept: Good Citizens Essential Question: What do good citizens do? Connect to Social Studies: Explore what it means to be a good citizen	Title: "The Little Red Hen" Genre: Fable Strategy: Retell	Main Selection Title: Men Hears Gossip Genre: Fantasy Strategy: Retell Skill: Character, Setting, Plot (Cause and Effect) Paired Selection Title: "Team Up to Clean Up" Genre: Informational Text Text Feature: Captions	Short Text: "We Can Play" Genre: Fiction	Strategy: Retell Skill: Character, Setting, Plot (Cause and Effect) Main Selection Genre: Fantasy Titles: A: Jako Hops Out B: Olive and His Friend C: Olive and His Friend D: Olive and His Friend E: Olive and His Friend F: Olive and His Friend G: Olive and His Friend H: Olive and His Friend	Literature Big Book: Organization	Additional Academic Vocabulary: describing words Vocabulary Strategy: Question Words	As play Build Your Word Bank find over were	citizen respect city necessity helpful Build Oral Vocabulary: go, sap, thorn, horn, any, in sight, pony, calf, job	Farm Animals	Phonological/Phonemic Awareness: Count and Blend, Segment, Identify, Blend, Phoneme Deletion Phonics: /t/, /g/ Extend: digraphs, ch Consonant/Vowel Blends: /ch/, /sh/, /ph/, /th/, /wh/, /zh/, /j/, /z/, /v/, /w/, /x/, /y/ Decodable Readers: "Bike Hag" "Place Like"	Sound Spelling and Word Automaticity: Expression, Intonation	Writing Trait: Organization: Order Write to Sources: Literature Big Book: Men Hears Gossip Reading Writing Workshop: "We Can Play" Grammar Skill: Adjectives	Project: Citizenship Poster
Week 3 Weekly Concept: Our Natural Resources Essential Question: How can things in nature be used to make new things? Connect to Science: Explore the needs of living things	Title: "Sister Woman Touches the Needle" Genre: Tale Strategy: Retell	Main Selection Title: Bread Comes to Life Genre: Informational Text Strategy: Retell Skill: Connections Within Text Main Selection Genre: Informational Text Titles: A: Look Where It Is From B: What's for Breakfast? C: What's for Breakfast? D: What's for Breakfast? E: What's for Breakfast? F: What's for Breakfast? G: What's for Breakfast? H: What's for Breakfast?	Short Text: "Look a Hunt" Genre: Informational Text	Strategy: Retell Skill: Connections Within Text (Sequel) Main Selection Genre: Informational Text Titles: A: Look Where It Is From B: What's for Breakfast? C: What's for Breakfast? D: What's for Breakfast? E: What's for Breakfast? F: What's for Breakfast? G: What's for Breakfast? H: What's for Breakfast?	Literature Big Book: Specific Vocabulary	Additional Academic Vocabulary: dresses Vocabulary Strategy: Context Clues	where look Build Your Word Bank around write	natural resources dresses dishes where knowledge Build Oral Vocabulary: from, scaten, above's bushy, crop, bowed yield, stalk, leafy, knew, leaf, leafy, leafy, stalk, leafy, grand, dust, knead	Food: Made from Grain	Phonological/Phonemic Awareness: Count and Blend, Segment, Identify, Blend, Phoneme Deletion Phonics: /w/, /e/, /o/ Extend: digraphs, ch Consonant/Vowel Blends: /ch/, /sh/, /ph/, /th/, /wh/, /zh/, /j/, /z/, /v/, /w/, /x/, /y/ Decodable Readers: "To Make It at Home" "To Make New"	Sound Spelling and Word Automaticity: Rate	Writing Trait: Organization: Topic Write About the Text: Informative Text Write to Sources: Literature Big Book: Bread Comes to Life Reading Writing Workshop: "Look a Hunt" Grammar Skill: Adjectives	Project: Fabric Wall

Appendix 2

Curriculum including Scope and Sequence Documents Part 2



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	Levelled Reader Main Selection, Paired Selection A: Approaching Level B: On Level E: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: At School Essential Questions: What do you do at your school? Connect to Social Studies: Explore how school is a community.	Title: "This School Year Not Be One Best" Genre: Realistic Fiction Strategy: Visualize Concepts of Print Book Handling	Title: "School Around the World" Genre: Nonfiction Strategy: Visualize	Short Text: Jack Con Genre: Realistic Fiction Strategy: Visualize Skill: Key Details	Strategy: Visualize Skill: Key Details Main Selection Title: "Around the World" Genre: Realistic Fiction Paired Selection Title: "Rules at School" Genre: Nonfiction Text Features: Photographs	Strategy: Visualize Skill: Key Details Main Selections Genre: Realistic Fiction A: "A Fun Day" B: "We Like to Share" C: "Crazy Party" Paired Selection Genre: Nonfiction Title: "Who Stole" E: "Look at Signs" B: "Our Classroom Rules" Lead-In: A: BR C: 60L E: 100L B: 330L	Literature Big Books: "Our Museum," Connection of Ideas	Additional Domain Words: nubs copy softly Additional Academic Vocabulary: evolve illustrations	does not school what	team subjects common object recipoke	Phonological Awareness: Identify Rhyme, Phoneme Isolation/Blending Phonics/Spelling Shifts: Short o Phonics/Spelling Word Analysis Literature Anthology: Not and Son Grammar: S.M.E. Sentence Mechanics: Capitalization	Appropriate Punctuation	Writing Task: Focus on a Single Event: Write About the Topic Informative Text Write to Swear: Personal Narrative Write to Inform: Webpage: Jack Con Literature Anthology: Not and Son Grammar: S.M.E. Sentence Mechanics: Capitalization	Project: How are pieces in our community from pieces in other communities? Venn Diagram
Week 2 Weekly Concept: Where I Live Essential Questions: What is it like where you live? Connect to Social Studies: Explore how our environment affects the way we live.	Title: "Alec's Happy Day" Genre: Realistic Fiction Strategy: Visualize Concepts of Print Book Handling	Title: "City Mouse and Country Mouse" Genre: Fable Strategy: Visualize	Short Text: Size Kids Genre: Fantasy Strategy: Visualize Skill: Key Details	Strategy: Visualize Skill: Key Details Main Selection Title: "Go, Pig!" Genre: Fantasy Paired Selection Title: "I Live Here" Genre: Nonfiction Text Features: Bold Print	Strategy: Visualize Skill: Key Details Main Selections Genre: Fantasy A: "What Can We See?" C: "A Trip to the City" E: "Honey Time" Paired Selection Genre: Nonfiction Title: "Where We Live" B: "Where We Live" Lead-In: A: BR C: 30L E: 30L B: 330L	Literature Big Books: Organization, Location, Knowledge	Additional Domain Words: land countryside Additional Academic Vocabulary: cousin bold print sequence	down our up any	city country land countryside	Phoneme Awareness: Categorization Blending Syllabification Phonics/Spelling Shifts: Short i Consonants (review) Through-out Unit 1 Structural Analysis: Double final consonants Decodable Readers: Lemonade and /m	Information	Writing Task: Focus: Describing Details Writing Product: Informative Writing Write to Swear: Reacting/Writing Workshops: Size Kids Literature Anthology: Go, Pig! Grammar: S.M.E. Word Order Mechanics: Punctuation (period)	Project: How are pieces in our community from pieces in other communities? Venn Diagram



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 Approximate Level D: On-Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 3</p> <p>Weekly Concept: Our Pets</p> <p>Essential Question: What makes a pet special?</p> <p>Connect to Science: Explore what pets need to survive.</p>	<p>Title: Cool Dog, Scholar Dog</p> <p>Genre: Fiction</p> <p>Strategies: Visualize</p> <p>Concepts of Print Track Print and Return Sweep</p>	<p>Title: "Our Pets" Genre: Nonfiction</p> <p>Strategy: Visualize</p>	<p>Short Text: A Pig for Cliff</p> <p>Genre: Fantasy</p> <p>Strategies: Visualize</p> <p>Skill: Key Details</p>	<p>Strategies: Visualize</p> <p>Skill: Key Details</p> <p>Main Selection Title: Pig</p> <p>Genre: Fantasy</p> <p>Paired Selection Title: "What Pets Hood"</p> <p>Genre: Nonfiction</p> <p>Text Features: Labels</p>	<p>Strategies: Visualize</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Fantasy</p> <p>Paired Selection Genre: Fantasy</p> <p>Genre: Fantasy</p> <p>Paired Selection Genre: Nonfiction</p> <p>Text Features: Labels</p> <p>Themes: A: A Mission in the Hoopie C: "Love That Literal" E: "Loop That Literal" B: "Birds That Talk"</p> <p>Lexia: A: 120L B: 200L E: 280L</p>	<p>Literature Big Books: Sentence Structure, Connection of Ideas</p>	<p>Additional Domain Words: living things, need, corns</p> <p>Additional Academic Vocabulary: sawtooth, label, publish</p> <p>Build Vocabulary: and pen</p>	<p>be come good just</p>	<p>care train grown companion pudgy</p>	<p>Phonemic Awareness: Control Vowel Sound, Vowel Segmentation Segmentation Phonics Spelling Word Recognition Alphabetic Knowledge Advanced Phonics (reviewed throughout Unit 1)</p> <p>Structural Analysis: -s plural inflection</p> <p>Discipline Reading: -ed past tense, A Offsets to Play, A Good Book for</p>	<p>Appropriate Pricing</p>	<p>Writing Trait: Ideas Describe Details Write About Text: Near-Live Text Write to Survive Reading/Writing Workshop: A Pig for Cliff Literature Anthology: Pig Genre: Shift Scaffolding Genre: Shift Questions and Exclamations Genre: Questions and Exclamations</p>	<p>Project: What are the ways to care for pets? Create a Poster</p>
<p>Week 4</p> <p>Weekly Concept: Let's Be Friends</p> <p>Essential Question: What do friends do together?</p> <p>Connect to Social Studies: Explore why we respect the rights of others.</p>	<p>Title: Friends Are Around</p> <p>Genre: Nonfiction</p> <p>Strategies: Ask and Answer Questions</p> <p>Concepts of Print Book Handling and Labels</p>	<p>Title: "Spots Long Ago" Genre: Nonfiction</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: Toes? Eats? Hoop!</p> <p>Genre: Nonfiction</p> <p>Strategies: Ask and Answer Questions</p> <p>Skill: Key Details</p>	<p>Strategies: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Title: Friends</p> <p>Genre: Nonfiction</p> <p>Paired Selection Title: "There Are Days and There Are Days"</p> <p>Genre: Poetry</p>	<p>Strategies: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Nonfiction</p> <p>Genre: Nonfiction</p> <p>Paired Selection Genre: Poetry</p> <p>Themes: A: "I Like to Play" C: "I Like to Play" E: "I Like to Play" B: "I Like to Play"</p> <p>Lexia: A: 100L C: 100L E: 100L B: 200L</p>	<p>Literature Big Books: Organization, Connection of Ideas</p>	<p>Additional Domain Words: paw poem Additional Academic Vocabulary: evaluate, rhyme</p> <p>Build Vocabulary: spots hoop quick make-up</p>	<p>fun moby enjoy too</p>	<p>comparative relationship driver chore collect</p>	<p>Phonemic Awareness: Phoneme Categorization/ Segmentation/ Deletion, Rhyme, Phoneme Blending Phonics Spelling Skill: Short e C consonant reviewed throughout Unit 1</p> <p>Structural Analysis: Alphabetic order (one letter) Decodable Reading: Bob is a Fun Pig, Dog and Fox</p>	<p>Appropriate Pricing</p>	<p>Writing Trait: Organization: Compare etc Context Write About Text: Informative Text Write to Survive Reading/Writing Workshop: Toes? Eats? Hoop! Literature Anthology: Friends Genre: Shift Questions and Exclamations Genre: Questions and Exclamations</p>	<p>Project: Why are we born about our favorite games or sports? Make a Poster</p>



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	Levelled Reader Main Selection, Paired Selection, Approaching Level, On Level, ELL Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 5</p> <p>Weekly Concept: Let's Move!</p> <p>Essential Question: How does your body move?</p> <p>Connect to Science: Explore how people and animals use their body parts.</p>	<p>Title: "Move!" Genre: Nonfiction Strategy Ask and Answer Questions Concepts of Text: Special Text Treatments</p>	<p>Title: "Rabbit and Coyote Race" Genre: Folktale Strategy Ask and Answer Questions</p>	<p>Short Text: "Move and Grow" Genre: Nonfiction Strategy Ask and Answer Questions Skill: Key Details</p>	<p>Strategy Ask and Answer Questions Skill: Key Details Main Selection Title: "Move!" Genre: Nonfiction Paired Selection Title: "Using Diagrams" Genre: Nonfiction Text Features: Diagram</p>	<p>Strategy Ask and Answer Questions Skill: Key Details Main Selections Genre: Nonfiction A: "We Can Move!" B: "We Can Move!" C: "What's Under 'Your Start'?" D: "What's Under 'Your Start'?" Genre: Nonfiction Text Features: Diagram Level: A: 170 C: 200L E: 190L G: 190L</p>	<p>Literature Big Book: Purpose Vocabulary</p>	<p>Additional Academic Vocabulary: organism, condition Build Vocabulary: hand, turn</p>	<p>Jump move run two</p>	<p>physical exercise organ calculated function</p>	<p>Phonics: Assimilates: Phonics: Categorizer/ Categorizer/ Phonics: Phonics: Phonics: Spelling Skill: Sight Word Skill: Sight Word Phonics: s-blends Consonants (reviewed) throughout Unit 1 Structural Analysis: possessives Decodable Blends: digraphs and /r/ can move</p>	<p>Appropriate Preshing</p>	<p>Writing Trail: Organization: Order of Events Write about the Text: Informative Writing Write to Source: Reading/Writing Workshop: Move and Grow Literature Anthology: Move & Grow Grammar Skill: Writing Sentences Mathematics: Measurement Punctuation and Capitalization (period, question and exclamation marks)</p>	<p>Weekly: How does the human body move? Create a Visual Record Unit Level: Research Skill: Selecting a Topic Unit Project: Select and develop research project</p>
<p>Week 6</p> <p>Review and Assessment</p>													



Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Our Community What makes a community?	Literature Big Book	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept Jobs Around Town Essential Questions: What jobs need to be done in a community? Connect to Social Studies: Explore the work people do.	Title: <i>Miss Molly for the Mail</i> Genre: Fiction Strategy: Make and Confirm Predictions Concepts of Print: Elongated and Distinct	Title: "Jobs Around Town" Genre: Nonfiction Strategy: Make and Confirm Predictions	Short Text: Good Job, Best Genre: Realistic Fiction Strategy: Make and Confirm Predictions Skills: Characters, Setting, Events	Strategy: Make and Confirm Predictions Skills: Characters, Setting, Events Main Selection Title: The Red Hat Genre: Realistic Fiction Paired Selections Title: "Firefighters at Work" Genre: Nonfiction Text Features: Labels	Strategy: Make and Confirm Predictions Skills: Characters, Setting, Events Main Selections Genre: Realistic Fiction A: Pick Up Day B: Ben Stoops the Mail C: Bringing the Mail D: At Mail with Adam Paired Selections Genre: Nonfiction Titles: A: "The Recycling Center" B: "The Mail" C: "Jobs at the Post Office" D: "The Mail" E: "Toots at the School Market" Leads: A: 70 B: 200 C: 200 D: 200 E: 300	Additional Domain Words: firefighter, job, protect Additional Academic Vocabulary: mail, middle Build Vocabulary: jobs, protect	great help new there use	excitement community equator fortunate assembly	Phonemic Awareness: Blending/Deleting/ Segmentation Phonics/ Spelling Skills: short e, spotted e and ee Structural Analysis: inferential, ending and pre spelling changes Decodable Readers: Red Gits o Job, I Sell Chair	Imagination	Writing Trait: Digital Ink: Focus on an idea Write about the Text: Opinion Write to Inform Reading/Writing Workshop: Good Job, Best Likeable Anthology: The Red Hat Grammar Skill Nouns Mechanics: Capital Letters in a Sentence	Project: What can we learn about jobs that help the community? Video: A Script
Week 2 Weekly Concept Buildings All Around Essential Questions: What buildings do you know? What are they made of? Connect to Social Studies: Explore how the environment affects the ways people live.	Title: <i>The 2 Little Doves</i> Genre: Fantasy Strategy: Make and Confirm Predictions Concepts of Print: Questioned	Title: "The Three Little Pigs" Genre: Fantasy Strategy: Make and Confirm Predictions	Short Text: Cub's a Hat Genre: Fantasy Strategy: Make and Confirm Predictions Skills: Character, Setting, Events	Strategy: Make and Confirm Predictions Skills: Characters, Setting, Events Main Selection Title: The Pig on the Hat, and the Hat Genre: Fantasy Paired Selection Title: "Homes Around the World" Genre: Nonfiction Text Features: Captions	Strategy: Make and Confirm Predictions Skills: Characters, Setting, Events Main Selections Genre: Fantasy A: What a Hat! B: Staying Aloft C: City, Amosville, County Amosville Paired Selections Genre: Nonfiction Titles: A: "Stone Carves" B: "A Day on a Houseboat" C: "City or Country?" Leads: A: 100 B: 100 C: 300 D: 300	Additional Domain Words: home's built shape Additional Academic Vocabulary: apostrophe pronunciation Build Vocabulary: mess	could five one then three	sherry motorist's colleague furious refused	Phonemic Awareness: Rhyme, Phonemic Identity/Blending/ Segmentation Phonics/ Spelling Skills: short v Structural Analysis: connectors with 's Decodable Readers: Cow Best Step Back, Pig Up to Us	Expression	Writing Trait: Organization: Beginning Sentence Write about the Text: Informative Text Write to Inform Reading/Writing Workshop: Cub's a Hat Literature Anthology: The Pigs on the Hat, and the Hat Grammar Skill: Singular and Plural Nouns Mechanics: Adding -s and -ed to form plural nouns	Project: What can we learn about the buildings in our community? What are they made of? Draw and Label a Building



Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Our Community What makes a community?	Literature Big Book	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection Main Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 3</p> <p>Weekly Concept: A Community in Nature</p> <p>Essential Question: Where do animals live together?</p> <p>Connect to Science: Explore how the animals adapt to different environments.</p>	<p>Title: <i>Babies in the Bayou</i></p> <p>Genre: Nonfiction</p> <p>Strategy: Record</p> <p>Concepts of Print: Distinguish Sentences</p>	<p>Title: <i>Antinuk in the Desert</i></p> <p>Genre: Nonfiction</p> <p>Strategy: Record</p>	<p>Short Text: <i>The Bear Spot</i></p> <p>Genre: Nonfiction</p> <p>Strategy: Record</p> <p>Skills: Main Topic and Key Details</p>	<p>Strategy: Record</p> <p>Skills: Main Topic and Key Details</p> <p>Main Selection Title: <i>Antinuk in the Desert</i></p> <p>Genre: Nonfiction</p> <p>Paired Selection Title: <i>Way Down Deep</i></p> <p>Genre: Poetry</p>	<p>Strategy: Record</p> <p>Skills: Main Topic and Key Details</p> <p>Main Selections Genre: Nonfiction</p> <p>A: <i>Meow! Family</i> B: <i>Meow! Family</i> C: <i>Meow! Family</i> D: <i>Meow! Family</i></p> <p>Paired Selections Genre: Poetry</p> <p>Titles: A: "Live in a House" B: "Live in a House" C: "Live in a House" D: "Live in a House"</p> <p>Levels: A: 170 B: 190 C: 200 D: 200</p>	<p>Literature Big Books: Purpose, Organization</p>	<p>Additional Domain Words: <i>mean</i></p> <p>Additional Academic Vocabulary: <i>chill</i> <i>repetition</i> <i>myth</i></p> <p>Build Vocabulary: <i>pond</i> <i>nest</i> <i>range</i></p>	<p>oil no of under into</p>	<p>habitat despond abandon struggle colocate</p>	<p>Phonemic Awareness: Phoneme Categorization/ Blending Segmentation Phonics: Spelling Sight words ok, at, it, er, up</p> <p>Structural Analysis: Instructional ending -ing change: first introduction to two- syllable words</p> <p>Decodable Readers: <i>In a Land of Grass</i> <i>Stamp and Jump</i></p>	<p>Appropriate Pricing</p>	<p>Writing Traits (6-8): Focus Write about the Text: Innovative Text Write to Entertain: Reader/Writer Workshop: <i>The Bear Spot</i> Literature <i>Antinuk</i> at 2 <i>Pond</i> Connect to Science Focus: Nature Mechanics: Apostrophe with Possessive Nouns</p>	<p>Project: What can we learn about a habitat? What kinds of communities live there? Make a Collage</p>
<p>Week 4</p> <p>Weekly Concept: Let's Help</p> <p>Essential Question: How do people help out in the community?</p> <p>Connect to Social Studies: Understand respecting other's differences.</p>	<p>Title: <i>The Story of Mama Luther King Jr.</i></p> <p>Genre: Nonfiction/ Biography</p> <p>Strategy: Record</p> <p>Concepts of Print: Spacial Text Treatments</p>	<p>Title: <i>Lulu's Library</i></p> <p>Genre: Nonfiction</p> <p>Strategy: Record</p>	<p>Short Text: <i>Pump Thump Help Out</i></p> <p>Genre: Fantasy</p> <p>Strategy: Record</p> <p>Skills: Character, Setting, Events</p>	<p>Strategy: Record</p> <p>Skills: Character, Setting, Events</p> <p>Main Selections Genre: Fantasy</p> <p>Titles: A: <i>The Sick Tree</i> B: <i>Squirrels Help</i> C: <i>Squirrels Help</i> D: <i>Wew, Kity</i></p> <p>Paired Selections Genre: Poetry</p> <p>Titles: A: "Booth Clean-Up" B: "Food Drive" C: "Food Drive" D: "Shaving Skills"</p> <p>Levels: A: 400 B: 400 C: 400 D: 400</p>	<p>Literature Big Books: Genre, Plot Knowledge</p>	<p>Additional Domain Words: <i>neighborhood</i> <i>recycle</i></p> <p>Additional Academic Vocabulary: <i>fantasy</i> <i>imaginary</i></p> <p>Build Vocabulary: <i>stair</i> <i>climb</i> <i>song</i> <i>verb</i></p>	<p>oil cut day her went</p>	<p>relationship online enjoy my connections</p>	<p>Phonemic Awareness: Phoneme Imitation/ Categorization/ Blending/ Segmentation Phonics: Spelling Sight words digraphs (sh, wh, ay)</p> <p>Structural Analysis: closed syllables Decodable Readers: <i>Dear Mrs. Wilson</i> <i>The Helping Game</i> <i>Snow a Big Throat</i></p>	<p>Imitation</p>	<p>Writing Traits (6-8): Organization Beginnings, Middle, End Write to Inform: Reading/Writing Workshop: <i>Pump Thump Help Out</i> Literature <i>Antinuk</i> at 2 <i>Booth</i> Connect to Social Studies Genre: Skills Civility and Proper Nouns Mechanics: Capitalize Proper Nouns: geographic, pets, places, and (in 19)</p>	<p>Project: How can we make our classroom a better place? Make a List</p>	



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	Levelled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 5 Weekly Concept Follow the Map Essential Question: How can you find your way around? Connect to Social Studies: Explore maps and globes.	Title: Me on the Map Genre: Academic Fiction Strategy: Reread Concepts of Print: Reading Sentences across Pages	Title: "Map It" Genre: Nonfiction Strategy: Reread	Short Text: Which Way on the Map? Genre: Nonfiction Strategy: Reread Skill: Main Topic and Key Details	Strategy: Reread Skill: Main Topic and Key Details Main Selection Title: Fun with Maps Genre: Nonfiction Paired Selection Title: "North, East, South, or West?" Genre: Nonfiction Text Features: Map	Strategy: Reread Skill: Main Topic and Key Details Main Selections Genre: Nonfiction A: How Maps Help B: How Maps Help C: How Maps Help D: How Maps Help Paired Selections Genre: Nonfiction Title: A: "On the Map" B: "On the Map" C: "On the Map" D: "On the Map" Labels: A: 130L B: 230L C: 60L D: 420L	Literature Big Book Patterns: Organization	Additional Academic Vocabulary: map pinpoint Build Vocabulary: rug	around many play stop work	Acute habit model separate	Phonemic Awareness: Phonics Segmentation Additional Blending Phonics: Spelling Skills: consonant digraphs: ch, ch, wh, ph Structural Analysis: -er (bird, noun) Decodable Readers: A: Map Ability: A Fun Map B: Map Ability C: Get Lost: Maps and Globes	Appropriate Printing	Writing Trait Lists: Supporting Details Write About the Text Info: make a Text Write to Sources: Reading/Writing Workshop: Which Way on the Map? Use voice Anthology: Fun with Maps Grammar Skill: Irregular Plural Nouns Mechanics: Capital Letters and Punctuation in Sentences	Project: What can we learn about maps? Make a Map Unit Level: Research Skill: Collecting Information Unit Project: Self- select and develop from weekly research projects
Week 6 Review and Assessment													



Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Our Community What can happen over time?	Literature Big Book	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection A: Approaching Level B: On Level C: EL D: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: What Time Is It? Essential Question: How do we measure time? Connect to Social Studies: Explore the relativity of time.	Title: A Second Is a Heap Genre: Fiction Strategy: Make and Confirm Predictions Concepts of Time: Capitalization and Punctuation	Title: "Measuring Time" Genre: Nonfiction Strategy: Make and Confirm Predictions	Skills Text: Note the Order of Time Genre: Fantasy Strategy: Make and Confirm Predictions Skills: Character, Setting, Plot Genre: Fantasy Skills: Character, Setting, Plot Text: "It's About Time" Genre: Nonfiction Text Feature: Bold PH	Strategy: Make and Confirm Predictions Skill: Character So Big, Plot Main Selection Text: "On My Way to School" Genre: Fantasy Text: "It's About Time" Genre: Nonfiction Text Feature: Bold PH	Strategy: Make and Confirm Predictions Skill: Character, Setting, Plot Main Selection Genre: Fantasy A: "Bop's Watch" B: "Katie Saves the Day" C: "Uncle George Is Coming" Paired Selections: Genre: Nonfiction Title: A: "Make a Check" B: "Use a Calendar" C: "Use a Calendar" D: "So Many Clocks" Leads: A: 40L B: 220L C: 320L D: 320L	Literature Big Books: Purpose, Organization	Additional Domain Words: calendar stand shadow Additional Vocabulary: organization, apricot, irrevocable Build Vocabulary: why overt step map blue	away now achieve why why	schedule attempdly receded occasion	Phonics: Assess: Pronounce Substitution Blending Segmentation Phonics Spelling Skill: long o, c, e Structural Analysis: Can't read what I won't, has L, won't, can't Does Mrs. Love? 5 & 8 Long?	Intonation	Writing Trait: Word Choice: Story Details Writes About the Text: Narrative: Text Writes to Sources: Reading/Writing Workshop: Note the Order of Time Literature Anthology: On My Way to School Grammar Skill: Verbs Mechanics: Commas in Sentences	Project: What are the different ways to measure time? Explore Sun Data
Week 2 Weekly Concept: Watch It Grow! Essential Question: How do plants change as they grow? Connect to Science: Explore what helps plants survive.	Title: Mystery Vow Genre: Informational Fiction Strategy: Make and Confirm Predictions Concepts of Time: Punctuation within Sentence	Title: "The Great Big, Gigantic Turnip" Genre: Folktale Strategy: Make and Confirm Predictions	Skills Text: Time to Plant! Genre: Drama Strategy: Make and Confirm Predictions Skill: Plot Sequence Paired Selections Text: "How Plants Grow" Genre: Nonfiction Text Feature: Diagram	Strategy: Make and Confirm Predictions Skill: Plot Sequence Main Selection Genre: Play A: Corn Farm B: "Yum, Strawberries!" C: "A Tree's Life" Paired Selections: Genre: Nonfiction Title: A: "Leaf of Corn" B: "Strawberry Plant" C: "Inside Trees" Leads: A: NP B: NP C: NP D: NP	Literature Big Books: Prior Vocabulary Vocabulary	Additional Domain Words: seed and sprout Additional Vocabulary: audience, vegetables Build Vocabulary: leaf prob stack vine	green grow pretty should vegetary water	ziboon sprout grogged cask sawd	Phonics: Assess: Alliteration Nonsense Dictation/ Sound Blending Phonics Spelling Skill: long E, E Structural Analysis: Plural (with CVC) vowels Decodable Readers: A Fine Apple, Apples Sole, Time to Grow	Appropriate Praising	Writing Trait: Word Choice: Use Specific Words Writes About the Text: Narrative: Text Writes to Sources: Reading/Writing Workshop: Time to Plant! Literature Anthology: The Big Yum Plant Grammar Skill: Present Tense: Adjs Mechanics: Capitalization and Underline Titles of Plays	Project: How do plants change as they grow? Make a Flip Book	



Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Getting to Know Us What can happen over time?	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection A: Approaching Level C: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 3 Weekly Concept: Tales Over Time Essential Question: What is a folktale? Connect to Social Studies: Explore the similarities in literature over time.	Title: <i>Intersubj Chickn</i> Genre: Fiction Strategic: Make and Confirm Predictions Concepts of Plot: Orientation, Motif/ Text Styles	Title: <i>The Foolish Third Rabbit</i> Genre: Folktale Strategic: Make and Confirm Predictions	Short Text: <i>The Ace Athlet</i> Genre: Folktale Strategic: Make and Confirm Predictions Skills: Plot Cause and Effect	Strategic: Make and Confirm Predictions Skill: Plot Cause and Effect Main Selection Title: <i>The Empowered Man</i> Genre: Folktale Paired Selection Title: <i>Mother Goose Rhymes</i> Genre: Rhyme	Strategic: Make and Confirm Predictions Skill: Plot Cause and Effect Main Selections Genre: Folktale A: <i>How Cooper Got His Name</i> C: <i>The Magic Rabbit</i> E: <i>The Magic Rabbit</i> Paired Selections: Game, Poetry/Song Title: A: "B Cagat The Cagat" C: "The Magic Rabbits" E: "Warrior A. Eagle" Genre: "Family Stories" Leads: A: 300L C: 230L E: 240L B: 460L	Literature Big Books: Organization, Connection of Ideas	Additional Domain Words: poem Additional Academic Vocabulary: element puppet style Build Vocabulary: except need passed silly edge	any from happy once up upon	table hero band foolish extremely	Phonemic Awareness: Rhyme, Phonics: Blending/ Segmentation Phonics: Spelling Syll: soft c, soft g, dge Structural Analysis: Inflectional endings (-ed and -ing drop final e) Decodable Blends: King and Five More Misc	Expression	Writing Trait: Word Choice: Use Strong Verbs Write About the Text: Narrative Text Write to Sustain: Reading/Writing Workshop: The Ace Athlet Literature Anthology: The Empowered Man Grammar Skill: Past and Future Tense Verbs Mechanics: Conjunctions in Sentences	Project: When can we learn about folktales? Make a Character Puppet
Week 4 Weekly Concept: Now and Then Essential Question: How is life different than it was long ago? Connect to Social Studies: Explore transportation from long ago.	Title: <i>The Last Train</i> Genre: Fiction Strategic: Recall Concepts of Plot: Relating sentences Action Pages	Title: "Pioneers" Genre: Nonfiction Strategic: Recall	Short Text: <i>Life of A Horse</i> Genre: Nonfiction Strategic: Recall Skill: Connections Within Text: Compare and Contrast Main Selection Title: Long Ago and Now Genre: Nonfiction Paired Selection Title: "From Horatio Pink"	Strategic: Recall Skill: Connections Within Text: Compare and Contrast Main Selection Genre: Nonfiction Paired Selections Genre: Nonfiction Title: A: "School Days" C: "School Days" E: "School Days" B: "School Days" Leads: A: 300L C: 230L E: 270L B: 380L	Strategic: Recall Skill: Connections Within Text: Compare and Contrast Main Selections Genre: Nonfiction A: Schools Then and Now C: Schools Then and Now E: Schools Then and Now Paired Selections Genre: Nonfiction Title: A: "School Days" C: "School Days" E: "School Days" B: "School Days" Leads: A: 300L C: 230L E: 270L B: 380L	Literature Big Books: Prior Knowledge, Vocabulary	Additional Domain Words: comparisons, engages friends Vocabulary: pioneer wagon caption Build Vocabulary: wages wagons caption attend	own boy girl now out people	embury, past, present, future, entertainment	Phonemic Awareness: Pronome Segmentation/ Isolation/ Blending Phonics: Spelling Syll: long o, e, e, long u, L, e, long e, e, e Structural Analysis: CVC's syllables Decodable Readers: Those Our Classes, The Old Globe	Appropriate Prewriting	Writing Trait: Ideas: Give Reasons for an Opinion Writing about the Text: Opinion Write to Sustain: Reading/Writing Workshop: Life of A Horse Literature Anthology: Long Ago and Now Grammar Skill: A and Are Mechanics: Conjunctions in Sentences	Project: How has our way of life changed over time? Write a Report



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 Approaching Level On Level ELL Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 5 Weekly Concept: From Farm to Table Essential Question: How do we get our food? Connect to Social Studies: Explore how people get food.	Title: Where Does Food Come From? Genre: Nonfiction Strategy: Reread Concepts of Print: Special Text Treatments	Title: "The Little Red Hill" Genre: Folklore Strategy: Reread	Short Text: A Look at Breakfast Genre: Nonfiction Strategy: Reread Skills: Connections Within Text Sequencing	Strategy: Reread Skills: Connections Within Text Sequencing Main Selection Title: From Cows to Your Genre: Nonfiction Paired Selection Title: "A Poor Clerk" Genre: Nonfiction Text Features: Chart	Strategy: Reread Skills: Connections Within Text Sequencing Main Selections Genre: Nonfiction A: Apples from Farm to Table B: Apples from Farm to Table C: Apples from Farm to Table E: Apples from Farm to Table Paired Selections Genre: Nonfiction Title: A: "A Dairy Treat" B: "A Dairy Treat" C: "A Dairy Treat" E: "A Dairy Treat" Leads: A: 330L B: 550L C: 430L E: 590L	Literature Big Book: Purpose, Genre	Additional Academic Vocabulary: choir conjunction dorm Burd Vocabulary: grace spoil doll	cher buy cane easy away meat	delicious nutritious responsibly enormous delighted	Phonemic Awareness: Phonics: Segmentation Segmentation Segmentation Phonics: Spelling Skill: variant vowel spellings with diagrams: c, v Structural Analysis Inflectional endings -ed and -ing (initials their consonant) Decodable Readers: A Good Cook The Little Red Hill	Information	Writing Trade Shows: Give Reasons for an Opinion Write About the Basic Opinion Write to Sources: Reading/Writing Workshop: A Look at Bibliography Literature Anthology: From Cows to You Grammar Skill: Conjunctions with Not Mechanics: Appositives in Conjunctions	Project: Where does food come from? How is food produced? Make a Flowchart Unit Leads: Research Skill: Using Different Resources Unit Project: Set, select and develop research projects
Week 6 Review and Assessment													



Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Animals Everywhere What animals do you know about? What are they like?	Read aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader, Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: Animal Features Essential Question: How do animals' bodies help them? Connect to Science: Explore different animals' body parts.	Title: "The Elephant's Chair" Genre: Fantasy Strategy: Ask and Answer Questions	Short Text: A Tale of a Fox "How the Boomer Got its Fur Tail" Genre: Folklore Strategy: Ask and Answer Questions Skills: Plot Sequence	Strategy: Ask and Answer Questions Skills: Plot Sequence Main Selection Title: How/Not Got its Wings Genre: Folktale Leadle: 40L Paired Selection Title: "Best Back Blast" Genre: Nonfiction Leadle: 40UL Text Feature: Chart	Strategy: Ask and Answer Questions Skills: Plot Sequence Main Selections Genre: Folktale Title: The King of the Animals A: The Boomer B: How the Boomer Got its Wings C: Hummingbird's Wings Paired Selections Genre: Nonfiction Titles: A: "Lone and Elongated" C: "Tailed Trail" B: "Tailed Trail" E: "Tail to a Hummingbird" Leadle: A: 30UL C: 30UL B: 20UL E: 20UL	Literature Anthology: Prior Knowledge	Vocabulary Words: special splendid additional domain member band burst additional academic vocabulary: features traits bird bird vocabulary: song chirp flap feather talon Vocabulary Strategy: Use a Dictionary	about onto every eight give say	feature appearance determined pronounced relief	Phonemic Awareness: Rhyme, Airsone Categorization Blending/Segmentation Phonics: Spelling Skills: long e, o, o, ay Structural Analysis: alphabetical order (two letters) Decodable Readers: About the Alphabet, Snow Man, Ten	Writing Trait: Word Choice Figurative Language Write about the "text" Narrative Text Write as Scientists: Reading/ Writing Workshop: A Tale of a Fox How the Boomer Got its Fur Tail Measure Antelope: How/Not Got its Wings Grammar Skill: Was and Were Mechanics: Apostrophe with Contractions	Project: What can we learn about animal features? Make a Poster	
	Week 2 Weekly Concept: Animals Together Essential Question: How do animals help each other? Connect to Social Studies: Explore how animals have behaviours that help them to survive.	Title: "Animals Working Together" Genre: Nonfiction Strategy: Ask and Answer Questions	Short Text: A Team of Pigs Genre: Nonfiction Strategy: Ask and Answer Questions Main Idea and Key Details Text Feature: Captions	Strategy: Ask and Answer Questions Skills: Main Idea and Key Details Main Selection Title: Animals' Teams Genre: Nonfiction Leadle: 40L Text Feature: Captions Paired Selection Title: "Bury As a Bee" Genre: Nonfiction Leadle: 50L Text Feature: Captions	Strategy: Ask and Answer Questions Skills: Main Idea and Key Details Main Selections Genre: Nonfiction Title: Animals' Teams A: Animals Work Together B: Animals Work Together C: Animals Work Together E: Animals Work Together Leadle: A: 30L C: 45L B: 36L E: 6L	Literature Anthology: Background, Context, Connection of Ideas	Vocabulary Words: cooper worker quiver additional academic vocabulary: cooperate capture captives nonfiction Burial Vocabulary: bury dig insects Vocabulary Strategy: Connect Captions, Sentence Charts	because like or other small	behavioral suddenly because because understood	Phonemic Awareness: Segmenting, Blending, Phonics: Blending Phonics: Spelling Skill: long e, o, o, ay Structural Analysis: prefixes, su-, in-, pre- Decodable Readers: A Green Egg Clean Up Term	Writing Trait: Organization Introduce the Topic Write About the "Text" Opinion Write to Sources: Reading/ Writing Workshop: A Team of Pigs Literature Anthology: Animals' Teams Grammar Skill: He and Here Mechanics: Capitalization and End Punctuation	Project: How can animals help one another? Write a Report



Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Getting to Know Us What can happen over time?	Read About	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection On-Level ELL Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 3</p> <p>Weekly Concept: In the Wild</p> <p>Essential Question: How do animals survive in nature?</p> <p>Connect to Science: Explore how animals adapt to their environment.</p>	<p>Title: "Helpful in Winter"</p> <p>Genre: Nonfiction Strategy: Ask and Answer Questions</p>	<p>Short Text: Go Wild! Levell: 500L Genre: Nonfiction Strategy: Ask and Answer Questions Key Details</p> <p>Main Selection Title: Levell: 70L Genre: Nonfiction Text Features: Illustrations/ Photographs</p>	<p>Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Main Selections Genre: Nonfiction A: Go, Go! B: Go, Go! C: Go, Go! D: Go, Go!</p> <p>Paired Selections Genre: Poetry Title: A: "Ducklings" B: "Chickadees" C: "Ducklings" D: "Ducklings" Levell: A: 320L B: 510L C: 270L D: 580L</p>	<p>Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Main Selections Genre: Nonfiction A: Go, Go! B: Go, Go! C: Go, Go! D: Go, Go!</p> <p>Paired Selections Genre: Poetry Title: A: "Ducklings" B: "Chickadees" C: "Ducklings" D: "Ducklings" Levell: A: 320L B: 510L C: 270L D: 580L</p>	<p>Literature Anthology: Organization Sentenced Structure</p>	<p>Vocabulary Words: search seek preach Additional Academic Vocabulary: wild logic sequences Build Vocabulary: search, seek neat, frogman spicy, snail dais, preon silly, beach stretch, warning ill, poor soon Vocabulary Strategy: Word Categories</p>	<p>find roof more start worm</p>	<p>survive admission communicate ignited</p>	<p>Phonemic Awareness: Blending: Contrast Sounding, Phoneme Segmentation Phonics Spelling Skill: long o, o, oo, ow, oi Structural Analysis: open syllables Decodable Readers: A Dec as a Decet; Joe Does Slow; Xooo; Aaaa and Eeee Swims</p>	<p>Expression</p>	<p>Writing Task Organization: Write a Concluding Sentence Write About the Text: Informative Text Write to Sources Reading/ Writing Workshop: Go Wild! Literature Anthology Main Idea Grammar Skill: Go and Do Mechanics: Capitalize Proper Nouns</p>	<p>Project: How do animals survive in their habitats? Make a Diorama</p>
<p>Week 4</p> <p>Weekly Concept: Insects!</p> <p>Essential Question: What insects do you know about? How are they alike and different?</p> <p>Connect to Science: Explore how insects adapt to different environments.</p>	<p>Title: "Insect Help and Help"</p> <p>Genre: Nonfiction Strategy: Visualize</p>	<p>Short Text: Creep Low Fly High Levell: 250L Genre: Fantasy Strategy: Visualize Skill: Point of View</p> <p>Main Selection Title: Hi Fly-Guy Genre: Fantasy Levell: 200L Paired Selection Title: "Meet the Insects" Genre: Nonfiction Levell: 400L Text Features: Headings</p>	<p>Strategy: Visualize Skill: Point of View Main Selections Genre: Fantasy A: Where is My Home? B: The Hat C: Come On, Come All D: Come On, Come All</p> <p>Paired Selections Genre: Nonfiction Title: A: "Wings" B: "Let's Look at Insects!" C: "Let's Look at Insects!" D: "Compare Insects" Levell: A: 190L B: 290L C: 300L D: 380L</p>	<p>Strategy: Visualize Skill: Point of View Main Selections Genre: Fantasy A: Where is My Home? B: The Hat C: Come On, Come All D: Come On, Come All</p> <p>Paired Selections Genre: Nonfiction Title: A: "Wings" B: "Let's Look at Insects!" C: "Let's Look at Insects!" D: "Compare Insects" Levell: A: 190L B: 290L C: 300L D: 380L</p>	<p>Literature Anthology: Organization</p>	<p>Vocabulary Words: beautiful fancy body series Additional Academic Vocabulary: fantasy point of view main idea strategies Dad Vocabulary: only Vocabulary Strategy: Context, Clues, Sentence Clues</p>	<p>cough few know rough zoo were</p>	<p>color different resemble protect injure</p>	<p>Phonemic Awareness: Identify Segmental/ Substitution Phonics Spelling Skill: long i, j, y, igh, ie Structural Analysis: Inflectional endings Change y to i Decodable Readers: Joy Stays Flyer; So Fast to Bugs; Why / Hope Flies; Gawing Bugs Fly</p>	<p>Appropriate Phrasing</p>	<p>Writing Task Organization: Write a Concluding Statement Write About the Text: Informative Write to Sources Reading/ Writing Workshop: Creep Low Fly High Literature Anthology: yet Fly Guy Grammar Skill: See and Show Mechanics: Underline Titles of Books</p>	<p>Project: What can we learn about insects? Make a Diagon</p>



Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Getting to Know Us What can happen over time?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection On Level ELL Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 5 Weekly Concept: Working with Animals Essential Question: How do people work with animals? Connect to Science: Explore different ways that people work with Animals.</p>	<p>Thib: "Mig's Rafting" Genre: Folklore Strategy: Visualize</p>	<p>Short Text: Time for Rick from Pappy to Guide Dog Lead: 690L Genre: Nonfiction Strategy: Visualize Skill: Connections Main Text Sequence Text Features: Captions</p>	<p>Strategy: Visualize Skill: Connections Within Text Sequence Main Selection Title: Time for Rick from Pappy Genre: Nonfiction Lead: 370L Paired Selection Title: "Saving Mountain Gorillas" Genre: Nonfiction Lead: 450L Text Features: Captions</p>	<p>Strategy: Visualize Skill: Connections Within Text: Sequence Main Selections Genre: Nonfiction A: "Tooth a Dog" B: "Tooth a Dog" C: "Tooth a Dog" D: "Tooth a Dog" Paired Selections Genre: Nonfiction Title: A: "Working with Dolphins" B: "Working with Dolphins" C: "Working with Dolphins" D: "Working with Dolphins" Lead: A: 270L B: 300L C: 330L D: 400L</p>	<p>Literature Anthology: Organization, Genre</p>	<p>Vocabulary Words: <i>silver</i> signal Additional: Academic guide dog main selection words colic Build Vocabulary: stop projects hobby Vocabulary Strategy: Root Words</p>	<p>about head noun noun would write</p>	<p>coney acolyte available cubed mast</p>	<p>Phonemic Awareness: Phoneme Categorization/ Deletion Addition Phonics Spelling Skills: long e, x, cy Structural Analysis: compound words Decodable Readers: Race Pony; Study With Animals</p>	<p>Interaction</p>	<p>Writing Trait: Word Choice: Words That Tell Color Write About the Text: Informative Text Write to Sources: Read to Write Workshop: Time for Rick from Pappy to Guide Dog Literature Anthology: Time for Rick from Pappy Grammar Skill: Adverbs That Tell When Mechanics: Commas in a Series</p>	<p>Projects: How do people and animals work together? Make a Poster Unit Level: Research Skill: Asking Questions Unit Project: Self- select and develop from weekly research projects</p>
<p>Week 6 Review and Assessment</p>												



Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out How can we make sense of the world around us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection A: Approaching level B: On Level C: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: See It, Sort It Essential Question: How can we classify and categorize things? Connect to Science: Explore how animals adapt to their environment.	Title: "Godhood" Genre: Folklore Strategy: Make and Confirm Predictions	Short Text: A Bom Full of Hops Leads: 300L Genre: Fantasy Strategy: Make and Confirm Predictions Skill: Point of View	Strategy: Make and Confirm Predictions Skill: Point of View Main Selection Title: A Lot of Buttons from Frog and Toad Are Friends Genre: Fantasy Leads: 340L Paired Selection Title: "Sort It Out" Genre: Nonfiction Leads: 200L Text Feature: Photographs	Strategy: Make and Confirm Predictions Skill: Point of View Main Selections Genre: Fantasy A: Mice for Mister C: Dog Barks E: Dog Barks B: Spook's Raps Paired Selections Genre: Nonfiction Titles: A: "Sort by Color" C: "Sorting Balls" E: "Sorting Fruit" Leads: A: 100L C: 200L E: 300L B: 300L	Literature Anthology: Organization, Connection of Ideas	Vocabulary Words: tumble while Additional Domain Words: galle sail Additional Academic Vocabulary: consequence directions conjunction comma Build Vocabulary: recursive, account Vocabulary Strategy: Context Clues: Multiple Meanings	Four hope ride fly fall round	abruptly absolutely organize understand sorted	Phonics: Awareness: Concept Sound: Phoneme: Blending: Segmenting Phonics: Spelling Skills: Comma: Structural Analysis: plain (regular) Discodable Readers: Chom: Scopes: Car: RVC	Fluency Skill: Punctuation	Writing Trait: Sentence Fluency: Use Complete Sentences: Writing about the Text: Opinion: Write to Source: Reading/Writing Workshop: A Bom Full of Hops: Literature: Anthology: A Lot of Buttons: Grammar Skill: Mechanics: Capitalize Proper: Nouns (black)	Project: How do we classify and categorize objects? Make a Graph
Week 2 Weekly Concept: Up in the Sky Essential Question: What can you see in the sky? Connect to Science: Explore how animals respond to the things around them.	Title: "Why the Sun and Moon Are in the Sky" Genre: Folklore Strategy: Make and Confirm Predictions	Short Text: A Bird Named Fern Leads: 360L Genre: Fantasy Strategy: Make and Confirm Predictions Skill: Plot, Cause and Effect	Strategy: Make and Confirm Predictions Skill: Plot, Cause and Effect Main Selection Title: Kitten's First Full Moon Genre: Fantasy Leads: 550L Paired Selection Title: "The Noon" Genre: Nonfiction Leads: 400L Text Feature: Captions	Strategy: Make and Confirm Predictions Skill: Plot, Cause and Effect Main Selections Genre: Fantasy A: Little Bear's Caper C: Little Bear's Caper E: Little Bear's Caper B: The Bears Build a Home Paired Selections Genre: Nonfiction Titles: A: "Hello, Leto Dipper" C: "Our Sun Is a Star" E: "Our Sun Is a Star" B: "Sunrise and Sunset" Leads: A: 200L C: 300L E: 400L B: 420L	Literature Anthology: Connection of Ideas, Sentence Structure	Vocabulary Words: teamed stretch Additional Domain Words: earth telescope astronomy Additional Academic Vocabulary: astronomy astronomy astronomy astronomy Build Vocabulary: teamed, stretch, telescope, astronomy, astronomy, astronomy, astronomy Vocabulary Strategy: Context Clues: Multiple Meanings	observe vest throughful certain reminded	Phonological Awareness: Rhyme, Phoneme Substitution, Segmenting Phonics: Spelling Skills: controlled vowel (x, f, s, or word) Structural Analysis: Instructional ending -er Discodable Readers: Sir Worm and Bird Gat Birds in the Sky: Singer and the Star: Star: Under the Dark: Born to Learn: Sport Stars	Imitation	Writing Trait: Word Choice: Describing Words: Write About the Text: Informative Text: Write to Source: Reading/Writing Workshop: A Bird Named Fern: Literature: Anthology: Kitten's First Full Moon: Grammar Skill: Adjectives: Mechanics: Capitalization and End Marks	Weekly: What can we see in the sky? Make a Poster	



Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out How can we make sense of the world around us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection 	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 3 Weekly Concept: Great Inventions Essential Question: What inventions do you know about? Connect to Social Studies: Explore how inventors of the past are similar and different to today's inventors.	Title: "Great Inventions" Genre: Nonfiction Strategy: Ask and Answer Questions Main Selection Genre: Nonfiction Answer Questions	Short Text: The Story of a Robot Inventor Levick: 420L Genre: Nonfiction Biography Strategy: Ask and Answer Questions Main Selection Genre: Nonfiction Answer Questions	Strategy: Ask and Answer Questions Skill: Connections Within Text Text: Problem and Solution Main Selection Genre: Biography A: The Wright Brothers B: The Wright Brothers C: The Wright Brothers D: The Wright Brothers Paired Selections Genre: Poetry Titles: A: "Fly Away, Betsy!" B: "Fly Away, Betsy!" C: "Fly Away, Betsy!" D: "Fly Away, Betsy!" Levick: 420L Genre: Nonfiction Biography	Strategy: Ask and Answer Questions Skill: Connections Within Text Text: Problem and Solution Main Selection Genre: Biography A: The Wright Brothers B: The Wright Brothers C: The Wright Brothers D: The Wright Brothers Paired Selections Genre: Poetry Titles: A: "Fly Away, Betsy!" B: "Fly Away, Betsy!" C: "Fly Away, Betsy!" D: "Fly Away, Betsy!" Levick: 420L Genre: Nonfiction Biography	Literature Anthology: Genre: Persuade, Organization	Vocabulary Words: idea, invent Additional Domain Words: invent Additional Academic Words: collaboration, problem and solution, collaboration, biography Build Vocabulary: robot, inventor, mail, letter, biography, collaboration, invent, enough light Vocabulary Strategy: Pictures	begin guess form sure	curious, improve complicated imagine creativity	Phonemic Awareness: Phonics: Sound/Spelling Blending/Segmenting Phonics/Spelling Sight/Spelling Sight/Spelling Structural Analysis: Decodable Readers: A Sound That Can Solve: How Chorus	Appropriate Punctuation	Writing Trail: Word Choice: Time-Order Words Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: The Story of a Robot Inventor Literature Anthology: Themes Edison inventor Gusman: Skill: Adjectives That Compare (4- one -4) Mechanics: Capital & Dots, Months, and Holidays	Weekly: What can we learn about an inventor? Marie & Collage
Week 4 Weekly Concept: Sounds All Around Essential Question: What sounds can you hear? How are they made? Connect to Social Studies: Explore the sounds around us.	Title: "The Squeaky Bed" Genre: Folktale Strategy: Ask and Answer Questions	Short Text: Now, What's That Sound? Levick: 290L Genre: Realistic Fiction Answer Questions Skill: Problem and Solution	Strategy: Ask and Answer Questions Skill: Problem and Solution Main Selection Genre: Realistic Fiction What's for Mabel? Genre: Realistic Fiction Levick: 290L Paired Selections Genre: Nonfiction Title: "Shari! Squeak! Squeak!" Genre: Nonfiction Levick: 290L Text Feature: Directions	Strategy: Ask and Answer Questions Skill: Problem and Solution Main Selection Genre: Realistic Fiction A: Thump, Jangle, Crash B: Down on the Floor C: Down on the Floor D: Down on the Floor Paired Selections Genre: Nonfiction Titles: A: "How to Make Maracas" B: "How to Make a Rain Stick" C: "How to Make a Rain Stick" D: "How to Make a Rain Stick" Levick: A: 190L B: 190L C: 190L D: 190L	Literature Anthology: Organization, Sentence Structure	Vocabulary Words: suddenly scrambled Additional Domain Words: pitch volume instrument Additional Academic Words: expression, patterns, verbs Build Vocabulary: context, pretend, grocery store Vocabulary Strategy: Surfaces	color empty nothing thought	volume senses squeaky noisy abstract	Phonemic Awareness: Phonics: Substitution Blending/Segmenting Phonics/Spelling Sight/Spelling Structural Analysis: Comparative Inflectional endings Decodable Readers: Up and Down Sound: Sounds Around Us	Expression	Writing Trail: Sentence Pattern: Use Complete Sentences Soundtrack Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: How Whirr's "Hot Source" Literature Anthology: Whistle for Willie Grammar Skill: Using e, o, and the Medializer Capitalization Book Titles	Project: What can we learn about the sounds we hear, especially on the radio? Sound Effects Chart



Grade 1 • Unit 5 • Scope and Sequence

	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Big Idea: Figure it Out How can we make sense of the world around us? Week 5 Weekly Concept: Build It Essential Question: How do things get built? Connect to Science: Explore engineering solutions to everyday problems.	Title: "The Sheep, the Pig, and the Goose Who Set Up House" Genre: Folktale Strategy: Ask and Answer Questions	Short Text: "The Joy of a Ship" Level: 550L Genre: Nonfiction Strategy: Ask and Answer Questions Skill: Plot: Cause and Effect Text Features: Captions	Strategy: Ask and Answer Questions Skill: Plot: Cause and Effect Main Selection Title: "Time for Kids: Building Bridges" Genre: Nonfiction Level: 550L Paired Selection Title: "Small Joy" Genre: Nonfiction Level: 490L Text Features: Captions	Strategy: Ask and Answer Questions Skill: Plot: Cause and Effect Main Selection Title: "What Is a Year?" Genre: Nonfiction Level: 550L Paired Selection Title: "Small Joy" Genre: Nonfiction Level: 490L Text Features: Captions	Literature Anthology: Purpose	Vocabulary Words: bobbin, section Additional Academic Vocabulary: metaphor, remains Build Vocabulary: study, arch, appointed Vocabulary Strategy: Microsocial Strategy	above built rail heavy money round	structure project contented intend improve	Phonemic Awareness: Phoneme Blending/Segmentation/ Categorization Phonics/Spelling Skill: digraphs or other combinations of letters Structural Analysis: final stable syllables Decodable Readers: Amy's Bird House Rebecca Rabbit	Invention, Appropriate Prewriting	Writing Task: Organization: Topic Opener Write to Sustain: Research Workshop Time for Kids: The Joy of a Ship Mechanics: Punctuation Time for Kids: Building Bridges Grammar: Skit Punctuation: Appositional Phrases Mechanics: Name Titles (opposite and periods with Mr., Mrs., Ms., Dr.)	Project: How do things get built? Make a Model Unit Level: Research Skill: Taking Notes Unit Projects: Self-select and develop from weekly research projects
Week 6 Review and Assessment												



Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can How does teamwork help us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection On Level ELL Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: Taking Action Essential Question: How can we work together to make our lives better? Connect to Social Studies: Explore how people can change their world.	Title: "The Cat's Hat" Genre: Fable Strategy: Retold	Short Text: Super Toad Levles: 430L Genre: Fantasy Strategy: Retold Skill: Theme	Strategy: Retold Skill: Theme Main Selection Title: Click, Clack, Moo: Cows That Type Genre: Fantasy Levles: 380L Paired Selection Title: "March On!" Genre: Nonfiction Levles: 510L Text Features: Captions	Strategy: Retold Skill: Theme Main Selections Genre: Fantasy A: Two Many Elephants B: What a Feast! C: Snow on the Lot! Paired Selections Genre: Nonfiction Title: A: "Dogs Helping People" B: "Helpers Bring Food" C: "Pet Sitter" Levles: A: 290L B: 350L C: 410L E: 480L	Literature Anthology: Organization, Connection of Ideas, Specific Vocabulary	Vocabulary Words: demond emergency Approaching Level Words: rights protest inspire Additional Academic Vocabulary: collaborate, achievement, pursuable, pursuable Build Vocabulary: padding, background, net, launch, group Vocabulary Strategy: Synonyms	uncover brought busy abor enough eyes	fox conflict silk milk arguement	Phonemic Awareness: Phoneme Identity Segmentation Suppression, Rhyme, Syllable Deletion Phonics/ Spelling Skills: vowel-vowel spellings with digraphs: oo, o, L, e, ew, ee, ur, or Structural Analysis: Letters for End- less sifts for End- less Decodable Readers: Reader and Genre: Choose a Genre: The Pike Hour, Group Rules, Levels and the New Set: A Cruise to the Sea and Loy, A Title Team	Expression	Writing Trait: Sentence Fluency: Varying Sentence Length Write About the Text: Narrative Text Write to Source: vowel-vowel spellings with digraphs: oo, o, L, e, ew, ee, ur, or Workshop: Super Toad Reading/Writing Levles: 430L Click, Clack, Moo: Cows That Type Genre: Fantasy Levles: 380L Paired Selection Title: "March On!" Genre: Nonfiction Levles: 510L Text Features: Captions / Illustrations, You, He, She, It, We, They Mechanics: Capitalize / Punctuation	Project: How can people work together to make things better? Make a Plan Proposal
Week 2 Weekly Concept: My Team Essential Question: Who helps you? Connect to Social Studies: Explore different elements of fair play and good sportsmanship.	Title: "The Cat's Hat" Genre: Fable Strategy: Retold	Short Text: All Kinds of Helpers Levles: 530L Genre: Nonfiction Strategy: Retold Skill: Author's Purpose	Strategy: Retold Skill: Author's Purpose Main Selection Title: Helping Me, Helping You! Levles: 420L Paired Selection Title: "Alicia's Lap" Genre: Poetry Levles: 410L	Strategy: Retold Skill: Author's Purpose Main Selections Genre: Nonfiction A: Helping Me, Helping You! B: Helping Me, Helping You! C: Helping Me, Helping You! Paired Selections Genre: Poetry Title: A: "Fire" B: "Fire" C: "Fire" Levles: A: 310L B: 370L C: 430L E: 500L	Literature Anthology: Purpose, Organization	Vocabulary Words: accept often Additional Domain Words poem Additional Academic Vocabulary: positive preparation Attention Build Vocabulary: access, action, imply, coach, chap, road Vocabulary Strategy: Antonyms	brother, father, love, mother, picture	maple request abundance swallow decision	Phonemic Awareness: Phoneme Category/ Blend RVCs/Blends Phonics/ Spelling Skills: vowel-vowel spellings with digraphs: o, ow, au, ough, oi Structural Analysis: vowel- team syllables Decodable Readers: Think You Ate That? Too Small My Soccer Coach: A Work With Measure: Toucher Toad	Intention	Writing Trait: Voice: Use different parts of a newsprint? Write About the Text: Informative Text Write to Source: Reading/Writing Levles: 420L Helping Me, Helping You! Genre: Poetry Levles: 410L Paired Selection Title: "Alicia's Lap" Genre: Poetry Levles: 410L	Project: What are the different parts of a newsprint? Make a Newspaper



Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can! How does teamwork help us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Selection, Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 3</p> <p>Weekly Concept: Weather Together</p> <p>Essential Question: How can weather affect us?</p> <p>Connect to Social Studies: Explore how weather affects the way people live.</p>	<p>Title: "Pati Banyan and the Popcorn Blitz"</p> <p>Genre: Folktale</p> <p>Strategy: Visualize</p>	<p>Short Text: Whopped in An</p> <p>Leads: 390L</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>SKILL: Plot, Cause and Effect</p>	<p>Strategy: Visualize</p> <p>SKILL: Plot, Cause and Effect</p> <p>Main Selection Title: Rain School</p> <p>Genre: Realistic Fiction</p> <p>Leads: 440L</p> <p>Paired Selection Title: "Rainy Weather"</p> <p>Genre: Nonfiction</p> <p>Leads: 470L</p> <p>Text Feature: Headings</p>	<p>Strategy: Visualize</p> <p>SKILL: Plot, Cause and Effect</p> <p>Main Selection Title: Rain School</p> <p>Genre: Realistic Fiction</p> <p>Leads: 440L</p> <p>Paired Selection Title: "Rainy Weather"</p> <p>Genre: Nonfiction</p> <p>Leads: 470L</p> <p>Text Feature: Headings</p>	<p>Literature Anthology Prior Knowledge</p>	<p>Vocabulary Words:</p> <p>country</p> <p>partners</p> <p>Additional Domain Words:</p> <p>storm</p> <p>damage</p> <p>predict</p> <p>Additional Academic Vocabulary:</p> <p>figure of speech</p> <p>Build Vocabulary:</p> <p>leading the way;</p> <p>metabolic; reason; built;</p> <p>stock; blackboard;</p> <p>strains; earthquake;</p> <p>emptied; bump</p> <p>Vocabulary Strategy: Socratic</p>	<p>been</p> <p>children</p> <p>month</p> <p>question</p> <p>their</p> <p>year</p>	<p>predict</p> <p>cycle</p> <p>creative</p> <p>final</p> <p>scratching</p>	<p>Phonemic Awareness:</p> <p>Phoneme Categorization/Segmentation/ Substitution</p> <p>Phonics/ Spelling Skill: short letters vs. long</p> <p>Structural Analysis: compound words</p> <p>Decodable Readers: Alex Wigley's Ark</p> <p>A Light House Steps</p> <p>Which, Know/About</p> <p>Snowstorms: The Busy Knight</p>	<p>Intention</p>	<p>Writing Trait Ideas:</p> <p>Main Idea</p> <p>Write About the Text: Informative Text</p> <p>Write to Source: Reading/Writing Workshop: Whopped in An</p> <p>Literature Anthology: Rain School</p> <p>Character Trait: Social</p> <p>Genre: Realistic Fiction; compound words; emphasizing, adding</p> <p>Mechanics: Commas in Dates and Letters</p>	<p>Weekly:</p> <p>What can we learn about tornadoes? Make a Map of Tornado</p>
<p>Week 4</p> <p>Weekly Concept: Sharing Traditions</p> <p>Essential Question: What traditions do you know about?</p> <p>Connect to Social Studies: Explore how people of different backgrounds are all part of the same world.</p>	<p>Title: "Let's Dance"</p> <p>Genre: Nonfiction</p> <p>Strategy: Visualize</p>	<p>Short Text: A Spring Arbor</p> <p>Leads: 390L</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>SKILL: Theme</p>	<p>Strategy: Visualize</p> <p>SKILL: Theme</p> <p>Main Selection Title: Lily's Friends</p> <p>Genre: Realistic Fiction</p> <p>Leads: 460L</p> <p>Paired Selection Title: "Holding Paper Sleepers"</p> <p>Genre: Nonfiction</p> <p>Leads: 510L</p> <p>Text Feature: Directions</p>	<p>Strategy: Visualize</p> <p>SKILL: Theme</p> <p>Main Selection Genre: Realistic Fiction</p> <p>Leads: 460L</p> <p>Paired Selection Genre: Nonfiction</p> <p>Leads: 510L</p> <p>Text Feature: Directions</p>	<p>Literature Anthology, Genre, Connection of Ideas</p>	<p>Vocabulary Words:</p> <p>difficult</p> <p>mobility</p> <p>Additional Domain Words:</p> <p>enjoyment</p> <p>elections</p> <p>holly</p> <p>Additional Academic Vocabulary:</p> <p>celebrate;</p> <p>signature</p> <p>Build Vocabulary:</p> <p>lured; secret; pocket;</p> <p>difficult; noble</p> <p>Vocabulary Strategy: Compound Words</p>	<p>before</p> <p>front</p> <p>heard</p> <p>push</p> <p>tomorrow</p> <p>year</p>	<p>location</p> <p>effort</p> <p>enchant</p> <p>movement</p> <p>drama</p>	<p>Phonemic Awareness:</p> <p>Symbolic Addition;</p> <p>Phoneme Segmentation/ Blending/ Substitution</p> <p>Phonics/ Spelling Skill: three-letter words: scr, spl, spr, sc, nr, str</p> <p>Structural Analysis: inflectional endings: -ed, -ing</p> <p>Decodable Readers: There Shiner: A Thinking Dance</p>	<p>Appropriate Punctuation</p>	<p>Writing Trait: Sentence Fluency: Varying Sentence Types</p> <p>Write About the Text: Narrative Text</p> <p>Write to Source: Reading/Writing Workshop: A Spring Arbor</p> <p>Literature Anthology: Lily's Friends</p> <p>Grammar Skill: and the</p> <p>Mechanics: Commas in Dates and Letters</p>	<p>Weekly:</p> <p>Why are traditions important? Make a Poster</p>



Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can! How does teamwork help us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 5 Weekly Concept: Celebrate America! Essential Question: Why do we celebrate holidays? Connect to Social Studies: Explore the significance of holidays.	Title: "Celebrate the Flag" Genre: Nonfiction Strategy: Record	Short Text: Time for Kids: Share the Harvest and Give Thanks Leader: 680L Genre: Nonfiction Strategy: Record Skill: Author's Purpose	Strategy: Record Skill: Author's Purpose Main Selection Title: Time for Kids: Happy Birthday, U.S.A! Genre: Nonfiction Leader: 680L Paired Selection Title: "A Young Nisan Green" Genre: Nonfiction Leader: 390L Text Feature: Map	Strategy: Record Skill: Author's Purpose Main Selection Genre: Nonfiction A: It's Labor Day! B: It's Labor Day! C: It's Labor Day! D: It's Labor Day! Paired Selection Genre: Nonfiction Title: A: "Four Voyages" B: "Four Voyages" C: "Four Voyages" D: "Four Voyages" Leader: A: 440L B: 620L C: 360L D: 660L	Literature Anthology: Purpose, Organization	Vocabulary Words: nation unite Additional Academic Vocabulary: Justice plucking Build Vocabulary: root, sink, absent Vocabulary Strategy: Metaphors	favorite few gone tonight wonder young	pride display design purpose represent	Phonemic Awareness: Phonemic Reversal/ Blending Deletion/ Addition, Syllable Deletion/Insertion Phonics Spelling Skill: -controlled vowels on one, ear Structural Analysis: -controlled vowels syllabics Decodable Readers: A Pair of the Feet Lights in the Air: The Bears Prepare a Feast Leader's Core	Appropriate Phrasing	Writing Tools: Voice Author's Voice: Write About Text: Opinion Write to Sources: Reading/ Writing Workshop: Time for Kids: Share the Harvest and Give Thanks Literature Anthology: Time for Kids: Happy Birthday U.S.A! Grammar Skill: AWC/D3 Tell-Tell-How Mechanics: Name Tiles Capital and periods with Mr., Mrs., Ms., Dr.	Weekly: What can we learn about national holidays in other countries? Make a Japanese Children's Day Flag Unit Level: Research Skill: Using Key Words Unit Project: Self-select and develop from weekly research projects
Week 6 Review and Assessment												

Appendix 2

Curriculum including Scope and Sequence Documents Part 3

Grade 2 • Unit 1 • Scope and Sequence



Big Idea: Friends and Family How do families and friends learn, grow, and help one another?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level B: EL C: On-Level D: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1: Narrative Friendly Letter, Personal Narrative	Research
Week 1 Weekly Concept: Friends Help Friends Essential Questions: How do friends depend on each other? Connect to Social Studies: Explore the ways in which groups depend on and help one another.	Title: "The How Kid" Genre: Fiction Strategy: Visualize	Short Text: Lark Flip Genre: Poetry Leveled: 300L Genre: Fiction Strategy: Visualize Genre: Fiction Leveled: 400L Paired Selection Title: "Cryons" Genre: Poetry Leveled: 4P	Strategy: Visualize Skill: Key Details Main Selection Title: "Hop/A Story of Friendship" Genre: Fiction/Fantasy Leveled: 400L Paired Selection Title: "Cryons" Genre: Poetry Leveled: 4P	Strategy: Visualize Skill: Key Details Main Selection Genre: Fantasy Title: "Out and Dog" Genre: Fiction Paired Selections "The Quest" "Class Pets" Genre: Fiction Title: "Lucky, Max, and I" "Together" Genre: Fiction Title: "I Tones a Friend" "What Friends Do" Leveled A: 330L C: 300L E: 300L F: 500L	Reading/Writing Genre Literature Anthology Concepts of Most Common Specific Vocabulary	Vocabulary Words: context, embed, <i>deliciously</i> , pretend, perfectly, rescue, secret Additional Domain Words: herbivores, herbivore Additional Academic Vocabulary: character, event, evidence Build Vocabulary: genre, readable, genre, readable Vocabulary Strategy: inferential Endings	book, blue, both, event, do, help, put, there, why, yellow	onward, outrageous, panic, read, surprised	Phonemic Awareness: Identifying Blending: Phonemic Segmentation: Phonics Spelling Skills: short o, j Structural Analysis: Final Poems: "s," "ss" Decodable Headline: Pet and Pig	Writing Trait: Ideas: Focus on an Event Write About the Text: Narrative Text Write to Searse: Reading/Writing Workshop: Lark Flip Lessons to Fly Literature Anthology: Hop/A Story of Friendship, "Cryons" Grammar Skills: Conjunctions and Questions Grammar Mechanisms: Sentence Capitalization Punctuation	Project: How do friends support one another? Make a List	
	Week 2 Weekly Concept: Families Around the World Essential Questions: How are families around the world the same and different? Connect to Social Studies: Determine how families from different groups and nations are similar and different.	Title: "Dance of Argentina" Genre: Fiction Strategy: Visualize	Short Text: Mono Celebrates Great Leveled: 450L Genre: Fiction Strategy: Visualize Genre: Fiction Leveled: 450L Paired Selection Title: "Big Red Collar" Genre: Fiction Leveled: 400L Paired Selection Title: "A Look at Family" Genre: Fiction Leveled: 400L	Strategy: Visualize Skill: Character, Setting, Events Main Selection Genre: Fiction Title: "Big Red Collar" Genre: Fiction Paired Selection Title: "A Look at Family" Genre: Fiction Leveled: 400L	Strategy: Visualize Skill: Character, Setting, Events Main Selection Genre: Informational Text Title: "Happy New Year" "Happy New Year" "I'm Down Under" Genre: Fiction Paired Selections Genre: Fiction Title: "Making Music" "New Year's Eve" "New Year's Eve" "Family Around the World" Leveled A: 250L C: 350L E: 300L F: 560L	Reading/Writing Connections of Most Literature Anthology: Lack of Connections of Specific Vocabulary	Vocabulary Words: exotic, culture, like, pretend, teenage, genre Additional Domain Words: academic Vocabulary: celebration, party Build Vocabulary: genre, party Vocabulary Strategy: Root Words	could, had, funny, green, how, like, one, or, see, sound	colorful, confusing, noticed, overflowing, truly	Phonemic Awareness: Identifying and Generating Rhyme: Phonics Blending: Phonics Spelling Skills: short e, o, j Structural Analysis: Inflectional Endings: "s," "ss" Decodable Headline: Eat and Get Start, Vets, MG	Writing Trait: Organization: Strong Openings Write About the Text: Narrative Text Write to Searse: Reading/Writing Workshop: Mono Celebrates Great Literature Anthology: Big Red Collar, "A Look at Family" Grammar Skills: Conjunctions and Exclamations Grammar Mechanisms: Sentence Capitalization Punctuation	Project: How are celebrations, food, clothing and sports the same and different? Make a Poster!



Grade 2 • Unit 1 • Scope and Sequence

	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1 Narrative Friendly Letter: Personal Narrative	Research
<p>Big Idea: Friends and Family How do families and friends learn, grow, and help one another?</p> <p>Week 3</p> <p>Weekly Concept: Pets are Our Friends</p> <p>Essential Question: How can a pet be an important friend?</p> <p>Connect to Science: Investigate different animals and their needs.</p>	<p>Title: "My Printer and Printer" Genre: Fiction Strategy: Ask and Answer Questions</p>	<p>Short Text: Finding Car Leahey: #10 Genre: Fiction Strategy: Ask and Answer Questions Skill: Characters, Setting, Events, Use Illustrations</p>	<p>Strategy: Ask and Answer Questions Skill: Character, Setting, Events, Use Illustrations Main Selection Genre: Fiction Title: "My Puppy" Leahey: #50 Paired Selection Genre: Poetry Title: "My Puppy" Leahey: #P Leahey: #P</p>	<p>Strategy: Ask and Answer Questions Skill: Key Details, Use Illustrations Main Selection Genre: Fiction Title: "My Puppy" Leahey: #50 Paired Selection Genre: Poetry Title: "My Puppy" Leahey: #P Leahey: #P</p>	<p>Reading/Writing Workshop: Genre: Literature Anthology Purpose: Specific Vocabulary</p>	<p>Vocabulary Words: decide, different, friendship, glance, proper, relationships, topics, today Additional Domain Words: garden Additional Academic Vocabulary: closing, greet, myrris Build Vocabulary: surely, imagine, note Vocabulary Strategy: Sentence Cues</p>	<p>Boy, by, get, he, home, she, snack, want, wear, what</p>	<p>apologized, parked, gather, nummaged, spent</p>	<p>Phonemic Awareness: Phoneme Categorization: Phoneme Blending: Phoneme Spelling: SILE: 2-letter blends (e.g., t, l)</p>	<p>Innovation</p>	<p>Writing Trait: Word Choice: Punctio Language: Narrative: Text Write to Source: Reading/Writing Workshop: Finding Car Literature Anthology: "My Friend", "My Puppy" Grammar Skill: Subjects Grammar Mechanic: Letter Function</p>	<p>Project: What makes an animal a good pet? Make a Poster</p>
<p>Week 4</p> <p>Weekly Concept: Animals Need Our Care</p> <p>Essential Question: How do we care for animals?</p> <p>Connect to Science: Explore different kinds of living things.</p>	<p>Title: "Ask Kinds of Yes" Genre: Informational Text Strategy: Ask and Answer Questions</p>	<p>Short Text: Tubby Core of Pupper Leahey: #20L Genre: Informational Text Strategy: Ask and Answer Questions Skill: Key Details: Use Photos</p>	<p>Strategy: Ask and Answer Questions Skill: Key Details: Use Photos Main Selection Genre: Informational Text Title: "Leahey and The Le Unlikely Friendship" Leahey: #30L Paired Selection Genre: Informational Text: Interview Title: "Animal Needs" Leahey: #30L</p>	<p>Strategy: Ask and Answer Questions Skill: Key Details: Use Photos Main Selection Genre: Informational Text Title: "Leahey and The Le Unlikely Friendship" Leahey: #30L Paired Selection Genre: Informational Text Title: "Animal Needs" Leahey: #30L</p>	<p>Reading/Writing Workshop: Genre: Purpose: Literature Anthology: List of Prior Knowledge: Specific Vocabulary</p>	<p>Vocabulary Words: allowed, care, excited, needs, room, safe, wonderful, wild Additional Academic Vocabulary: categorize, sequence, suspect Build Vocabulary: rangers, jacket, project, connect, golden, peered, snub Vocabulary Strategy: Root Words</p>	<p>could, done, and, move, now, show, too, water, year, your</p>	<p>Guy, equipment, protection, satisfaction, through</p>	<p>Phonemic Awareness: Phoneme Segmentation: Phoneme Blending: Phoneme Spelling: SILE: short & long o c e</p>	<p>Innovation</p>	<p>Writing Trait: Organization: Sentence Write About the Text: Opinion Write to Source: Reading/Writing Workshop: Being Care of Pupper Literature Anthology: "Lola and Tim: An Unlikely Friendship", "Animal Needs" Grammar Skill: Pronouns Grammar Mechanic: Commas in a Sequence</p>	<p>Project: Who are the best foods of animals? Make a Collage</p>



Grade 2 • Unit 1 • Scope and Sequence

Big Ideas: Friends and Family How do families and friends learn, grow, and help one another?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1: Narrative Friendly Letter, Personal Narrative	Research
Week 5 Weekly Concept Families Working Together Essential Question: What happens when families work together? Connect to Social Studies: Explore how families are consumers and producers.	Title: "Families Today" Genre: Informational Text Strategy: Ask and Answer Questions	Short Text: Families Work! Leveled 500L Genre: Informational Text Time for Kids Strategy: Ask and Answer Questions Skill: Key Details Text Features: Photos, Captions, Chart	Strategy: Ask and Answer Questions Skill: Key Details Main Selection: Informational Text/Time for Kids Title: Families Working Together Leveled: 500L Paired Selection: Informational Text Title: "Why We Work" Leveled: 500L	Strategy: Ask and Answer Questions Skill: Key Details Main Selection: Genre: Informational Text Title: Families Working Together Leveled: 500L Paired Selection: Informational Text Genre: Informational Text Title: "Why We Work" Leveled: 500L A: "A Family Survival" B: "A Family Survival" C: "A Family Survival" D: "A Family Survival" E: "A Family Survival" F: "A Family Survival" G: "A Family Survival" H: "A Family Survival" I: "A Family Survival" J: "A Family Survival" K: "A Family Survival" L: "A Family Survival" M: "A Family Survival" N: "A Family Survival" O: "A Family Survival" P: "A Family Survival" Q: "A Family Survival" R: "A Family Survival" S: "A Family Survival" T: "A Family Survival" U: "A Family Survival" V: "A Family Survival" W: "A Family Survival" X: "A Family Survival" Y: "A Family Survival" Z: "A Family Survival"	Reading/Writing Purpose Literacy Analyze: What Makes This Text Complex? Specific vocabulary	Vocabulary Words: direct, choose, chores, cost, customers, job, spend, tools Additional Academic Vocabulary: combine, expand Vocabulary Strategy: Informational Endings	all, my, goes, new, number, other, right, says, understands, work	echograph, homework, lobby, members, measure	Phonics Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending Skills: short, long, r, l, e Structural Analysis: Perspectives Decodable Readers: Akko's Big Biker, A Snake on Vine Lane	Posing	Writing Traits: Sentence Fluency, Vary Sentence Type Write About the Text: Informative Text Note to Sources: Reading/Writing Workshop: Formative Work Literature: Anthology: Families Working Together: "Why We Work" Grammar Skill: Expanding and Combining Sentences Grammar Mechanics: Quotation Marks with Dialogue	Project: What do different people do at work? Make a Job Description Sheet Unit Level: Research Skill: Read Information Unit Project: Self-select and from partners for work research project
Week 6 Review and Assessment												



Grade 2 • Unit 2 • Scope and Sequence

	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2, Informative/Explanatory Text, How-to Text, How-to Directions	Research
Big Idea: Animals Discoveries How do animals play a part in the world around us? Week 1 Weekly Concept: Animals in Nature Essential Questions: How do animals survive? Connect to Science: Explore different kinds of living things.	Title: "Swamp Life" Genre: Fiction Strategy: Make, Confirm, Revise Predictions Leveled 480L Genre: Fiction Realistic Fiction Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Main Selection Genre: Fiction Realistic Fiction Title: "Star Dogs Run" Leveled 480L Genre: Informational Text Paired Selection Genre: Informational Text Text/Expository Title: "Cold Dog, Hot Fur" Leveled 500L	Short Text: "A Visit to the Desert" Leveled 480L Genre: Fiction Realistic Fiction Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Main Selection Genre: Fiction Realistic Fiction Title: "Star Dogs Run" Leveled 480L Genre: Informational Text Paired Selection Genre: Informational Text Text/Expository Title: "Cold Dog, Hot Fur" Leveled 500L	Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Main Selection Genre: Fiction Realistic Fiction Title: "Star Dogs Run" Leveled 480L Genre: Informational Text Paired Selection Genre: Informational Text Text/Expository Title: "Cold Dog, Hot Fur" Leveled 500L Leveled 500L Genre: Fiction Realistic Fiction Title: "Star Dogs Run" Leveled 480L Genre: Informational Text Paired Selection Genre: Informational Text Text/Expository Title: "Cold Dog, Hot Fur" Leveled 500L	Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Main Selection Genre: Fiction Realistic Fiction Title: "Star Dogs Run" Leveled 480L Genre: Informational Text Paired Selection Genre: Informational Text Text/Expository Title: "Cold Dog, Hot Fur" Leveled 500L	Reading/Writing Workshop Purpose: Connections of Ideas Literature Anthology: What Makes This Text Complex? Specific Vocabulary Words	Vocabulary Words oddball, citizen, eager, friend, fresh, sense, shivers, shrouds Additional Academic Vocabulary: opinion Build Vocabulary: honest, maker Vocabulary Strategy: Prefixes	because, cold, family, friend, home, knows, off picture, school, took	capture, about, croak, reason, water	Phonics: Awareness Phonemic Addition: Phoneme Substitution Phoneme: Blending Phonics: Spelling Skills: Short e, long e, o, o, e Structural Analysis: Doubling Final Consonants: Drop Initial e-er, -ing Decodable Reading: Air Home in Home; Safe School in a Pond	Phrasing	Writing Trait: Focus: Write About the Text: Narrative Text Write to Source: Reading/Writing Workshop: A Visit to the Desert; Star Dogs Run; Cold Dog, Hot Fur Genre: Fiction Genre: Informational Text Connect to a Series	Project: How do animals survive in their natural environments? Create a Fact Sheet
Week 2 Weekly Concept: Animals in Stories Essential Questions: What can animals in stories teach us? Connect to Social Studies: Investigate what traditional tales explain about a culture.	Title: "The Fox and the Crow" Genre: Fiction/Fable Strategy: Make, Confirm, Revise Predictions Main Selection Genre: Fiction/Fable Fable Title: "The Boy Who Cried Wolf" Leveled 460L Genre: Fiction/Fable Fable Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Problem and Solution Main Selection Genre: Fiction/Fable Fable Title: "The Boy Who Cried Wolf" Leveled 460L Genre: Fiction/Fable Fable Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Problem and Solution Main Selection Genre: Fiction/Fable Fable Title: "The Boy Who Cried Wolf" Leveled 460L Genre: Fiction/Fable Fable Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Problem and Solution	Short Text: "The Boy Who Cried Wolf" Leveled 460L Genre: Fiction/Fable Fable Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Problem and Solution Main Selection Genre: Fiction/Fable Fable Title: "The Boy Who Cried Wolf" Leveled 460L Genre: Fiction/Fable Fable Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Problem and Solution	Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Problem and Solution Main Selection Genre: Fiction/Fable Fable Title: "The Boy Who Cried Wolf" Leveled 460L Genre: Fiction/Fable Fable Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Problem and Solution	Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Problem and Solution Main Selection Genre: Fiction/Fable Fable Title: "The Boy Who Cried Wolf" Leveled 460L Genre: Fiction/Fable Fable Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot Problem and Solution	Reading/Writing Workshop Purpose: Connections of Ideas Literature Anthology: What Makes This Text Complex? Specific Vocabulary Words	Vocabulary Words believe, delicious, enormous, search, stories Additional Academic Vocabulary: scrumptious Build Vocabulary: believe, delicious, enormous, search, stories Vocabulary Strategy: Suffixes	change, cheer, folk, live, look, open, should, their, work, yes	affection, crime, frustrated, mountain, spot	Phonics: Awareness Phoneme Deletion: Phoneme: Substitution Phoneme: Blending Phonics: Spelling Skills: Short i, long i, u, u, e Structural Analysis: CVC Syllable Decodable Reading: Deer and Deer's Run; Core Cade and Pops	Expression	Writing Trait: Focus: Supporting Details Write About the Text: Narrative Text Write to Source: Reading/Writing Workshop: The Boy Who Cried Wolf Genre: Fiction Genre: Informational Text Connect to a Series	Project: How can animal fables teach us lessons? Make a Chart



Grade 2 • Unit 2 • Scope and Sequence

Big Idea: Animal Discoveries How do animals play a part in the world around us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection A: On Level B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Informative/ Explanatory Text How to Text: How-to Directions	Research
Week 3 Weekly Concept: Animal Habitats Essential Question: What are features of different animal habitats? Connect to Science: Explore living things in different environments.	Title: "Explore a Corn Roof" Genre: Informational Text Strategic: Make Confirm, Revise Predictions	Short Text: A Profile of a Guard Dog Leads: 480L Genre: Informational Text Strategic: Make Confirm, Revise Predictions Title: Main Topic and Key Details Text Features: Bold Print, Subheading, Chart, Labels	Strategic: Make, Confirm, Revise Predictions Skill: Main Topic and Key Details Genre: Informational Text Title: Topic, Title, Main Selection Leads: 500L Paired Selection Genre: Informational Text Title: "A Home in the River" Leads: 500L	Strategic: Make, Confirm, Revise Predictions Skill: Main Topic and Key Details Main Selections Genre: Informational Text Title: A Free Fall of Life A Free Fall of Life A Free Fall of Life Paired Selections Genre: Nonfiction A: "Life in a Termito Mound" B: "Life in a Termito Mound" C: 490L D: 490L E: 410L F: 630L	Reading/ Writing Workshop: Purpose: Connections of Ideas, Genre Literature Anthology: What Makes This Text Complex? Connections of Ideas, Genre Vocabulary	Vocabulary Words burned, escape, hobbit, journey, nature, pebble, nestless, spin Additional Domain Words: hatch, nucleus Additional Academic Vocabulary: collaborate, noun, common noun Built Vocabulary: nest, wiggle, saddle, matching, scent, snake, scientific, tumble, shore, onward, fog, trailless Vocabulary Strategy: Suffixes	almost, buy, food, out, pull, saw, sky, straight, uncut, wash	shined, encounter, fascinated, possible, meet	Phonemic Awareness: Phoneme Segmentation: Substitution: Phoneme Blending Phoneme Spelling Syllable Sort: c and g Structural Analysis Prefixes: re-, un-, dis- Decodable Readers: Animal: Beats and Spaces Aren't on top	Phrasing	Writing Task: Word Organization: Sequences Write About the Text: Informative Text Write to Sources: Research by Workshop: A Home Guard Dog Literature Anthology: Topic, Title, Which Out: "A Home in the River" Mounts Grammar Mechanics: Capital Letters	Project: What are the features of animal habitats? Make Animal and Habitat Cards
Week 4 Weekly Concept Baby Animals Essential Question: How are offspring like their parents? Connect to Science: Explore the life cycles of different animals.	Title: "Wild Animal Families" Genre: Nonfiction Strategic: Reread	Short Text: Eagles and Sparrows Leads: 520L Genre: Informational Text Strategic: Reread Skill: Main Topic and Key Details Text Features: Caption, Diagram, Labels	Strategic: Reread Skill: Main Topic and Key Details Main Selection Genre: Nonfiction Title: Baby Boos Leads: 590L Paired Selection Genre: Informational Text Title: "From Caterpillar to Butterfly" Leads: 560L	Strategic: Reread Skill: Main Topic and Key Details Main Selection Genre: Nonfiction Title: Animal Families Animal Families Animal Families Paired Selections Genre: Nonfiction Title: " Tadpoles into Frogs" " Tadpoles into Frogs" " Tadpoles into Frogs" Leads A: 320L C: 490L E: 390L F: 600L	Reading/Writing Workshop: Genre: Connections of Ideas Literature Anthology: What Makes This Text Complex? Built Vocabulary: crawl, one, ants Vocabulary Strategy: Annotating Words	Vocabulary Words silly, soft, eight, silly, turn, under, start, train, try, weak	silly, soft, eight, silly, turn, under, start, train, try, weak	Phonemic Awareness: Identify and Generate Rhymes, Phoneme Segmentation, Phoneme Blending Phoneme Spelling Syllable Sort Digraphs: ch, -ch, sh, ph, th, ng, wh Structural Analysis: Suffixes: -ck, -ss Decodable Readers: Baby: Beats and Spaces Aren't on top	Pronunciation	Writing Task: Word Choice: Using Words and Grammar Opinion Write to Sources: Reading/Writing Workshop: Eggs and Eggs Literature Anthology: Baby Boos: From Caterpillar to Butterfly Grammar Skills: NO Punctuation Grammar Mechanics: Abbreviations	Project: How do baby animals grow up? parents? How are they alike? Make a Venn Diagram	



Grade 2 • Unit 2 • Scope and Sequence

Big Idea: Animal Discoveries How do animals play a part in the world around us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection On Level ELL Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Informative/ Explanatory Text How to Text: How-to Directions	Research
Week 5 Weekly Concept: Animals in Poems Essential Question: What do we love about animals? Connect to Science: Explore a variety of animals to understand the diversity of life.	Title: "The Fury Alim Click" Genre: Poetry Strategic Record	Short Text: "Cats and Kittens," "Desert Cameo," "A Ball Is Not a Ball" Genre: Poetry Leader: NP Strategic Record Skill: Key Details Literary Element: Rhythm	Strategic Record Skill: Key Details Main Selection Genre: Poetry Title: "Beetle," "The Lute Tangle" Leader: NP Paired Selection Genre: Poetry Title: "Gay Goose" Leader: NP	Strategic Record Skill: Key Details Main Selection Genre: Fiction Title: "Aino's Petting Zoo" Genre: Fiction Paired Selections Genre: Poem Title: "Sheep Spout" Genre: Poem Leader: NP Paired Selections Genre: Poem Title: "Gay Goose" Leader: NP	Reading/Writing Workshop: Organization, Sentence Structure, Genre Literature Anthology: What Aids Us in Our Comprehension of the Text, Subtext, Vocabulary	Vocabulary Words: achieve, express, loot, march, munch, problem Approaching Level On Level Beyond Level	act, for, lead, lower, grow, leaves, right, courage, ready, walk	abrim, howling, limb, munch, problem	Phonemic Awareness: Identify and Generate Rhyme, Phoneme Substitution Phonetic Blending Phonics: Blending Syllable Deletion Syllable Insertion Syllable Shift Structural Analysis: Compound Words Decodable Readers Aes. Song's Spring Flowers: Phrasing Nonsense Nonsense	Writing Task: Word Choice: Poetic Language Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: "Cats and Kittens," "Desert Cameo," "A Ball Is Not a Ball" Literature Anthology: "Aino's Petting Zoo" Topic: "Gay Goose" Grammar Skill: Possessive Nouns Grammar Mechanics: Apostrophics	Project: Research poems about animals. How do the poets use rhyme, simile, and other poetic devices to create imagery? Make a poetry anthology Unit Level: Research Skill: Gather Information Unit Project: Self-select and develop from options for unit research project.	
Week 6 Review and Assessment												



Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn What have you learned about the world that surprises you?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Revised Reader Main Selection, Paired Selection A: Approaching Level B: On Level C: ELL D: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Opinion Opinion Letter-Book Review	Research
Week 1 Weekly Concept The Earth's Forces Essential Questions: How do the Earth's forces affect us? Connect to Science: Explore different observable forces.	Title: "Slippers and Greeny" Genre: Narrative Strategy: Retrad	Short Text: Magnets Title: 560L Genre: Informational Text/Expository Strategy: Retrad Title: Author's Purpose Text Features: Diagram With Labels, Bold Print, Subheadings	Strategy: Retrad Skill: Author's Purpose Main Selection Genre: Informational Text Title: "Far Down" Leads: 560L Genre: Informational Text/Expository Title: "Moon Is" Leads: 530L	Strategy: Retrad Skill: Author's Purpose Main Selection Genre: Informational Text Title: "Far Down" Leads: 560L Genre: Informational Text/Expository Title: "Moon Is" Leads: 530L	Reading/Writing Workshop: Genre, Sensory Structures Literature Anthology: What Index This Text Complex, Specific Vocabulary	Vocabulary Words: amazing, force, measure, object, joint, speed, turn, weight Additional Domain Words: groovy Academic Vocabulary: author's purpose, compassion, conductor, Deductive Reasoning: Any Sides the Play; The Great Plains; Eight & One; What a Day?	about around, good, great, idea, often, past, second, two, world	collage, famous, path, planets, straight	Phonemic Awareness: Identify and Generate Phonics: Phoneme Deletion Phonics: Blending Phonics: Spelling Skill: Long a, o, e, y; ou, oi, igh, cy Structural Analysis: Contraction with "s," N, "t, "ve Disciplined Reading: Any Sides the Play; The Great Plains; Eight & One; What a Day?	Writing Trait: Organization: Order Ideas Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: Magnets Work Literature Anthology "Far Down," "Moon Is" Grammar Skill: Action Verbs Grammar Mechanics: Abbreviations	Project: How do Earth's forces affect us? Research the push and pull in your community. Make a Chart	
Week 2 Weekly Concept Look At the Sky Essential Question: What can we see in the sky? Connect to Science: Find out about observable events that occur over time.	Title: "The Hidden Sun" Genre: Fiction Strategy: Retrad	Short Text: Story Night Title: 590L Genre: Fiction Strategy: Retrad Skill: Character, Setting, Plot, Sequence	Strategy: Retrad Skill: Character, Setting, Plot Main Selection Genre: Fiction Title: "Mr. Potter & Tobby" See the Stars Leads: 590L Paired Selection Genre: Informational Text/Expository Title: "Day to Night" Leads: 560L	Strategy: Retrad Skill: Character, Setting, Plot Main Selection Genre: Fiction Title: "Mr. Potter & Tobby" See the Stars Leads: 590L Paired Selection Genre: Informational Text/Expository Title: "Day to Night" Leads: 560L	Reading/Writing Workshop: Purpose Literature Anthology: What Index This Text Completion: Organization Context Clues of Text/Specific Vocabulary	Vocabulary Words: amazing, excited, enjoyed, guaranteed, moonlight, neighborhood, nighttime Additional Domain Words: jellyroll, Big Dipper, Milky Way Build Vocabulary: pumped, squashed, soft rock, rocket ship Vocabulary Strategy: Compound Words	also, about, again, after, hundred, over, pages, those, which, without	exactly, present, reports, telescopes, text	Phonemic Awareness: Phonics: Deletion; Phonics: Substitution, Phonics: Blending Phonics: Spelling Skill: Long i, y; Structural Analysis: Open Syllables Disciplined Reading: High in the Sky; A Bright Night	Writing Trait: Word Choice: Linking Words Write About the Text: Narrative Text Write to Source: Reading/Writing Workshop: Sun, Night Literature Anthology: Mr. Potter & Tobby See the Stars, "Day to Night" Grammar Skill: Present Tense Verbs Grammar Mechanics: Commas in a Story	Project: Explore the phases of the Moon. Write a Description	



Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn What have you learned about the world that surprises you?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader, Main Selection, Paired Selection A: Above/aching Level D: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3 Opinion Opinion Letters: Book Review	Research
Week 3 Weekly Concept: Ways People Help Essential Question: How can people help out their community? Connect to Social Studies: Explore how an individual action can impact others.	Title: "Cool Your Community" Genre: Nonfiction Narrative Strategies: Ask and Answer Questions	Short Text: Lightning Lives Leads: 650L Genre: Informational Narrative Strategies: Ask and Answer Questions Skills: Authors' Purpose Title: "The Eucalyptus Tree" Leads: 700L Genre: Fictional Folktale Title: "The Eucalyptus Tree" Leads: 690L	Strategy: Ask and Answer Questions Skills: Author's Purpose Main Selection: <i>Straw Hat</i> Genre: Narrative Nonfiction Title: <i>Straw Hat</i> Leads: 700L Genre: Fictional Folktale Title: "The Eucalyptus Tree" Leads: 690L	Strategy: Ask and Answer Questions Skills: Author's Purpose Main Selection: <i>Straw Hat</i> Genre: Narrative Nonfiction Title: <i>Straw Hat</i> Leads: 700L Genre: Fictional Folktale Title: "The Eucalyptus Tree" Leads: 690L	Reading/Writing Workshop: Purpose Connections of Ideas: Literature Articulate What Makes the Text Complex? Specific Vocabulary: Science Structure	Vocabulary Words: access, borrow, countryside, alien, awake, lonely, solution, integrate Additional Academic Words: Build Vocabulary: strong, set off, team, built, benefit, job, partners Vocabulary Strategy: Synonyms	<i>bed, group, long, more, only, out, started, there, who, went</i>	<i>and, collaboration, comment, community, mural</i>	Phonemic Awareness: Phoneme Deletion; Phoneme Substitution; Phoneme Addition; Phoneme Blending; Phoneme Spelling Skill: Long a, o, oo, ow Structural Analysis: Contractions with <i>not</i> Decodable Readers: Three Goats and a Tail; A Horse Garden Genre:	Writing Trait: Voice Opinions: Write About the Text Opinion: Write to Someone; Responding to Writing Headings: Labeled Lives Literature Anthology: <i>Straw Hat</i> ; <i>The Eucalyptus Tree</i> Genre: Fictional Folktale Grammar Skill: Past and Future Tense Verbs Grammar Mechanics: Letter Punctuation	Project: How do people solve problems or help in your community? Make a Fact Sheet	
Week 4 Weekly Concept: Weather Alert! Essential Question: How does weather affect us? Connect to Science: Explore how weather can have an effect on the land.	Title: "Clouds All Around" Genre: Expository Strategy: Ask and Answer Questions	Short Text: <i>Removal!</i> Leads: 660L Genre: Informational Text/Expository Strategies: Ask and Answer Questions Skills: Main Idea and Key Details Title: <i>Wax Weather</i> Leads: 670L Genre: Expository Text/Expository Title: "Can You Predict the Weather?" Leads: 610L	Strategy: Ask and Answer Questions Skills: Main Idea and Details Main Selection: <i>Weather All Around</i> Genre: Expository Text Title: <i>Weather All Around</i> Leads: 670L Genre: Expository Text Title: "Can You Predict the Weather?" Leads: 610L	Reading/Writing Workshop: Purpose Connections of Ideas: Literature Articulate What Makes the Text Complex? Specific Vocabulary:	Vocabulary Words: empty, temporary, horn, prevent, working, weather Additional Domain Words: Additional Academic Vocabulary: pattern Vocabulary Strategy: Antonyms	<i>also, before, only, few, first, last, not, old, speech, would</i>	<i>empty, amount, predict, reflect, rise</i>	Phonemic Awareness: Syllables; Phoneme Categorization; Phoneme Blending Skill: Long e, e, ee, oo, o, o, y, er, ur, ur Structural Analysis: Suffixes: -ss Decodable Readers: <i>It Went to the Store</i> The Bread is a Treat	Writing Trait: Strong Conclusions Opinion: Write About the Text; Informative Text Write to Someone: Responding to Writing Literature Anthology: <i>Wax Weather</i> Genre: Expository Text Grammar Skill: The Verb Have Grammar Mechanics: Book Titles	Project: How can people stay safe in extreme weather? Make a Poster		



Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn What have you learned about the world that surprises you?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level! Beyond Level!	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Opinion Opinion Letter: book Review	Research
<p>Week 5</p> <p>Weekly Concept: Express Yourself</p> <p>Essential Question: How do you express yourself?</p> <p>Connect to Science: Explore different observable forces.</p>	<p>Title: "Why People Dum"</p> <p>Genre: Time For Kids</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: "They've Got the Beat"</p> <p>Leads: 630L</p> <p>Genre: Time For Kids</p> <p>Strategy: Ask and Answer Questions</p> <p>Key Details</p> <p>Text Features: Photo With Captions, Bar Graph</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Main Idea and Key Details</p> <p>Main Selection Genre: Time For Kids</p> <p>Title: Many Ways to Enjoy Music</p> <p>Leads: 680L</p> <p>Time For Kids</p> <p>Paired Selection Genre: Time For Kids</p> <p>Title: "A Musical Mercury"</p> <p>Leads: 640L</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Main Idea and Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Title: The Sounds of Trash</p> <p>A: The Sounds of Trash B: The Sounds of Trash C: The Sounds of Trash</p> <p>Paired Selection Genre: Informational Text</p> <p>Title: "Talking Unknowers"</p> <p>A: "Talking Unknowers" B: "Talking Unknowers" C: "Talking Unknowers"</p> <p>Leads: A: 410L B: 530L C: 380L E: 590L</p>	<p>Reading/Writing Workshop: Sentence Structures Literature Anthology: Complex? Purpose of Text: Specific Vocabulary</p>	<p>Vocabulary Words: cheered, coherent, instruments, music, rhythm, search, understand</p> <p>Additional Academic Vocabulary: cheer, combine</p> <p>Vocabulary Strategies: Pictures</p>	<p>America, beautiful, began, climbed, came, county, debt, give, live, turned</p>	<p>COMMUNICATE, festivals, respect, squashing, tradition</p>	<p>Phonemic Awareness: Phoneme Addition and Deletion Identify and Generate Phonemes Phoneme Blending Phonics Spelling Skill: Long v.o.o. em, ee, y</p> <p>Structural Analysis Comparative Ending: -er, -est</p> <p>Decodable Readers: Luke's Tune: Mung, Growing Slow, Dirty and Don't Make Noise</p>	<p>Writing Task: Science Fluency: Vary Sentence Length Write About the Text: Informative Text Write to Source: Reading/Writing Workshop: "They've Got the Beat" Literature Anthology: Many Ways to Enjoy Music, "A Musical Mercury" Grammar Skill: Combining and Reordering Sentences Grammar Mechanics: Sentence Punctuation</p>	<p>Project: How do different musical instruments work? Interview with a Percussionist or a Musician Preparation Unit Level: Research and Present on a Library Book Project Self-select and develop from options for unit research projects</p>	
<p>Week 6</p> <p>Review and Assessment</p>												



Grade 2 • Unit 4 • Scope and Sequence

	Big Idea: Our Life Our World How do different environments make the world an interesting place?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level ELL Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4 Narrative Text Fictional Narrative Poem	Research
Week 1 Weekly Concept Different Places Essential Question: What makes different parts of the world different? Connect to Social Studies: Explore maps around the world.	<p>Strategy: Reread Skill: Connections Within a Text, Compare and Contrast</p> <p>Main Selection Genre: Informational Text/Expository Title: Rain Forests Level: 500L</p> <p>Paired Selection Genre: Informational Text/Expository Title: "African Sevens" Level: 600L</p>	<p>Short Text: "Where Do You Live?" Genre: Expository Strategy: Reread</p> <p>Special Piece Level: 560L Genre: Expository Strategy: Reread Skill: Connections Within a Text, Compare and Contrast Text Features: Map, Key, Label, Subheadings</p>	<p>Strategy: Reread Skill: Connections Within a Text, Compare and Contrast</p> <p>Main Selection Genre: Informational Text/Expository Title: Rain Forests Level: 500L</p> <p>Paired Selection Genre: Informational Text/Expository Title: "African Sevens" Level: 600L</p>	<p>Strategy: Reread Skill: Connections Within a Text; Compare and Contrast</p> <p>Main Selections Genre: Expository Text</p> <p>Paired Selections A: "Body Mountain National Park" B: "Body Mountain National Park" C: "Body Mountain National Park" D: "Body Mountain National Park" E: "Body Mountain National Park" F: "Body Mountain National Park"</p> <p>Genre: Expository Text</p> <p>Themes A: "Habitation" B: "Habitation" C: "Habitation" D: "Habitation" E: "Habitation" F: "Habitation"</p> <p>Levels A: 130L B: 240L C: 350L D: 460L E: 570L</p>	<p>Reading/Writing Wordplay Visual Display About a Region</p> <p>Literature Authors: Analyze Idea Across Texts</p> <p>Vocabulary Words emerald growth, vibrant, lively location, temperate, temperate Additional Domain Words: Anadol, equator, region</p> <p>Build Vocabulary: emerald, spot, piney, misty, swarms, columns, path</p> <p>Vocabulary Strategy: Compound Words</p>	<p>below, colors, start, down, east, many, morning, sleep, through, way</p>	<p>Phonemic Awareness: Phonemic Identity: Phonemic Segmentation: Phonemic Blending Phonemic Substitution Phonemic Spelling Additional vowel, /or/, /e/, /i/ or /u/</p> <p>Additional Domain Words: emerald, vibrant, lively location, temperate, temperate Additional Academic Vocabulary: fire-water words</p> <p>Build Vocabulary: emerald, spot, piney, misty, swarms, columns, path</p> <p>Vocabulary Strategy: Sentence Context</p>	<p>factories, network, practice, smelting, valleys</p>	<p>Phonemic Awareness: Phonemic Segmentation: Phonemic Blending Phonemic Substitution Phonemic Spelling Additional vowel, /or/, /e/, /i/ or /u/</p> <p>Additional Domain Words: emerald, vibrant, lively location, temperate, temperate Additional Academic Vocabulary: fire-water words</p> <p>Build Vocabulary: emerald, spot, piney, misty, swarms, columns, path</p> <p>Vocabulary Strategy: Sentence Context</p>	<p>Practicing</p>	<p>Writing Task (level): Focus on a Topic Write About the Text Informative Text Write to Source: Reading/Writing Workshop/Appear: A. Special Piece Literature Anthology: Rain Forests, "African Sevens" Genre Skill: Using Verbs Grammar Mechanics: Capitalization of Proper Nouns</p>	<p>Project: Explore the land features, plants, animals, and climate of a region. Map a Visit Display</p>	
Week 2 Weekly Concept Earth Changes Essential Question: How does the Earth change? Connect to Science: Explore how people can prepare for disasters.	<p>Strategy: Reread Skill: Connections Within a Text, Cause and Effect</p> <p>Main Selection Genre: Informational Text/Expository Title: Hurricanes Level: 600L</p> <p>Paired Selection Genre: Informational Text/Expository Title: "To The Rescue" Level: 750L</p>	<p>Short Text: Into the Sea Level: 650L Genre: Expository Strategy: Reread Skill: Connections Within a Text, Cause and Effect</p> <p>Text Features: Photos, Bold Print, Subheadings</p>	<p>Strategy: Reread Skill: Connections Within a Text, Cause and Effect</p> <p>Main Selection Genre: Informational Text/Expository Title: Hurricanes Level: 600L</p> <p>Paired Selection Genre: Informational Text/Expository Title: "To The Rescue" Level: 750L</p>	<p>Strategy: Reread Skill: Connections Within a Text; Cause and Effect</p> <p>Main Selections Genre: Expository Text</p> <p>Paired Selections A: "Earthquakes" B: "Earthquakes" C: "Earthquakes" D: "Earthquakes" E: "Earthquakes" F: "Earthquakes"</p> <p>Genre: Expository Text</p> <p>Themes A: "Disasters" B: "Disasters" C: "Disasters" D: "Disasters" E: "Disasters" F: "Disasters"</p> <p>Levels A: 250L B: 360L C: 470L D: 580L E: 690L</p>	<p>Reading/Writing Writing Workshop: Prior Knowledge; Organization Literature Anthology: What Makes This Text Complex? Specific Vocabulary</p> <p>Vocabulary Words: active, early, epidemic, inland, root, prepared, said, steep Additional Domain Words: impact, alive Additional Academic Vocabulary: fire-water words</p> <p>Build Vocabulary: active, early, epidemic, inland, root, prepared, said, steep</p> <p>Vocabulary Strategy: Sentence Context</p>	<p>enjoy, enjoy, building, found, iron, Saturday, thought, today, forward, watch</p>	<p>Phonemic Awareness: Phonemic Segmentation: Phonemic Blending Phonemic Substitution Phonemic Spelling Additional vowel, /or/, /e/, /i/ or /u/</p> <p>Additional Domain Words: impact, alive Additional Academic Vocabulary: fire-water words</p> <p>Build Vocabulary: active, early, epidemic, inland, root, prepared, said, steep</p> <p>Vocabulary Strategy: Sentence Context</p>	<p>covered, gaps, sphere, surface, surface</p>	<p>Phonemic Awareness: Phonemic Segmentation: Phonemic Blending Phonemic Substitution Phonemic Spelling Additional vowel, /or/, /e/, /i/ or /u/</p> <p>Additional Domain Words: impact, alive Additional Academic Vocabulary: fire-water words</p> <p>Build Vocabulary: active, early, epidemic, inland, root, prepared, said, steep</p> <p>Vocabulary Strategy: Sentence Context</p>	<p>Writing Task (level): Word Choice: Time- Order Words Write About the Text Informative Text Write to Source: Reading/Writing Workshop/Appear: A. Special Piece Literature Anthology: Hurricanes, "To the Rescue" Genre Skill: Helping Verbs Grammar Mechanics: Question Marks</p>	<p>Project: How do natural events change the earth? Write a Summary</p>		



Grade 2 • Unit 4 • Scope and Sequence

Big Idea: Our Life Our World How do different environments make the world an interesting place?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection A: Approaching Level B: Level C: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Pronics	Fluency Skill	Writing & Narrative Text Fictional Narratives; Poem	Research
Week 3 Weekly Concepts: Our Culture Makes Us Special Essential Question: How are kids around the world different? Connect to Social Studies: How do different cultures interact with each other?	Title: "My New School" Genre: Realistic Fiction Strategies: Visualize	Short Text: "Happy New Year" Leader: 590L Genre: Realistic Fiction Strategies: Visualize Essential Question: Setting, Plot, Compare and Contrast	Strategy: Visualize Skill: Character, Setting, Plot, Compare and Contrast Main Selections Genre: Realistic Fiction Title: "Dear Pina: A Letter to My Cousin" Leader: 610L Paired Selection Genre: Informational Text/Response Title: "Games Around the World" Leader: 600L	Strategy: Visualize Skill: Character, Setting, Plot, Compare and Contrast Main Selections Genre: Realistic Fiction Title: "Dear Pina: A Letter to My Cousin" Leader: 610L Paired Selections Genre: Informational Text A: "Music Around the World" B: "Dress Around the World" C: "Food Around the World" Leader: 600L	Reading/Writing Workshop/Genre Purpose Literature Main Selection Complex Text Vocabulary	Vocabulary Words: common, costume, traditions, favorite, jumpsuits, sunnyside, friends, wavy Additional Domain Words: cousin, friend Additional Words: Academic Vocabulary: voice, voice, strategy, neck, drinks, sleep, speech, probably, uniforms, traditions, attending Vocabulary Strategies: Similar	egg, cozy, cornish, enzymes, funny, exuberant, prosaic, problem, regretful, warm	recompensate, designs, crowning, achieve, usual	Phonemic Awareness: Concrete Rhyme: Initial Sound and Substitution Phonics Blending Phonics: Spelling Skill: r-controlled vowels: /or/ as, are, ear, /or/ or Structural Analysis: Irregular Plurals Decodable Readers: More Fun Than a Hot Air Balloon!	Writing Task: Voice: Show Feelings Write About the Text: Narrated Text Write to Someone: Reading/Writing Homework: Read Literature Anthology: Dear Pina: A Letter to My Cousin, "Games Around the World" Grammar Skill: Irregular Verbs Grammar Mechanics: Book Titles	Project: Research games from around the world. How are they played? Write Genre Directions	
Week 4 Weekly Concepts: Folktales About Nature Essential Question: How can we understand nature? Connect to Science: Explore how changes happen over time.	Title: "How Thunder and Lightning Came to Be" Genre: Folktale/ Ornithology Strategies: Visualize	Short Text: "Why the Sun and the Moon Live in the Sky" Leader: NP Genre: Play Strategies: Visualize Skill: Theme	Strategy: Visualize Skill: Theme Main Selection Genre: Folktales/Drama Title: "How the Birds Got Her Cubs" Leader: NP Paired Selection Genre: Fiction/Folktale Title: "How the Finch Got Its Cub" Leader: 600L	Strategy: Visualize Skill: Theme Main Selection Genre: Folktale Title: "Why Turtles Live in Water" B: "How Butterflies Came to Be" C: "Why Spider Was & Thin Legs" Paired Selections Genre: Folktale Title: "Why Corn Has Silk" C: "How the Rainbow Was Made" E: "How the Rainbow Was Made" B: "Why There Are Stars" Leader: A: 290L C: 440L E: 340L B: 600L	Reading/Writing Workshop/Genre Purpose Literature Main Selection Complex Text Vocabulary	Vocabulary Words: dash, noble, plenty, wisdom Build Vocabulary: purpose Vocabulary Book Words	again, behind, grant, ornament, bubble, plush, nibbles, strand, young	skittily, calli, uninvited, drizzle, top	Phonemic Awareness: Phonics: Segmenting Phonics: Blending Identify Symbols Phonics/Spelling Skill: r-controlled vowels: /ar/ as, are, ear Structural Analysis: Abbreviations Decodable Readers: Cheer Up, Out, Animals with Homophones and Watching Animals: From the Rear of the Sheep	Writing Task: Idea: Develop Character Write About the Text: Opinion Write to Someone: Reading/Writing Workshop "Why the Sun and the Moon Live in the Sky" Literature Anthology: How the Birds Got Her Cubs, "How the Finch Got Its Cubs" Genre: Realistic Fiction Grammar Skill: Irregular Verbs Grammar Mechanics: Letter Punctuation	Project: Make postcards from different cultures explain nature? Write Your Own Folktale	



Grade 2 • Unit 4 • Scope and Sequence

Big Idea: Our Life On Earth How do different environments make the world an interesting place?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4 Narrative Text Fictional Narratives, Poem	Research
Week 5 Weekly Concept: Poems About Nature Essential Question: What excites us about nature? Connect to Science: Plants depend on water and light to grow.	This Richwood Novel: "The Amazing Meadow," "The Silbava Desert" Genre: Poetry Strategy: Visualize	Shared Text: "Show Me," "The Amazing Meadow," "The Silbava Desert" Genre: Poetry Strategy: Visualize Skill: Theme Literary Element: Repetition	Strategy: Visualize Skill: Theme Genre: Poetry Title: "Mead Rain Song" Title: "Rain" Lead: NP Paired Selection Genre: Poetry Title: "Hiccupation," "Weezy Tree" Lead: NP	Strategy: Visualize Skill: Theme Genre: Fiction Title: A Little World A Star-Berry Paired Selections Genre: Poem Title: "The Woods" "See a Star" "By the Sky" "Moon" Lexile A: 340L G: 500L I: 400L B: 590L	Reading/Writing Main Selection Connections of Ideas Literature Anthology: What Excites Us About Nature? Genre: Poetry Vocabulary	Vocabulary Words: drops, spots, outdoors, pole Additional Academic Vocabulary: sensory words Strategy: Similes	among, bought, there, never, once, soon, sorry, tall, touch, upon	brook, giant, jump, meowing, twing	Phonemic Awareness: Identify Syllables, Phoneme Deletion, Insertion, Phoneme Blending Phonics: Spelling SIB: r-controlled consonants, etc. Structural Analysis: Spelled/Vowel Spelling Decodable Readers: The Camp King's Air Pods, A Bear in the Forest	Pressing	Writing Trait: Word Choice: Sensory Words Write About the Text: Informative Text Write to Showcase Reading/Writing Workshop: "Snow" "In the Sky" "Natural World," "Leisure Anthology" April rain Song, "The Camp King's Air Pods," "Hiccupation," "Weezy Tree" Grammar Skill: Contractions Grammar Mechanics: Contractions Apostrophes	Weekly: Research nature poems. How do poems used in nature? How do nature? Weekly Visual Display Unit Level: Research: Reading: Title Project: Self-select and develop from options for unit research projects
Week 6 Review and Assessment												



Grade 2 • Unit 5 • Scope and Sequence

Big Idea: Let's Make a Difference How can people make a difference?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection, B: Approaching Level, C: On Level, E: EL, B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit E Informative/ Explanatory Writing, Complex Content Writing	Research
Week 1 Weekly Concept: Being a Good Citizen Essential Question: What do good citizens do? Connect to Social Studies: Explore how the country's election process works.	<p>Title: "A Boy Named Mitt"</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Summarize</p>	<p>Short Text: A Difficult Decision</p> <p>Level: 50L</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Summarize</p> <p>Slide: Point of View</p>	<p>Strategy: Summarize</p> <p>Slide: Point of View</p> <p>Main Selection</p> <p>Genre: Realistic Fiction</p> <p>Title: "Presidents"</p> <p>Level: 50L</p> <p>Paired Selection</p> <p>Genre: Informational</p> <p>Text: "Helping to Make Strides"</p> <p>Level: 50L</p>	<p>Strategy: Summarize</p> <p>Slide: Point of View</p> <p>Main Selection</p> <p>Genre: Realistic Fiction</p> <p>Title: "A: Fixing the Playground"</p> <p>B: "The Food Crew"</p> <p>C: "How Many Groceries?"</p> <p>Paired Selection</p> <p>Genre: Narrative Fiction</p> <p>Title: "Heroes"</p> <p>A: "A School Feeds Others"</p> <p>B: "A School Feeds Others"</p> <p>C: "Feeding 'Wag"</p> <p>Level: 340L</p> <p>A: 340L</p> <p>C: 400L</p> <p>B: 400L</p> <p>E: 620L</p>	<p>Reading/Writing Workshop: Organization</p> <p>Sentence Structure</p> <p>Literature Anthology: What Makes This Text Complex? Specific Vocabulary: Prior Knowledge</p> <p>Connections of Ideas</p>	<p>Vocabulary Words:</p> <p>emphasize, determined, responsibility, rights, volunteered, votes</p> <p>Additional Domain Words: electoral, candidates</p> <p>Additional Vocabulary: Academic</p> <p>Build Vocabulary: question marks, stressed, underlining, nonverbal, recognize, compare, neighbors, set table, public, someone, rallies, inauguration, committee, approach</p> <p>Vocabulary Strategy: Suffixes</p>	<p>enjoyed, bean, body, buffed, heard, heard, minutes, myself, pretty, pushed</p>	<p>calm, concern, exhausted, offered, proof</p>	<p>Phonemic Awareness: Initial and Final Sound Substitution</p> <p>Phonics Blending Skill: Digraphs: ou, ow</p> <p>Structural Analysis: Irregular Paragraphs</p> <p>Decodable Reading: Out of Sync Books: Let's Help Out!</p>	<p>Imitation</p>	<p>Writing Task: Meets Descriptive Details</p> <p>Writes about the Text: Opinion</p> <p>Write to Science: Research</p> <p>Workshop: A Difficult Decision</p> <p>Literature Anthology: Genre for Presidents, "Helping to Make Strides"</p> <p>Grammar Skill: Punctuation</p> <p>Grammar Mechanics: Outlines Maps</p>	<p>Project: How can kids be good citizens at school and in the community? Make a Poster</p>
Week 2 Weekly Concept: Cooperation Works! Essential Question: How do people get along? Connect to Social Studies: Understand that individual actions can affect others.	<p>Title: "My First Day"</p> <p>Genre: Fiction</p> <p>Strategy: Reread</p>	<p>Short Text: Soccer Friends</p> <p>Level: 50L</p> <p>Genre: Fiction</p> <p>Strategy: Summarize</p> <p>Slide: Point of View</p>	<p>Strategy: Summarize</p> <p>Slide: Point of View</p> <p>Main Selection</p> <p>Genre: Fiction</p> <p>Title: "Once Upon a Baby Brother"</p> <p>Level: 50L</p> <p>Paired Selection</p> <p>Genre: Informational Text</p> <p>Title: "Baby-Free Zone"</p> <p>Level: 640L</p>	<p>Strategy: Summarize</p> <p>Slide: Point of View</p> <p>Main Selection</p> <p>Genre: Fiction</p> <p>Title: "A: Rivy Day"</p> <p>B: "Zurqeen Is a Crowd"</p> <p>C: "Zurqeen Is a Crowd"</p> <p>Paired Selection</p> <p>Genre: Informational Text</p> <p>Title: "Boys and Girls Club"</p> <p>C: "Big Brothers Big Sisters"</p> <p>B: "Big Brothers Big Sisters"</p> <p>E: "4-4"</p> <p>Level: 340L</p> <p>A: 340L</p> <p>C: 500L</p> <p>B: 400L</p> <p>E: 660L</p>	<p>Reading/Writing Workshop: Genre</p> <p>Literature Anthology: What Makes This Text Complex? Connections of Ideas; Organization; Specific Vocabulary</p>	<p>Vocabulary Words: amused, cognate, describe, entertained, imagination, interest, patient, peaceful</p> <p>Additional Domain Words: built</p> <p>Build Vocabulary: discovered, helpful, music, brave, creative, courage, disabled, struggle, success, soccer, vitamins</p> <p>Vocabulary Strategy: Idioms</p>	<p>rough, busy, this happy, I, I, high, love, maybe, please, seven!</p>	<p>audience, deacon, minutes, prepared, subway</p>	<p>Phonemic Awareness: Phoneme Blending</p> <p>Phonics: Substitution</p> <p>Phonics: Signatures</p> <p>Phonics Blending Skill: Digraphs: ou, or</p> <p>Structural Analysis: Consonant + le /er</p> <p>Decodable Reading: American Inventor's Camping Trip</p>	<p>Exclamation</p>	<p>Writing Task: Meets Sentence Fluency</p> <p>Writes About the Text: Opinion</p> <p>Write to Science: Research/Mapping</p> <p>Workshop: Soccer Friends</p> <p>Literature Anthology: Genre: "Baby-Free Zone"</p> <p>Grammar Skill: Punctuation / and Me, My, and Us</p> <p>Grammar Mechanics: Capitalizing the Punctuation!</p>	<p>Weekly: How do people get along in different settings and situations? Write a Script</p>



Grade 2 • Unit 5 • Scope and Sequence

Big Idea: Let's Make a Difference How can people make a difference?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5: Informative/Explanatory Text	Research
Week 3 Weekly Concept: Our Heroes Essential Question: What do heroes do? Connect to Social Studies: Explore the importance of an individual's actions.	Title: "A Hero On and Off Stage" Genre: Informative Text Strategy: Summarize	Short Text: Cedar Chavez Leads: 60L Genre: Informative Text Strategy: Summarize	Strategy: Summarize Title: "The Legend of Kato Shaboy" Leads: 640L	Strategy: Summarize Main Selection: "The Unstoppable Molly Brown" Leads: 650L Genre: Fiction Title: "The Unstoppable Molly Brown" Leads: 640L	Reading/Writing Workshop: Genre Literature Anthology: Specific Vocabulary	Vocabulary Words: opines, challenging, atrocious, herds, anxious, perform, study, succeed Build Vocabulary: scamp Vocabulary Strategy: Synonyms	off, sting, o'clock, show, doing, ever, meant, nothing, .sory, wasn't	composing, acquired, linked, overcome, relaxed	Phonemic Awareness: Identify Syllables, Phonemes, Digraphs, Phonics: Blending, Phonics: Spelling Skill: Vowel Teams: /ai/ oo, u, i, e, ew, ee, ur /ai/ oo, ou, u Structural Analysis: Connections with not Decodable Readers: <i>Sam the Arch Wizard</i> Blends: C-Coinc 1.5c Done	Phrasing	Writing Task: Organization: Sequence Write About the Text: Informative Text Wells to Source: Reading/Writing Workshop: <i>Cedar Chavez</i> Literature Anthology: "The Legend of Kato Shaboy" Grammar Skill: Punctuation Prompts Grammar Mechanics: Capitalization of Proper Nouns	Project: Explore the life of an American hero Write a Speech
Week 4 Weekly Concept: Preserving Our Earth Essential Question: How can we protect the Earth? Connect to Science: See how people can innovate to solve problems.	Title: "Clean Water" Genre: Fiction Strategy: Make, Confirm, Revise Predictions	Short Text: The Act Project: Leads: 660L Genre: Fiction Strategy: Make, Confirm, Revise Predictions Title: "The Woodcutter's Gift" Leads: 690L Genre: Informational Text/Expository Title: "Earth's Resources" Leads: 600L	Strategy: Make, Confirm, Revise Predictions Title: "The Woodcutter's Gift" Leads: 690L Genre: Informational Text Title: "Earth's Resources" Leads: 600L	Strategy: Make, Confirm, Revise Predictions Skill: Character: Setting, Plot Problem and Solution Genre: Fiction Title: "Let's Control Our Beakwater Flow" Genre: Informational Text Title: "The Clean Air Campaign" Leads: 690L Genre: Fiction Title: "The Woodcutter's Gift" Leads: 690L Genre: Informational Text Title: "Earth's Resources" Leads: 600L	Reading/Writing Workshop: Specific Vocabulary Literature Anthology: What Title: "The Woodcutter's Gift" Connections of Vocabulary	Vocabulary Words: conus, abundance, enormous, gently, proudly, remedy, supply Additional Academic Vocabulary: problem, solution Build Vocabulary: whisked, amphibole, sheet, gizzard, conus, amphibole, enormous, abundance Vocabulary Strategies: Homophones	city, before, mother, O'clock, occasional, need, searching, sum, enough	Acquainted, solution, request, suggest	Phonemic Awareness: Identify Syllables, Phonemes, Digraphs, Phonics: Blending, Phonics: Spelling Skill: Vowel Teams: /ai/ oo, ou, ough, /oi/ oo, ou, ough Structural Analysis: Vowel Team Spelling Decodable Readers: <i>Phy's Story</i> Focus: Short Nouns to Solve the Earth	Innovation	Writing Task: Word Choice: Using Words Write About the Text: Narrative Text Wells to Source: Reading/Writing Workshop: <i>The Act Project</i> Literature Anthology: <i>The Woodcutter's Gift</i> , "Earth's Resources" Grammar Skill: Contraction Grammar Mechanics: Contraction/Punctuation Prompts	Project: How can recycling help protect the Earth? Make a Chart



Grade 2 • Unit 5 • Scope and Sequence

	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5 Informative/Explanatory Text	Research
<p>Big Idea: Let's Make a Difference How can people make a difference?</p> <p>Week 5 Weekly Concept Rights and Rules Essential Question: Why are rules important? Connect to Social Studies: Discover how our country set up rules.</p>	<p>Title: "Town Rules" Genre: <i>Time For Kids</i></p> <p>Strategy: Make, Confirm, Revise Predictions</p> <p>Skill: Connections Within a Text: Cause and Effect</p> <p>Main Selection Genre: <i>Time For Kids</i></p> <p>Title: Setting the Rules</p> <p>Levle: 50L</p> <p>Paired Selection Genre: <i>Time For Kids</i></p> <p>Title: "American Symbols" Levle: 550L</p>	<p>Short Text: Visiting the Aztec Levle: 610L</p> <p>Genre: <i>Time For Kids</i></p> <p>Strategy: Make, Confirm, Revise Predictions</p> <p>Skill: Connections Within a Text: Cause and Effect</p> <p>Text Features: Subheadings, Chart</p>	<p>Strategy: Make, Confirm, Revise Predictions</p> <p>Skill: Connections Within a Text: Cause and Effect</p> <p>Main Selection Genre: <i>Time For Kids</i></p> <p>Title: Setting the Rules</p> <p>Levle: 50L</p> <p>Paired Selection Genre: <i>Time For Kids</i></p> <p>Title: "American Symbols" Levle: 550L</p>	<p>Approaching Level EL1</p> <p>By-od Level</p> <p>Strategy: Make, Confirm, Revise Predictions</p> <p>Skill: Connections Within a Text: Cause and Effect</p> <p>Main Selection Genre: Expository Text</p> <p>Title: <i>Time For Kids</i></p> <p>A: Government Rules B: Government Rules C: Government Rules D: Government Rules</p> <p>Paired Selection Genre: Expository Text</p> <p>Title: "Pool Rules" Levle: 540L</p> <p>"Pool Rules" Levle: 590L</p> <p>"Pool Rules" Levle: 570L</p> <p>Levle: 540L Levle: 590L Levle: 570L</p>	<p>Reading/Writing Workshop: Specific Vocabulary: Purpose of a Text, Specific Vocabulary</p> <p>Literature Anthology: Purpose of a Text, Specific Vocabulary</p>	<p>Vocabulary Words: ex-joined, ally, form, history, public, rules, unkind, writers</p> <p>Additional Academic Vocabulary: alphabetical order, symbols</p> <p>Vocabulary Strategy: Multiple-Meaning Words</p>	<p>anything, children, everybody, incident, paper, person, years, whole, woman, words</p>	<p>excited, permission, recycle, snacks, transportation</p>	<p>Phonics: Awareness Phoneme Deletion Phoneme Segmentation Phoneme Reversal Phoneme Blending Phonics Spelling Split Short Vowel Digraphs: /w/ oo;/w/ oo;/y</p> <p>Structural Analysis: Alphabetical Order (two letters) Decodable Readers: Dory Out of Trouble; Stay Out of Trouble</p>	<p>Pronunciation</p>	<p>Writing Task: Voice Format vs. Informal Write About the Text: Informative Text Write to Source: Revising/Writing the Workshop: Using the Literature Anthology: Setting the Rules, "American Symbols" Grammar Skill: Prounouns Agreement Grammar Mechanic: Book Talks</p>	<p>Weekly Explore the history and significance of an American symbol Make a Model and Fact Sheet</p> <p>Unit Level: Research Skill: Review Parts of the Library Use an online and offline resources for unit research projects.</p>
<p>Week 6 Review and Assessment</p>												➔



Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How on Earth? What keeps our world working?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection On Level Below Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral/Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Informative/ Explanatory Writing Summary, Research Report	Research
Week 1 Weekly Concept: Plant Myths and Facts Essential Question: What do myths help us understand? Connect to Science: Discover what plants depend on for growth.	<p>Title: "The Bluebell" Genre: Fiction/Myth Strategy: Record</p>	<p>Short Text: Why Fly Tree Keeps His Leaves Leaflet: 660L Genre: Myth Strategy: Record Skills: Theme</p>	<p>Strategy: Record Skill: Theme Main Selection Genre: Fiction/Myth Title: The Golden Power: A Tano Myth from Puerto Rico Leaflet: 690L Paired Selection Genre: Informational Text/Expository Title: "A Pumpkin Plant" Leaflet: 600L</p>	<p>Strategy: Record Skill: Theme Main Selections Genre: Myth Title: A: The Apes of Icar O: Hercules and the Golden Apples E: Hercules and the Golden Apples B: Demeter and Persephone Paired Selections Genre: Informational Text Title: A: "The Monkey" O: "Monkey" E: "Monkey" B: "Pomegranate" Leaflet: A: 400L O: 520L E: 440L B: 830L</p>	<p>Reading/Writing Literature Anthology: What Makes This Text Complex? Specific Vocabulary</p>	<p>Vocabulary Words: appeared, creep, deserve, eagle, gabon, assist, staring, stages Additional Domain Words: Puerto Rico Additional Academic Vocabulary: objective, myth, point of view Build Vocabulary: pouch, proffered, palm, boomed Vocabulary Strategy: Sentence Cues</p>	<p>about front, order, probably, remember, someone, tomorrow, where, words, yesterday</p>	<p>about, entire, magnificent, sambled, trembled</p>	<p>Phonemic Awareness: Identify and Make Oral Rhymes; Phoneme Addition; Phoneme Deletion Phonics: Spelling Skill: Cloned Spellers and Open Spellers Structural Analysis: Compound Words; Decodable Reader: Clever Digger</p>	<p>Writing Traits: Ideas Organization: Strong Openings Write About the Text: Opinion Write to Inform: Reading/Writing Workshop: Why the Fly Tree Keeps His Leaves Literature Anthology: The Golden Power: A Tano Myth from Puerto Rico, "A Pumpkin Plant" Genre: Myth Grammar Skill: Adjectives Grammar Mechanics: Commas in a Series</p>	<p>Project: Research a plant and what it needs to grow. Make a Booklet</p>	
Week 2 Weekly Concept: We Need Energy Essential Question: How do we use energy? Connect to Science: Consider how gathering information can help in finding solutions to power problems.	<p>Title: "How Does Energy Make Your Hair Stand Up?" Genre: Informational Text/Expository Strategy: Record</p>	<p>Short Text: Power Person Leaflet: 660L Genre: Informational Text/Expository Strategy: Record Skills: Author's Purpose Text Features: How to Use Caption, Subheadings, Diagram, Labels</p>	<p>Strategy: Record Skill: Author's Purpose Main Selections Genre: Informational Text Title: A: Wind Power O: Wind Power E: Wind Power B: Wind Power Paired Selections Genre: Informational Text Title: "The Power of Water" Leaflet: 650L</p>	<p>Strategy: Record Skill: Author's Purpose Main Selections Genre: Informational Text Title: A: Wind Power O: Wind Power E: Wind Power B: Wind Power Paired Selections Genre: Informational Text Title: "The Power of Water" Leaflet: 650L</p>	<p>Reading/Writing Workshop: Science Structure: Specific Vocabulary Literature Anthology: What Makes This Text Complex? Genre Connections of Idea: Specific Vocabulary</p>	<p>Vocabulary Words: electricity, flow, how, power, short, solar underground Additional Domain Words: dam, generators Build Vocabulary: chasing, pour, stem, frisk Vocabulary Strategy: Paragraph Cues</p>	<p>about, because, how, how, how, long, make, raised, separate, separate</p>	<p>change, effects, narrow, light, same</p>	<p>Phonemic Awareness: Initial Phoneme Addition; Phoneme Segmentation; Initial Phoneme Substitution Phonics: Spelling Skill: CVCe Symbols Structural Analysis: Prefix-Suffixes Grammar Skill: Decodable Reader: Sophee Decides</p>	<p>Writing Traits: Word Choice: Content Words Informative: Text Write About the Text: Informative: Text Write to Inform: Reading/Writing Workshop: Power Power Literature Anthology: My Light, "The Power of Water" Grammar Skill: Pronouns and TMs, TMs, Pronouns and Those Grammar Mechanics: Names and Titles</p>	<p>Project: How do we use different forms of energy? Create a encyclopedia! Make a Turbine</p>	



Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How on Earth? What keeps our world working?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level ELL Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Informative/ Expository Writing Summary, Research Report	Research
Week 3 Weekly Concept: Team Up to Explore Essential Question: 'Why is teamwork important?' Connect to Science: How do some people make observations and gather helpful information for a living?	Title: "Teamwork in Space" Genre: Informational Text/Expository Strategy: Summarize	Short Text: One Room Leveled: 660L Genre: Informational Text/Expository Strategy: Summarize SR: Main Idea and Key Details Text Features: Photos With Captions, Map, Labels	Strategy: Summarize SR: Main Idea and Key Details Main Selection Genre: Informational Text/Expository Title: "Abraham Lincoln" Leveled: 750L Paired Selection Genre: Informational Text/Narrative Title: "Teamwork in the Top" Leveled: 700L	Reading/Writing Word Walls: Connections of Ideas Like/Wire Metrics: This Text Complex: Science Structure: Specific Vocabulary	Vocabulary Words: exploration, important, machines, prepare, repeat, result, scientific, teamwork Additional Domain Words: astronaut, science Build Vocabulary: aboard, quarters, confident, balanced, portable, flexible, bearings Vocabulary Strategies: Greek and Latin Roots	above, brother, follow, item, month, set, something, song, who's, wild	attach, collect, deliver, experiment, notes	Phonemic Awareness: Identify Syllables, Phoneme Segmentation and Blending, Phoneme Addition and Deletion Phonics/Spelling Skills: Consonant / k (c, ck) Syllables Structural Analysis: Contractions/ Possessives Decodable Reader: Junior and Rachel's Camping Trip	Pronunciation	Writing Trait Topics: Supportive Details Write About the Text: Opinion Media to Explore: Reading/Writing Workshop: Dale Rome Librarian's Amblog; Astronaut Handbook, "Teamwork to the Top" Grammar Skill: Adjectives That Compare Grammar Mechanics: Appositives	Project: Research a place you'd like to travel and explore with a team. What jobs will need to be done? What job will you like best? Write a Travel Plan or Proposal!	
Week 4 Weekly Concept: Money Matters Essential Question: How do we use money? Connect to Social Studies: Understand the roles of buyer and seller.	Title: "Keep the Change!" Genre: Informational Text/Expository Strategy: Summarize	Short Text: The Life of a Dollar Bill Leveled: 680L Genre: Informational Text/Expository Strategy: Summarize SR: Connections Within a Text: Problem and Solution Text Features: Photos With Captions, Graph, Labels, Subheadings	Strategy: Summarize SR: Connections Within a Text: Problem and Solution Main Selection Genre: Informational Text Title: "How to Be a Smart Shopper" O: "How to Be a Smart Shopper" E: "How to Be a Smart Shopper" Paired Selections Genre: Myth Title: "The Golden Fleece" O: "The Golden Fleece" E: "The Golden Fleece" B: "The Golden Fleece" Leveled A: 450L C: 540L E: 900L E: 680L	Reading/Writing Word Walls: Organization: Genre Literature Genre: Specific Vocabulary, Genre	Vocabulary Words: vendor, price, purchase, record, system, value, worth Additional Domain Words: credit cards Build Vocabulary Strategies: coin, coin, sufficient, slightly, elegant Vocabulary Strategies: Paragraph Clues	against, anyone, enough, great, rough, sometimes, strange, terrible, window	clearly, enough, popular, purpose, symbol	Phonemic Awareness: Segmentation Phonics: Substitution Phonics/Spelling Skills: Vowel Team Digraphs Structural Analysis: Endings: -er, -est (with spelling changes) Decodable Reader: The Ruby Day	Introduction	Writing Trait Topics: Organization: Strong Conclusions Write About the Text: Informative Text Media to Explore: Reading/Writing Workshop: The Life of a Dollar Bill Librarian's Amblog; Astronaut Handbook, Junior and Rachel's Camping Trip Grammar Skill: Adjectives Grammar Mechanics: Prepositional Phrases Grammatical Capitalization	Project: Write about money and how it is used. What jobs do you think it is used for? Make a Flow Chart	



Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How do ELA/LE What keeps our world working?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6 Informative/ Explanatory Writing Summary/Research Report	Research
Week 5 Weekly Concept: The World of Ideas Essential Question: Where can your imagination take you? Connect to Science: Discover how making observations can help you understand text.	Title: "Give Me a Brown Box," "Music Seeds Me" Genre: Poetry Strategy: Summarize	Short Text: "A Box of Crayons," "What Story Is This?," "The Ticket" Leads: NP Genre: Poetry Strategy: Summarize Skill: Point of View Text Features: Rhyme	Strategy: Summarize Skill: Point of View Main Selection Genre: Poetry Title: "Box to the Ceiling," "I've Got The Coverd," "Eating While Reading" Leads: NP Paired Selection Genre: Poetry Title: "Clay Play" Leads: NP	Strategy: Summarize Skill: Point of View Main Selection Genre: Fiction Title: "Matt's Journey" C: "A Fantastic Day!" B: "A Day in Ancient Rome" Paired Selections Genre: Poem Title: "The Orchestra" A: "Mature Loves" C: "A Bubbly Linc" E: "Pablo and I" B: "Lost and Found" "My Magic Car" Leads A: 430L C: 500L E: 470L B: 600L	Reading/Writing What the Purpose Lacked the Knowledge Narrative Analytical Makes This Text Complex?	Vocabulary Words: crack, buzzing, absorption, seconds Additional Academic Vocabulary Words: Strategy: Neighbors	different, ahead, anyone, anything, anywhere, somehow, throughout, trouble, whenever	box, job, most, orchestra, more	Phonemic Awareness: Rhyming Activities, Phonics Substitution, Phoneme Segmentation Phonics/Sounding Slide, Scrambled Vowel Syllables Structural Analysis: Trigrams, Syllable Syllable Words Decodable Reader: How did Matt Learn Any from Fire	Expression	Writing Trait: Word Choice: Strong Words Write About the Text Narrative Text Write to Succeed Reading/Writing Workshop: "A Box of Crayons," "What Story Is This?," "The Ticket" Literature Anthology: "Books to the Ceiling," "I've Got the Coverd," "Eating While Reading," "Clay Play," "Orchestra" Grammar Skills: Adjectives and Adverbs Grammar Mechanics: Sentence Punctuation	Project: Explore poetry and a poet's use of imagery. Review of a Poem Unit Level: Research Skill Visual Displays and Media Presentations Unit Project: Self-select and develop from options for unit research projects.
Week 6 Review and Assessment												

Appendix 2

Curriculum Including Scope and Sequence Documents Part 4



Grade 3 • Unit 1 • Scope and Sequence

Big Idea: Growing and Learning How can learning help us grow?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection On Level Approaching Level Below Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1 Writing Focus: Familiar Letter, Personal Narrative Writing Products: Narrative Text	Research
Week 1 Weekly Concept: Storytime Essential Question: What can stories teach you? Connect to Science: Tell how variations among individuals of the same species may provide advantages.	Title: "Three Pigs, a Wolf, and a Booby" Genre: Fantasy Strategy: Visualize	Short Text: "Bruno's New Home" Leads: 430 Genre: Fantasy Strategy: Visualize Skill: Character, Setting, Plot, Character	Main Selection Title: Wolf Leads: 450 Genre: Fantasy Paired Selection Title: "Bruno and the Wolf" Leads: 450 Genre: Fable Strategy: Visualize Skill: Character, Setting, Plot, Character	Strategy: Visualize Skill: Character, Setting, Plot, Character Main Selection Genre: Fantasy Titles: A: "Bruno, Bertie, Bertie" B: "Duck's Discovery" C: "Duck's Discovery" D: "Robb, Robb" Paired Selection Genre: Fable Titles: A: "The Hero and the Dog" B: "The Lion and the Fox" C: "The Lion and the Fox" D: "The Hero and the Dog" E: "The Hero and the Dog" Leads: A: 430 B: 530 C: 40 D: 750	Reading/Writing Workshop Plot Genre: Connection of Events Literature Anthology Paired Selection Genre: Connection of Events	Vocabulary Words: adroit, concentrate, deceitful, distract, disappointment, preclude, pretext, pretend, regained, stashed Additional Academic Vocabulary: amary, appreciate, reach Vocabulary Strategy: Context Clue: Synonyms Build Vocabulary: worded, emergence, virago, budge, grove, serous, interpreted, conscience, joration, moose	Phonics/Spelling Skills: Short Vowels (o, u) Structural Analysis: Word Families	Expression	Writing Task: Ideas/Prompt on an Event Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: "Bruno's New Home" Literature Anthology: Wolf, "Bruno and the Wolf" Genre: Fable: Synonyms and Figurative Language Genre: Fable: Capitalization and Punctuation	Project: Research: Accep's fabric Product: Fable Story Map
Week 2 Weekly Concept: Traditions Essential Question: What can traditions teach you about cultures?	Title: "Ready for Aloha" Genre: Realistic Fiction Strategy: Visualize	Short Text: "The Dream Catcher" Leads: 470 Genre: Realistic Fiction Strategy: Visualize Skill: Character, Setting, Plot, Sequence	Main Selection Title: Hono and the Jojo Bracelet Leads: 490 Genre: Realistic Fiction Paired Selection Title: "Family Traditions" Leads: 490 Genre: Expository Text Strategy: Visualize Skill: Character, Setting, Plot, Sequence	Strategy: Visualize Skill: Character, Setting, Plot, Sequence Main Selection Genre: Realistic Fiction Titles: A: "The Special Map" B: "A Boy of Laie" C: "A Boy of Laie" D: "Dragons on the Water" Paired Selection Genre: Expository Text Titles: A: "Hono About Aloha" B: "Hono" C: "Hono" D: "A Great Tradition" Leads: A: 330 B: 400 C: 300 D: 700	Reading/Writing Workshop Plot Knowledge, Genre Literature Anthology: Genre (Dialogue), Plot Knowledge, Purpose, Specific Vocabulary, Connection of Events	Vocabulary Words: celebrate, exotic, disappointment, preclude, pretext, pretend, symbol, tradition Vocabulary Strategy: Context Clue: Synonyms Build Vocabulary: adroit, virago, budge, straight, moose	Phonics/Spelling Skills: Short Vowels (e, o, u) Structural Analysis: Inflectional Endings	Forming	Writing Task: Word Choice/Descriptive Details Write About the Text: Narrative Text: Write to Sources: Reading/Writing Workshop: "The Dream Catcher" Literature Anthology: Hono and the Jojo Bracelet, "Family Traditions" Genre: Realistic Fiction Grammar Skill: Commands and Exclamations Genre: Realistic Fiction Punctuation in Commands and Exclamations	Project: Research: contributions of different cultures Product: Culture Web



Grade 3 • Unit 1 • Scope and Sequence

Big Idea: Growing and Learning How can learning help us grow?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection Paired Selection	Levelled Reader: Main Selection, Paired Selection Appropriating Level On Level Below Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1 Writing Focus: Priority Liter: Personal Narrative Writing Products: Narrative Text	Research
<p>Week 3</p> <p>Weekly Concept: Communities</p> <p>Essential Question: How do people from different cultures contribute to a community?</p> <p>Connect to Social Studies: Trace the establishment of diverse communities.</p>	<p>Title: "Fath Ringgold: Telling Stories Through Art"</p> <p>Genre: Narrative Nonfiction</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: "Room to Grow"</p> <p>Levels: 450</p> <p>Genre: Narrative Nonfiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Sequence</p> <p>Text Features: Headings, Map</p>	<p>Main Selection Title: Gary the Dogeater</p> <p>Levels: 500</p> <p>Genre: Narrative Nonfiction</p> <p>Paired Selection Title: "Sharing Peas and Pies"</p> <p>Levels: 530</p> <p>Genre: Expository Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Sequence</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Sequence</p> <p>Main Selection</p> <p>Genre: Biography</p> <p>Title: "A Life Aboard the USS Albatross"</p> <p>Levels: 550 A: 550 B: 580 C: 610 D: 640 E: 670</p>	<p>Reading/Writing Workshop: Organization, Genre, Organization, Connotation of Ideas</p> <p>Literature Anthology: Genre, Organization, Connotation of Ideas</p>	<p>Vocabulary Words: admire, champion, community, contribute, preceding, resource, scarce, female</p> <p>Vocabulary Strategy: Compound Words</p> <p>Build Vocabulary: sponk, aboriginal, omnia, sored, stamped, chadato, sombrero</p>	<p>Phonics/Spelling Skill: Field 6</p> <p>Structural Analysis: Inflectional Endings: Drop Final e</p>	Rate	<p>Writing Trait: Organization/Sequence</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: Reading/Writing Workshop: "Room to Grow"</p> <p>Literature Anthology: Gary the Dogeater, "Sharing Peas and Pies"</p> <p>Grammar Skill: Subjects</p> <p>Grammar Mechanics: Complete Sentences and Fragments</p>	<p>Project Research: community resources</p> <p>Product: Community Travel Brochure</p>
<p>Week 4</p> <p>Weekly Concept: Inventions</p> <p>Essential Question: How can problem solving lead to new ideas?</p> <p>Connect to Science: Explain how scientists develop possible solutions.</p>	<p>Title: "Cheser Greenwood and his Cold East"</p> <p>Genre: Biography</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: "Mary Anderson's Great Invention"</p> <p>Levels: 460</p> <p>Genre: Biography</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Text Features: Diagrams, Subtext</p>	<p>Main Selection Title: Al About Elton McCoy's Steam Engine</p> <p>Levels: 430</p> <p>Genre: Biography</p> <p>Paired Selection Title: "Lighting the World"</p> <p>Levels: 470</p> <p>Genre: Expository Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Main Selection</p> <p>Genre: Biography</p> <p>Title: "The Amazing Benjamin Franklin"</p> <p>Levels: 450 A: 450 B: 470 C: 490 D: 510 E: 530 F: 550 G: 570</p>	<p>Reading/Writing Workshop: Organization</p> <p>Literature Anthology: Purpose, Prior Knowledge, Connotation of Ideas, Organization, Sentence Structure, Specific Vocabulary, Genre</p>	<p>Vocabulary Words: design, encouraged, examine, investigation, quirky, simple, solution, substitute</p> <p>Additional Domain Words: boiler, boiler, patent</p> <p>Vocabulary Strategy: Metaphors</p> <p>Build Vocabulary: inspiring, gritty, combined, boiler, knockout, marvel</p>	<p>Phonics/Spelling Skills Long o Spelling Structural Analysis: Phonics 3 and 4d</p>	Expression	<p>Writing Trait: Word Choice</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: Reading/Writing Workshop: "Mary Anderson's Great Invention"</p> <p>Literature Anthology: Al About Elton McCoy's Steam Engine, "Lighting the World"</p> <p>Grammar Skill: Prepositions</p> <p>Grammar Mechanics: Complete Sentences</p>	<p>Project Research: problems in classroom or community</p> <p>Product: Create an action plan to solve a problem</p>



Grade 3 • Unit 1 • Scope and Sequence

Big Idea: Growing and Learning How can learning help us grow?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1 Writing Focus: Formally Letter, Personal Narrative Writing Products: Narrative Text	Research
<p>Week 5</p> <p>Weekly Concept: Landmarks</p> <p>Essential Question: How do landmarks help us understand our country's story?</p> <p>Connect to Social Studies: Know the importance of American heroes.</p>	<p>Title: "America's Landmarks and Monuments"</p> <p>Genre: Expository Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text "A Natural Beauty"</p> <p>Leads: 560</p> <p>Genre: Expository Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skills: Main Idea and Key Details</p> <p>Text Features: Captions, Map, Sidebar</p>	<p>Main Selection Title: "A Mountain of History"</p> <p>Leads: 560</p> <p>Genre: Expository Text</p> <p>Paired Selection Title: "A Landmark Story"</p> <p>Leads: 580</p> <p>Genre: Expository Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skills: Main Idea and Key Details</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skills: Main Idea and Key Details</p> <p>Main Selection</p> <p>Genre: Expository Text</p> <p>Title: "Historical Mail"</p> <p>Leads: 560</p> <p>Genre: Expository Text</p> <p>Paired Selection</p> <p>Genre: Expository Text</p> <p>Text: "Sally's Arch"</p> <p>Leads: 560</p> <p>Genre: Expository Text</p> <p>Text: "Sally's Arch"</p> <p>Leads: 560</p> <p>Genre: Expository Text</p>	<p>Reading/Writing Workshop: Purpose, Genre</p> <p>Literature Anthology: Science Structure, Genre, Purpose</p>	<p>Vocabulary Words: connect, chess, ground, landmark, resolve, monument, national, bones</p> <p>Vocabulary Strategy: Context Clue: Multiple Meaning Words</p>	<p>Phonics Spelling Skill: Long o-o, ow, o, e, oo</p> <p>Structural Analysis: Compound Words</p>	<p>Accuracy and Pacing</p>	<p>Writing Traits: Sentence Fluency Sentence Types</p> <p>Write About the Text: Opinion</p> <p>Write a Source: Researching Workshop: "A Natural Beauty"</p> <p>Literature Anthology: A Mountain of History, "A Landmark Story"</p> <p>Grammar Skills: Simple and Compound Sentences</p> <p>Grammar Mechanics: Punctuation Simple and Compound Sentences</p>	<p>Project: Research natural and man-made landmarks in the United States</p> <p>Product: Informative report</p>
<p>Week 6</p> <p>Review and Assessment</p>										



Grade 3 • Unit 2 • Scope and Sequence

Big Idea: Figure It Out What does it take to solve a problem?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level ELL Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2 Unit Writing Focus: How to: Explanatory Essay Writing Products: Informative Text	Research
<p>Week 3</p> <p>Weekly Concept: Government</p> <p>Essential Questions: How do people make government work? Connect to Social Studies: Discuss the role of citizens in the classroom and community.</p>	<p>Title: "All About Elections" Genre: Nonfiction Strategy: Record</p>	<p>Short Text: "Every Vote Counts" Leads: 560 Genre: Expository Text Strategy: Record Skill: Author's Point of View Text Features: Headings, Bar Graph</p>	<p>Main Selection Title: "Vote!" Leads: 530 Genre: Expository Text Paired Selection Title: "A Plan for the People" Leads: 530 Genre: Expository Text Strategy: Record Skill: Author's Point of View</p>	<p>Strategy: Record Skill: Author's Point of View Main Selection Genre: Expository Text Title: "The Race for the Presidency" A: "The Race for the Presidency" B: "The Race for the Presidency" C: "The Race for the Presidency" D: "The Race for the Presidency" Paired Selection Genre: Expository Text Title: "Elementary School Lemnicks" Leads: 560 C: 770 B: 770 B: 800</p>	<p>Reading/Writing Workshop: Sentence Structure, Purpose Literature Anthology: Purpose, Prior Knowledge, Genre, Originality in Spoken Vocabulary, Sentence Structure, Connection of Ideas Vocabulary Words: announced, candidate, election, government, republican Additional Domain Words: campaign, volunteer, win, term Vocabulary Strategy: Prefixes: in-, un-, dis-, mis- Build Vocabulary: democracy, right, Libertarian, Progressives, abolition, popular, abolitionist, in advance</p>	<p>Phonics Spelling Skill: Words with Silent Letters Structural Analysis: Singular and Plural Possessives</p>	<p>Accuracy and Pivoting</p>	<p>Writing Traits: Ideas/Supporting Details Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: "Every Vote Counts" Literature Anthology: "Vote: A Plan for the People" Grammar Skill: Social Nouns Grammar Mechanics: Spelling Punctuation</p>	<p>Inquiry Space: Informative Investigate: Floods</p>	
<p>Week 4</p> <p>Weekly Concept: Survival</p> <p>Essential Questions: How can people help animals survive? Connect to Science: Describe how organisms adapt or fail to adapt to particular environments.</p>	<p>Title: "The Bald Eagle: A Success Story" Genre: Expository Text Strategy: Record</p>	<p>Short Text: "Kids to the Rescue!" Leads: 560 Genre: Expository Text Strategy: Record Skill: Author's Point of View Text Features: Subtext, Map</p>	<p>Main Selection Title: "Rescuing Crows in Danger" Leads: 530 Genre: Expository Text Paired Selection Title: "Help the Mannequin" Leads: 530 Genre: Expository Text Strategy: Record Skill: Author's Point of View</p>	<p>Strategy: Record Skill: Author's Point of View Main Selection Genre: Expository Text Title: "Protecting the Islands" A: "Protecting the Islands" B: "Protecting the Islands" C: "Protecting the Islands" D: "Protecting the Islands" Paired Selection Genre: Expository Text Title: "Penguins Go Global" A: "Penguins Go Global" B: "Penguins Go Global" C: "Penguins Go Global" D: "Penguins Go Global" Leads: 560 A: 770 C: 770 B: 660 B: 810</p>	<p>Reading/Writing Workshop: Prior Knowledge, Genre, Purpose, Prior Knowledge, Genre, Sentence Structure, Specific Vocabulary Literature Anthology: Knowledge, Genre, Purpose, Prior Knowledge, Genre, Sentence Structure, Specific Vocabulary Vocabulary Words: candidate, population, resources, success, survive, threatened Additional Domain Words: protect, habitat Additional Academic Vocabulary: organize, signal, track Vocabulary Strategy: Suffixes: -ful, -less Build Vocabulary: divide, check, resources, help, migrate, operation, record, predict, recovery</p>	<p>Phonics Spelling Skill: Three-Letter Blends Structural Analysis: Closed Syllables</p>	<p>Rate</p>	<p>Writing Traits: Organization/Sequence Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: "Kids to the Rescue" Literature Anthology: "Whopping Crows in Danger," "Help the Mannequin" Grammar Skill: Combining Sentences Grammar Mechanics: Conjunctions</p>	<p>Inquiry Space: Informative Investigate: Floods</p>	



Grade 3 • Unit 2 • Scope and Sequence

Big Idea: Figure It Out What does it take to solve a problem?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection Paired Selection	Leveled Reader Main Selection Paired Selection A: Approaching Level C: On Level E: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Unit Writing Focus: How to: Explanatory Essay Writing Products: Informative Text	Research
Week 5 Weekly Concept: Figure It Out Essential Question: How do people figure things out? Connect to Science: Define a simple design problem reflecting a need or want.	Title: "New Blue, Old Blue" Genre: Poetry Strategy: Reread	Read Text: "Empadada Day" Craft: "Cool Feet" "Washing Machine" "Bugged" Leads: Non-Prose Genre: Poetry, Imagery and Free Verse Literary Elements: Alliteration and Rhyme Skills: Point of View	Main Selection Title: "The Crane" / "The Crane" Genre: Prose Lead: Non-Prose Paired Selection Title: "My Neighbor's Brother" Genre: Non-Prose Lead: Non-Prose Skills: Point of View	Strategy: Reread Skills: Point of View Main Selection Genre: Realistic Fiction Title: A: "Problem Solved" C: "The Long Walk" E: "Five Up, One Down" Paired Selection Genre: Poetry Title: A: "Rally Day" C: "The Forgetful Girl" E: "The Friendly Frog" B: "Thomas the Miss Mainer" B: "Liston" "The Nesting Box" Leads: A: 480 C: 560 E: 480 B: 600	Reading: Write: Main Idea, Specific Vocabulary, Author's Purpose Literature Anthology: Specific Vocabulary, Connection of Ideas	Vocabulary Words: <i>empanada, cobble, rhyne</i> Poetry Terms: <i>alliteration, rhyme</i> Additional Academic Vocabulary: <i>discipline</i> Vocabulary Strategy: Figurative Language: Similes	Phonics/Speaking Skill: Digraphs Structural Analysis: Open Syllables	Punctuation	Writing Their Ideas/Descriptive Details Write About the Text: Narrative Text Write as Sources: Reading/Writing Workshop: "Empadada Day," "Cool Feet," "Our Washing Machine," "Bugged" "The Crane" / "The Crane" "The Crane" / "The Crane" "The Crane" / "The Crane" "The Crane" / "The Crane" "The Crane" / "The Crane" "The Crane" / "The Crane" Grammar Skills: Prepositional Nouns Grammar Mechanics: Apostrophes to Possessive Nouns	Inquiry Space: Informational Investigative: Floods
Week 6 Review and Assessment										



Grade 3 • Unit 3 • Scope and Sequence

	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Big Idea: One of a kind Why are individual qualities important?									
Week 1 Weekly Concept: Be Unique Essential Question: What makes different animals unique? Connect to Science: Understand how organisms vary because they have different inheritances.	Title: "Back, Behind, and Bo" Genre: Folktale Strategy: Visualize	Short Text: "The Invention of the" Genre: 590 Strategy: Visualize Skill: Problem and Solution	Main Selection Title: "The Boy Who Swam with Piranhas" Genre: 670 Paired Selection Title: "Get a Backbone" Genre: Folktale Skill: Problem and Solution Genre: 670 Strategy: Visualize	Reading/Writing Workshop Organization: Oniro Genre: Specific Vocabulary: Oniro Structure: Connection of Ideas	Vocabulary Words: - <i>reluctant, shiny, offered, surprised, unique, winks</i> Additional Details - <i>Wonders, winks, surprising, spiders, creatures</i> Additional Academic Vocabulary - <i>reluctant, surprising, impossible, amphibious</i> Vocabulary Strategy: Context Clues: Synonyms - <i>Build Vocabulary: winks, offered, shimmered, shiny, surprised, surprising, unexpected, winks, unique, amphibious, collagen, hear</i>	Phonics/Spelling Skill: -Controlled Vowels Structural Analysis: Contractions	Expression	Writing Unit 3: Unit Writing Focus: Opinion Letter, Book Review Writing Products: Opinion Writing	Inquiry Space: Opinion Table 3 Strand: Overfishing
Week 2 Weekly Concept: Leadership Essential Question: How can one person change the way you think? Connect to Social Studies: Trace how producers have used resources to produce goods and services.	Title: "Meeting the Philo of Puerto Rico" Genre: Historical Fiction Strategy: Visualize	Short Text: "Time's Discovery" Genre: 690 Strategy: Visualize Skill: Character, Setting, Plot Cause and Effect	Main Selection Title: "The Boy Who Swam with Piranhas" Genre: 670 Paired Selection Title: "Great American Together" Genre: Historical Fiction Skill: Character, Setting, Plot Cause and Effect Genre: 670 Strategy: Visualize Skill: Character, Setting, Plot Cause and Effect	Reading/Writing Workshop Organization: Oniro Genre: Organizational Prior Knowledge: Social Vocabulary Structure: Connection of Ideas Genre: Purpose	Vocabulary Words: - <i>amusement, breezy, leader, nervous, infrared, inspiration</i> Additional Details - <i>Wonders, energy</i> Vocabulary Strategy: - <i>Vocabulary Strategy: Figurative Language: Idioms</i> Build Vocabulary: - <i>enormous, mound, polished, earned, badge, game</i>	Phonics/Spelling Skill: -Controlled Vowels (er and/or) Structural Analysis: Prefixes un-, re-, and pre-	Phrasing	Writing Trait: Word Choice/Lining Words and Phrases Write About the Text: Narrative Text Skills to Source: - <i>Reading/Writing Workshop: "The Invention of the"</i> Literature Anthology: "Meet the Backbone" Strategy Skill: Action Verbs Grammar Mechanics: Question Marks and Colons in Text	Inquiry Space: Opinion Table 3 Strand: Overfishing



Grade 3 • Unit 3 • Scope and Sequence

Big Idea: One of a Kind Why are individual qualities important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection Approaching Level On Level ELL Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Unit Writing Focus: Opinion/Letter; Book Review Writing Products: Opinion Writing	Research
<p>Week 3</p> <p>Weekly Concept: Discoveries</p> <p>Essential Question: What do we know about Earth and its neighbors?</p> <p>Connect to Science: Tell how solutions to a problem are limited by available materials and resources.</p>	<p>Title: "Our Home in the Solar System" Genre: Expository Text Research: Summarize</p>	<p>Short Text: "Earth and Its Neighbors" Leads: 660 Genre: Expository Text Strategy: Summarize Skill: Main Idea and Key Details</p> <p>Text Features: Key Words, Chain</p>	<p>Main Selection Title: Earth Leads: 630 Genre: Expository Text Paired Selection Title: "Comets and the Jet of Stars" Leads: 530 Genre: Legend Strategy: Summarize Skill: Main Idea and Key Details</p>	<p>Strategy: Summarize Skill: Main Idea and Key Details Genre: Expository Text Genre: Expository Text Title: A: "Immigration Station" B: "Disambiguation Station" C: "Disambiguation Station" D: "Disambiguation Station" Paired Selection Genre: Legend Title: A: "Why the Stars Twinkle" B: "Why the Stars Twinkle" C: "Why the Stars Twinkle" D: "Why the Stars Twinkle" Leads: A: 500 B: 700 C: 660 D: 780</p>	<p>Reading/Writing Workshop: Writing a Letter, Organization Literature Anthology: Genre, Purpose, Science, Vocabulary, Organization</p>	<p>Vocabulary Words: continent, astronomy, globe, solar system, support, comets, independent, wormholes Additional Domain Words: adjacent, rotate, orbit Vocabulary: key word, related, paragraph Suffixes: -y Vocabulary Strategy: Build Vocabulary: alliteration, imagery, crescent</p>	<p>Pronunciation Skills: r-Controlled Vowels /ir and /er/ Structural Analysis: Suffixes: -y and -y</p>	<p>Accuracy and Punctuation</p>	<p>Writing Trait: Organization/Strong Paragraphs Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: "Earth and Its Neighbors" Literature Anthology: "Comets and the Jet of Stars" Genre Skill: Post-Tone Verbs Grammar Mechanics: Abbreviations and Name Titles</p>	<p>Inquiry Space: Opinion Take a Stand: Overfishing</p>
<p>Week 4</p> <p>Weekly Concept: New Ideas</p> <p>Essential Question: What ideas can we get from nature?</p> <p>Connect to Science: Know that different solutions need to be tested to find which solves the problem.</p>	<p>Title: "Ideas From Nature" Genre: Expository Text Strategy: Summarize</p>	<p>Short Text: "Big, Big, Big, Big" Leads: 700 Genre: Expository Text Strategy: Summarize Skill: Main Idea and Key Details Text Features: Diagram, Caption</p>	<p>Main Selection Title: Big Ideas from Nature Leads: 670 Genre: Expository Text Paired Selection Title: "Fossil: Insights Into Stars" Leads: 580 Genre: Myth Strategy: Summarize Skill: Main Idea and Key Details</p>	<p>Strategy: Summarize Skill: Main Idea and Key Details Genre: Expository Text Genre: Expository Text Title: A: "Inspired by Nature" B: "Inspired by Nature" C: "Inspired by Nature" D: "Inspired by Nature" Paired Selection Genre: Myth Title: A: "Hermes and the Lyre" B: "Hermes and the Lyre" C: "Hermes and the Lyre" D: "Hermes and the Lyre" Leads: A: 570 B: 660 C: 670 D: 790</p>	<p>Reading/Writing Workshop: Prior Knowledge Literature Anthology: Genre, Organization, Specific Vocabulary, Prior Knowledge</p>	<p>Vocabulary Words: effective, example, identical, imitate, inspire, inspire, observed, observe Additional Domain Words: invention, astronomy Vocabulary Strategy: Build Vocabulary: context, root words Vocabulary Strategy: Build Vocabulary: context, antonym, idiom, reusable, positive</p>	<p>Pronunciation Skills: Prefixes: pre-, ob-, mis- Structural Analysis: Syllables with Final e</p>	<p>Phrasing and Rule</p>	<p>Writing Trait: Organization/Strong Conclusions Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: "Bats Big a Part" Literature Anthology: Big Ideas from Nature: "Hermes and the Lyre" Genre Skill: Future: Tense Verbs Grammar Mechanics: Book Titles</p>	<p>Inquiry Space: Opinion Take a Stand: Overfishing</p>



Grade 3 • Unit 3 • Scope and Sequence

Big Idea: One of a Kind Why are individual qualities important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Unit Writing Focus: Opinion, Letter, Book Review Writing Products, Opinion Writing	Research
Week 5 Weekly Concept: Value in the Past Essential Question: How is each event in history unique? Connect to Social Studies: Research explorers and newcomers who settled in California.	Title: "The California Gold Rush" Genre: Expository Text Strategy: Summarize	Short Text: "The Long Road to Oregon" Leads: 680 Genre: Expository Text Strategy: Summarize Skill: Sequence Text Features: Subtitle, Photographs and Caption, Map	Main Selection Title: Reading the Book West Leads: 730 Genre: Expository Text Paired Selection Title: "Discovering Life's Long Agos" Leads: 740 Genre: Expository Text Strategy: Summarize Skill: Sequence	Strategy: Summarize Skill: Sequence Main Selection Genre: Expository Text Title: A: The Life of a Homesteader C: The Life of a Homesteader E: The Life of a Homesteader Paired Selection Genre: Title: A: "Keeping History Alive" C: "Keeping History Alive" E: "Keeping History Alive" Leads: A: 520 C: 630 E: 590 B: 650	Reading/ Writing Workshop: Connection of Ideas, Genre Literature Anthology: Organization, Sentence Structure	Novelty Words congregate, migration, blizzard, descendants, emigration, pioneers, transportation, vehicles Additional Academic Vocabulary: formal, informal, comparable Novelty Strategy: Suffixes: -able, -ful, -less	Phonics/Spelling Skills: Digraphs: /oi/ and /ou/ Structural Analysis: Prefixes: un-, non-, de-	Accuracy and Punctuation	Writing Their Voice Write About the Text: Opinion Write to Source: Reading/Writing Workshop: "The Long Road to Oregon" Literature Anthology: Reading the Book West, "Discovering Life's Long Agos" Grammar Skill: Combining Sentences with Words Grammar Mechanics: Punctuation In Formal Context: Dashes, Apostrophes, and Locations	Inquiry Spaces: Opinion Table & Static Overlapping
Week 6 Review and Assessment										



Grade 3 • Unit 4 • Scope and Sequence

Big Idea: Meet the Challenge What are different ways to meet challenges?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection On Level Below Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Focus: Fictional Narrative Poetry Writing Products: Narrative Text/Poetry	Research
Week 1 Weekly Concept: Choices Essential Question: What choices are good for us? Connect to Science: Learn how organisms have diverse life cycles, but all have birth, growth, reproduction and death in common.	Title: "Three Wishes" Genre: Folklore Strategy: Ask and Answer Questions	Short Text: "Nail Soup" Leads: 560 Genre: Folklore Strategy: Ask and Answer Questions Skill: Point of View	Main Selection Title: The Aunt Story of Stormy Soup Leads: 570 Genre: Folklore Paired Selection Title: "Heathly Food Choices" Leads: 420 Genre: Expository Text Strategy: Ask and Answer Questions Skill: Po V of View	Strategy: Ask and Answer Questions Skill: Point of View Main Selection Genre: Folklore Title: A: The Winner of Rugs C: Why the Sea is So Saly E: Why the Sea is So Saly F: Fun MacCool and the Salmon of Knowledge Genre: Directions Title: A: "How to Make Paper Mays" C: "How to Make Sea Salt" E: "How to Make Sea Salt" G: "Bain Papo" Leads: A: 520 C: 570 E: 510 G: 790	Reading/ Writing Workshops: Connection of Ideas Literature Anthology: Prior Knowledge, Connections of Ideas, Social Structure, Genre	Vocabulary Words: aroma, expect, ferment, preheat, repeat, sauce, and, absorb, saucey Additional Academic Vocabulary: windows, pebble Vocabulary Strategy: Root Words Build Vocabulary: starg, troubadour, duck, dabbening, parmed, walf, stuffed, delictable, walf concentrated	Phonics/Speaking Skill: /r/ and /d/ Structural Analysis: Roots in Related Words	Expression	Writing Their Voice Writes About the Text: Opinion Writes to Sources: Reading/Writing Workshop, "Nail Soup" Literature Anthology: The Aunt Story of Stormy Soup, "Heathly Food Choices" Genre: Folklore Grammar Skill: Using Verbs and Complete Sentences	Inquiry Space: Narrative Who About Frogs
Week 2 Weekly Concept: Skills and Talents Essential Question: How can you use what you know to help others?	Title: "Dancing La Raps" Genre: Realistic Fiction Strategy: Ask and Answer Questions	Short Text: "The Impossible Pet Show" Leads: 600 Genre: Realistic Fiction Strategy: Ask and Answer Questions Skill: Point of View	Main Selection Title: The Advent of Chemistry Leads: 670 Genre: Realistic Fiction Paired Selection Title: "Chick and the Family Meeting" Leads: 630 Genre: Realistic Fiction Strategy: Ask and Answer Questions Skill: Point of View	Strategy: Ask and Answer Questions Skill: Point of View Main Selection Genre: Realistic Fiction Title: A: Every Pet, Role a Story C: A Chef in the Family E: Sleeping Forward Paired Selection Genre: Realistic Fiction Title: A: "Hedon Torkus" C: "The Perfect Sandwich" E: "The Perfect Sandwich" G: "Pet to the Rescue" Leads: A: 670 C: 530 E: 440 G: 700	Reading/ Writing Workshops: Genre, Connection of Ideas Literature Anthology: Organization, Connection of Ideas, Genre, Knowledge, Genre, Specific Vocabulary	Vocabulary Words: achievement, apologetic, collaborate, confidence, concentrated, concentrated, rehearse, rehearsal Additional Academic Words: gymnas Vocabulary Strategy: Additional Academic Vocabulary: deliquin, realistic, janitors, normal Vocabulary Strategy: Probes: ur, ,nor, ,sh, pre- Build Vocabulary: rehearsal, joining, nonsense, onny, duct, empower	Phonics/Speaking Skill: Plural Words Structural Analysis: Vowel Team Syllables	Phrasing	Writing Their Ideas Writes About the Text: Opinion Writes to Sources: Reading/Writing Workshop: "The Impossible Pet Show" Literature Anthology: The "Impossible Pet Show" and the Family Meeting" Genre: Realistic Fiction Grammar Skill: Conjunctions with Not Grammar Mechanic: Using Appositives	Inquiry Space: Narrative Who About Frogs



Grade 3 • Unit 4 • Scope and Sequence

Big Idea: Meet the Challenge What are different ways to meet challenges?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4, Unit Writing Focus: Fictional Narrative, Poetry Writing Products: Narrative Text/ Poetry	Research
<p>Week 3</p> <p>Weekly Concept: Adaptations</p> <p>Essential Questions: How do animals adapt to challenges in their habitat?</p> <p>Connect to Science: Describe how in a particular environment, some organisms survive well, some less well, and some cannot survive.</p>	<p>Title: "African Lions" Genre: Expository Text Strategy: Reread</p>	<p>Short Text: "Gray Wolf Red Feet" Level: 750 Genre: Expository Text Strategy: Reread Skill: Compare and Contrast Text Features: Map, Photos with Captions</p>	<p>Main Selection Title: "African Lions" Level: 680 Genre: Expository Text Paired Selection Title: "Lion-Hair Chick" Level: 680 Genre: Folktale Strategy: Reread Skill: Text Structure: Compare and Contrast</p>	<p>Strategy: Reread Skill: Text Structure: Compare and Contrast Main Selection Genre: Expository Text Title: A: Life in a Zebra Pool B: Life in a Zebra Pool C: Life in a Zebra Pool Paired Selection Genre: Folktale Title: A: "Blackbird and Coyote" B: "Blackbird and Coyote" C: "Blackbird and Coyote" Level: A: 550 B: 730 C: 810 D: 890</p>	<p>Reading: Writing Knowledge: Prior Knowledge, Genre Literature Anthology: Purpose, Prior Knowledge, Genre, Specific Vocabulary, Connection of Words</p>	<p>Vocabulary Words: avian, camouflage, habitat, migrate, adaptation, exhibit, snail Additional Domain Words: adaptation, migration Vocabulary Strategy: Sentence Clues Build Vocabulary: Jumpy, foraging, survive, spread, abandoned, adapt</p>	<p>Phonics: Vowel Digraph Structural Analysis: Greek and Latin Roots</p>	<p>Intonation</p>	<p>Writing: Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: "Gray Wolf Red Feet" Literature Anthology: Annotating "Life in a Zebra Pool" Check" Grammar Skill: Main and Helping Verbs Grammar Mechanics: Commas and Quotation Marks in Dialogue</p>	<p>Inquiry Space: Narrative Write About Frogs</p>
<p>Week 4</p> <p>Weekly Concept: Flight</p> <p>Essential Questions: How are people able to fly? Learn that forces that do not sum to zero can cause changes in speed or direction.</p>	<p>Title: "Fly Like a Bird" Genre: Expository Text Strategy: Reread</p>	<p>Short Text: "First in Flight" Level: 750 Genre: Expository Text Strategy: Reread Skill: Compare and Contrast Text Features: Sidebar</p>	<p>Main Selection Title: "Hot Air Balloons" Level: 680 Genre: Expository Text Paired Selection Title: "Balloons and a Program" Level: 680 Genre: Myth Strategy: Reread Skill: Text Structure: Cause and Effect</p>	<p>Strategy: Reread Skill: Text Structure: Cause and Effect Main Selection Genre: Expository Text Title: A: The Frame of Flight B: The Frame of Flight C: The Frame of Flight Paired Selection Genre: Myth Title: A: "The Clock of Froth" B: "The Clock of Froth" C: "The Clock of Froth" Level: A: 600 B: 650 C: 700</p>	<p>Reading: Writing Knowledge: Cause and Effect, Sentence Structure Literature Anthology: Genre, Purpose, Connection of Words, Specific Vocabulary, Prior Knowledge</p>	<p>Vocabulary Words: hawk, eagle, falcon, migrate, feather, parachute, propeller Additional Domain Words: aerodynamics, lift, thrust Vocabulary Strategy: Multiple-Meaning Words Build Vocabulary: Above, below, scout, veer</p>	<p>Phonics: Phonics: Structural Analysis: Consonant Digraph Vowel Digraph</p>	<p>Accuracy</p>	<p>Writing: Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: "First in Flight" Literature Anthology: "Hot Air Balloons," "Balloons and Program" Grammar Skill: Complex Sentences Grammar Mechanics: Using Commas in Sentences</p>	<p>Inquiry Space: Narrative Write About Frogs</p>



Grade 3 • Unit 4 • Scope and Sequence

Big Idea: Meet The Challenge What are different ways to meet challenges?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection Paired Selection	Levelled Reader Main Selection, Paired Selection AC Approaching Level CC On Level EE Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Focus: Fictional Narrative, Poetry Writing Products: Narrative Text, Poetry	Research
Week 5 Weekly Concept: Inspiration Essential Question: How can others inspire us?	Title: "My Grandpa" Genre: Narrative and Free Verse Strategic Reread	Short Text: "Ginger's Flight," "The Giant," "Captain's Log" Leads: Non-Prose Genre: Narrative and Free Verse Literary Elements: Repetition and Rhyme SBIB: Theme	Main Selection Title: "The Strategy of the Lion" or "The Lion and the Lamb" Leads: "The Brave Quest" Lesson: Non-Prose Genre: Poetry Paired Selection Title: "Narrative" Lesson: Prose Genre: Poetry: Narrative and Free Verse SBIB: Theme	Strategy: Reread Skill: Theme Main Selection Genre: Realistic Fiction Title: A: A Speech to Remember C: A Speech to Remember E: A Speech to Remember Paired Selection Genre: Poetry Title: "The Lion and Lamb" "The Lion and the Lamb" "The Grumpy Puppy" "Everybody's Surfing" Leads: A: 480 C: 500 E: 590 B: 700	Reading/ Writing Workshop Specific Vocabulary Genre: Organization, Connection of Ideas	Vocabulary Words: courageous, courageous, commonly, weird Poetry Terms: free verse, narrative poem, repetition, rhyme Additional Academic Words: metaphor, specific Vocabulary Strategy: Using Morphemes	Phonics: Phonics/Spelling Skill: SOR c and g Structural Analysis: Words with -er and -est	Expression	Writing Trait: Word Choice Write About the Text: Narrative Tone Write to Source: Reading/Writing Workshop: "Ginger's Flight," "The Giant," "Captain's Log" Literature Anthology: "The Lion and the Lamb," "The Grumpy Puppy," "Everybody's Surfing," "Narrative" Grammar Skill: Irregular verbs Grammar Mechanism: Control Verb Forms	Inquiry Space: Narrative Write About: Frogs
Week 6 Review and Assessment										



Grade 3 • Unit 5 • Scope and Sequence

Big Idea: Take Action What are ways people can take action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 1</p> <p>Weekly Concept: Let's Trade</p> <p>Essential Question: How do we get what we need?</p> <p>Connect to Social Studies: Understand that economic choices involve the evaluation of benefits and costs.</p>	<p>Title: "We and the Golden Goose"</p> <p>Genre: Fairy Tale</p> <p>Strategy: Summarize</p>	<p>Short Text: "Jinn and the Balm Suk"</p> <p>Levles: 610</p> <p>Genre: Fairy Tale</p> <p>Strategy: Summarize</p> <p>SRB: Point of View</p>	<p>Main Selection Title: Clever Jack Takes the Goat</p> <p>Levles: 600</p> <p>Genre: Fairy Tale</p> <p>Paired Selection Title: "When Corn Was Cash"</p> <p>Levles: 660</p> <p>Genre: Expository Text</p> <p>Strategy: Summarize</p> <p>SRB: Point of View</p>	<p>Strategy: Summarize</p> <p>SRB: Point of View</p> <p>Main Selection</p> <p>Genre: Fairy Tale</p> <p>Title: "The Chickpea Boy"</p> <p>Levles: 660</p> <p>Genre: Expository Text</p> <p>SRB: A Gift for a Hero</p> <p>Paired Selection</p> <p>Genre: Expository Text</p> <p>Title: "The Golden Lamb"</p> <p>Levles: 660</p> <p>Genre: Expository Text</p> <p>SRB: Point of View</p>	<p>Reading/ Writing Workshops: Genre, Specific Vocabulary</p> <p>Literature Anthology: Organization, Sentence Structure, Specific Vocabulary, Genre, Connection of Ideas, Purpose</p>	<p>Vocabulary Words: <u>credit</u>, <u>leak</u>, <u>conserve</u>, <u>negotiate</u>, <u>payment</u>, <u>reluctantly</u></p> <p>Additional Academic Words: <u>structure</u>, <u>complex</u></p> <p>Vocabulary Strategy: Root Words</p> <p>Build Vocabulary: <u>evaporation</u>, <u>plut</u>, <u>rebound</u>, <u>pl</u>, <u>formless</u>, <u>bars</u>, <u>grate</u>, <u>concluded</u>, <u>prohibited</u></p>	<p>Phonics/Sounding Skill: Compound Words</p> <p>Structural Analysis: Consonant + 0 Syllables</p>	<p>Intonation</p>	<p>Writing Trait: Sentence Fluency</p> <p>Write to Source: Reading/Writing Workshop: "The New Hoop"</p> <p>Write to Source: Reading/Writing Workshop: "The New Hoop"</p> <p>Literature Anthology: Genre, Specific Vocabulary, Genre, Connection of Ideas, Purpose</p> <p>Grammar Skill: Singular and Plural Pronouns</p> <p>Grammar Mechanic: Capitalizing I and Nouns</p>	<p>Project: Research the things that people need and how they get those things</p> <p>Product: Create a List</p>
<p>Week 2</p> <p>Weekly Concept: Reuse and Recycle</p> <p>Essential Question: How can we reuse what we already have?</p> <p>Connect to Science: Describe how changes in habitats affect the organisms living there.</p>	<p>Title: "The School Garden"</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Summarize</p>	<p>Short Text: "The New Hoop"</p> <p>Levles: 660</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Summarize</p> <p>SRB: Point of View</p>	<p>Main Selection Title: "From Trash to Treasure"</p> <p>Levles: 690</p> <p>Genre: Realistic Fiction</p> <p>Paired Selection Title: "Trash Into Art"</p> <p>Levles: 740</p> <p>Genre: Expository Text</p> <p>Strategy: Summarize</p> <p>SRB: Point of View</p>	<p>Strategy: Summarize</p> <p>SRB: Point of View</p> <p>Main Selection</p> <p>Genre: Realistic Fiction</p> <p>Title: "Why Not Sweep?"</p> <p>Levles: 690</p> <p>Genre: Expository Text</p> <p>SRB: "From Trash to Treasure"</p> <p>Levles: 740</p> <p>Genre: Expository Text</p> <p>SRB: "Recycle a Bicycle"</p>	<p>Reading/ Writing Workshops: Connection of Ideas, Purpose</p> <p>Literature Anthology: Specific Vocabulary, Connection of Ideas, Organization</p>	<p>Vocabulary Words: <u>conserve</u>, <u>discourage</u>, <u>inspiration</u>, <u>general</u>, <u>publish</u>, <u>recycling</u>, <u>remains</u>, <u>inherited</u></p> <p>Additional Domain Words: <u>salts</u>, <u>chlorine</u>, <u>separation</u>, <u>lotion</u>, <u>overflown</u>, <u>reuse</u></p> <p>Vocabulary Strategy: Context Clues</p> <p>Build Vocabulary: <u>replant</u>, <u>pruned</u>, <u>revive</u>, <u>reusable</u>, <u>mechanic</u>, <u>amusement</u></p>	<p>Phonics/Sounding Skill: Inflectional Endings -ed, -ing, -s</p> <p>Structural Analysis: Subject</p> <p>SRB: -SS, -00</p>	<p>Pronoun</p>	<p>Writing Trait: Word Choice</p> <p>Write About the Text: Narrative Text</p> <p>Write to Source: Reading/Writing Workshop: "The New Hoop"</p> <p>Literature Anthology: Genre, Specific Vocabulary, Genre, Connection of Ideas, Purpose</p> <p>Grammar Skill: Subject and Object Pronouns</p> <p>Grammar Mechanic: Pronoun Usage</p>	<p>Project: Research how to recycle everyday materials</p> <p>Product: Create a College</p>



Grade 3 • Unit 5 • Scope and Sequence

Big Idea: Take Action What are ways people can take action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection On Level ELL Beyond level	Access Complex Text (AC1)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 3 Weekly Concept: Teaming Up Essential Question: How do teams work together? Connect to Social Studies: Identify how to participate in the classroom, community and in civic life.	Title: "Firefighters: Teamwork Counts" Genre: Expository Text Strategy: Ask and Answer Questions	Short Text: "Rescue Dogs Save the Day" Leads: 720 Genre: Expository Text Strategy: Ask and Answer Questions Skill: Author's Point of View Text Features: Headings, Chart	Main Selection Title: Leads: 750 Genre: Expository Text Paired Selection Title: "Why Do We Eat the Greek Lamb?" Leads: 560 Genre: Tall Tale Strategy: Ask and Answer Questions Skill: Author's Point of View	Strategy: Ask and Answer Questions Skill: Author's Point of View Main Selection Genre: Expository Text Title: A: "Firefighting Heroes" B: "Firefighting Heroes" C: "Firefighting Heroes" Paired Selection Genre: Tall Tale Title: A: "A Fervid Rebel" B: "A Fervid Rebel" C: "A Fervid Rebel" D: "A Fervid Rebel" Leads: A: 690 B: 690 C: 580 D: 780	Reading/ Writing Workshop: Genre, Purpose Literature Anthology: Organization, Prior Knowledge, Connection of Ideas, Genre-Specific Vocabulary	Vocabulary Words: actionable, carcass, charters, equipment, horridly, persuasion, porous, respond Additional Domain Words: rigors, ribbon, nervous Vocabulary Strategy: Context Clues: Sentence Clues Build Vocabulary: Analyze, undergrowth, deed, mood, heavenly, members, mossy	Phonics/Spelling Skill: Closed Syllables Structural Analysis: Roots in Related Words	Phrasing and Rate	Writing Unit 5, Unit Writing Focus: Opinion Essay, Book Review Writing Products: Opinion Writing Writing Task: Organization Write About the Text: Informative Text Write to Inform: Reading/Writing Workshop: "Rescue Dogs Save the Day" Literature Anthology, Wonders, "Misty Galle and the Great Hurricane" Grammar Skill: Pronoun-Verb Agreement Grammar Mechanics: Prepositional Verb Agreement	Project: Research how to participate effectively in a team Product: Write a paragraph about a successful team
Week 4 Weekly Concept: Good Citizens Essential Question: What do good citizens do? Connect to Social Studies: Describe the lives of American heroes who took risks to secure our freedoms.	Title: "Jimmy Carter: A Good Citizen" Genre: Biography Strategy: Ask and Answer Questions	Short Text: "Dolores Huether: Growing Up Strong" Leads: 670 Genre: Biography Strategy: Ask and Answer Questions Skill: Author's Point of View Text Features: Caption, Timeline	Main Selection Title: "Elizabeth Leads the Way: Elizabeth Leads the Way and the Right to Vote" Leads: 700 Genre: Biography Paired Selection Title: "Susser, B. Anthony 'Bake Action" Leads: 730 Genre: 730 Strategy: Ask and Answer Questions Skill: Author's Point of View	Strategy: Ask and Answer Questions Skill: Author's Point of View Main Selection Genre: Biography Title: A: Eunice Kennedy Shriver B: Eunice Kennedy Shriver C: Eunice Kennedy Shriver D: Eunice Kennedy Shriver Paired Selection Genre: Biography Title: A: "The Lifesaver" B: "The Lifesaver" C: "The Lifesaver" D: "The Lifesaver" Leads: A: 600 B: 600 C: 600 D: 360	Reading/ Writing Workshop: Prior Knowledge, Connection of Ideas Literature Anthology: Connections of Ideas, Prior Knowledge, Specific Vocabulary, Purpose, Organization, Genre	Vocabulary Words: columbus, cupboard, columbian, paddled, unbalanced, warmer Additional Domain Words: balloons, shrimps Vocabulary Strategy: Prefix and Suffixes Build Vocabulary Strategy: Context Clues: Context, Structure	Phonics/Spelling Skill: Inflectional Endings / and / Structural Analysis: Suffixes -ful, -ness, -ets	Phrasing and Rate	Writing Write About the Text: Informative Text Write to Inform: Reading/Writing Workshop: "Dolores Huether: Growing Up Strong" Literature Anthology: Elizabeth Leads the Way: Elizabeth Cory Stanton and the Right to Vote, Susan B. Anthony Talks Action Grammar Skill: Prepositive Phrases Grammar Mechanics: Prepositive Phrases and Relative Phrases	Project: Research different ways to be a good citizen Product: Create a Visual Narrative



Grade 3 • Unit 5 • Scope and Sequence

Big Idea: Take Action What are ways people can take action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection Paired Selection	Leveled Reader Main Selection Paired Selection <small>Approaching Level On Level Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5: Unit Writing Focus: Opinion Essay; Book Review Writing Products: Opinion Writing	Research
<p>Week 5</p> <p>Weekly Concept: Energy</p> <p>Essential Questions: What are different kinds of energy? Connect to Science: Learn that forces that do not sum to zero can cause changes in speed or direction.</p>	<p>Title: "Using Power" Genre: Expository Text Strategy: Ask and Answer Questions</p>	<p>Short Text: "Here Comes Solar Power" Level: 70 Genre: Expository Text Strategy: Ask and Answer Questions Sub: Cause and Effect Text Features: Photographs and Caption, Scissor</p>	<p>Main Selection Title: "All in the Hood" Level: 70 Genre: Expository Text Title: "Power" for All Level: 70 Genre: Expository Text Strategy: Ask and Answer Questions Sub: Cause and Effect</p>	<p>Strategy: Ask and Answer Questions Sub: Cause and Effect Main Selection Expository Text Genre: Expository Text Title: "The Fuel of the Future" Level: 70 Genre: Expository Text Strategy: Ask and Answer Questions Sub: Cause and Effect</p>	<p>Reading/Writing Workshop: Connection of Modes Organization Literature Anthology: Purpose, Connection of Modes, Genre</p>	<p>Vocabulary Words: <i>renewable, produce, sources, fossilized</i> Vocabulary Strategy: Context Clues Homophones</p>	<p>Phonics/Sounding Skills: Open Syllables Structural Analysis: Practice and Build</p>	<p>Rate</p>	<p>Writing Task: Voice Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: "How Does Solar Power" Literature Anthology: It's All in the Hood, "Power for All" Grammar Skills: Pronoun-Verb Connections Grammar Mechanics: Spelling Conventions and Possessive Pronouns</p>	<p>Project Research: Write an energy-related traditional energy source Product: Create a Mem Diagram</p>
<p>Week 6</p> <p>Review and Assessment</p>										



Grade 3 • Unit 6 • Scope and Sequence

	Read Aloud	Reading/Writing Workshop	Literature	Levelled Reader	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Big Idea: Think it Over How do we decide what's important?</p> <p>Week 1 Weekly Concept: Treasures</p> <p>Essential Question: How do you decide what is important?</p>	<p>Title: "Pandora Finds a Box"</p> <p>Genre: Myth/Drama</p> <p>Strategy: Make, Confirm, and Revise Predictions</p>	<p>Short Text: "Horns and Antlers"</p> <p>Genre: Non-Fiction</p> <p>Genre: Myth/Drama</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Theme</p>	<p>Main Selection Title: <i>King Midas and the Golden Touch</i></p> <p>Genre: Non-Fiction</p> <p>Genre: Drama/Myth</p> <p>Paired Selection Title: "Cupid's Gift"</p> <p>Genre: Fable</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Theme</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Theme</p> <p>Main Selection Title: <i>King Midas and the Golden Touch</i></p> <p>Genre: Non-Fiction</p> <p>Genre: Drama/Myth</p> <p>Paired Selection Title: "Cupid's Gift"</p> <p>Genre: Fable</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Theme</p>	<p>Reading/Writing Workshop Prior Knowledge: Genre</p> <p>Literature Anthology: Genre, Sentence Structure, Organization, Specific Vocabulary</p>	<p>Vocabulary Words: diamond, organized, convinced, amazing, treasure, magnificent, precious, wealthy, magnificent, treasure, wealthy</p> <p>Additional Domain Words: captivate, volunteer</p> <p>Additional Academic Vocabulary: confirm, revise, predict, make, confirm, revise, predict</p> <p>Vocabulary Strategy: Root Words</p> <p>Build Vocabulary: mythic, magnificent, treasure, wealthy, magnificent, treasure, wealthy</p>	<p>Phonics/Sounding Skills: Phonics: sh, re-, ph-, ab- Structural Analysis: Root in Related Words</p>	<p>Expression</p>	<p>Writing Trait: Sentence Fluency</p> <p>Write About the Text: <i>Opinion</i></p> <p>Reading/Writing Workshop: "The Big Blizzard"</p> <p>Literature Anthology: "The Wind and the Sun"</p> <p>Genre: Realistic Fiction</p> <p>Grammar: Mechanics: Comma in a Series and in Dates</p>	<p>Project: Research: qualify people</p> <p>Product: Interview a Classroom</p>
<p>Week 2 Weekly Concept: Weather</p> <p>Essential Question: How can weather affect us?</p> <p>Connect to Science: Summarize how scientists record patterns of weather so they can make predictions.</p>	<p>Title: "Joshua's Old Neighbor"</p> <p>Genre: Historical Fiction</p> <p>Strategy: Make Predictions</p>	<p>Short Text: "The Big Blizzard"</p> <p>Genre: Historical Fiction</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Theme</p>	<p>Main Selection Title: <i>Joshua's Old Neighbor</i></p> <p>Genre: Historical Fiction</p> <p>Paired Selection Title: "The Wind and the Sun"</p> <p>Genre: Fable</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Theme</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Theme</p> <p>Main Selection Title: <i>Joshua's Old Neighbor</i></p> <p>Genre: Historical Fiction</p> <p>Paired Selection Title: "The Wind and the Sun"</p> <p>Genre: Fable</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Theme</p>	<p>Reading/Writing Workshop Prior Knowledge: Specific Vocabulary</p> <p>Literature Anthology: Specific Vocabulary, Connection of Ideas, Structure, Prior Knowledge, Organization</p>	<p>Vocabulary Words: enjoy, enjoyed, completing, convinced, amazing, treasure, magnificent, precious, wealthy</p> <p>Additional Domain Words: enjoy, enjoyed, completing, convinced, amazing, treasure, magnificent, precious, wealthy</p> <p>Additional Academic Vocabulary: enjoy, enjoyed, completing, convinced, amazing, treasure, magnificent, precious, wealthy</p> <p>Vocabulary Strategy: Root Words</p> <p>Build Vocabulary: mythic, magnificent, treasure, wealthy, magnificent, treasure, wealthy</p>	<p>Phonics/Sounding Skills: Phonics: sh, re-, ph-, ab- Structural Analysis: Latin Suffixes</p>	<p>Phrasing</p>	<p>Writing Trait: Word Choice</p> <p>Write About the Text: <i>Narrative Text</i></p> <p>Reading/Writing Workshop: "The Big Blizzard"</p> <p>Literature Anthology: "The Wind and the Sun"</p> <p>Genre: Realistic Fiction</p> <p>Grammar: Mechanics: Comma in a Series and Suppletive Forms</p>	<p>Project: Research the effects of extreme weather</p> <p>Product: Write a Summary</p>



Grade 3 • Unit 6 • Scope and Sequence

	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection Approaching Level On Level ELL Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Big Idea: Think It Over How do we decide what's important?</p> <p>Week 3 Weekly Concept: Learning to Succeed</p> <p>Essential Question: Why are goals important?</p> <p>Connect to Social Studies: Explain how work in school and effort can pay off.</p>	<p>Title: "New Jimbow, Atlanta" Genre: Biography Strategy: Reread</p>	<p>Short Text: "Recycling Into Space" Leads: 790 Genre: Biography Strategy: Reread Skill: Problem and Solution</p> <p>Text Features: Keywords, Photographs</p>	<p>Main Selection Title: "Out of This World: The Ellen Ochoa Story" Leads: 780 Genre: Biography Paired Selection Title: "A Fight to Lunar City" Leads: 500 Genre: Adventure Story Strategy: Reread Skill: Problem and Solution</p>	<p>Strategy: Reread Main Selection Genre: Biography Title: "A Fight for the Stars" A: 790 B: 800 for the Stars C: 810 for the Stars D: 820 for the Stars Genre: Science Fiction Paired Selection Title: "How a Shark Shows Her Heart" C: "How a Shark Shows Her Heart" B: "Molina Shows Her Heart" Leads A: 500 C: 750 E: 680 B: 850</p>	<p>Reading/Writing Workshop: Genre Literature Anthology: Specific Language, Connection of Ideas, Genre, Specific Vocabulary</p>	<p>Vocabulary Words: communicated, essential, goal, motivated, scientific, research, serious, vibrant Additional Domain Words: negotiation, physical, climb, solar powered, organic Additional Academic Vocabulary: problem, organize Vocabulary Strategy: Clue and Latin Roots Build Vocabulary: potential, debate, procedures</p>	<p>Phonics/Speaking Skill: Vowel Team Syllables Structural Analysis: Greek and Latin Roots</p>	<p>Accuracy</p>	<p>Writing Task: Organization Write About the Text: Informative Text Write to Source: Reading/Writing Workshop: "Recycling Into Space" Literature Anthology: "Out of This World: The Ellen Ochoa Story," "A Fight to Lunar City" Grammar Skill: Adverbs and Adjectives</p>	<p>Project: Research how to set goals and achieve them Product: REVIEW a Classmate</p>
<p>Week 4 Weekly Concept: Animals and You</p> <p>Essential Question: How can learning about animals help you respect them?</p> <p>Connect to Science: Identify how in an environment some organisms survive well, some less well, and some cannot survive.</p>	<p>Title: "Respect for the Florida Panther" Genre: Expository Text Strategy: Reread</p>	<p>Short Text: "Beneficial Big and Small" Leads: 870 Genre: Expository Text Strategy: Reread Skill: Compare and Contrast Text Features: Headings, Diagram</p>	<p>Main Selection Title: "Adaptions and Crocodiles" Leads: 870 Genre: Expository Text Paired Selection Title: "The Monkey and the Crocodile" Leads: 720 Genre: Folktale Strategy: Reread Skill: Compare and Contrast</p>	<p>Strategy: Reread Skill: Compare and Contrast Main Selection Genre: Expository Text Title: A: African Cuts C: African Cuts E: African Cuts B: African Cuts Paired Selection Genre: Folktale Title: A: "How Leopard Got His Spots" C: "How Leopard Got His Spots" E: "How Leopard Got His Spots" B: "How Leopard Got His Spots" Leads A: 580 C: 720 E: 660 B: 840</p>	<p>Reading/Writing Workshop: Nonfiction, Expository, Connection of Ideas Literature Anthology: "Adaptions and Crocodiles", "The Monkey and the Crocodile" Genre: Expository, Science Fiction Connection of Ideas</p>	<p>Vocabulary Words: adaptions, zodiacs, adaptation, predicted, unsure, visible Additional Domain Words: water, monkey, webbed, sharp, crocodile, hunting Additional Academic Vocabulary: compare, logical, weak, conclusion Vocabulary Strategy: Context Clues Build Vocabulary: apply, context, memory, morphemes</p>	<p>Phonics/Speaking Skill: r-Consonant Vowel Syllables Structural Analysis: Latin Suffixes</p>	<p>Fluency Phrasing</p>	<p>Writing Task: Organization Write About the Text: Informative Text Write to Source: Reading/Writing Workshop: "Adaptions and Crocodiles", "The Monkey and the Crocodile" Grammar Skill: Adverbs That Compare Grammar Mechanic: Using More and Next</p>	<p>Project: Research an animal's unique qualities Product: Create illustrations</p>



Grade 3 • Unit 6 • Scope and Sequence

Big Idea: Think It Over How do we decide what's important?	Read Aloud	Reading Writing Comprehension	Literature Anthology Main Selection Paired Selection	Leveled Reader Main Selection Paired Selection <small>A: Approaching Level B: On Level C: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6 Unit Writing Focus: Feature Article, Research Report Writing Products: Informative Text	Research
Week 5 Weekly Concept: Funny Times Essential Question: How do you decide what's important?	Title: "Show and Tell" Genre: Narrative Poem Strategy: Reread	Short Text: "The Camping Trip" - "Bubble Gum" Leader: Non-Ficse Genre: Poetry: Narrative Poem Literary Elements: Rhythm and Rhyme Skill: Point of View	Main Selection Title: "Owl's Escape" Leader: Non-Ficse Genre: Poetry: Narrative Poem Paired Selection Title: "The Girl Who Took the Bookworm" Leader: Non-Ficse Genre: Poetry: Narrative Poem Literary Elements: Rhythm and Rhyme Skill: Point of View	Literary Elements: Rhythm and Rhyme Genre: Narrative Fiction Title: "The Joke's on You" Leader: Non-Ficse Genre: Poetry	Reader's Writing Workshop Specific Vocabulary Literature Anthology: Genre, Science Fiction, Social Vocabulary	Vocabulary Words: <i>unbearable, delicious, delivered, poetry</i> Poetry Terms: <i>narrative poem, rhyme, rhythm, stanza</i> Additional Academic Vocabulary: <i>precise, language</i> Vocabulary Strategy: Idioms	Phonic/Spelling Skill: Suffixes: -ed, -ing, -er Structural Analysis: Frequency Misspelled Words	Punctuation and Expression	Writing Trade Word Choice Writes About the Text: Narrative Text Write to Source: Reading/Writing Workshop: "The Camping Trip" - "Bubble Gum" Literature Anthology: "Owl's Escape" - "The Girl Who Took the Bookworm" Grammar Skill: Propositions Grammar: Mechanize: Conjunctions also Introduction	Project: Research how to use language to create humor in writing Product: Write a Humorous Poem
Week 6 Review and Assessment										

Appendix 2

Curriculum including Scope and Sequence Documents Part 5

Grade 4 • Unit 1 • Scope and Sequence



Big Idea: Think It Through How can a challenge bring out our best? (Title: "The Crow and the Pitcher")	Read Aloud	Reading/Writing Workshop Comprehension	Literature Analyze Main Selection, Paired Selection	Level of Reader Main Selection, Paired Selection Approaching Level On Level E1 E2 E3 E4 E5 E6 E7 E8 E9 E10 E11 E12 E13 E14 E15 E16 E17 E18 E19 E20 E21 E22 E23 E24 E25 E26 E27 E28 E29 E30 E31 E32 E33 E34 E35 E36 E37 E38 E39 E40 E41 E42 E43 E44 E45 E46 E47 E48 E49 E50 E51 E52 E53 E54 E55 E56 E57 E58 E59 E60 E61 E62 E63 E64 E65 E66 E67 E68 E69 E70 E71 E72 E73 E74 E75 E76 E77 E78 E79 E80 E81 E82 E83 E84 E85 E86 E87 E88 E89 E90 E91 E92 E93 E94 E95 E96 E97 E98 E99 E100 E101 E102 E103 E104 E105 E106 E107 E108 E109 E110 E111 E112 E113 E114 E115 E116 E117 E118 E119 E120 E121 E122 E123 E124 E125 E126 E127 E128 E129 E130 E131 E132 E133 E134 E135 E136 E137 E138 E139 E140 E141 E142 E143 E144 E145 E146 E147 E148 E149 E150 E151 E152 E153 E154 E155 E156 E157 E158 E159 E160 E161 E162 E163 E164 E165 E166 E167 E168 E169 E170 E171 E172 E173 E174 E175 E176 E177 E178 E179 E180 E181 E182 E183 E184 E185 E186 E187 E188 E189 E190 E191 E192 E193 E194 E195 E196 E197 E198 E199 E200 E201 E202 E203 E204 E205 E206 E207 E208 E209 E210 E211 E212 E213 E214 E215 E216 E217 E218 E219 E220 E221 E222 E223 E224 E225 E226 E227 E228 E229 E230 E231 E232 E233 E234 E235 E236 E237 E238 E239 E240 E241 E242 E243 E244 E245 E246 E247 E248 E249 E250 E251 E252 E253 E254 E255 E256 E257 E258 E259 E260 E261 E262 E263 E264 E265 E266 E267 E268 E269 E270 E271 E272 E273 E274 E275 E276 E277 E278 E279 E280 E281 E282 E283 E284 E285 E286 E287 E288 E289 E290 E291 E292 E293 E294 E295 E296 E297 E298 E299 E300 E301 E302 E303 E304 E305 E306 E307 E308 E309 E310 E311 E312 E313 E314 E315 E316 E317 E318 E319 E320 E321 E322 E323 E324 E325 E326 E327 E328 E329 E330 E331 E332 E333 E334 E335 E336 E337 E338 E339 E340 E341 E342 E343 E344 E345 E346 E347 E348 E349 E350 E351 E352 E353 E354 E355 E356 E357 E358 E359 E360 E361 E362 E363 E364 E365 E366 E367 E368 E369 E370 E371 E372 E373 E374 E375 E376 E377 E378 E379 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E780 E781 E782 E783 E784 E785 E786 E787 E788 E789 E790 E791 E792 E793 E794 E795 E796 E797 E798 E799 E800 E801 E802 E803 E804 E805 E806 E807 E808 E809 E810 E811 E812 E813 E814 E815 E816 E817 E818 E819 E820 E821 E822 E823 E824 E825 E826 E827 E828 E829 E830 E831 E832 E833 E834 E835 E836 E837 E838 E839 E840 E841 E842 E843 E844 E845 E846 E847 E848 E849 E850 E851 E852 E853 E854 E855 E856 E857 E858 E859 E860 E861 E862 E863 E864 E865 E866 E867 E868 E869 E870 E871 E872 E873 E874 E875 E876 E877 E878 E879 E880 E881 E882 E883 E884 E885 E886 E887 E888 E889 E890 E891 E892 E893 E894 E895 E896 E897 E898 E899 E900 E901 E902 E903 E904 E905 E906 E907 E908 E909 E910 E911 E912 E913 E914 E915 E916 E917 E918 E919 E920 E921 E922 E923 E924 E925 E926 E927 E928 E929 E930 E931 E932 E933 E934 E935 E936 E937 E938 E939 E940 E941 E942 E943 E944 E945 E946 E947 E948 E949 E950 E951 E952 E953 E954 E955 E956 E957 E958 E959 E960 E961 E962 E963 E964 E965 E966 E967 E968 E969 E970 E971 E972 E973 E974 E975 E976 E977 E978 E979 E980 E981 E982 E983 E984 E985 E986 E987 E988 E989 E990 E991 E992 E993 E994 E995 E996 E997 E998 E999 E1000	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research	
<p>Week 1</p> <p>Weekly Concept: Clever Ideas</p> <p>Essential Question: Where do good ideas come from?</p>	<p>Title: "The Princess and the Pea" Genre: Fairy Tale Strategy: Main, Context, or Reader Projections</p>	<p>Short Text: "The Dragon Problem" Lanark: 70L Genre: Fairy Tale Strategy: Main, Context, or Reader Projections Skill: Character, Setting, Plot, Sequences</p>	<p>Strategy: Main, Context, or Reader Projections Skill: Character, Setting, Plot, Sequences Main Selection Genre: Fairy Tale Title: "The Princess and the Pea" Lanark: 78L Paired Selection Genre: Folk Title: "Tomb and the Snake" Lanark: 65L</p>	<p>Strategy: Main, Context, or Reader Projections Skill: Character, Setting, Plot, Sequences Main Selection Genre: Fairy Tale Title: "The Princess and the Pea" Lanark: 78L Paired Selection Genre: Folk Title: "Tomb and the Snake" Lanark: 65L</p>	<p>Strategy: Main, Context, or Reader Projections Skill: Character, Setting, Plot, Sequences Main Selection Genre: Fairy Tale Title: "The Princess and the Pea" Lanark: 78L Paired Selection Genre: Folk Title: "Tomb and the Snake" Lanark: 65L</p>	<p>Reading/Writing Workshop: Connections of Ideas, Specific Vocabulary Literature Analysis: Purpose, Specific Vocabulary, Prior Knowledge, Sentence Structure, Organization, Connection of Ideas</p>	<p>Vocabulary Words: <i>humble, surprising, prepositions, clung, rugged, wild, escorted, pocket, fragrance, esemplastic, generous</i></p>	<p>Phonics/Spelling Skill: Short Vowels Structural Analysis: Word Inflection Endings</p>	<p>Information</p>	<p>Writing: Their Ideas Descriptive Details Write About the Text: Narrative Text Write to Showcase: Reading/Writing Workshop: "The Dragon Problem" Literature Analysis: The Princess and the Pea, "Tomb and the Snake" Grammar Skill: Sentences Grammar Mechanic: Sentence Fragments</p>	<p>Research and Inquiry: Project Interview a Character Product: List of Ideas</p>
<p>Week 2</p> <p>Weekly Concept: Think of Others</p> <p>Essential Question: How do your actions affect others?</p>	<p>Short Text: "Say Something" Genre: Realistic Fiction Strategy: Main, Context, or Reader Projections</p>	<p>Short Text: "The Ticker Show" Lanark: 62L Genre: Realistic Fiction Strategy: Main, Context, or Reader Projections Skill: Character, Setting, Plot, Problem and Solution</p>	<p>Strategy: Main, Context, or Reader Projections Skill: Character, Setting, Plot, Problem and Solution Main Selection Genre: Realistic Fiction Title: "Say Something" Lanark: 79L Paired Selection Genre: Informational Text Title: "Speeding Out to Stop Bullying" Lanark: 89L</p>	<p>Strategy: Main, Context, or Reader Projections Skill: Character, Setting, Plot, Problem and Solution Main Selection Genre: Realistic Fiction Title: "Say Something" Lanark: 79L Paired Selection Genre: Informational Text Title: "Speeding Out to Stop Bullying" Lanark: 89L</p>	<p>Strategy: Main, Context, or Reader Projections Skill: Character, Setting, Plot, Problem and Solution Main Selection Genre: Realistic Fiction Title: "Say Something" Lanark: 79L Paired Selection Genre: Informational Text Title: "Speeding Out to Stop Bullying" Lanark: 89L</p>	<p>Reading/Writing Workshop: Genre: Connection of Ideas Literature Analysis: Genre: Purpose, Sentence Structure, Organization, Connection of Ideas, Specific Vocabulary</p>	<p>Vocabulary Words: <i>occureable, obstacle, diligently, intricate, humbled, preposition, adverb, esemplastic, esemplastic</i></p>	<p>Phonics/Spelling Skill: Long Vowels Structural Analysis: Inflectional Endings</p>	<p>Expression and Fluency</p>	<p>Writing: Their Ideas: Focus on an Event Write About the Text: Narrative Text Write to Showcase: Reading/Writing Workshop: "The Ticker Show" Literature Analysis: "Say Something" Grammar Skill: Subjects and Predicates Grammar Mechanic: Punctuation Grammar Skill: Subjects and Predicates Grammar Mechanic: Punctuation Grammar Skill: Subjects and Predicates</p>	<p>Research and Inquiry: Project: Research the Effects of Human Actions Product: Chart</p>

Not shown: Short Smart Introduction to Key Instructional Practices and Procedures

Grade 4 • Unit 1 • Scope and Sequence



Big Idea: Think It Through How can a challenge bring out our best? (Grade 4: The Crow and the Pitcher)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection On-Level Below Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 3 Weekly Concept: Take Action Essential Question: How do people respond to natural disasters? Connect to Science: Make observations on effects of weathering.	Title: "Famine" Genre: Informational Text Strategy: Reread	Short Story: "A World of Change" Genre: Informational Text Strategy: Reread Skill: Text Structure: Compare and Contrast Test Features: Diagrams, Headings	Strategy: Reread Skill: Text Structure: Compare and Contrast Main Selection Genre: Informational Text Strategy: Reread Title: "Famine" Level: 670L Paired Selection Genre: Informational Text Title: "Famine" Level: 690L	Strategy: Reread Skill: Text Structure: Compare and Contrast Main Selection Genre: Informational Text Strategy: Reread Title: "Famine" Level: 670L Paired Selection Genre: Informational Text Title: "Famine" Level: 690L L: 670L S: 690L B: 670L B: 690L	Reading/Writing Workshop: Spoken Vocabulary: Purpose Literature: Antebellum Purpose: Cause and Effect Connection of Ideas Specific Vocabulary	Vocabulary Words: affect, calm, calm, destruction, normal, severe, subsistence, unpredictable Additional Academic Vocabulary: knowledge, diagrams Additional Domain Words: idiomatic, volcanic, historic, disaster Vocabulary Strategy: Context Clue: Multiple Meaning Words Build Vocabulary: common, preference, erupited, famine, death	Phonics/Sounding Skills: Long e Structural Analysis Instructional Endings	Accuracy	Writing Trait (Team): Supporting Details Write About the Text: Informative Text Write to Inform: Reading/Writing Workshop: "A World of Change" Literature Antology: "Famine" Grammar Skill: Compound Sentences Grammar: Mechanical: Punctuation Compound Sentences	Research and Inquiry Project: Research How to Prepare for a Natural Disaster Product: Poster
Week 4 Weekly Concept: Ideas in Motion Essential Question: How can science help you understand how things work? Connect to Science: Relate speed to energy of an object.	Short Text: "Look Out Below!" Genre: Informational Text Narrative Nonfiction Strategy: Reread	Short Text: "The Big Race" Genre: Informational Text Narrative Nonfiction Strategy: Reread Skill: Text Structure: Cause and Effect Test Features: Headings, Charts and Effect Text Features: Headings, Specific Details	Strategy: Reread Skill: Text Structure: Cause and Effect Main Selection Genre: Informational Text Narrative Nonfiction Title: "A Crazy Course in Forces and Motion with New Aston Super Scientist" Level: 690L Paired Selection Genre: Science Fiction Title: "The Big Race" Level: 670L	Strategy: Reread Skill: Text Structure: Cause and Effect Main Selection Genre: Informational Text Narrative Nonfiction Title: "A Crazy Course in Forces and Motion with New Aston Super Scientist" Level: 690L Paired Selection Genre: Science Fiction Title: "The Big Race" Level: 670L L: 690L S: 810L B: 690L B: 810L L: 670L S: 810L B: 670L B: 810L	Reading/Writing Workshop: Genre: Organizational Purpose Literature: Antebellum Purpose: Cause and Effect Connection of Ideas Genre: Specific Vocabulary	Vocabulary Words: opportunity, recognize, competitive, frozen, grow, identity, injury, living Additional Academic Vocabulary: academic fiction, convulsion Additional Domain Words: heat, ramp Vocabulary Strategy: Text Clue: Details and Relationships Build Vocabulary: ordered, speeded, heat, physics	Phonics/Sounding Skills: Long i Structural Analysis Instructional Endings	Punctuation and Spelling	Writing Trait: Organization: Sequence Write About the Text: Informative Text Write to Inform: Reading/Writing Workshop: "The Big Race" Literature Antology: "A Crazy Course in Forces and Motion with New Aston Super Scientist" Grammar Skill: Clauses and Complex Sentences Grammar: Mechanical: Punctuation Complex Sentences	Research and Inquiry Project: Research a Topic Product: "Star" Display

Note: Asterisk (*) indicates an additional resource and procedure.

Grade 4 • Unit 1 • Scope and Sequence



Big Idea: Think It Through How can a challenge bring out our best? (Fable - "The Crow and the Pitcher")	Read Aloud	Reading/Writing Workshop Comp. Attention	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection Approaching Level On Level ELL 8700 Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency (Skill)	Writing	Research
<p>Week 5</p> <p>Weekly Concept: Putting Ideas to Work</p> <p>Essential Questions: How can starting a business help others? Connect to Social Studies: Research an important business in your state.</p>	<p>Title: "Kids Can Help" Genre: Informational Text Persuasive Article Strategy: Record</p>	<p>Short Text: "Dolphins and Swords" Lexile: 800L Genre: Informational Text Persuasive Article Strategy: Record Skill: Main Idea and Key Details</p>	<p>Strategy: Record Skill: Main Idea and Key Details Main Selection Genre: Informational Text Persuasive Article Title: "Kids in Business" Lexile: 790L Paired Selection Genre: Informational Text Procedural Text Title: "Starting a Successful Business" Lexile: 790L</p>	<p>Strategy: Record Skill: Main Idea and Key Details Main Selection Genre: Persuasive Text Title: A Short Story, That Big B Short Story, That Big C Short Story, That Big Paired Selection Genre: Procedural Text Title: A "Spelling and Spelling" B "Spelling and Spelling" C "Spelling and Spelling" D "Spelling and Spelling" Lexile: A: 660L B: 660L C: 700L D: 890L</p>	<p>Reading/Writing Workshop: Conventions of Ideas; Organization Literature Anthology Specific Vocabulary: Genre: Informational Text Connotation of Ideas</p>	<p>Vocabulary Words: compostion, ecological, endospore, exceptional, funds, innovative process, routine, unproven Additional Academic Vocabulary: <i>permeable</i>, <i>groups</i> Additional Domain Words: <i>entrepreneur, profit</i> Vocabulary Strategies: <i>Synctics</i></p>	<p>Phonics: Spelling Skill: Long o Structural Analysis: Compound Words</p>	<p>Fluency and Rate</p>	<p>Writing Task: Sentence Fluency Sentence Length Write about the Text: Opinion Write to Source: Reading/Writing Workshop: "Writing a Successful Business" Genre: Skill: Run-On Sentences Grammar: Mechanics: Correcting Fragments and Run-Ons</p>	<p>Research and Inquiry Project: Research a Project: Business Owner: Product: Poster</p>
<p>Week 6</p> <p>Review and Assessment</p>										

Grade 4 • Unit 2 • Scope and Sequence



Big Ideas: Amazing Animals What can animals teach us? (three interconnected)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection At Appropriate Level On the Level Below Level Above Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 1</p> <p>Weekly Concepts: Literary Lessons Essential Questions: What are some messages in animal stories? Connect to Science: Describe how animals receive information through their senses.</p>	<p>Title: "The Coyote and the Hen" Genre: Fable Strategy: Ask and Answer Questions</p>	<p>Short Text: "The Fisherman and the King" Leader: 80L Genre: Fable Strategy: Ask and Answer Questions Paired Theme</p>	<p>Strategy: Ask and Answer Questions Skill: Theme Main Selection Genre: Fable Title: "The Secret Message" Leader: 87L Paired Selection Genre: Fable Title: "The Fox and the Goat" Leader: 79L</p>	<p>Strategy: Ask and Answer Questions Skill: Theme Main Selection Genre: Fable Title: A: "The Cook and the Mouse" B: "The Soldier and the Fox" C: "The Stranger and the Parrot" D: "The King and the Fool" E: "The King and the Fool" F: "The King and the Fool" G: "The King and the Fool" H: "The King and the Fool" I: "The King and the Fool" J: "The King and the Fool" K: "The King and the Fool" L: "The King and the Fool" M: "The King and the Fool" N: "The King and the Fool" O: "The King and the Fool" P: "The King and the Fool" Q: "The King and the Fool" R: "The King and the Fool" S: "The King and the Fool" T: "The King and the Fool" U: "The King and the Fool" V: "The King and the Fool" W: "The King and the Fool" X: "The King and the Fool" Y: "The King and the Fool" Z: "The King and the Fool"</p>	<p>Reading/Writing Workshop: Genre: Fable Literature Anthology: Genre: Fable Genre: Fable Structure: Fable Knowledge: Connection of Ideas: Purpose: Organization</p>	<p>Vocabulary Words: <i>amazed, amazed, look, proud, honest, respectful, sound, budget</i> Additional Academic Vocabulary: <i>synonyms, theme</i> Vocabulary Strategy: <i>Root Words</i> Skill Vocabulary Strategy: <i>Use context clues to determine the meaning of words.</i> <i>prefixes</i></p>	<p>Phonics/Spelling Skills: <i>Structural Analysis: Independent Encoding</i></p>	<p>Expression</p>	<p>Writing Task: Organization: Strong Opinions: Write about the Text: Narrative Text: Write to Source: Reading/Writing Workshop: "The Expedition and the King Bird" Literature Anthology: "The Secret Message: The Fox and the Goat" Genre: Skill: Common and Proper Nouns Grammar Mechanics: Capitalizing Proper Nouns</p>	<p> inquiry Space: Informative Investigate: Skills</p>
<p>Week 2</p> <p>Weekly Concept: Animals in Fiction Essential Questions: How do animal characters change familiar stories?</p>	<p>Title: "X. Ghosthopper's Sad Trip" Genre: Dramatic Scene Strategy: Ask and Answer Questions</p>	<p>Short Text: "The Ant and the Grasshopper" Leader: NP Genre: Drama Strategy: Ask and Answer Questions Skill: Theme</p>	<p>Strategy: Ask and Answer Questions Skill: Theme Main Selection Genre: Drama Title: "The Frog" Leader: NP Paired Selection Genre: Mystery Title: "The Mystery of the Mystery" Leader: 71L</p>	<p>Strategy: Ask and Answer Questions Skill: Theme Main Selection Genre: Drama Title: A: "The Mystery of the Mystery" B: "The Mystery of the Mystery" C: "The Mystery of the Mystery" D: "The Mystery of the Mystery" E: "The Mystery of the Mystery" F: "The Mystery of the Mystery" G: "The Mystery of the Mystery" H: "The Mystery of the Mystery" I: "The Mystery of the Mystery" J: "The Mystery of the Mystery" K: "The Mystery of the Mystery" L: "The Mystery of the Mystery" M: "The Mystery of the Mystery" N: "The Mystery of the Mystery" O: "The Mystery of the Mystery" P: "The Mystery of the Mystery" Q: "The Mystery of the Mystery" R: "The Mystery of the Mystery" S: "The Mystery of the Mystery" T: "The Mystery of the Mystery" U: "The Mystery of the Mystery" V: "The Mystery of the Mystery" W: "The Mystery of the Mystery" X: "The Mystery of the Mystery" Y: "The Mystery of the Mystery" Z: "The Mystery of the Mystery"</p>	<p>Reading/Writing Workshop: Purpose: Plot Knowledge: Genre: Literature Anthology: Connection of Ideas: Genre: Connection of Ideas: Organization</p>	<p>Vocabulary Words: <i>amazed, amazed, look, proud, honest, respectful, sound, budget</i> Additional Academic Vocabulary: <i>synonyms, theme</i> Vocabulary Strategy: <i>Root Words</i> Skill Vocabulary Strategy: <i>Use context clues to determine the meaning of words.</i> <i>prefixes</i></p>	<p>Phonics/Spelling Skills: <i>Structural Analysis: Independent Encoding</i></p>	<p>Immersion</p>	<p>Writing Task: Voice: Informal Voice: Write about the Text: Narrative Text: Write to Source: Reading/Writing Workshop: "The Expedition and the King Bird" Literature Anthology: "The Frog" Genre: Skill: Singular and Plural Nouns Grammar Mechanics: Commas in a Sentence</p>	<p> inquiry Space: Informative Investigate: Skills</p>

Grade 4 • Unit 2 • Scope and Sequence



Big Idea: Amazing Animals What can animals teach us? (three paragraphs)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Partner Selection	Labeled Reader Main Selection, Partner Selection At approximately level A1 ELL B1 ELL B1 ELL B1	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 3</p> <p>Weekly Concept: Natural Connections</p> <p>Connect to Science: Explain how living things affect the physical characteristics of their regions</p>	<p>Title: "Begin of the Week" Genre: Informational Text Narrative Nonfiction Strategy: Summarize</p>	<p>Short Text: "Rescuing Our Bear" Genre: Informational Text Narrative Nonfiction Strategy: Summarize SSE: Main Idea and Key Details Text Features: Headings, First Chart</p>	<p>Strategy: Summarize SSE: Main Idea and Key Details Main Selection Genre: Informational Text Narrative Nonfiction Title: "The Buffalo Are Back" Labels: 800L Partner Selection Genre: Informational Text Epitaphy Title: "Energy in the Ecosystem" Labels: 790L</p>	<p>Strategy: Summarize SSE: Main Idea and Key Details Main Selection Genre: Narrative Nonfiction Title: "Saving Sam Francisco Bay" SSE: Saving Sam Francisco Bay E: Saving Sam Francisco Bay Partner Selections Genre: Epitaphy Title: A: "The Great Estuary Ecosystem" B: "The Great Estuary Ecosystem" C: "The Great Estuary Ecosystem" D: "The Great Estuary Ecosystem" Labels: A: 690L B: 690L C: 690L D: 690L</p>	<p>Reading/Writing Workshop: Genre: Connection of Ideas Literature Analysis: Genre: Organization Specific: Vocabulary Correlation of Ideas Purpose</p>	<p>Vocabulary Words: circulate, troughs, ecosystem, water, abundance, foggy, moisture, foglets Additional Academic Vocabulary: low chart, type Additional Domain Words: repeated, evoked, persuasive Vocabulary Strategy: Context Clue Sentence Clues Build Vocabulary: <i>antic, aorta, asept, withered, scabbed, invigor, abandoned, revive</i></p>	<p>Phonics/Sounding Skills: Three-letter words: Structural Analysis: Word Ending in -er and -ed</p>	<p>Accuracy</p>	<p>Writing Traits: Ideas: Supporting Details Write about the Text: Informative Text Write to Source: Respond to the Source: "Rescuing Our Bear" Literature Analysis: "The Buffalo Are Back," "Energy in the Ecosystem" Grammar: SSB: Singular Plural Nouns Grammar Mechanics: Correct Punctuation</p>	<p>Inquiry Space: Informative Investigative: Sharks</p>
<p>Week 4</p> <p>Weekly Concept: Adaptations</p> <p>Essential Question: What helps an animal survive?</p> <p>Connect to Science: Plants and animals have structures for growth and survival.</p>	<p>Short Text: "Adaptations at Work" Genre: Informational Text Epitaphy Strategy: Summarize</p>	<p>Short Text: "Jungle Adaptations" Genre: Informational Text Epitaphy Strategy: Summarize SSE: Main Idea and Key Details Text Features: Paragraph Captions, Headings</p>	<p>Strategy: Summarize SSE: Main Idea and Key Details Main Selection Genre: Informational Text Epitaphy Title: Spiders Labels: 800L Partner Selection Genre: Narrative Nonfiction Title: "Monks and the Bird" Labels: 740L</p>	<p>Strategy: Summarize SSE: Main Idea and Key Details Main Selection Genre: Informational Text Epitaphy Title: A: "Extreme Animals" B: "Extreme Animals" C: "Extreme Animals" D: "Extreme Animals" Partner Selections Genre: Narrative Nonfiction Title: A: "There and the Water" B: "Here and the Water" C: "Here and the Water" D: "Here and the Water" Labels: A: 590L B: 590L C: 590L D: 590L</p>	<p>Reading/Writing Workshop: Genre: Knowledge Literature Analysis: Purpose: Specific Vocabulary: Genre: Correlation of Ideas: Knowledge</p>	<p>Vocabulary Words: conceivable, crebrate, aerodynamic, fossorial, puny, peevish, prey, vibrations Additional Academic Vocabulary: copepods, onychia Additional Domain Words: sprawled, pedicels Vocabulary Strategy: Prefixes Build Vocabulary: <i>antler, ante, aortic, subaortic, onyx, antler, nudges</i></p>	<p>Phonics/Sounding Skills: Controlled Vowels: <i>er</i> and <i>ur</i> Structural Analysis: Suffixes: <i>-er</i> and <i>-ur</i></p>	<p>Rate</p>	<p>Writing Traits: Organization: Logical Order Write about the Text: Informative Text Write to Source: Reading/Writing Workshop: "Jungle Adaptations" Literature Analysis: "Spiders," "Monks and the Bird" Grammar: SSB: Possessive Nouns Grammar Mechanics: Apostrophics</p>	<p>Inquiry Space: Informative Investigative: Sharks</p>

Grade 4 • Unit 2 • Scope and Sequence



Big Idea: Amazing Animals What can animals teach us? (three line/ricks)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection M Approaching Level O On level B Beyond level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 5</p> <p>Weekly Concept: Animals All Around</p> <p>Essential Question: How are writers inspired by animals?</p>	<p>Title: Animal Hiku Genre: Hiku Strategy: Ask and Answer Question</p>	<p>Short Text: "Dog," "The Eagle," "Chimpanzee," "Rat," Genre: LP Lead: NP</p> <p>Genre: LP: Poem and Hiku Skill: Point of View Literary Elements: Meter and Rhyme</p>	<p>Skill: Point of View Main Selections Genre: LP: Poem and Hiku Title: "The Serengeti" "The Great Egret" "Pivots at Duck" Lead: NP</p> <p>Paired Selections Genre: LP: Poem and Hiku Title: "Fog," "White Oak Wood" Lead: NP</p>	<p>Skill: Point of View Main Selections Genre: Realistic Fiction Title: A: Putting on an Act O: The Big One B: Dolphin Cave Paired Selection Genre: Poetry Title: A: "Hill" O: "Hill" E: "Hill" B: "Hill" Lastline A: 630L O: 630L E: 531L B: 791L</p>	<p>Reading/Writing Workshop: Specific Vocabulary, Organization Literature Anthology: Genre: Specific Vocabulary, Purpose</p>	<p>Vocabulary Words: adverb, creative, descriptive, outstretched Poetry Terms: metaphor, iambic pentameter Additional Academic Vocabulary: figurative language: simile and metaphors</p>	<p>Phonics/Spelling Skills Suffixes Structural Analysis Consonants</p>	<p>Expansion and Paraphrasing</p>	<p>Writing Unit 2 Writing Focus: Informative Text Unit 2 Writing Products: Explanatory Essay: How to</p> <p>Writing Text: Word Choice: Precise Language Write about the TALK NARRATIVE Text: Write to Source: Reading/Writing Workshop: "Dog," "The Eagle," "Chimpanzee," "Rat," Literature Anthology: "The Serengeti," "The Great Egret," "Pivots at Duck," "Fog," "White Oak Wood" Grammar Skills: Combining Sentences Grammar Mechanics: PUNCTUATION: Apostrophes</p>	<p>Entry: Specific Informative Investigative Skills</p>
<p>Week 6</p> <p>Review and Assessment</p>										

Grade 4 • Unit 3 • Scope and Sequence



Big Idea: Thank's the Spirit! How can you show your community spirit? (Song: "My Country 'Tis of Thee")	Read Aloud	Reading/Writing Workshop/Inquiry/Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection A: Approaching Level B: On Level C: RT D: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Pronics	Fluency Skill	Writing	Research
<p>Week 1</p> <p>Weekly Concept: Friendship</p> <p>Essential Question: How can you make new friends feel welcome?</p> <p>Connect to Social Studies: Find out about first settlers and explorers.</p>	<p>Title: "Samson's Advice"</p> <p>Genre: Fantasy Strategy: Visualize</p>	<p>Short Text: "At the Library"</p> <p>Level: 800L Genre: Fantasy Strategy: Visualize</p> <p>Skills: Point of View</p>	<p>Strategy: Visualize</p> <p>Skills: Point of View</p> <p>Main Selection Genre: Fantasy</p> <p>Title: "The Cricket in Times Square"</p> <p>Level: 700L Genre: Fiction Paired Selection Genre: Logoped</p> <p>Title: "The Girl and the Chimney"</p> <p>Level: 800L</p>	<p>Strategy: Visualize</p> <p>Skills: Point of View</p> <p>Main Selection Genre: Fantasy</p> <p>Title: "A New Door at the Forest"</p> <p>Level: 700L Genre: Fantasy Paired Selection Genre: Logoped</p> <p>Title: "The Girl and the Chimney"</p> <p>Level: 800L</p>	<p>Reading/Writing Workshop: Connection of Ideas: Genre</p> <p>Literature Anthology: Prior Knowledge: Connection of Ideas: Sentence Structure: Specific Vocabulary: Purpose</p>	<p>Vocabulary Words: acquaintance, outburst, competitive, jumble, logic, comely, scowling, academic, vocabulary, words, expression</p> <p>Vocabulary Strategy: Context Clues: Paragraph Clues</p> <p>Build Vocabulary: derived, associated, widely, base, declined, compound, Latin, derivatively, coined, derived, suffix, root, stem, related, key, retaining</p>	<p>Pronics: 1-Controlled Vowels: <i>ck</i>, <i>k</i> and <i>r</i> Structural Analysis: Closed Syllables</p>	<p>Expression</p>	<p>Writing Task: Sentence Fluency: Transitions Write about the time Nivvona, Tamir and the other children spent in the library.</p> <p>Literature Anthology: The Cricket in Times Square, "The Girl and the Chimney" Grammar Skill: Action Words Grammar Mechanics: Titles</p>	<p>Inquiry Space: Opinion: Take a Stand: The Environment</p>
<p>Week 2</p> <p>Weekly Concept: Helping the Community</p> <p>Essential Question: In what ways can you help your community?</p> <p>Connect to Science: Understand where resources come from and how they affect the environment.</p>	<p>Title: "Banks" dance: historical fiction</p> <p>Strategy: Visualize</p>	<p>Short Text: "The Neighborhood" Harrison Kellie</p> <p>Level: 800L Genre: Realistic Fiction Strategy: Visualize</p> <p>Skills: Point of View</p>	<p>Strategy: Visualize</p> <p>Skills: Point of View</p> <p>Main Selection Genre: Realistic Fiction</p> <p>Title: "Agustino"</p> <p>Level: 800L Genre: Realistic Fiction Paired Selection Genre: Informational Text: Expository</p> <p>Title: "Partying in Public Square"</p> <p>Level: 700L</p>	<p>Strategy: Visualize</p> <p>Skills: Point of View</p> <p>Main Selection Genre: Realistic Fiction</p> <p>Title: "Agustino"</p> <p>Level: 800L Genre: Realistic Fiction Paired Selection Genre: Expository</p> <p>Title: "Partying in Public Square"</p> <p>Level: 700L</p>	<p>Reading/Writing Workshop: Connection of Ideas: Genre</p> <p>Literature Anthology: Prior Knowledge: Connection of Ideas: Sentence Structure: Specific Vocabulary: Purpose</p>	<p>Vocabulary Words: available, friendly, geographic, means, organizations, residents, seasonal, selective</p> <p>Additional Academic Vocabulary: feedback, references</p> <p>Vocabulary Strategy: Context Clues: Dictionaries and Dictionaries</p> <p>Build Vocabulary: derived, associated, widely, base, declined, compound, Latin, derivatively, coined, derived, suffix, root, stem, related, key, retaining</p>	<p>Pronics: 1-Controlled Vowels: <i>ck</i>, <i>k</i> and <i>r</i> Structural Analysis: Open Syllables</p>	<p>Expression</p>	<p>Writing Task: Word Checks: Strong Words Write about the text "Narrative Text"</p> <p>Write to Generate: Read the Writing: "Narrative Text" Reinforcing Narrative: "Narrative Text" Literature Anthology: "Partying in Public Square" Grammar Skill: Verb Tenses Grammar Mechanics: Subject-Verb Agreement</p>	<p>Inquiry Space: Opinion: Take a Stand: The Environment</p>

How shown: Span Start (Introduction to Key Instructional Resources and Procedures)

Grade 4 • Unit 3 • Scope and Sequence



Big Idea: That's the Spirit! How Can You Show Your Community Spirit? (Song: "My Country 'Tis of Thee")	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection A: Approaching Level B: On Level C: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3 Writing Focus: Opinion Writing Unit 3 Writing Products: Book Review, Opinion Essay	Research
<p>Week 5</p> <p>Weekly Concept: Feeding the World</p> <p>Essential Question: In what ways can advances in science be helpful or harmful?</p> <p>Connect to Science: Research a problem before beginning a design solution.</p>	<p>Text: "All About Organic" Genre: Informational Text Strategy: Record</p>	<p>Short Text: "Food Fight" Genre: Informational Text Leads: 870L</p> <p>Genre: Informational Text Strategy: Record</p> <p>Side: Author's Point of View Text Features: Maps</p>	<p>Strategy: Record Side: Author's Point of View</p> <p>Main Selection Genre: Informational Text Persuasive Title: "A New Kind of Corn" Leads: 890L</p> <p>Paired Selection Genre: Informational Text Procedural Title: "The Pick of the Peck" Leads: 900L</p>	<p>Strategy: Record Side: Author's Point of View Main Selection Genre: Persuasive Text Title: A: The Battle Against Pests B: The Battle Against Pests C: The Battle Against Pests D: The Battle Against Pests E: The Battle Against Pests F: The Battle Against Pests Genre: Poetry Paired Selection</p> <p>Leads: A: 750L B: 760L C: 880L D: 890L E: 870L F: 900L</p>	<p>Reading/Writing Genre: Connection of Ideas Literature Analysis: Scientific Structure, Specific Vocabulary</p>	<p>Vocabulary Words: ancestors, opportunity, consequence, genetics, proceed, evidence Additional Academic Vocabulary Words: Additional Domains Vocabulary Strategy: Greek Roots</p>	<p>Phonics/Spelling Skills: Compound Words Structural Analysis: Prefix and Suffix Words</p>	<p>Poem</p>	<p>Writing Trait: Voice: Audience and Purpose Write About the Text: Opinion Reading/Writing Workshops "Food for Fight" Literature Analysis: "A New Kind of Corn," "The Pick of the Peck" Genes: Silk, Inguish, Veils Genes: Machines: Corded Web Usage</p>	<p>Keyly Spew: Opinion Date a Star: The Environment</p>
<p>Week 6</p> <p>Review and Assessment</p>										

Grade 4 • Unit 4 • Scope and Sequence



Big Ideas: Fact or Fiction? How do different writers treat the same topic? (Nursery Rhyme, Star Light, Star Bright)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection FR: Approaching Level FI: At Level BI: Below Level	Access Complex Text (ACT)	Vocabulary Words	Phonics/Sounding Skills: Structural Analysis: Vowel Team Syllables	Fluency Skill	Writing	Research
Week 1 Weekly Concept: Our Government Essential Question: Why do we need government?	Title: "Speaking Out Against Child Labor" Genre: Informational Text Narrative Nonfiction Strategic Ask and Answer Questions	Short Text: "A World Without Rules" Leader: 690L Genre: Informational Text Narrative Nonfiction Strategic: Ask and Answer Questions Skill: Text Structure: Cause and Effect Text Features: Boldface Words: Pronunciations	Strategic Ask and Answer Questions Skill: Text Structure: Cause and Effect Genre: Informational Text: Narrative Nonfiction Title: See How They Run Leader: 690L Paired Selection Genre: Informational Text: Expository Title: "The Birth of American Democracy" Leader: 690L	Strategic Ask and Answer Questions Title: Text Structure: Cause and Effect Genre: Informational Text: Narrative Nonfiction Title: A. A Day in the Square B. A Day in the Senate C. A Day in the Senate D. A Day in the Senate E. A Day in the Senate F. A Day in the Senate Genre: Informational Text: Expository Title: The New Product "Talker Office" A. New Product "Talker Office" B. New Product "Talker Office" C. New Product "Talker Office" D. New Product "Talker Office" E. New Product "Talker Office" F. New Product "Talker Office" Leader: A. 690L B. 690L C. 690L D. 690L E. 690L F. 690L	Reading/Writing Workshop: Cause & Effect Connections of Ideas Narrative: Specific Vocabulary: Organization: Sentence Structure: Connection of Ideas: Genre:	Vocabulary Words: environmental, congressional, transparency, protections, workshop, polling, window Additional Academic Vocabulary: omnibus, hope Additional Domain Words: connect, others Vocabulary Strategies: Latin Root	Phonics/Sounding Skills: Structural Analysis: Vowel Team Syllables	Fluency Skill III	Writing Task: Organization: Strong Paragraphs Write about the Text: Opinion Write to Source: Reading/Writing: Workshop "A Word Without Rules" Literature Anthology: See How They Run "The Birth of American Democracy" Grammar Skill: Pronouns and Antecedents Grammar Mechanics: Pronoun Capitalization and Clarity	Industry Space Narrative Write About: Billings
Week 2 Weekly Concept: Leadership Essential Question: Why do people run for public office? Connect to Social Studies: Find out why people run for public office.	Title: "Spotlight Yours Monthly" Genre: Fiction Strategic: Make, Confirm, or Revise Predictions	Short Text: "The Threepence 2000" Leader: 810L Genre: Fiction Strategic: Make, Confirm, or Revise Predictions Skill: Point of View	Strategic: Make, Confirm, or Revise Predictions Skill: Point of View Main Selection Genre: Fiction Title: Colour for Mayor Leader: 810L Paired Selection Genre: Informational Text: Expository Title: "Shaping Government Hence: Understanding State and Local Government" Leader: 810L	Strategic: Make, Confirm, or Revise Predictions Skill: Point of View Main Selection Genre: Fiction Title: A. Police Director B. The Voters of Milwaukee C. Police D. Police E. Police F. Police Genre: Informational Text: Expository Title: A. "The Job of a Governor" B. "Who Wants to Be Mayor?" C. "Who Wants to Be Mayor?" D. "Who Wants to Be Mayor?" E. "Who Wants to Be Mayor?" F. "Who Wants to Be Mayor?" Leader: A. 810L B. 810L C. 810L D. 810L E. 810L F. 810L	Reading/Writing Workshop: Cause & Effect Connections of Ideas Narrative: Specific Vocabulary: Organization: Sentence Structure: Connection of Ideas: Genre:	Vocabulary Words: governance, transparency, governor, election, signature, accountability, colours, mayor Additional Academic Vocabulary: omnibus, debate Vocabulary Strategies: Prefixes and Suffixes: dis- Ball Vocabulary: protection, competing, election, hopeful, protection	Phonics/Sounding Skills: Structural Analysis: Consonant-Vowel Syllables	Fluency and Expression	Writing Task: Users: Develop Character Write About the Text: Narrative Text: Write to Source: Reading/Writing: Workshop: The Threepence 2000 Literature Anthology: Colour for Mayor: "Shaping Government Hence: Understanding State and Local Government" Grammar Skill: Types of Pronouns: Grammar Mechanics: Subject and Object Pronouns	Industry Space Narrative Write About: Billings

Grade 4 • Unit 4 • Scope and Sequence



Big Idea: Fact or Fiction?	Read Aloud	Reading/Writing Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approximate Level O: On-Level E: EL B: Beyond-Level	Access Complex Text (ACTT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 3 Weekly Concept: Breakthroughs Essential Questions: How do inventions and technology affect your life? Connect to Science: Develop solutions to problems.	Title: "Goodbye to Oscar" Genre: Historical Fiction Strategy: Make, Confirm, or Revise Predictions	Start Text: "Telephone Made-Up" Genre: Historical Fiction Ladder: 950L Title: "Telephone Made-Up" Genre: Historical Fiction Strategy: Make, Confirm, or Revise Predictions Paired Point of View	Strategy: Make, Confirm, or Revise Predictions 5SR: Point of View Main Selections Genre: Historical Fiction Title: "The Moon Over Star" Ladder: 800L Paired Selections Genre: Informational Text Title: "3, 2, 1 We Have 5GR-Off" Ladder: 900L	Strategy: Make, Confirm, or Revise Predictions 5SR: Point of View Main Selections Genre: Historical Fiction Title: "The Moon Over Star" Ladder: 800L A: Star's Radio O: The Freedom Machine E: The Freedom Machine B: A Star's Day Paired Selections Genre: Informational Text: Expository Title: "3, 2, 1 We Have 5GR-Off" Ladder: 900L A: "Theater's Favorite Chair" O: "The Interstate Highway System" E: "The Interstate Highway System" B: "A History of Washing Technology" Ladder: A: 600L O: 650L E: 540L B: 750L	Reading/Writing Vocabulary: Organization Genre: Science Knowledge: Connections of Ideas: Purpose: Organization	Vocabulary Words: decode, encode, engineering, spacing, technology, thinking Additional Academic Words: <i>innovate, action, inter-species</i> Additional Domain Vocabulary: <i>genre, sequence, actor</i>	Phonics/Spelling Skills: Structural Analysis: Consonant + to Syllables	Expression	Writing Trait: Focus: Narrative Text Unit 4 Writing Focus: Narrative Text Poetry Unit 4 Writing Product: Friendly Letter: Poetry	Inquiry/Spec: Narrative Write About: Day/ing
Week 4 Weekly Concept: Wonders in the Sky Essential Questions: How do you explain what you see in the sky?	Title: "Pictures in the Sky" Genre: Informational Text Expository Strategy: Ask and Answer Questions	Start Text: "Wonders of the Night Sky" Genre: Informational Text Ladder: 800L Title: "Wonders of the Night Sky" Genre: Informational Text Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect Text Features: Diagrams, Boldface Words, Phonics-words	Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect Main Selections Genre: Informational Text Title: "Why Does the Moon Shine?" Ladder: 900L Paired Selection Genre: History Title: "Why the Sun Trinks Across the Sky" Genre: "Why There is Thunder and Lightning" (1760) Ladder: 910L	Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect Main Selections Genre: Informational Text Title: "Why the Sun Trinks Across the Sky" Genre: "Why There is Thunder and Lightning" (1760) Ladder: 910L A: "Open the Hunter" O: "Open the Hunter" E: "Open the Hunter" B: "Open the Hunter" Ladder: A: 650L O: 450L E: 380L B: 860L	Reading/Writing Vocabulary: Connection of Ideas: Organization Genre: Organization: Specific Vocabulary: Connection of Ideas: Plot: Irony	Vocabulary Words: astronomy, connect, genre, correct, science, space, specific, telescope Additional Academic Words: <i>astronomy, astronomer, explore</i> Additional Domain Vocabulary: <i>correct, explore, planet, correct, vocabulary, strategy, connect</i>	Phonics/Spelling Skills: Diagrams: /oi/ and /ou/ Structural Analysis: Greek and Latin Roots	Accuracy	Writing Trait: Word Choice: Figurative Language Write About the Text: Informative Text Write to Source: Reading/Writing Workshop: Genre: Narrative Title: "Wonders of the Night Sky" Ladder: 910L Why Does the Moon Change Shape? Why the Sun Trinks Across the Sky? Fiction: "Why There is Thunder and Lightning" (The) Grammar Skills: PUNCTUATION Grammar Mechanics: Punctuation Hours and Minutes	Inquiry/Spec: Narrative Write About: Building

Note above: Start Span Introduction to Key Instructional Routines and Procedures

Grade 4 • Unit 4 • Scope and Sequence



Big Idea: Factor Fiction? How do different writers treat the same topic? (Nursery Rhyme, "Star Light, Star Bright")	Read Aloud	Reading/Writing Workshop/Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Use a Writing Focus Narrative Text Poetry Unit 4 Writing Products: Friendly Letter, Poetry	Research Healthy Space Narrative Who About Building
Week 5 Weekly Concept: Achievements Essential Question: How do writers look at success in different ways?	Title: "Swan's Bow" Genre: Narrative Poem Strategy: Visualize	Short Text: "Sing to Me" Title: "The Climb" Genre: Narrative Poem Link: Theme Literary Elements: Simile Repetition	Skill: Theme Main Selection Genre: Narrative Poem Title: "Swimming to the Rock" Paired Selection Link: VP Paired Selection Genre: Narrative Poem Title: "Gardens" Link: VP	Skill: Theme Main Selection Genre: Realistic Fiction Title: A: By Adam B: The Mathews C: The Mathews D: The Four Paired Selection Genre: Poetry Title: A: "The Sign" Sparkling on B: "Cross-Country Race" C: "Cross-Country Race" D: "Cross-Country Race" E: "Cross-Country Race" F: "Talent Show" Link: A: 800L B: 740L C: 510L D: 800L	Reading/Writing Vocabulary: Specific Genre: Narrative Poem Language Structure: Organization	Vocabulary Words: orion, coupling, hovering, harp Poetry Terms: connotation, denotation, repetition, stanza Additional Academic Vocabulary: sensory, idiom Vocabulary Strategy: Connotation and Denotation	Structural Analysis: Frequently: Conclude Words	None	Writing Task: Word Choice: Sensory Language Write about the text: Narrative Text Write to Succeed: Reading/Writing Workshop: "Sing to Me," "The Climb" Literary Anthology: "Swimming to the Rock," "The Mathematician" "Whiner" Generate oral Prompts and Homophones Generate Analytic Connections and Passages	Healthy Space Narrative Who About Building
Week 6 Review and Assessment										

Grade 4 • Unit 5 • Scope and Sequence



Big Idea: Figure It Out What helps you understand the world around you? (Myth- Persephone)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research	
Week 1 Weekly Concept: Making It Happen Essential Question: In what ways do people show they care about each other?	Title: "A Special Birthday Hug" Genre: Realistic Fiction Strategy: Visualize	Short Text: "Snake's Gone" Genre: Realistic Fiction Strategy: Visualize Genre: Realistic Fiction Paired Selection: "The Moose" Level: 570L	Strategy: Visualize Title: "What if I Happened to You?" Genre: Realistic Fiction Level: 690L	Strategy: Visualize Title: "What if I Happened to You?" Genre: Realistic Fiction Level: 690L	Strategy: Visualize Title: "What if I Happened to You?" Genre: Realistic Fiction Level: 690L	Paraphrasing Vocabulary: Connection of Ideas; Specific Vocabulary Literature Analysis: Author's Purpose Organization: Specific Vocabulary	Vocabulary Words: Infer, compare, analyze, predict, speculate, infer Additional Academic Vocabulary: infer, compare, analyze, predict, speculate, infer Additional Academic Vocabulary: infer, compare, analyze, predict, speculate, infer	Phonics: Segmenting Skills Closed Syllables Structural Analysis: Left Predicts	Fluency Skill Expression	Writing Unit 5 Writing Focus: Informative Text & Writing Products: Expository Text, Research Report	Project Research on an Organization Product Poster
Week 2 Weekly Concept: On the Move Essential Question: What are some reasons people moved west? Connect to Social Studies: Explain why people moved to the West.	Title: "Home-Town Heroes: Friends West" Genre: Tall Tale Strategy: Visualize	Short Text: "My Big Brother, Johnny Kay" Genre: Tall Tale Level: 650L Genre: Tall Tale Strategy: Visualize Skill: Character Setting, Pac Cause and Effect	Strategy: Visualize Title: "Home-Town Heroes: Friends West" Genre: Tall Tale Level: 650L	Strategy: Visualize Title: "Home-Town Heroes: Friends West" Genre: Tall Tale Level: 650L	Reading/Writing Workshop: Connection of Ideas; Genre Literature Analysis: Genre: Purpose; Specific Vocabulary; Connection of Ideas; Prior Knowledge	Vocabulary Words: infer, compare, analyze, predict, speculate, infer Additional Academic Vocabulary: infer, compare, analyze, predict, speculate, infer Additional Academic Vocabulary: infer, compare, analyze, predict, speculate, infer	Phonics: Segmenting Skills Open Syllables Structural Analysis: Infer, Predicts	Fluency Skill Intonation and Punctuation	Writing Topic: Sentences, Paragraph, Very Sentence Type Write About the Text: Narrative Text Write to Source: Reading/Writing Workshop: "My Big Brother, Johnny Kay" Literature Analysis: Applies to Oregon, "Westerns Bound: Setting the American West" Genre: Tall Tale Grammar Mechanics: Articles and Demonstrative Adjectives	Project: Map the Oregon Trail Product: Map	

Grade 4 • Unit 5 • Scope and Sequence



Big Idea: Figure It Out What helps you understand the world around you? (Myra Perselphone)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection At: Approaching Level B: Emerging Level C: Independent Level D: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 3</p> <p>Weekly Concept: Inventions</p> <p>Essential Questions: How can inventions solve problems?</p> <p>Connect to Science: Understand that energy can be transferred by sound, light, heat and electric currents.</p>	<p>Title: "George Washington Carver: Scientist and Inventor" Genre: Informational Text Strategy: Summarize</p>	<p>Short Text: "Stephane Mouck: Inventor" Genre: Informational Text Leader: 830L</p> <p>Strategy: Summarize Skill: Text Structure: Problem and Solution Text Features: Title, Text, Photographs and Captions</p>	<p>Strategy: Summarize Skill: Text Structure: Problem and Solution Genre: Informational Text Leader: 870L</p> <p>Paired Selection Genre: Informational Text Epitaphy Title: "Energy is Everywhere" Leader: 890L</p>	<p>Strategy: Summarize Skill: Text Structure: Problem and Solution Genre: Biography Title: "The Inventive Lewis Latimer" Leader: 830L</p> <p>Paired Selection Genre: Biography Title: "The Inventive Lewis Latimer" Leader: 890L</p>	<p>Reading/Writing Vocabulary: Specific Vocabulary: Organizational Structure: Organization, Specific Vocabulary, Connection of Ideas, Prior Knowledge</p>	<p>Vocabulary Words: <i>elicit, experiment, genuine, harness, mechanic, prototype, practical, procedure</i></p> <p>Additional Domain Words: <i>polymers, chemical</i></p> <p>Additional Academic Words: <i>source, transfer</i></p> <p>Vocabulary Strategy: Build Vocabulary: Form, Review, Collaborate, Create, Extend, Share, Apply</p>	<p>Phonics/Spelling Skill: Word Tiers Structural Analysis: Greek and Latin Roots</p>	<p>Fluency Skill: Rate and Accuracy</p>	<p>Writing Task: Science Fairway: Thesis Write about the text: Informative Text Read/Writing Workshop: "Stephanie Mouck: Inventor" Literature Anthology: "How Flow From One Thing to the Next: The Lightning Energy is Everywhere" Genre: Skill: Argument Text Genre: Mechanics: Participation in Events</p>	<p>Project Research on Inventor Product: Online Report</p>
<p>Week 4</p> <p>Weekly Concept: Zoom In</p> <p>Essential Question: What can you discover when you look closely at something?</p> <p>Connect to Science: Learn that waves can be made in water when the surface is disturbed.</p>	<p>Title: "Spot Like a Gopher" Genre: Informational Text Strategy: Summarize</p>	<p>Short Text: "Your World Up Close" Genre: Informational Text Leader: 860L</p> <p>Strategy: Summarize Skill: Text Structure: Sequence Text Features: Title, Text, Diagram, Sequence Text Features: Text Features and Captions</p>	<p>Strategy: Summarize Skill: Text Structure: Sequence Genre: Informational Text Leader: 870L</p> <p>Paired Selection Genre: Biography Title: "The Incredible Shrinking Polio" Leader: 900L</p>	<p>Strategy: Summarize Skill: Text Structure: Sequence Genre: Informational Text Epitaphy Title: "A Drop of Water" Leader: 870L</p> <p>Paired Selection Genre: Biography Title: "The Incredible Shrinking Polio" Leader: 900L</p>	<p>Reading/Writing Vocabulary: Specific Vocabulary: Connection of Ideas Literature Anthology: Specific Vocabulary, Structure: Organization, Connection of Ideas Genre</p>	<p>Vocabulary Words: <i>crisp, dissolve, gully, hunt, mingly, microscopic, ridge, geyser</i></p> <p>Additional Academic Words: <i>summon, vibrate</i></p> <p>Additional Domain Words: <i>muscular, porous, vapor</i></p> <p>Vocabulary Strategy: Build Vocabulary: Read, Listen, Create, Connect, Discuss, Apply, Extend, Share, Apply</p>	<p>Phonics/Spelling Skill: r-Controlled Vowel Structural Analysis: Frequently Misspelled Words</p>	<p>Fluency Skill: Rate</p>	<p>Writing Task: Voice: Formal Voice Write about the text: Opinion Read/Writing Workshop: "Your World Up Close" Literature Anthology: "A Drop of Water: The Incredible Shrinking Polio" Genre: Skill: Comparing With and About Genre: Mechanics: Concluding Sentences</p>	<p>Project Research on the Hubble Space Telescope Product: Illustrated Summary</p>

Note shown: Short Story Introduction to Key Instructional Readings and Procedures.

Grade 4 • Unit 5 • Scope and Sequence



Big Idea: Figure It Out What helps you understand the world around you? (Myth: "Persephone")	Read Aloud	Reading/Writing Workshop Comprehension	Literature Analyze Main Selection: Paired Selection	Levelled Reader Main Selection: Paired Selection A: Above-level B: On-level C: Below-level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5 Writing Focus: Informative Text Unit 5 Writing Products: Expository Letter, Research Report	Research Project: Research the Job of an Archaeologist
<p>Week 5</p> <p>Weekly Concept: Digging Up the Past</p> <p>Essential Question: How can learning about the past help you understand the future?</p> <p>Connect to Social Studies: Describe the Spanish exploration and colonization of what is now the United States.</p>	<p>Title: "Pursues From Long Ago" Genre: Informational Text Strategy: Summarize</p>	<p>Short Text: "Where It All Began" Genre: Informational Text Strategy: Summarize Main Selection: Spanish Beginnings Paired Selection: Spanish Beginnings Text Features: Sidebar Map</p>	<p>State Summarize Main Selection: Spanish Beginnings Paired Selection: Spanish Beginnings Text Features: Sidebar Map</p>	<p>Strategy: Summarize Main Selection: Spanish Beginnings Paired Selection: Spanish Beginnings Text Features: Sidebar Map</p>	<p>Reading/Writing Workshop: Sentence Structure Literature Anthology: Prior Knowledge: Vocabulary</p>	<p>Vocabulary Words: archaeology, document, dig, evidence, expedition, discover, discoverer, additional, academic, vocabulary, ancient, structure, additional, domain, word, etymology, figurative, language, proverb, and adages</p>	<p>Phonics: Consonant - le Syllable Structural Analytic Luhn Slimes</p>	<p>Fluency Skill: Rate and Expression</p>	<p>Writing: Unit 5 Writing Focus: Informative Text Unit 5 Writing Products: Expository Letter, Research Report</p>	<p>Research: Project: Research the Job of an Archaeologist</p>
<p>Week 6</p> <p>Review and Assessment</p>										



Grade 4 • Unit 6 • Scope and Sequence

Big Idea: Past, Present, and Future	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can you build on what you know? (Chinese Proverb)										
Week 1 Weekly Concept: Old and New Essential Questions: How do traditions connect people?	Title: "Reading the Sky" Genre: Historical Fiction Strategies: Record	Short Text: "A Surprise" Genre: Historical Fiction Strategies: Record Skill: Theme	Stories: Record Skill: Theme Main Selection Genre: Historical Fiction Title: "The Game of Stones" Level: 500L Paired Selection Genre: Informational Text Expository Title: "Native Americans: Yesterday and Today" Level: 500L	Strategies: Record Skill: Theme Main Selections Genre: Historical Fiction Title: A: "The Life of Sarah Winchester" B: "Our Teacher, Our Hero" C: "Confusing On" Paired Selections Genre: Informational Text; Expository Title: A: "The American Baseball Player" B: "The Life of Susan Winthrop" C: "Behind the Trail of Tears" Level: A: 520L B: 700L C: 800L E: 790L	Reading/Writing Workshop: Prior Knowledge, Connection of Ideas Literature Anthology: Prior Knowledge, Structure of Text, Sentence Structure: Genre	Vocabulary Words: embrace, inspired, endurance, faint, know, inevitably, ending, renewed Additional Academic Vocabulary: strong verbs, conclusions Vocabulary Strategies: Connotation and Denotation Skill: Vocabulary: Build words, organized, obscure, look, angry, renewed, wavy, covered scene	Phonics/Sounding Skills: Words with /r/ digraphs Structural Analysis: Number of Vowels	Fluency Skill: Rate and Accuracy	Writing: Write a Writing Focus: Opinion Writing Unit 6 Writing Project: Book Review, Opinion Essay	Project Research Trademark Report Product Research Presentation
Week 2 Weekly Concept: Notes from the Past Essential Questions: Why is it important to keep a record of the past? Connect to Social Studies: Describe daily lives for people who occupied missions	Title: "Waiting for Santa Cruz" Genre: Historical Fiction Strategies: Record	Short Text: "Freedom at Fort Moore" Genre: Historical Fiction Strategies: Record Skill: Theme	Strategies: Record Skill: Theme Main Selection Genre: Historical Fiction Title: "The Valley of the Anasazi" Level: 600L Paired Selection Genre: Informational Text Expository Title: "One Nation, Many Cultures" Level: 650L	Strategies: Record Skill: Theme Main Selections Genre: Historical Fiction Title: A: "Homes of the Past" B: "My Grandfather" C: "The Search for a Better Life" Level: A: 580L B: 740L C: 800L E: 790L	Reading/Writing Workshop: Genre, Connection of Ideas Literature Anthology: Purpose, Organization, Sentence Structure, Connections of Ideas: Prior Knowledge, Specific Vocabulary: Genre	Vocabulary Words: aback, dressed, disoriented, alike, apologetic, abundance, myopic, overconfidence, Additional Academic Vocabulary: daily, attribution Vocabulary Strategies: Build Vocabulary: memorize, memorize, recognize, look, block, pronounce, 300% pronounce, follow, call	Phonics/Sounding Skills: Homophones Structural Analysis: Latin Suffixes	Invention	Writing Task: Organization: Sequence Write About Reading: "Review" Text Reading/Writing Workshop: "A record of Fort Moore" Language Arts: "One Nation, Many Cultures" Grammar: Spelling: Competing with Adverbs Grammar Mechanics: Review Punctuation and Capitalization	Project Research Journal Entry Product Journal Entry

Grade 4 • Unit 6 • Scope and Sequence



Big Idea: Past, Present, and Future	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection Paired Selection	Levelled Reader Main Selection Paired Selection RL Approaching Level RI On Level RI, FI B1 Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can you build on what came before? (Christa Peverly)										
Week 3 Weekly Concept: Resources Essential Question: How have our energy resources changed over the years? Connect to Science: Develop possible solutions through engineering design.	Title: "Light Through the Ages" Genre: Informational Text Narrative Nonfiction Strategic Ask and Answer Questions, Summarize	Short Text: "The Great Energy Debate" Genre: Informational Text Narrative Nonfiction Strategic Ask and Answer Questions Decide Title: Main Idea and Key Details Strategic Ask and Answer Questions Title: Energy Around Us Strategic Ask and Answer Questions Genre: Fiction Genre: Myth Strategic Ask and Answer Questions Genre: Informational Text Narrative Nonfiction Title: Energy Around Us Strategic Ask and Answer Questions Genre: Fiction Genre: Myth	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Gift of Fire" Prose/Nonfiction Title: "Water vs. Wind" Prose/Nonfiction Strategic Ask and Answer Questions Genre: Fiction Genre: Myth	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Gift of Fire" Prose/Nonfiction Title: "Water vs. Wind" Prose/Nonfiction Strategic Ask and Answer Questions Genre: Fiction Genre: Myth	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Gift of Fire" Prose/Nonfiction Title: "Water vs. Wind" Prose/Nonfiction Strategic Ask and Answer Questions Genre: Fiction Genre: Myth	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Gift of Fire" Prose/Nonfiction Title: "Water vs. Wind" Prose/Nonfiction Strategic Ask and Answer Questions Genre: Fiction Genre: Myth	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Gift of Fire" Prose/Nonfiction Title: "Water vs. Wind" Prose/Nonfiction Strategic Ask and Answer Questions Genre: Fiction Genre: Myth	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Gift of Fire" Prose/Nonfiction Title: "Water vs. Wind" Prose/Nonfiction Strategic Ask and Answer Questions Genre: Fiction Genre: Myth	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Gift of Fire" Prose/Nonfiction Title: "Water vs. Wind" Prose/Nonfiction Strategic Ask and Answer Questions Genre: Fiction Genre: Myth	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Gift of Fire" Prose/Nonfiction Title: "Water vs. Wind" Prose/Nonfiction Strategic Ask and Answer Questions Genre: Fiction Genre: Myth
Week 4 Weekly Concept: Money Matters Essential Question: What has been the role of money over time? Connect to Social Studies: Describe the development of state industries such as commercial agriculture.	Title: "All About Money" Genre: Informational Text Expository Strategic Ask and Answer Questions	Short Text: "The History of Money" Genre: Informational Text Expository Strategic Ask and Answer Questions Title: Main Idea and Key Details Strategic Ask and Answer Questions Genre: Fiction Genre: Nonfiction	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Big Picture of Economics" Strategic Ask and Answer Questions Genre: Fiction Genre: Nonfiction	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Big Picture of Economics" Strategic Ask and Answer Questions Genre: Fiction Genre: Nonfiction	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Big Picture of Economics" Strategic Ask and Answer Questions Genre: Fiction Genre: Nonfiction	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Big Picture of Economics" Strategic Ask and Answer Questions Genre: Fiction Genre: Nonfiction	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Big Picture of Economics" Strategic Ask and Answer Questions Genre: Fiction Genre: Nonfiction	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Big Picture of Economics" Strategic Ask and Answer Questions Genre: Fiction Genre: Nonfiction	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Big Picture of Economics" Strategic Ask and Answer Questions Genre: Fiction Genre: Nonfiction	Strategic Ask and Answer Questions Main Selection Paired Selection Title: "The Big Picture of Economics" Strategic Ask and Answer Questions Genre: Fiction Genre: Nonfiction

Not shown: Start: Student materials to key instructional builders and procedures.

Grade 4 • Unit 6 • Scope and Sequence



Big Idea: Past, Present, and Future How can you build on what came before? (Chinese Proverb)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection A Approaching Level B On Level C Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 5 Weekly Concept: Finding My Place Essential Question: What shapes a person's identity?	Title: "Poet's Party Show," "One Day" Genre: Free Verse Poetry Strategy: Reread	Short Text: "Climbing Blue Hill," "My Name Is Ivy," "Change" Leader: NP Genre: Free Verse Poetry Strategy: Fluency/Comprehension	Main Selections Genre: Free Verse Poetry Title: "The Dawn," "Birds' Glimpse," "My Chatterbox" Leader: NP Paired Selections Genre: Free Verse Poetry Title: "Growing Up," "My People" Leader: NP	Main Selection Genre: Realistic Fiction Title: A: <i>Unsettled</i> B: <i>Homeless for American School</i> C: <i>Homeless for American School</i> D: <i>Spring Showstopper</i> E: <i>Paired Selection</i> Genre: Poetry Title: A: "Let's Make Mist" B: "Picking It All Together" C: "I Can Do It" D: "I Can Do It" E: "I Can Do It" Leader: A: G20L B: F20L C: S20L D: S20L	Reading/Writing Workshop: Free Verse Poetry Strategy: Specific Vocabulary Literature Anthology: Purpose: Prior Knowledge	Vocabulary Words: Genre: <i>anthology, mt, roots</i> Poetry Terms: (see <i>Words, Images, metaphors, personification</i>) Additional Academic Vocabulary: <i>new, supplanting</i> Vocabulary Strategy: <i>Figurative Language: Metaphors</i>	Phonics/Spelling Skill: Prefixes and Suffixes Structural Analysis: Words from Around the World	Punctuation	Writing Task Ideas: Supporting Details Write about the Text: Opinion Reading/Writing Workshop: "Climbing Blue Hill," "My Name Is Ivy," "Collage" Literature Anthology: "The Dawn," "Birds' Glimpse," "My Chatterbox," "Growing Up," "My People" Grammar: <i>Using Propositions</i> Grammar: <i>Metaphors</i> : Using Conjunctions with Prefixes	Project: Contact Peer Interviews Produce Free Verse Poem
Week 6 Review and Assessment										

Appendix 2

Curriculum Including Scope and Sequence Documents Part 6



Grade 5 • Unit 1 • Scope and Sequence

Big Idea: Eureka! I've Got It! Where can an idea begin?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection, Failed Selection	Leveled Reader Main Selection, Paired Selection, Failed Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1 Writing Focus Narrative Text Unit Writing Products: Friendly Letter: Personal Narrative	Research
<p>Week 3</p> <p>Weekly Concept: Seeing for Yourself</p> <p>Essential Question: How can experiencing nature change the way you think about it?</p>	<p>Text: "Capturing the Natural World"</p> <p>Genre: Narrative Nonfiction</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: "A Life in the Woods"</p> <p>Genre: Narrative Nonfiction</p> <p>Strategy: Ask and Answer Questions</p> <p>SRJ: Text Structure: Cause and Effect</p> <p>Text Features: Secondary and Primary Sources</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Main Selections</p> <p>Genre: Narrative Nonfiction</p> <p>A: "Save This Space!" Learner: 750</p> <p>D: "Save This Space!" Learner: 860</p> <p>E: "Save This Space!" Learner: 720</p> <p>F: "Save This Space!" Learner: 880</p> <p>Paired Selections</p> <p>Genre: Expository Text</p> <p>Title: "The Journey of Lewis and Clark"</p> <p>A: "The Journey of Lewis and Clark" Learner: 720</p> <p>B: "The Journey of Lewis and Clark" Learner: 880</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Main Selections</p> <p>Genre: Narrative Nonfiction</p> <p>A: "Save This Space!" Learner: 750</p> <p>D: "Save This Space!" Learner: 860</p> <p>E: "Save This Space!" Learner: 720</p> <p>F: "Save This Space!" Learner: 880</p> <p>Paired Selections</p> <p>Genre: Expository Text</p> <p>Title: "The Journey of Lewis and Clark"</p> <p>A: "The Journey of Lewis and Clark" Learner: 720</p> <p>B: "The Journey of Lewis and Clark" Learner: 880</p>	<p>Reading/Writing Workshop Purpose: Connection of Ideas</p> <p>Literature Anthology: Purpose: Academic Vocabulary Structure: Connection of Ideas</p>	<p>Vocabulary Words: endangered, mammoth, extinct, spectacular</p> <p>Additional Domain Words: baldy, one-legged, able, wild, colorful, odd, camp, captured, changed, abandoned, abundant</p> <p>Additional Academic Vocabulary: cause, effect</p> <p>Vocabulary Strategy: Homographs</p> <p>Build Vocabulary: Use context clues to determine the meaning of words or parts of words.</p>	<p>Phonics/Spelling Skills: Words with /ai/, /i/, and /oi/</p>	<p>Fluency Skill: Expression and Punctuation</p>	<p>Writing Task: Word Choice: Strong Words</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: Reading/Writing Workshop: "A Life in the Woods"</p> <p>Literature Anthology: Connecting with the President: "A Walk with Teddy"</p> <p>Grammar Skill: Compound Sentences and Conjunctions</p> <p>Grammar Mechanics: Punctuation in compound sentences</p>	<p>Project: National Parks</p> <p>Create a promotional map.</p>
	<p>Week 4</p> <p>Weekly Concept: Inventions</p> <p>Essential Question: How does technology lead to creative ideas?</p> <p>Connect to Science: Investigate a solution to determine how well it performs under likely conditions.</p>	<p>Text: "A Pioneer of Photography"</p> <p>Genre: Biography</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: "Fanny Becomes Foc"</p> <p>Genre: Biography</p> <p>Strategy: Ask and Answer Questions</p> <p>SRJ: Text Structure: Sequence</p> <p>Text Features: Illustrations and Photographs</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Sequence</p> <p>Main Selections</p> <p>Genre: Biography</p> <p>Learner: 800</p> <p>Paired Selections</p> <p>Genre: Realistic Fiction</p> <p>Title: "The Ultimate Sideshow"</p> <p>A: "The Ultimate Sideshow" Learner: 640</p> <p>B: "The Ultimate Sideshow" Learner: 770</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Main Selections</p> <p>Genre: Biography</p> <p>A: "Snapshots: The Story of George Eastman" Learner: 760</p> <p>D: "Snapshots: The Story of George Eastman" Learner: 860</p> <p>E: "Snapshots: The Story of George Eastman" Learner: 640</p> <p>F: "Snapshots: The Story of George Eastman" Learner: 860</p> <p>Paired Selections</p> <p>Genre: Realistic Fiction</p> <p>Title: "The Ultimate Sideshow"</p> <p>A: "The Ultimate Sideshow" Learner: 640</p> <p>B: "The Ultimate Sideshow" Learner: 770</p>	<p>Reading/Writing Workshop: Prior Knowledge: Sentence Structure</p> <p>Literature Anthology: Purpose: Specific Vocabulary Structure</p>	<p>Vocabulary Words: inventions, technology, developed, industrially, inventions, industries, patents</p> <p>Additional Domain Words: patents, inventions, technology, useful, cost, color, durable</p> <p>Additional Academic Vocabulary: technology, improve</p> <p>Vocabulary Strategy: Greek Roots</p> <p>Build Vocabulary: Use context clues to determine the meaning of words or parts of words.</p>	<p>Phonics/Spelling Skills: r-control: Words (ai, /oi, /oi/)</p>	<p>Fluency Skill: Expression and Punctuation</p>	<p>Writing Task: Organization: Sequence</p> <p>Write About the Text: Informative Text</p> <p>Reading/Writing Workshop: "Fanny Becomes Foc"</p> <p>Literature Anthology: The Boy Who Invented TV: "Time to Invent"</p> <p>Grammar Skill: Complex Sentences</p> <p>Grammar Mechanics: Using commas</p>

Not shown: Start Smart introduction to key instructional routines and procedures.



Grade 5 • Unit 1 • Scope and Sequence

Big Idea: Eureka! I've Got It! Where can an idea begin?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection Paired Selection	Leveled Reader Main Selection Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 5 Weekly Concept: New Technology Essential Questions: What are the positive and negative effects of new technology? Connect to Science: Research a problem before beginning to design a solution.	Title: Electronic Books: A New Way to Read Genre: Persuasive Article Strategy: Reread	Short Text: Are Electronic Devices Good for Us? Leadin: 900 Genre: Persuasive Article Strategy: Reread Skills: Author's Point of View Text Features: Headings and Graphics	Strategy: Reread Skills: Author's Point of View Main Selection Title: The Future of Transportation Genre: Persuasive Article Leadin: 870 Paired Selection Title: Getting From Here to There Genre: Technical Text Leadin: 850	Strategy: Reread Skills: Author's Point of View Main Selections Genre: Expository Text A: What About Robots? Leadin: 740 C: What About Robots? Leadin: 840 E: What About Robots? Leadin: 760 B: What About Robots? Leadin: 990 Paired Selections Genre: Persuasive Article Titles: A: No Substitute C: No Substitute E: No Substitute B: No Substitute	Reading/Writing Workshops: Organization Literatures Anthology: Inference/Connection of Main, Genre	Vocabulary Words: access, article, computer, can, download, program, additional, academic, words, medical, vocabulary, strategy, Greek and Latin Prefixes	Phonics/Sounding Skills: Controlled Vowel/ur	Fluency Skill: Phrasing	Writing Trait: Sentence Fluency: Vary Sentence Structure Write About the Text Option Write to Sources: Reading/Writing Workshop: "Are Electronic Devices Good for Us?" Literature Anthology: "The Future of Transportation"; "Getting From Here to There" Grammar Skill: Run-on Sentences and Fragments Grammar Mechanics: Correcting run-on sentences	Project: Invention and Technology Write a persuasive speech.
Week 6 Review and Assessment										



Grade 5 • Unit 2 • Scope and Sequence

Big Idea: Taking the Next Step What does it take to put a plan into action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection A: Approaching Level B: On Level C: EL D: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Priorities	Fluency Skill	Writing Unit 2: Use Writing Products: Invention with Directions, Expository Essay Writing Focus: Informative Text	Research
Week 1 Weekly Concept: Reaching a Compromise Essential Question: What do good problem solvers do? Connect to Social Studies: Identify the major groups responsible for the founding of the 13 original colonies.	Title: The Mayflower Compact Genre: Expository Text Strategy: Read Headings, Then Write	Short Text: "Creating a Nation" Leveled: 690 Genre: Expository Text Strategy: Read Skill: Text Structure: Problem and Solution Text Features: Headings, Then Write	Strategy: Read Skill: Text Structure: Problem and Solution Main Selection Title: Who Wrote the U.S. Constitution? Genre: Expository Text Leveled: 760 Paired Selections Title: "Achim and Tat" Genre: Expository Text Leveled: 830	Strategy: Read Skill: Text Structure: Problem and Solution Main Selections Genre: Expository Text A: The Bill of Rights Leveled: 820 B: The Bill of Rights Leveled: 820 C: The Bill of Rights Leveled: 840 D: The Bill of Rights Leveled: 1000 Paired Selections Genre: Expository Text Title: A: "Having Your Say" B: "Having Your Say" C: "Having Your Say" D: "Having Your Say"	Reading/Writing Workshop Genre: Organization Vocabulary Literature Anthology: Prior Knowledge: Specific Strategies for Sentence Organization: Connection of Ideas	Vocabulary Words: consensus, convention, debate, proposal, signature, resolve, station, visit Words: Additional Domain representatives, delegate, executive branch, legislative branch, House of Representatives, Senate, presidential, constitution, preamble Additional Academic Vocabulary: back, example Vocabulary Strategy: Context Clues: Definitions and Replacements Build Vocabulary: agency, checklist, email, request, list, goal, project, wrap-up, group, project, wrapped-up	Prioritizing Skills: Select "Your Say" Distinguishing "Is/Not" Distinguishing "Is/Not"	Fluency Skill: Rate and Accuracy	Writing Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: "Creating a Nation" Literature Anthology: Who Wrote the U.S. Constitution? "Preamble and Bill" Grammar Skill: Kinds of Nouns Grammar Mechanics: Capitalizing proper nouns	Inquiry Space: Informative Investigate Solar Energy
Week 2 Weekly Concept: Seeking the Answer Essential Question: What can you do to get the information you need? Connect to Science: Analyze human impacts on Earth systems.	Title: Jack and the King's Rainbow Fish Genre: Fairy Tale Strategy: Make, Confirm and Revise Predictions	Short Text: "A Modern Cinderella" Leveled: 800 Genre: Fairy Tale Strategy: Make, Confirm and Revise Predictions and Reverse Predictions Plot, Compare and Contrast Events Genre: Fairy Tale Strategy: Make, Confirm and Revise Predictions Plot, Compare and Contrast Events	Strategy: Make, Confirm, and Revise Predictions Skill: Compare, Setting Plot, Compare and Contrast Events Main Selection Title: What the Moon Went the Moon Genre: Fairy Tale Leveled: 820 Paired Selections Title: "The Princess and the Pea" Genre: Fairy Tale Leveled: 650	Strategy: Make, Confirm, and Revise Predictions Skill: Compare, Setting, Plot, Compare and Contrast Events Main Selections Genre: Fairy Tale A: The End of Trash Leveled: 700 B: The Zany Eggs Leveled: 760 C: The Tacky Eggs Leveled: 830 D: The Golden Oranges Leveled: 850 Paired Selections Genre: Fairy Tale Title: A: "The Shogun of Bremen" B: "The Salamander" C: "The Tumbler" D: "Ticks and Olanerich"	Reading/Writing Workshop Genre: Organization Literature Anthology: Organization, Purpose, Connection of Ideas, Specific Vocabulary, Sentence Structure, Genre	Vocabulary Words: carpenter, crafts, craft, craftsperson, crafty, craftsperson, professional, labor Additional Domain Words: arrange, establish Additional Academic Vocabulary: confirm, news Vocabulary Strategy: Sentence and Meaning Build Vocabulary: email, checklist, request, request, request, request, request, request, request	Prioritizing Skills: Plural/Singular Skills Fluency	Fluency Skill: Emphasis and Accuracy	Writing Opening Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: "A Modern Cinderella" Literature Anthology: "Where the Mountain Meets the Moon," "The Princess and the Pea" Grammar Skill: Singular and Plural Nouns Grammar Mechanics: Forming plural nouns	Inquiry Space: Informative Investigate Solar Energy



Grade 5 • Unit 2 • Scope and Sequence

Big Idea: Taking the Next Step What does it take to put a plan into action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Non-Fictional Texts: Invitation with Descriptive, Expository Essay Writing Focus: Informative Text	Research
Week 3 Weekly Concept: Investigations Essential Question: How do we investigate questions about nature? Connect to Science: Describe how John James Audubon investigated questions about birds	Title: "Lost Love and the Golden Cup" Genre: Folktale Strategy: Read and Reread Predictions	Short Text: "Growing in Place: The Story of E. Lucy Braun" Levle: 690 Genre: Biography Strategy: Read and Reread Predictions SAC Test Structure: Sequence Text Features: Illustrations and Photographs	Strategy: Read and Reread Predictions Skill: Test Structure: Sequence Main Selection Title: "The Boy Who Drew Birds" Genre: Biography Levle: 798 Paired Selection Title: "Blackbirds and Turkeys" Genre: Myth Levle: 616	Strategy: Read and Reread Predictions Skill: Test Structure: Sequence Main Selection Title: "The Boy Who Drew Birds" Genre: Biography Levle: 740 Paired Selection Title: "The Green Revolution" Genre: Science Levle: 900 Main Selection Title: "The Green Revolution" Genre: Science Levle: 770 Paired Selection Title: "The Green Revolution" Genre: Science Levle: 840 Genre: Myth Titles: A: "Golden Apples" D: "Golden Apples" E: "Golden Apples" B: "Golden Apples"	Reading/Writing Workshop: Specific Vocabulary: Organization Literature Anthology: Purpose, Genre: Specific Vocabulary: Organization; Connection of Ideas	Vocabulary Words: disappearance, emerge, army, migrate, transformed Additional Domain Words: specimens, arboreal, journey, flour, mould, Additional Academic Vocabulary: definitions, quotation Vocabulary Strategy: Greek and Latin Suffixes Build Vocabulary: actions, symbols, army, through, writing, received, growing	Phonics/Sounding Skills: Inflectional Endings	Fluency Skill: Fluency Skill: Expression and Pivoting	Writing Task: Ideas: Supporting Details Write about the Text: Informative Text Write to Sources: Reading/Writing Workshop: "Growing in Place: The Story of E. Lucy Braun" Literature Anthology: "The Boy Who Drew Birds," "Blackbirds and Turkeys" Grammar Skill: More Plural Nouns Grammar Mechanics: Plural Forms and Apostrophes	Inquiry Speed: Informative Investigate: Solar Energy
Week 4 Weekly Concept: A Plan of Action Essential Question: When has a plan helped you accomplish a task? Connect to Science: Find out how two substances mixed together can form a new substance.	Title: "Lost Love and the Golden Cup" Genre: Folktale Strategy: Read, Confirm, and Reread Predictions	Short Text: "The Magical Lost Brocade" Levle: 740 Genre: Folktale Strategy: Make, Confirm, and Reread Predictions Skill: Theme	Strategy: Make, Confirm, and Reread Predictions Skill: Theme Main Selection Title: "The Lord's Whiskers" Genre: Folktale Levle: 870 Paired Selection Title: "From Part to Table" Genre: Expository Text Levle: 990	Strategy: Make, Confirm, and Reread Predictions Skill: Theme Main Selection Title: "The Lord's Whiskers" Genre: Folktale Levle: 760 Paired Selection Title: "The Ride of the Drum" Genre: Expository Text Levle: 890 Main Selection Title: "The Ride of the Drum" Genre: Expository Text Levle: 570 Genre: Myth Levle: 884 Paired Selection Title: "The Ride of the Drum" Genre: Expository Text Titles: A: "From Part to Table" D: "Make a Drum" E: "Make a Drum" B: "From Part to Table"	Reading/Writing Workshop: Organization; Genre Literature Anthology: Genre: Science Structure: Connection of Ideas; Specific Vocabulary: Prior Knowledge	Vocabulary Words: to label, describe, compare, contrast, predict, discuss, explain Additional Domain Words: predict, explain Vocabulary Strategy: Formulating Strategy Build Vocabulary: compare, symbol, expository text, compare, predict, explain, discuss, explain, compare	Phonics/Sounding Skills: Contractions	Fluency Skill: Fluency Skill: Rate	Writing Task: Organization: Sequence Write about the Text: Narrative Text Write to Sources: Reading/Writing Workshop: "The Magical Lost Brocade" Literature Anthology: "Prediction: From Part to Table" Grammar Skill: Punctuation: Adding a comma Grammar Mechanics: Adding a comma	Inquiry Speed: Informative Investigate: Solar Energy



Grade 5 • Unit 2 • Scope and Sequence

Big Idea: Taking the Next Step What does it take to put a plan into action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Link 2: Link Writing Products Invention with Directions, Observatory Writing Focus: Informative Text	Research
<p>Week 5</p> <p>Weedy Concept: Making It Happen</p> <p>Essential Question: What motivates you to accomplish a goal?</p>	<p>Title: "How to Make a Friend"</p> <p>Genre: Narrative poem</p> <p>Strategy: Read</p>	<p>Short Text: "A Simple Plan," "Rescue"</p> <p>Genre: Narrative and Free Verse Poetry</p> <p>Strategy: Read</p> <p>SOE Theme</p>	<p>Strategy: Read</p> <p>SOE Theme</p> <p>Main Selections Title: "Sage Flight, Coaching Quart"</p> <p>Genre: Narrative and Free Verse Poetry</p> <p>Levels: NP</p> <p>Paired Selection Title: "Four Steps"</p> <p>Genre: Free Verse Poetry</p> <p>Levels: NP</p>	<p>Strategy: Read</p> <p>SOE Theme</p> <p>Main Selections</p> <p>Genre: Realistic Fiction</p> <p>▲ Coaching the Judge</p> <p>Levels: 600</p> <p>○ I Want to Ride!</p> <p>Levels: 700</p> <p>□ I Want to Ride!</p> <p>Levels: 600</p> <p>▲ Changing Goals</p> <p>Levels: 600</p> <p>Paired Selections</p> <p>Genre: Poetry</p> <p>Theme</p> <p>▲ "Just for Once"</p> <p>□ "Home Run"</p> <p>□ "Smash"</p> <p>□ "Today's Lesson"</p>	<p>Reading/Writing Workshop: Connection of Ideas; Specific Vocabulary</p> <p>Literature Anthology: Genre: Organization</p>	<p>Vocabulary Words: ambulate, mismatched, subjugation, shuddered</p> <p>Poetry Terms: narrative, repetition, free verse, rhyme</p> <p>Additional Academic Vocabulary: rhythm, precise language</p> <p>Vocabulary Strategy: Homographs</p>	<p>Phonics/Sounding Skill: Closed Syllables</p>	<p>Fluency Skill: Expression and Pacing</p>	<p>Writing Task: Word Choice: Precise Language</p> <p>Write about the Text: Narrative Text</p> <p>Write to Sources: Reading/Writing Workshop: "A Simple Plan," "Rescue"</p> <p>Literature Anthology: "Sage Flight," "Coaching Quart," "Four Steps"</p> <p>Grammar Skill: Prepositional Phrases</p> <p>Grammar Mechanics: Punctuating Ideas and Ideas</p>	<p>Quality Source Information: Investigate Solar Energy</p>
<p>Week 6</p> <p>Review and Assessment</p>										



Grade 5 • Unit 3 • Scope and Sequence

	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Paired Selection	Leveled Reader Main Selection Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3 Link Writing Overview: Book Review, Opinion Essay Writing Focus: Opinion	Research
<p>Big Idea: Getting from Here to There</p> <p>What kinds of experiences can lead to new discoveries?</p>	<p>Unit 3: "Foods for Thought"</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Summarize</p>	<p>Short Text: "A Subject You've" (Lexile: 770)</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Summarize</p> <p>Skills: Theme</p>	<p>Strategy: Summarize</p> <p>Skills: Theme</p> <p>Main Selection Title: "They Don't Know It"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 870</p> <p>Paired Selection Title: "Where Did That Come From?"</p> <p>Genre: Expository Text</p> <p>Lexile: 940</p>	<p>Strategy: Summarize</p> <p>Skills: Theme</p> <p>Main Selection: "All the Way from Europe"</p> <p>Genre: Expository Text</p> <p>Lexile: 880</p> <p>Paired Selection: "Dancing the Flamenco"</p> <p>Genre: Expository Text</p> <p>Lexile: 790</p> <p>Paired Selection: "A Vacation in Minnesota"</p> <p>Genre: Expository Text</p> <p>Lexile: 950</p> <p>Paired Selection: "Gene: Expository Text"</p> <p>Themes:</p> <ul style="list-style-type: none"> A: "A Sporting Gift" B: "A Sporting Gift" C: "A Sporting Gift" D: "A Sporting Gift" E: "A Sporting Gift" F: "A Sporting Gift" G: "A Sporting Gift" H: "A Sporting Gift" I: "A Sporting Gift" J: "A Sporting Gift" K: "A Sporting Gift" L: "A Sporting Gift" M: "A Sporting Gift" N: "A Sporting Gift" O: "A Sporting Gift" P: "A Sporting Gift" Q: "A Sporting Gift" R: "A Sporting Gift" S: "A Sporting Gift" T: "A Sporting Gift" U: "A Sporting Gift" V: "A Sporting Gift" W: "A Sporting Gift" X: "A Sporting Gift" Y: "A Sporting Gift" Z: "A Sporting Gift" 	<p>Reading/Writing Workshop: Purpose, Connection of Ideas</p> <p>Main Selection: "They Don't Know It"</p> <p>Genre: Expository Text</p> <p>Vocabulary: Connection of Ideas; Purpose; Genre</p>	<p>Vocabulary Words: ambitious, unconquered, improvements, connected, critical, cultural, misunderstanding</p> <p>Additional Details: writer's advice</p> <p>Additional Academic Vocabulary: ambitious, unconquered</p> <p>Additional Strategies: Connect Choice, Cause Effect</p> <p>Build Vocabulary: opposed, probably, wild, improvements, improvements, improvements, improvements, improvements, improvements</p>	<p>Phonics: Spelling Skill: Open Syllables</p>	<p>Fluency Skill: Intonation</p>	<p>Writing Trait: Voice: Formal and Informal Voice</p> <p>Write About the Text: Write to Source: Reading/Writing Workshop: "A Reclaiming Toner"</p> <p>Literature Anthology: "They Don't Know It," "Where Did That Come From?"</p> <p>Genre: Expository Text</p> <p>Strategy: Summarize</p> <p>Skills: Theme</p>	<p>Inquiry Specs: Opinion</p> <p>Take a Stand: Water Conservation</p>
<p>Week 2</p> <p>Weekly Concept: Being Resourceful</p> <p>Essential Question: How can learning about nature be useful?</p> <p>Connect to Science: Explain how the food for any kind of animal can be traced back to plants.</p>	<p>Unit 3: "Food for Thought"</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Summarize</p>	<p>Short Text: "A Subject You've" (Lexile: 790)</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Summarize</p> <p>Skills: Theme</p>	<p>Strategy: Summarize</p> <p>Skills: Theme</p> <p>Main Selection: "All the Way from Europe"</p> <p>Genre: Expository Text</p> <p>Lexile: 880</p> <p>Paired Selection: "Dancing the Flamenco"</p> <p>Genre: Expository Text</p> <p>Lexile: 790</p> <p>Paired Selection: "A Vacation in Minnesota"</p> <p>Genre: Expository Text</p> <p>Lexile: 950</p> <p>Paired Selection: "Gene: Expository Text"</p> <p>Themes:</p> <ul style="list-style-type: none"> A: "A Sporting Gift" B: "A Sporting Gift" C: "A Sporting Gift" D: "A Sporting Gift" E: "A Sporting Gift" F: "A Sporting Gift" G: "A Sporting Gift" H: "A Sporting Gift" I: "A Sporting Gift" J: "A Sporting Gift" K: "A Sporting Gift" L: "A Sporting Gift" M: "A Sporting Gift" N: "A Sporting Gift" O: "A Sporting Gift" P: "A Sporting Gift" Q: "A Sporting Gift" R: "A Sporting Gift" S: "A Sporting Gift" T: "A Sporting Gift" U: "A Sporting Gift" V: "A Sporting Gift" W: "A Sporting Gift" X: "A Sporting Gift" Y: "A Sporting Gift" Z: "A Sporting Gift" 	<p>Reading/Writing Workshop: Organization, Sentence Structure</p> <p>Main Selection: "All the Way from Europe"</p> <p>Genre: Expository Text</p> <p>Vocabulary: Connection of Ideas; Purpose; Genre</p>	<p>Vocabulary Words: ambitious, unconquered, improvements, connected, critical, cultural, misunderstanding</p> <p>Additional Details: writer's advice</p> <p>Additional Academic Vocabulary: ambitious, unconquered</p> <p>Additional Strategies: Connect Choice, Cause Effect</p> <p>Build Vocabulary: opposed, probably, wild, improvements, improvements, improvements, improvements, improvements, improvements</p>	<p>Phonics: Spelling Skill: Open Syllables (NV)</p>	<p>Fluency Skill: Expression and Phrasing</p>	<p>Writing Trait: Word Choice: Connotation and Denotation</p> <p>Write About the Text: Write to Source: Reading/Writing Workshop: "A Reclaiming Toner"</p> <p>Literature Anthology: "They Don't Know It," "Where Did That Come From?"</p> <p>Genre: Expository Text</p> <p>Strategy: Summarize</p> <p>Skills: Theme</p>	<p>Inquiry Specs: Opinion</p> <p>Take a Stand: Water Conservation</p>	



Grade 5 • Unit 3 • Scope and Sequence

Big Idea: Getting from Here to There What kinds of experiences can lead to new discoveries?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection Paired Selection	Levelled Reader Main Selection Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Unit Writing Product: Invention with Directions, Explanatory Essay Writing Focus: Informative Text	Research
Week 3 Weekly Concept: Patterns Essential Question: Where can you find patterns in nature? Connect to Science: Describe the interaction between the hydrosphere and the atmosphere.	Title: "Protective Patterns" Genre: Expository Text Strategy: Ask and Answer Questions	Short Text: "Patterns of Change" Levle: 840 Genre: Expository Text Questions Strategy: Ask and Answer Questions Levle: 840 Genre: Expository Text Questions Main Selection Title: The Story of Snow Levle: 848 Genre: Expository Text Paired Selection Title: "Fibonacci's Amazing Fun" Levle: 856 Genre: Expository Text Levle: 856 Text Features: Diagram	Strategy: Ask and Answer Questions Skill: Main Ideas and Key Details Main Selections Genre: Expository Text Levle: 800 Weather Patterns Levle: 850 Weather Patterns Levle: 830 Weather Patterns Levle: 880 Paired Selections Genre: Expository Text Title: "Cloud Atlas" "Cloud Atlas" "Cloud Atlas" "Cloud Atlas"	Strategy: Ask and Answer Questions Skill: Main Ideas and Key Details Main Selections Genre: Expository Text Levle: 740 The Power of a Team Levle: 800 The Power of a Team Levle: 800 The Power of a Team Levle: 100 Paired Selections Genre: Expository Text Title: "Hands on the Wheel" "Hands on the Wheel" "Hands on the Wheel" "Hands on the Wheel"	Reading/Writing Workshop: Connection of Ideas, Genre Literature Anthology: Specific Vocabulary: Genre: Connection of Ideas: Organization: Prior Knowledge	Vocabulary Words connect, ends, formation, measure, pattern, repeat, structure, visible Additional Domain Words: vapor, evaporation, water molecule, primary, polymerize, collage Additional Academic Vocabulary: diagram, evidence Vocabulary Strategy: Greek Roots Build Vocabulary: science, horizon, spiral, towers, camouflaged, wedge, chimney, for, wedges	Phonics/Speaking Skill: Vowel Team Syllables	Fluency Skill: Rate and Accuracy	Writing Trait: Ideas: Relevant Evidence Write About the Text: Informative Text Write to Source Reading/Writing Workshop: "Patterns of Change" Literature Anthology: The Story of Snow, "Fibonacci's Amazing Fun" Grammar Skills: Main Verbs and Helping Verbs Grammar Mechanics: Special helping verbs: Contractions, Troublesome words	Weekly Space Option Take a Stand: Near Conversation
Week 4 Weekly Concept: Teamwork Essential Question: What benefits come from people working as a group?	Title: "Teamwork in Space" Genre: Expository Text Strategy: Ask and Answer Questions	Short Text: "Goal Spill Superheroes" Levle: 880 Genre: Expository Text Questions Strategy: Ask and Answer Questions Levle: 840 Main Ideas and Key Details Text Features: Diagrams and Captions	Strategy: Ask and Answer Questions Skill: Main Ideas and Key Details Main Selections Genre: Expository Text Levle: 740 The Power of a Team Levle: 800 The Power of a Team Levle: 800 The Power of a Team Levle: 100 Paired Selections Genre: Expository Text Title: "Hands on the Wheel" "Hands on the Wheel" "Hands on the Wheel" "Hands on the Wheel"	Strategy: Ask and Answer Questions Skill: Main Ideas and Key Details Main Selections Genre: Expository Text Levle: 740 The Power of a Team Levle: 800 The Power of a Team Levle: 800 The Power of a Team Levle: 100 Paired Selections Genre: Expository Text Title: "Hands on the Wheel" "Hands on the Wheel" "Hands on the Wheel" "Hands on the Wheel"	Reading/Writing Workshop: Prior Knowledge: Specific Vocabulary Literature Anthology: Organization: Purpose: Specific Vocabulary: Genre: Prior Knowledge	Vocabulary Words space, goal, spill, superhero, team, teamwork, teamwork Additional Domain Words: accuracy, probability, complex, problem, unpredictable Additional Academic Vocabulary: organization, identify, learn, skills Vocabulary Strategy: Learn Skills Build Vocabulary: accuracy, probability, complex, problem, unpredictable, teamwork, teamwork, teamwork	Phonics/Speaking Skill: Consonant R & S Syllables	Fluency Skill: Rate	Writing Trait: Organization: Strong Consonants Write About the Text: Opinion Write to Source Reading/Writing Workshop: "Goal Spill Superheroes" Literature Anthology: What's the "Helping Hand" Grammar Skills: Linking Verbs Grammar Mechanics: Punctuating titles and product names	Weekly Space Option Take a Stand: Near Conversation



Grade 5 • Unit 3 • Scope and Sequence

Big Idea: Getting from Here to There What kinds of experiences can lead to new discoveries?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Zephyrus Level 1 EL Level 1 EL Level 2 EL Level 3 EL Level 4 EL Level 5	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Unit Writing Products: Invitation with Directions, Explanatory Essay Writing Focus: Informative Text	Research
<p>Week 5</p> <p>Weekly Concept: Into the Past</p> <p>Essential Question: How do we explain what happened in the past?</p> <p>Connect to Social Studies: Describe the geography and climate in the environments of American Indians.</p>	<p>Title: "Stonehenge: Puzzle from the Past" Genre: Persuasive Article Strategy: Summarize</p>	<p>Text: "What Was the Purpose of the Incas' Strange Strangers?" Leader: 920 Genre: Persuasive Article Strategy: Summarize Skill: Author's Point of View View Text Features: Diagram</p>	<p>Strategy: Summarize Skill: Author's Point of View View Main Selection Title: "Mesa Piccola, Ancient City" Genre: Persuasive Article Leader: 990 Paired Selection Title: "Dig This Technology!" Genre: Expository Text Leader: 970</p>	<p>Strategy: Summarize Skill: Author's Point of View Main Selection Title: "The Amazon" Genre: Expository Text Leader: 810 Paired Selection Title: "Dig This Technology!" Genre: Expository Text Leader: 970</p>	<p>Reading/Writing Workshop Organization: Prior Knowledge Literature Anthology: Prior Knowledge Connection of Ideas: Genre</p>	<p>Vocabulary Words: archeologist, and, fragments, relations, impact, preserved, reconstruct, remnants Additional Academic Vocabulary: post of view, persuasive article Vocabulary Strategy: Context Clues: Sentence Clues</p>	<p>Phonics/Sounding Skills: r-controlled Vowel Syllables</p>	<p>Fluency Skill: Expression and Punctuation</p>	<p>Writing: Writing Tools: Sentence Fluency: Invitations Write About the Text: Informative Text Write to Share: Write Reading/Writing Workshop: "What Was the Purpose of the Incas' Strange Strangers?" Literature Anthology: "Mesa Piccola, Ancient City", "Dig This Technology!" Grammar Skill: Irregular Verbs Grammar: Main Clause: Connect verb usage</p>	<p>Research: Inquiry Space: Opinion Take a Stand: Value Contribution</p>
<p>Week 6</p> <p>Review and Assessment</p>										



Grade 5 • Unit 4 • Scope and Sequence

Big Idea: It's Up to You How do we decide what's important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Levels/Reader Main Selection, Paired Selection A: Approaching Level B: On Level C: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Products: Persuasive Narrative, Poetry Writing Focus: Narrative Text/Poetry	Research Write About Levels & Click
Week 1 Weekly Concept: Sharing Stories Essential Question: What kinds of stories do we tell? Why do we tell them?	Title: "The Legend of John Henry" Genre: Tall Tale Strategy: Visualize	Short Text: "How Mighty Kias Stopped the Train" Levels: 8-10 Genre: Tall Tale Strategy: Visualize Skill: Point of View	Strategy: Visualize Skill: Point of View Main Selection Title: "How Grandmother Spice Stole the Sun" Genre: Legend Levels: 8-10	Strategy: Visualize Skill: Point of View Main Selection Genre: Tall Tale A: "How Grandmother Spice Stole the Sun" B: "The Fountain of Youth" C: "The Clothes That" Levels: 8-10	Reading/Writing Workshops: Genre, Specific Vocabulary Literature Anthology: Genre, Prior Knowledge, Specific Vocabulary, Organization, Connection of Ideas/Purpose	Vocabulary Words: commenced, devoid, apprehensive, devoid, maroon, parcel, unadorned, ering Additional Domain Words: whipped Additional Academic Vocabulary: far flung, rhymerick Vocabulary Strategy: Synonyms and Antonyms Build Vocabulary: Archaic, substantiated, mite, voracious, chock, inferred, alleged, swift	Phonics/Spelling Skills: Words with Final /ai/ and /aw/	Fluency Skill: Expression	Writing Trait: Voice, Style and Tone Write About the Text: Narrative Text Write to Explore: Reading/Writing Workshop: "How Mighty Kias Stopped the Train" Literature Anthology: Dany Crockett Saves the World; "How Grandmother Spice Stole the Sun" Grammar Skills: Pronouns and Antecedents Grammar Mechanics: Pronoun antecedent agreement in number and gender	Inquiry Special: Narrative Write About Levels & Click
Week 2 Weekly Concept: Discoveries Essential Question: What can you discover when you give things a second look? Connect to Science: Carry out research on a problem before designing a solution.	Title: "The Mystery Radio" Genre: Mystery Play Strategy: Visualize	Short Text: "Whirl's Bromo" Levels: NA Genre: Drama: Mystery Play Strategy: Visualize Skill: Point of View	Strategy: Visualize Skill: Point of View Main Selection Title: "The Mystery of the Whirl" Genre: Drama: Mystery Play Levels: NP Paired Selection Title: "A Second Chance For Chip The Case of the Curious Carine" Genre: Realistic Fiction Levels: 7-10	Strategy: Visualize Skill: Point of View Main Selection Genre: Drama A: "The Mysterious Teacher" Levels: NP B: "The Unusually Clever Dog" Levels: NP C: "The Unusually Clever Dog" Levels: NP D: "The Supper Party" Levels: NP Paired Selections Genre: Realistic Fiction Titles: A: "The Case of the Missing Medicine" B: "The 5th Basket" C: "The 6th Basket" D: "The Clothes That"	Reading/Writing Workshops: Connection of Ideas, Organization Literature Anthology: Genre, Organization, Sentence Structure, Connection of Ideas	Vocabulary Words: exhilarated, concerned, negative, ungrat, perplexed, preface, recomputer, suspicious Additional Academic Vocabulary: whimsical, esteem Vocabulary Strategy: Antonyms and Synonyms Build Vocabulary: conical, why, photos, cut, computerized, photos, cut, wearing, ball, center, clockwise	Phonics/Spelling Skills: Prefixes	Fluency Skill: Rate and Accuracy	Writing Trait: Voice, Develop Characters Write About the Text: Narrative Text Write to Sources Reading/Writing Workshop: "Where's Bromo?" Literature Anthology: A Window into History: The Mystery of the Cedar Window; "A Second Chance For Chip: The Case of the Curious Carine" Grammar Skills: Kings of Pronouns Grammar Mechanics: Use of pronoun tracks in dialogue	Inquiry Special: Narrative Write About Levels & Click



Grade 5 • Unit 4 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level ELA Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Products: Fictional Narrative Poetry Writing Focus: Narrative Text Poetry	Research
Week 3 Weekly Concept: Take Action Essential Question: What can people do to bring about a positive change? Connect to Social Studies: Discuss the American creed that asks citizens to respect the law	Title: "Fighting for Change" Genre: Biography Strategy: Summarize	Short Text: "Frederick Douglass: Freedom's Voice" Leads: 830 Genre: Biography Strategy: Summarize Skills: Author's Point of View Text Features: • Photographs • Captions	Strategy: Summarize Skills: Author's Point of View Main Selection Title: Genre: Biography Leads: 860 Paired Selection Title: "Our Voices, Our Votes" Genre: Expository Text Leads: 920	Strategy: Summarize Skills: Author's Point of View Main Selections Genre: Biography Leads: 700 Genre: Expository Text Leads: 890 Genre: Expository Text Leads: 710 Genre: Expository Text Leads: 1000 Paired Selections Genre: Expository Text Titles: A: "Gus Garich Takes on Toxics" B: "Gus Garich Takes on Toxics" C: "Gus Garich Takes on Toxics" D: "Gus Garich Takes on Toxics" E: "Gus Garich Takes on Toxics" F: "Gus Garich Takes on Toxics"	Reading/Writing Strategies: Prior Knowledge; Genre Literature Anthology: Specific Vocabulary: Prior Knowledge; Connection of Ideas; Organization	Vocabulary Words: anticipation, defy, enacted, neutral, outspoken, reserved, sought, unrequited Additional Domain Words: alterations, curiously, illegal, provision, second-class citizenship, suffrage, amendment Additional Academic Vocabulary: biography, caption Vocabulary Strategy: Prefixes and Suffixes Build Vocabulary: reread, summarize, frequency, analogies, paradox, distinguish, underline, abridge, synonym	Phonics/Spelling Skill: Homographs	Fluency Skill: Pivoting	Writing Trait: Organization Logical Order Write About the Text: Informative Text Write to Support: Reading/Writing Workshop: "Frederick Douglass: Freedom's Voice" Literature Anthology Focus: "Our Voices, Our Votes" Grammar Skill: Pronoun-Verb Agreement Grammar Mechanics: Use abbreviations.	Inquiry Space: Narrative Write About: Levels A Clark
Week 4 Weekly Concept: Consider Our Resources Essential Question: Why are natural resources valuable? Connect to Science: Investigate the qualities of a healthy ecosystem.	Title: "Milehigh" Genre: Expository Text Strategy: Summarize	Short Text: "Powerful Nature" Leads: 910 Genre: Expository Text Strategy: Summarize Skills: Author's Point of View Text Features: Chart	Strategy: Summarize Skills: Author's Point of View Main Selection Title: Genre: Expository Text Leads: 960 Paired Selection Title: "The Dirt on Dirt" Genre: Expository Text Leads: 960	Strategy: Summarize Skills: Author's Point of View Main Selections Genre: Expository Text Leads: 780 Genre: Expository Text Leads: 890 Genre: Expository Text Leads: 1020 Genre: Expository Text Leads: 1020 Paired Selections Genre: Expository Text Titles: A: "Get Rich with Compost" B: "Get Rich with Compost" C: "Get Rich with Compost" D: "Get Rich with Compost" E: "Get Rich with Compost" F: "Get Rich with Compost"	Reading/Writing Strategies: Specific Vocabulary; Organization Literature Anthology: Genre: Expository Text Specific Vocabulary: Connection of Ideas; Expository Structure	Vocabulary Words: abridge, abridge, anticipate, concrete, cycle, get off, meeting, party Additional Domain Words: abridged, bringing new words into use Additional Academic Vocabulary: ecosystem, omnivore Vocabulary Strategy: Context Clues: Definitions and Replacements Build Vocabulary: analyze, analyze, go through, analyze, go through, analyze, go through, analyze, go through, analyze, go through, analyze, go through	Phonics/Spelling Skill: Words with Char and J that	Fluency Skill: Accuracy and Expression	Writing Trait: Word Choice: Imaginative Write About the Text: Opinion Write to Support: Reading/Writing Workshop: "Power from Nature" Literature Anthology: "One Well," "The Dirt on Dirt" Grammar Skill: Possessive Pronouns Grammar Mechanics: Exclamatory sentences and relative pronouns	Inquiry Space: Narrative Write About: Levels A Clark



Grade 5 • Unit 4 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Level 4 Reader Main Selection, Paired Selection A: Approaching Level B: On Level C: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Products: Expository Narrative Poetry Writing Focus: Narrative Text Poetry	Research
Week 5 Weekly Concept Express Yourself Essential Question: How do you express that something is important to you? Connect to Social Studies: Demonstrate Knowledge of the Lewis and Clark Expedition.	Title: "I'm a Swimmer" Genre: Free Verse Poem Strategy: Visualize	Short Texts: "How Do I Hold the Summer?" "Catching a Fly," "When I Dance" Leveled: NA Genre: Lyrical and Free Verse Poetry Strategy: Visualize Skills: Theme	Strategy: Visualize Skills: Theme Main Selections Genre: Realistic Fiction A: "Put Me in the Old, Old Stories" Leveled: 650 B: "Fritz Me as You" Leveled: 800 C: "From Me to You" Leveled: 500 D: "Every Picture Tells a Story" Leveled: 900 Paired Selections Genre: Poetry Themes A: "Family Ties" B: "Dear Grant" C: "Bash" D: "The Eyes of a Bear"	Strategy: Visualize Skills: Theme Main Selections Genre: Realistic Fiction A: "Put Me in the Old, Old Stories" Leveled: 650 B: "Fritz Me as You" Leveled: 800 C: "From Me to You" Leveled: 500 D: "Every Picture Tells a Story" Leveled: 900 Paired Selections Genre: Poetry Themes A: "Family Ties" B: "Dear Grant" C: "Bash" D: "The Eyes of a Bear"	Reading/Writing Workshop: Genre: Specific: Vocabulary Literature Anthology: Specific: Vocabulary: Genre: Prior Knowledge	Vocabulary Words: borrow, expression, meaningful, plumes Poetry Terms: syllabic, cinquain Additional Domain Words: feet, genre, keep, shaggy, section, syllabary Vocabulary: literary language, expression Vocabulary Strategy: Suffixes and Morphics	Phonics/Spelling Skill Suffixes -ence and -ance	Fluency Skill Poetry Skills: Expression and Phrasing	Writing Unit 4: Unit Writing Products: Expository Narrative Poetry Writing Focus: Narrative Text Poetry Writing Trait: Word Choice: Sensory Write About the Text: Opinion Write to Source: Reading/Writing Workshops: "How Do I Hold the Summer?"; "Catching a Fly," "When I Dance" Literature Anthology: "Words Free as Confetti," "Dreams"; "A Story of How a Wall Stands" Grammar Skills: Pronouns and Homophones Grammar Mechanics: Punctuation Poetry	Inquiry Space: Narrative Write About Level 6 Clark
Week 6 Review and Assessment										



Grade 5 • Unit 5 • Scope and Sequence

Big Idea: New Perspectives In what ways can things change?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Analysis/ Main Selection, Paired Selection	Levelled Reader Main Selection, Paired Selection Approaching Level On Level EL Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: New Perspectives Essential Question: What experiences can change the way you see yourself and the world around you?	<p>Title: "A Change of Heart" Genre: Realistic Fiction Strategic Make, Confirm, and Revise Predictions</p>	<p>Short Text: "Nugget in the Middle" Level: 890 Genre: Realistic Fiction Strategic Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot, Compare and Contrast Settings</p>	<p>Strategic Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot, Compare and Contrast Settings Main Selection Genre: Realistic Fiction Title: "King of the Board" Lanika: 7-0 Additional Text: "Stop Hoagy" Lanika: 8-0 Genre: Realistic Fiction Skill: 8-0 Lanika: 8-0 Plot Selection Title: "A Day at the Park" Lanika: 9-0 Genre: Realistic Fiction Lanika: 9-0 Genre: Realistic Fiction Lanika: 9-0</p>	<p>Strategic Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot, Compare and Contrast Settings Main Selection Genre: Realistic Fiction Title: "King of the Board" Lanika: 7-0 Additional Text: "Stop Hoagy" Lanika: 8-0 Genre: Realistic Fiction Skill: 8-0 Lanika: 8-0 Plot Selection Title: "A Day at the Park" Lanika: 9-0 Genre: Realistic Fiction Lanika: 9-0 Genre: Realistic Fiction Lanika: 9-0</p>	<p>Reading/Writing Workshop: Connection of Ideas Literature Analysis: Organization, Sentence Structure, Connection of Ideas Main Selection: Specific Vocabulary</p>	<p>Vocabulary Words: children, focused, genius, persistent, prospect, talented, superb, tradition Words: Additional Domain: enthusiastic, poised, musing, selected, perseverant, resilient Additional Academic Vocabulary: perseverant, resolute, persistent Vocabulary Strategy: Context Clues Build Vocabulary: independent, dissolve, whisk, request, feat, creating, cease, remedy, folk</p>	<p>Phonics/Spelling Skills: Suffixes</p>	<p>Fluency Skill: Expression</p>	<p>Class 5: Unit Writing Products: Informational Article, Research Report Writing Focus: Informative Text</p> <p>Writing Task Organization: Strong Opinions Write about the Text: Opinion Write to Source: Reading/Writing Workshop: "Nugget in the Middle" Literature Analysis: 6-0 - and Her Plans to Measure Fun, Avoid Disaster, and Possibly Save the World, "A Dairy Day" Grammar Skill: Independent and Dependent Clauses Grammar Mechanics: Appositives (formal)</p>	<p>Project: Interview: Impact of Personal Experiences Create a cause-and-effect chart.</p>
Week 2 Weekly Concept: Better Together Essential Question: How do shared experiences help people adapt to change?	<p>Title: "Staring Over" Genre: Historical Fiction Strategic Make, Confirm, and Revise Predictions</p>	<p>Short Text: "The Day the Bats Got Their Move Back" Level: 900 Genre: Historical Fiction Strategic Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot, Compare and Contrast Characters</p>	<p>Strategic Make, Confirm and Revise Predictions Skill: Character, Setting, Plot, Compare and Contrast Characters Main Selection Title: "Aunt Nelly" Genre: Historical Fiction Lanika: 9-0 Plot Selection Title: "Aunt Nelly" Genre: Historical Fiction Lanika: 9-0 Genre: Historical Fiction Lanika: 9-0</p>	<p>Strategic Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot, Compare and Contrast Characters Main Selection Genre: Historical Fiction Title: "Aunt Nelly" Lanika: 9-0 Genre: Historical Fiction Lanika: 9-0 Genre: Historical Fiction Lanika: 9-0</p>	<p>Reading/Writing Workshop: Prior Knowledge Connection of Ideas Literature Analysis: Prior Knowledge: Connection of Ideas Main Selection: Specific Vocabulary: Genre</p>	<p>Vocabulary Words: casual, guidance, repetitive, verbally, verbally, verbally, verbally Additional Domain Words: skeptical, resolute, little, awkward, unimpressive, personality, agriculture, subtle Additional Academic Vocabulary: Collect, Categorize Vocabulary Strategy: Idioms Build Vocabulary: global, verbalize, mysterious, verbal, courage, conversational, ability</p>	<p>Phonics/Spelling Skills: Homophones</p>	<p>Fluency Skill: Expression and Phrasing</p>	<p>Writing Task: Sentence Fluency Transitions Write about the Text: Narrative Text Write to Source: Reading/Writing Workshop: "The Day the Bats Got Their Move Back" Literature Analysis: Build "Not Buddy," "Museum Impression of the Great Depression" Grammar Skill: Complex Sentences Grammar Mechanics: Use commas with the first and second clause.</p>	<p>Project: Photographs During the Great Depression Research photographs from the Great Depression.</p>



Grade 5 • Unit 5 • Scope and Sequence

	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Big Idea: New Perspectives In what ways can things change?										
Week 3 Weekly Concept: Our Changing Earth Essential Question: What changes in the environment affect living things? Connect to Science: Discover that matter cycles between air, soil, plants, animals, and microbes as they live and die.	Title: "Changing Climates, Changing Lives" Genre: Expository Text Strategy: Ask and Answer Questions	Short Text: "Forest on Fire" Level: 950 Genre: Expository Text Strategy: Ask and Answer Questions Skills Text Structure: Compare and Contrast Text Features: Photographs, Graphs	Strategy: Ask and Answer Questions Skills: Compare and Contrast Main Selections Genre: Expository Text Level: 950 Ocean Threats Level: 870 Ocean Threats Level: 990 Paired Selections Genre: Expository Text Titles: A: "Floating Trash" B: "Polluting Trash" C: "Hiding Trash"	Strategy: Ask and Answer Questions Skills: Compare and Contrast Main Selections Genre: Expository Text Level: 800 Ocean Threats Level: 950 Ocean Threats Level: 870 Ocean Threats Level: 990 Paired Selections Genre: Expository Text Titles: A: "Floating Trash" B: "Polluting Trash" C: "Hiding Trash"	Reading/Writing Workshops: Organization Specific Vocabulary Literature Anthology: Genre, Prior Knowledge, Connection of Ideas Organization: Specific Vocabulary; Purpose	Vocabulary Words: atmosphere, effect, gradual, impact, noticeably, reaching, stability, variables Additional Domain Words: amnesia, drought, El Niño, melt, ocean Additional Academic Vocabulary: graph, topic Vocabulary Strategy: Context Clues: Paragraph Clues Build Vocabulary: compare, contrast, identify, generate, connect, rephrase, evaluate, synthesize, justify, evaluate	Phonics/Sounding Skill: Prefixes	Fluency Skills: Rate	Writing Unit 5: Unit Writing Prompts: Informational Article, Research Report Writing Focus: Informative Text Writing Task Ideas: Develop a Topic Write About the Text: Informative Text Write to Sources Reading/Writing Workshop: "Forests on Fire" Literature Anthology: "Special Warning: 'When Volcanoes Erupt'" Grammar Skills: Adjectives Grammar Mechanics: Capitalization and punctuation	Project: Make a Timeline or Write a Schedule Create a web site entry or a podcast.
Week 4 Weekly Concept: Now We Know Essential Question: How can scientific knowledge change over time? Connect to Science: Explain why research on a problem should be done before looking for a solution.	Title: "The Sun On Star" Genre: Expository Text Nonfiction Strategy: Ask and Answer Questions	Short Text: "Changing Views of Earth" Level: 910 Genre: Expository Text Strategy: Ask and Answer Questions Skills Text Structure: Cause and Effect Text Features: Diagrams	Strategy: Ask and Answer Questions Skills Text Structure: Cause and Effect Main Selections Genre: Expository Text Level: 900 A: Mars C: Jupiter Level: 900 E: Mars Level: 700 Mars Level: 970 Paired Selections Genre: Science Fiction Titles: A: "Zach the Martian" B: "Zach the Martian" C: "Zach the Martian"	Strategy: Ask and Answer Questions Skills Text Structure: Cause and Effect Main Selections Genre: Expository Text Level: 700 A: Mars C: Jupiter Level: 900 E: Mars Level: 700 Mars Level: 970 Paired Selections Genre: Science Fiction Titles: A: "Zach the Martian" B: "Zach the Martian" C: "Zach the Martian"	Reading/Writing Workshops: Pair Vocabulary Connection of Ideas Literature Anthology: Genre: Science Fiction Genre: Connection of Ideas Main Selections: Prior Knowledge	Vocabulary Words: astronomical, calculation, create, conjecture, determine, occur, support Additional Domain Words: better, clear, record Additional Academic Vocabulary: evaluate, justify Vocabulary Strategy: Greek Roots Build Vocabulary: compare, contrast, identify, generate, connect, rephrase, evaluate, synthesize, justify, evaluate	Phonics/Sounding Skill: Suffixes -ss and -sses	Fluency Skill: Accuracy	Writing Task: Organization: Strong Paragraphs Write About the Text: Informative Text Write to Sources Reading/Writing Workshop: "Changing Views of Earth" Literature Anthology: "When Is a Planet Not a Planet?" "New Moon" Grammar Skills: Adjectives That Compare Grammar Mechanics: Using more and most	Project: Medicine Throughout History Create a summary.



Grade 5 • Unit 5 • Scope and Sequence

Big Idea: New Perspectives In what ways can things change?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <small> R Approaching Level/ O On Level/ B Beyond Level </small>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 5 Weekly Concept: Scientific Viewpoints Essential Question: How do natural events and human activities affect the environment? Connect to Science: Learn that newly introduced species can damage the balance of an ecosystem.	Title: "Diana: Harnessing the Power of Water" Genre: Persuasive Article Strategy: Ask and Answer Questions	Short Text: "Should Plants and Animals from Other Places Live Here?" Leader: 930 Genre: Persuasive Article Strategy: Ask and Answer Questions Skill: Author's Point of View Text Feature: Chart Headings	Strategy: Ask and Answer Questions Skill: Author's Point of View Main Selection Title: "The Case of the Amazing Tree" Genre: Persuasive Article Leader: 930 Paired Selection Title: "Buzzy, Beneficial Bees" Genre: Expository Text Leader: 930	R Approaching Level/ O On Level/ B Beyond Level	Reading/Writing Workshop: Connection of Ideas Literature Anthology: Organization: Sentence Structure; Purpose	Vocabulary Words: agriculture, dehydrated, probably, drive, unpredictable, wilderness Additional Academic Vocabulary: conclusion, action Non Words	Phonics/Sounding Sub: Suffix: -ion	Fluency Skill: Fluency Skill: Expression and Phrasing	Writing: Unit 5: Unit Writing Products: Informational Article, Research Report Writing Focus: Informative Text Writing Tools: Organization: Strong Conclusions Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: "Should Plants and Animals from Other Places Live Here?" Literature Anthology: "The Case of the Amazing Tree"; "Buzzy, Beneficial Bees" Grammar: SML: Comparing with Good and Bad Grammar: Mechanics: Irregular Comparative Forms	Project: Invasive Species Create a bibliography.
Week 6 Review and Assessment										



Grade 5 • Unit 6 • Scope and Sequence

Big Idea: United In How are we all connected?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection On Level! ELL Beyond Level!	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: New Perspectives Essential Question: How do different groups contribute to a cause?	Title: "Hope for the Proper" Genre: Historical Fiction Strategy: Summarize	Short Text: "Shipped Our" Learner: 870 Genre: Historical Fiction Strategy: Summarize Skill: Theme	Strategy: Summarize Skill: Theme Main Selection Title: The Undeniable Code Genre: Historical Fiction Learner: 640 Paired Selection Title: "Allies in Action" Genre: Expository Text Learner: 870	Strategy: Summarize Skill: Theme Main Selections Genre: Historical Fiction Learner: 720 A: "Mrs. Elexson's Records" C: "Norberto's Hat" Learner: 770 E: "Norberto's Hat" Learner: 610 B: "The V-daisy Garden" Learner: 900 Paired Selections Genre: Expository Text Titles: A: "Scrap Drivers and Ration Books" C: "The Rescue Program" E: "The Rescue Program" B: "Gardening for Uncle Sam"	Reading/Writing Workshop: Prior Knowledge: Organization Literature Anthology: Sentence Structure: Specific Vocabulary: Prior Knowledge: Connection of Ideas; Organization	Vocabulary Words: bulletin, contributions, diversity, elevated, emigrate, operations, recused, survival Additional Domain Words: unavoidable, representative, platoon, beer camp, draftee, economic, encode, delegation Additional Academic Vocabulary: Appellate, organization Vocabulary Strategies: Homophones Build Vocabulary: Flipping, blocked, vowel of heart, letters, homophones, compare, homophones, CVC, create an analogy	Phonics/Spelling Skill: Words with Greek Roots	Fluency Skill: Expression and Phrasing	Writing: Unit 6: Use Writing Products: Book Review, Opinion Letter Writing Focus: Opinion Writing Task: Organization: Sequence order: Words Write About the Text: Narrative Text Reading/Writing Workshop: "Shipped Our" Literature Anthology: The Undeniable Code: "Allies in Action" Grammar Skill: Adverbs Grammar Mechanics: Capitalization and abbreviations in letters and formal emails	Project: Impact of Natural Disasters Publish research findings.
Week 2 Weekly Concept: Getting Along Essential Question: What actions can we take to get along with others?	Title: "Diamond in the Sky" Genre: Realistic Fiction Strategy: Summarize	Short Text: "The Bully" Learner: 850 Genre: Realistic Fiction Strategy: Summarize Skill: Theme	Strategy: Summarize Skill: Theme Main Selection Title: The Face of Who Changed My Life Genre: Realistic Fiction Learner: 860 Paired Selection Title: "Choose Your Strategy: A Guide to Getting Along" Genre: Expository Text Learner: 650	Strategy: Summarize Skill: Theme Main Selections Genre: Realistic Fiction Learner: 680 C: "Enemy or Ally?" Learner: 640 E: "Enemy, or ally?" Learner: 700 B: "Jemaya to the Rescue" Learner: 900 Paired Selections Genre: Expository Text Titles: A: "Empathy: The Answer to Bullying" C: "Becoming Bully Proof" E: "Bullying"	Reading/Writing Workshop: Connection of Ideas: Specific Vocabulary Literature Anthology: Specific Vocabulary: Organization: Connection of Ideas: Purpose	Vocabulary Words: anxiety, shy, casual, condition, conflict, reflexive, prove, a.c., surrender Additional Domain Words: attach, attachment, convulsed, indignity, emphatically, arbitrary, in-depth, impostor Additional Academic Vocabulary: cognitive, parody Vocabulary Strategies: Connotation and Denotation Build Vocabulary: Key, marked, analog, Strategies: Mathematically four-part, leads, homophony	Phonics/Spelling Skill: Words with Latin Roots	Fluency Skill: Intonation	Writing Task: Word Choice: Time- order: Words Write About the Text: Opinion Writing to Source: Reading/Writing Workshop: "The Bully" Literature Anthology: The Friend Who Changed My Life: "Choose Your Strategy: A Guide to Getting Along" Grammar Skill: Adverbs That Compare Grammar Mechanics: Using good and well, more and most, -er and -est	Project: Social Media Give an oral presentation.



Grade 5 • Unit 6 • Scope and Sequence

Big Idea: Linked In How are we all connected?	Read aloud	Reading/Writing Workshop Comprehension	Literative Anthology Main Selection, Failed Selection	Leveraged Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 3 Weekly Concept: Adaptations Essential Question: How are living things adapted to their environment? Connect to Science: Explain how matter cycles between air, soil, plants, animals, and microbes.	Title: "Beetles, They're Everywhere" Genre: Expository Text Strategy: Ask and Answer Questions Leads: 980 Genre: Expository Text Strategy: Ask and Answer Questions Leads: 980 Main Selection Title: "Why the Earth Was Tipped Never Lost Their Leaves" Genre: Parable Story Leads: 956	Short Text: "Mysterious Ours" Leads: 980 Genre: Expository Text Strategy: Ask and Answer Questions Leads: 980 Text Features: Map	Strategy: Ask and Answer Questions Main Selection Title: "Survival at 40 Below" Genre: Expository Text Leads: 980 Parable Selection Title: "Why the Earth Was Tipped Never Lost Their Leaves" Genre: Parable Story Leads: 956	Strategy: Ask and Answer Questions Main Selection Title: "Survival at 40 Below" Genre: Expository Text Leads: 980 Parable Selection Title: "Why the Earth Was Tipped Never Lost Their Leaves" Genre: Parable Story Leads: 956	Reading/Writing Workshop: Specific Vocabulary; Connection of Ideas Literature Anthology: Specific Vocabulary; Genre: Prior Knowledge; Organization; Connection of Ideas	Vocabulary Words: adornments, oak, sash, fibrous, trachea Additional Domain Words: vent, emerging, subterranean, chamber, larva, common, vegetation, fungus, spore, organic, stonehouse, jagged, alpine, ice Additional Academic Vocabulary: compound, compare Vocabulary Strategy: Context Clues; Paragraph Clues Build Vocabulary: visual, oral, context, suggest, word, movement, word, root, context, build	Phonics/Sounding Skill: Words from Mythology	Fluency Skill: Rate and Accuracy	Writing This: Scientific Phenomena; Sentence Structure Write About the Text: Informative Text Write to Sources: "Mysterious Ours" Literature Anthology: Survival at 40 Below, "Why the Earth Was Tipped Never Lost Their Leaves" Grammar Skill: Negatives Grammar Mechanics: Connect double negatives	Project: Animals of Madagascar! Prepare an oral presentation.
Week 4 Weekly Concept: Making a Difference Essential Question: What impact do our actions have on our world? Connect to Science: Explain how matter cycles between air, soil, plants, animals, and microbes.	Title: "Science Makes a Difference!" Genre: Biography Strategy: Ask and Answer Questions Leads: 960 Genre: Biography Strategy: Ask and Answer Questions Leads: 960 Main Selection Title: "The Pink Project" Genre: Expository Text Leads: 960	Short Text: "Words to Save the World: The Work of Rachel Carson" Leads: 960 Genre: Biography Strategy: Ask and Answer Questions Leads: 960 Main Selection Title: "The Pink Project" Genre: Expository Text Leads: 960	Strategy: Ask and Answer Questions Main Selection Title: "The Pink Project" Genre: Expository Text Leads: 960 Main Selection Title: "The Pink Project" Genre: Expository Text Leads: 960	Strategy: Ask and Answer Questions Main Selection Title: "The Pink Project" Genre: Expository Text Leads: 960 Main Selection Title: "The Pink Project" Genre: Expository Text Leads: 960	Reading/Writing Workshop: Organization; Specific Vocabulary Literature Anthology: Genre: Sentence Structure; Prior Knowledge; Connection of Ideas	Vocabulary Words: adornments, oak, sash, fibrous, trachea, insect, chamber, larva, common, vegetation, fungus, spore, organic, stonehouse, jagged, alpine, ice Additional Academic Vocabulary: compound, compare Vocabulary Strategy: Context Clues; Paragraph Clues Build Vocabulary: visual, oral, context, suggest, word, movement, word, root, context, build	Phonics/Sounding Skill: Number Phrases: unit, 60, 96, 960	Phenomena Skill: Expression and Fluency	Writing This: Ideas: Focus on a Topic Write to Sources: Reading/Writing Workshop: "Words to Save the World: The Work of Rachel Carson" Literature Anthology: Planning the Trees of Kyoto, "The Pink Project" Grammar Skill: Sentence Combining Grammar Mechanics: Commas and Colons	Project: Impact of Littering Create a research display.



Grade 5 • Unit 6 • Scope and Sequence

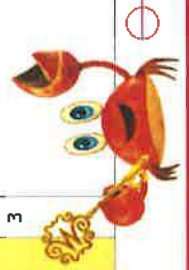
Big Idea: Linked In How are we all connected?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection Approaching Level On Level Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Products Book Review, Opinion Letter Writing Focus: Opinion	Research
Week 5 Weekly Concept: Out in the World Essential Questions: What can our connections to the world teach us?	<p>Track "The Bear"</p> <p>Genre: Lyric Poem</p> <p>Strategy: Visualize</p>	<p>Short Texts: "To Travel," "Wild Blossoms"</p> <p>Level: NA</p> <p>Genre: Lyric and Narrative Poetry</p> <p>Strategy: Visualize</p> <p>Skills: Point of View</p> <p>Text Features: Illustrations</p>	<p>Strategy: Visualize</p> <p>Skills: Point of View</p> <p>Main Selections: You Are My Music (You aren't just music), You and I</p> <p>Genre: Narrative and Lyric Poetry</p> <p>Level: NP</p> <p>Paired Selections: Time to Talk"</p> <p>Genre: Lyric Poetry</p> <p>Level: NP</p>	<p>Strategy: Visualize</p> <p>Skills: Point of View</p> <p>Main Selections: Genre: Realistic Fiction</p> <p>▲ "Our World, My World"</p> <p>Level: 790</p> <p>○ Flying Home</p> <p>Level: 790</p> <p>■ Flying Home</p> <p>Level: 610</p> <p>■ Hanging Out</p> <p>Level: 340</p> <p>Paired Selections: Genre: Poetry</p> <p>Title: "Do I Know You?"</p> <p>○ "Tell Me, Slow Mo"</p> <p>■ "Fishing in the Supermarket"</p> <p>■ "A Journalist's Journey"</p>	<p>Reading/Writing Workshop: Sentence Structure, Connection of Idea</p> <p>Literature Anthology: Genre: Sonnet Structure: Purpose</p>	<p>Vocabulary Words: Nouns: exchange Verbs: exchange</p> <p>Figurative Language: personification metaphor simile</p> <p>Advanced Academic Vocabulary: point of view, speaker</p> <p>Vocabulary Strategy: Personification</p>	<p>Phonics/Spelling skills: Suffixes: -able, -ible</p>	<p>Fluency Skill: Expression and Phrasing</p>	<p>Writing Task: Word Choice: Strong Words</p> <p>Write to Source: Reading/Writing Workshop: "To Travel," "Wild Blossoms"</p> <p>Main Selections: "You Are My Music (You aren't just music)," "You and I," "A Time to Talk"</p> <p>Grammar Skill: Prepositional Phrases or Adjective and Adverb Grammar Mechanics: Using pronouns in prepositional phrases (objective pronouns)</p>	<p>Project Interview: Important Life Events Summarize an Interview</p>
Week 6 Review and Assessment										

Appendix 2A

Maravillas & Wonders – Alignment with Standards

Unit	Week	Reading Comprehension Strategy/Skill	Standard	Writing / Writing Trait	Standard	Phonics Skill Standard	Standard	Phonological/Phonemic Awareness Standards	Standard	High Frequency Words Standard	Standard	Grammar Skill Standard	Standard	Weekly Standards Assessed (Progress Monitoring)	Unit Standards Assessed
Unit 1	1	Ask and Answer Questions/Key Details (Use Illustrations)	RLK1, RLK2, RLK7	Informative/Ideas	WK2	m	RFK3a	Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending	RFK2d	the *out	RFK3c	Nouns	LK1b	RFK3a, RFK3c, RLK1, RLK7	RLK1, RLK7, RFK2b, RFK2c, RFK2d, RFK3a, RFK3b, RFK3c, LK5c
	2	Ask and Answer Questions/Key Details (Use Illustrations)	RLK1, RLK2, RLK7			a	RFK3a	Recognize Rhyme, Phoneme Isolation (initial/ medial), Phoneme Blending	RFK2d	we *down	RFK3c	Nouns	LK1b	RFK3a, RFK3c, RLK1, RLK7	
	3	Ask and Answer Questions/Key Details (Use Photos)	RIK1, RIK7, RLK5			s (initial)	RFK3a	Onset and Rhyme Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization	RFK2d	see *will	RFK3c	Nouns	LK1b	RFK3a, RFK3c, RIK1, RIK7	
Unit 2	1	Ask and Answer Questions/Key Details (Use Photos)	RIK1, RIK7	Informational/Ideas	WK2	p	RFK3a	Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending	RFK2d	a *there	RFK3c	Verbs	LK1B	RFK3a, RFK3c, RIK1, RIK7	RLK1, RLK7, RIK1, RIK7, RFK2b, RFK2d, RFK2f, RFK3a, RFK3c, LK5a, LK5c
	2	Ask and Answer Questions/Key Details (Use Photos)	RLK1, RIK7			t	RFK3a	Onset and Rhyme Blending, Phoneme Isolation (initial/ final), Phoneme Blending, Phoneme Categorization	RFK2d	like *two	RFK3c	Verbs	LK1B	RFK3a, RFK3c, RIK1, RIK7	
	3	Ask and Answer Questions/Key Details (Use Illustrations)	RLK1, RKL7			Review m, a, s, p, t	RFK3a	Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending	RFK2d	Review the, a, see, we, like *out, down, will, there, two	RFK3c	Verbs	LK1B	RFK3a, RFK3b, RFK3c, RLK1, RLK7	

Unit	Week	Reading Comprehension Strategy/Skill	Standard	Writing / Writing Trait	Standard	Phonics Skill Standard	Standard	Phonological/Phonemic Awareness Standards	Standard	High Frequency Words Standard	Standard	Grammar Skill Standard	Standard	Weekly Standards Assessed (Progress Monitoring)	Unit Standards Assessed
Unit 3	1	Visualize/Key details (Use Illustrations)	RLK1, RLK7	Narrative/Sentence Fluency	WK3	i	RFK3b	Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization	RFK2d	to *her,one	LK2a, LK2b	Sentences	LK2a, LK2b	RFK3b,RFK3c, RLK1, RLK7	RLK1, RLK3, RLK7, RFK2b, RFK2d, RFK2f, RFK3a, RFK3b, RFK3c, LK5a, LK5c
		Visualize/Key details (Use Illustrations)	RLK1, RLK7	Informative/Ideas	WK2	n	RFK3b	Onset and Rhyme Blending, Phoneme Identity, Phoneme Blending, Phoneme Segmentation	RFK2d	and *then,new	LK2a, LK2b	Sentences	LK2a, LK2b	RFK3a,RFK3c, RLK1, RLK7	
		Visualize/Character, Setting, Events (Use Illustrations)	RLK3	Narrative/Organization	WK3	c (initial)	RFK3a	Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation	RFK2d	go *could, place	LK2a, LK2b	Sentences	LK2a, LK2b	RFK3a,RFK3c, RLK3	
Unit 4	1	Ask and Answer Questions/Key Details (Sequence)	RIK1, RIK7	Informative/Word choice	WK2	o	RFK3b	Onset and Rhyme Segmentation, Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization	RFK2d	you *all, that	LK1f	Adjectives	LK1f	RFK3b,RFK3c, RIK1, RIK7	RLK1,RLK3, RIK7, RFK2b, RFK2d, RFK2f, RFK3a, RFK3b, RFK3c, LK1e, LK5c
		Ask and Answer Questions/Character, Setting, Events (Use Illustrations)	RLK3	Informative/Word Choice	WK2	d	RFK3a	Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation	RFK2d	do *day, long	LK1f	Adjectives	LK1f	RFK3a,RFK3c, RLK3	
		Ask and Answer Questions/Key Details (Sequence)	RIK1, RFK7	Informative/Word Choice Narrative/Word Choice	WK2, WK3	Review i, n,c,o,d	RFK3a	Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation	RFK2d	Review and, do, go, to, you *her, one, then, new, could, place, all, that, day, long	LK1f	Adjectives	LK1f	RFK3a,RFK3b, RFK3c, RIK1	



Unit	Week	Reading Comprehension Strategy/ Skill	Standard	Writing/ Writing Trait	Standard	Phonics Skill Standard	Standard	Phonological/ Phonemic Awareness Standards	Standard	High Frequency Words Standard	Standard	Grammar Skill Standard	Standard	Weekly Standards Assessed (Progress Monitoring)	Unit Standards Assessed
Unit 5	1	Reread/Character, Setting, Events (Use Illustrations)	RLK3, RLK7	Narrative/ Organization	WK3	h (initial)	RFK3a	Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization	RFK2d	my *than, his	RFK3c	Pronouns	L1.1d	RFK3a, RFK3c, RLK3	RLK3, RIK2, RFK2b, RFK2d, RFK2e, RFK2f, RFK3a, RFK3b, RFK3c, LK5a, LK5c
			RIK1, RIK2	Opinion/ Organization	WK1	e	RFK3b	Onset and Rime blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation	RFK2d	are *when, which	RFK3c	Pronouns	L1.1d	RFK3b, RFK3c, RIK2	
			RIK2	Narrative/ Organization	WK3	f, r	RFK3a	Recognize Rhyme, Phoneme Isolation (initial), Phoneme Blending, Phoneme Addition	RFK2d	with, he *many, them	RFK3c	Pronouns	L1.1d	RFK3a, RFK3c, RIK2	
Unit 6	1	Visualize/Key Details (Sequence)	RLK1, RLK7	Opinion/Voice	WK1	b, l (initial)	RFK3a	Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation	RFK2d	is, little *by, some	RFK3c	Nouns	LK1c	RFK3a, RFK3c, RLK1	RLK1, RLK7, RIK1, RFK2b, RFK2d, RFK2e, RFK2f, RFK3a, RFK3c, LK5c
			RLK1, RLK7	Narrative/ Organization	WK3	k (initial) ck	RFK3a	Recognize Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation	RFK2d	she, was *now, way	RFK3c	Nouns	LK1c	RFK3a, RFK3c, RLK1	
			RLK1, RLK2	Narrative/ Organization	WK3	Review h, e, f, r, b, l, k, ck	RFK3a	Recognize Alliteration, Phoneme Identity, Phoneme Blending, Phoneme Addition	RFK2d	Review are, he is, little, my, she, was with *than, his, w hen, which, many, them, by, some, no w, way	RFK3c	Nouns	LK1c	RFK3a, RFK3b, RFK3c, RLK1, RLK2	



Unit	Week	Reading Comprehension Strategy/Skill	Standard	Writing / Writing Trait	Standard	Phonics Skill Standard	Standard	Phonological/Phonemic Awareness Standards	Standard	High Frequency Words Standard	Standard	Grammar Skill Standard	Standard	Weekly Standards Assessed (Progress Monitoring)	Unit Standards Assessed
Unit 7	1	Reread/Connections within Text (Compare and Contrast)	RIK3	Informative/ Word Choice	WK2	u	RFK3a	Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion	RFK2d	for, have *from, how	RFK3c	Verbs	LK1b	RFK3a, RFK3b, RFK3c, RIK3	RLK3, RIK3 RFK2d, RFK2e, RFK2f, RFK3a, RFK3b, RFK3c, LK5a, LK5c
	2	Make, Confirm, and Revise Predictions/Character, Setting, Plot (Problem and Solution)	RLK3	Narrative/ Word Choice	WK1	g, w (initial)	RFK3a	Recognize and Generate Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Substitution	RFK2d, RFK2e	of, they *water, these	RFK3c	Verbs	LK1b	RFK3a, RFK3c, RIK3	
	3	Make, Confirm, and Revise Predictions/ Character, Setting, Plot (Cause and Effect)	RLK3	Opinion/ideas	WK3	x (final), v (initial)	RFK3a	Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Substitution	RFK2d, RFK2e	said, want *people, work	RFK3c	Verbs	LK1b	RFK3a, RFK3c, RIK3	
Unit 8	1	Make, Confirm, and Revise Predictions/Character, Setting, Plot (Use Illustrations)	RLK3	Narrative/ Organization	WK3	j, qu	RFK3a	Onset and Rime Blending, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation	RFK2d	here, me *about, may	RFK3c	Sentences with Prepositions	LK1e	RFK3a, RFK3c, RIK3	RLK3, RIK2 RFK2b, RFK2d, RFK2e, RFK3a, RFK3c, LK5a, LK5b
	2	Reread/Main Topic and Key Details	RIK2	Informative/ Sentence Fluency	WK2	y, z	RFK3a	Generate Rhyme, Phoneme Identity, Blending, Phoneme Substitution	RFK2d, RFK2e	this, what *or, each	RFK3c	Sentences with Prepositions	LK1e	RFK3a, RFK3c, RIK2	
	3	Make, Confirm, and Revise Predictions/ Character, Setting, Plot (Problem and Solution)	RLK3	Informative/ Sentence Fluency	WK2	Review u, g, w, x, v, j, qu, z	RFK3a	Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition	RFK2d, RFK2e	Review for, have, they, of, said, want, here, me, this, what *from, how, water, these, people, work, about, may, or, each	RFK3c	Sentences with Prepositions	LK1e	RFK3a, RFK3b, RFK3c, RIK3	



Unit	Week	Reading Comprehension Strategy/ Skill	Standard	Writing/ Writing Trait	Standard	Phonics Skill Standard	Standard	Phonological/Phonemic Awareness Standards	Standard	High Frequency Words Standard	Standard	Grammar Skill Standard	Standard	Weekly Standards Assessed (Progress Monitoring)	Unit Standards Assessed
Unit 9	1	Ask and Answer Questions/Plot: Sequence	RLK3	Narrative/ Sentence Fluency	WK3	a__e	RFK3b	Syllable Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Deletion	RFK2d	help, too *other, into, more	RFK3c	Adjectives	LK1f	RFK3a, RFK3b, RFK3c, RLK3	RLK3, RIK3, RFK2e, RFK2f, RFK3b, RFK3c, LK5a
	2	Reread/Character, Setting, Plot (Cause and Effect)	RLK3	Informative/ Organization	WK2	i__e	RFK3b	Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion	RFK2d	has play *find, over, were	RFK3c	Adjectives	LK1f	RFK3b, RFK3c, RLK3	
	3	Reread/Connections within Text (Sequence)	RIK3	Informative/ Organization	WK2	o__e	RFK3b	Count and Blend Syllables; Phoneme Identity, Phoneme Blending, Phoneme Substitution	RFK2d, RFK2e	where, look *know, would, write	RFK3c	Adjectives	LK1f	RFK3b, RFK3c, RIK3	
Unit 10	1	Make, Confirm, and Revise Predictions/Plot: Sequence	RLK3	Narrative/ Word Choice	WK3	u__e	RFK3b	Sentence Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Substitution	RFK2d, RFK2e	good, who *part, only, words	RFK3c	Pronouns	L1.1d	RFK3b, RFK3c, RLK3	RLK3, RLK7, RIK2, RFK2b, RFK2e, RFK2f, RFK3b, RFK3c, LK5a, LK5b
	2	Ask and Answer Questions/Key Details (Use Illustrations)	RLK1, RLK7	Informative/ Organization	WK2	ee, e__e	RFK3b	Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Substitution	RFK2d, RFK2e	come, does *first, sound, their	RFK3c	Pronouns	L1.1d	RFK3b, RFK3c, RLK1, RLK7	
	3	Reread/Main Topic and Key Details	RIK2	Informative/ Sentence Fluency	WK2	Long a, j, e, o, u	RFK3b	Generate Alliteration, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution	RFK2d, RFK2e	Review help, too, play, has, where, look, who, good, come, does *other, into, more, find, over, were, know, would, write, part, only, words, first, sound, their	RFK3c	Pronouns	L1.1d	RFK3a, RFK3b, RFK3c, RIK2	



Unit	Week	Reading Comprehension Strategy/Skill	Standard	Phonics/Structural Analysis	Standard	Phonemic Awareness	Standard	Vocabulary Strategy	Standard	Grammar	Standard	Writing Trait	Standard	Weekly Tested Standards	Unit Tested Standards
Unit 1	1	Visualize/Key Details	RL.1.4, RL.1.7	Short a, Inflectional Ending -s	RF.1.3b, RF.1.3f	Identify Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation	RF.1.2c, RF.1.2b, RF.1.2d	Use context clues to understand unknown words	L.1.4a	Grammar: Sentences Mechanics Sentence Capitalization	L.1.2b	Informative/Ideas	W.1.5	RL.1.1, RL.1.7, RFK.2a, RF.1.2c, RF.1.3b, RF.1.3f, RF.1.3g	RL.1.1, RL.1.7, RFK.2a, RF.1.2c, RF.1.3b, RF.1.3f, RF.1.3g
	2	Visualize/Key Details	RL.1.4, RL.1.2	Short i, double final consonants	RF.1.3b	Recognize and Generate Initial Sound Alliteration, Phoneme Categorization (medial sound), Phoneme Blending, Phoneme Segmentation	RF.1.2, RF.1.2b, RF.1.2d	Use context clues to understand unknown words	L.1.4a	Grammar: Word Order Mechanics Sentence Punctuation	L.1.2b	Informative/Ideas	W.1.5	RL.1.1, RF.1.2b, RF.1.2d, RF.1.3b, RF.1.3g	RL.1.1, RF.1.2b, L.1.1, L.1.2b
	3	Visualize/Key Details	RL.1.4, RL.1.2	Beginning Consonant Blends: i-Blends, plural nouns -s	RF.1.3b, L.1.1c	Contrast Vowel Sounds, Phoneme Blending, Phoneme Substitution (initial sounds), Phoneme Segmentation	RF.1.2c, RF.1.2b, RF.1.2d	Use context clues to understand unknown words	L.1.4a	Grammar: Statements Mechanics Capitalization and Punctuation	L.1.2b	Narrative/Ideas	W.1.5	RL.1.1, RFK.2e, RF.1.2c, RF.1.3, RF.1.3g, L.1.1c	RL.1.1, RFK.2e, RF.1.2c, RF.1.3, RF.1.3g, L.1.1c
Unit 1	4	Ask and Answer Questions/Key Details	RI.1.1, RI.1.7	Short o, Alphabetical Order	RF.1.3b	Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Identify and Generate Rhyme, Phoneme Blending (initial sounds)	RF.1.2c, RF.1.2d, RF.1.3b, RF.1.2b	Use context clues to understand unknown words	L.1.4a	Grammar: Questions and Exclamations Mechanics Question and Exclamation Marks	L.1.2b	Informative/Organization	W.1.5	RI.1.1, RI.1.7, RFK.2a, RFK.2e, RF.1.3b, RF.1.3g	RI.1.1, RI.1.7, RFK.2a, RFK.2e, RF.1.3b, RF.1.3g
	5	Key Details/ Use Illustrations/ Photos	RI.1.1, RI.1.7	Beginning Consonant Blends: r-Blends, s-Blends, Possessives	RF.1.3b, L.1.1b	Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending	RF.1.2c, RF.1.2d, RF.1.2b	Use context clues to understand unknown words	L.1.4a	Grammar: Writing Sentences Mechanics Capitalization and Punctuation	L.1.2b	Narrative	W.1.3	RI.1.1, RI.1.7, RFK.2e, RF.1.2d, RF.1.3b, RF.1.3g, L.1.1b	RI.1.1, RI.1.7, RFK.2e, RF.1.2d, RF.1.3b, RF.1.3g, L.1.1b
	6	Review / Extend/ Assess	Reader's Theater	RF.1.4a, RF.1.4b, RF.1.4c	RF.1.4a, RF.1.4b, RF.1.4c	Reading Digitally	RI.1.5, W.1.6	Research and Inquiry	W.1.7, SL.1.5						



Unit	Week	Reading Comprehension Strategy/Skill	Standard	Phonics/ Structural Analysis	Standard	Phonemic Awareness	Standard	Vocabulary Strategy	Standard	Grammar	Standard	Writing/Trait	Standard	Weekly Tested Standards	Unit Tested Standards
1		Make and Confirm Predictions/ Character, Setting, Events	RL.1.3	Short e, e, ea, Inflectional Ending -ed	RF.1.3b, RF.1.3f	Phoneme Blending, Phoneme Isolation, Phoneme Segmentation	RF.1.2b, RF.1.2c, RF.1.2d	Use context clues to understand unknown words	L.1.4a	Grammar: Nouns Mechanics: Commas in a Series	RF.1.1, L.1.2	Opinion/ Organization	W.1.5	RL.1.3, RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3f, RF.1.3g	RL.1.1, RL.1.3, RL.1.7, L.1.1b
		Make and Confirm Predictions/ Character, Setting, Events	RL.1.3	Short u, Contractions with 's	RF.1.3b	Identify and Generate Rhyme, Phoneme identity, Phoneme Blending, Phoneme Segmentation	RF.1.2c, RF.1.2b, RF.1.2d	Use context clues to understand unknown words	L.1.4a	Grammar: Singular and Plural Nouns Mechanics: Apostrophe with Contractions	RF.1.1, L.1.1b	Informative/ Organization	W.1.5	RL.1.3, RL.1.7, L.1.1	RF.1.3a-g, L.1.1, L.1.1b
3		Reread/Main Topic and Key Details	RI.1.1, RI.1.2	End Blends, Inflectional Ending -ing	RF.1.3, RF.1.3f	Phoneme Categorization, Phoneme Blending, Phoneme Substitution, Phoneme Segmentation	RF.1.2c, RF.1.2b, RF.1.2d	Use context clues to understand unknown words	L.1.4a	Grammar: Possessive Nouns Mechanics: Apostrophe with Possessive Nouns	RF.1.1, L.1.2	Informative/ Ideas	W.1.5	RI.1.2, RF.1.2c, RF.1.3, RF.1.3f, RF.1.3g	RI.1.2, RF.1.2c, RF.1.3, RF.1.3f, RF.1.3g
		Reread/ Character, Setting, Events	RI.1.1, RI.1.3	Consonant Digraphs th, sh, -ng, Closed Syllables	RF.1.3a, RF.1.3d, RF.1.3e	Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation	RF.1.2c, RF.1.2b, RF.1.2d	Use context clues to understand unknown words	L.1.4a	Grammar: Common and Proper Nouns Mechanics: Capitalize Proper Nouns	RF.1.1, L.1.2	Narrative/ Organization	W.1.5	RL.1.3, RL.1.7, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3d, RF.1.3e, RF.1.3g	RL.1.3, RL.1.7, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3d, RF.1.3e, RF.1.3g
5		Reread/Main Topic and Key Details	RI.1.1, RI.1.2	Consonant Digraphs ch, -tch, wh, ph, Inflectional endings -es	RF.1.3a	Phoneme Segmentation and Counting, Phoneme Addition, Phoneme Blending	RF.1.2d, RF.1.2c, RF.1.2b	Use context clues to understand unknown words	L.1.4a	Grammar: Irregular Plural Nouns Mechanics: Capital Letters and Periods	RF.1.1, L.1.2	Informative/ Ideas	W.1.5	RI.1.2, RF.1.2b, RF.1.2d, RF.1.3a, RF.1.3g, L.1.1c	RI.1.2, RF.1.2b, RF.1.2d, RF.1.3a, RF.1.3g, L.1.1c
		Review / Extend/ Assess: Reader's Theater: RF.1.4a, RF.1.4b, RF.1.4c • Reading Digitally: RI.1.5, W.1.5 • Research and Inquiry: W.1.7, W.1.8													



Unit	Week	Reading Comprehension Strategy/Skill	Standard	Phonics/Structural Analysis	Standard	Phonemic Awareness	Standard	Vocabulary Strategy	Standard	Grammar	Standard	Writing/Trait	Standard	Weekly Tested Standards	Unit Tested Standards
1		Make and Confirm Predictions/Character, Setting, Plot	RL.1.3	Long a, a_e, Contractions with not	RF.1.3	Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Segmentation	RF.1.2c, RF.1.2d	Use context clues to understand unknown words	L.1.4a	Grammar: Verbs Mechanics: Commas in a Series	RF.1.1, L.1.2	Narrative/Word Choice	W.1.5	RL.1.3, RFK2a, RF.1.3c, RF.1.3g, L.1.1	RL.1.3, RL.2.4, RI.1.3, RI.1.6, RI.2.5,
		Make and Confirm Predictions/Plot: Sequence	RL.1.3	Long i, i_e, Plurals	RF.1.3	Recognize and Generate Alliteration, Phoneme Deletion, Phoneme Segmentation, Phoneme Blending	RF.1.2c, RF.1.2d, RF.1.2b	Use context clues to understand unknown words	L.1.4a	Grammar: Present-Tense Verbs Mechanics: Titles of Plays	RF.1.1, L.1.2	Narrative/Word Choice	W.1.5	RL.1.3, RF.1.2b, RF.1.2d, RF.1.3c, RF.1.3g, L.1.1c	RFK2e, RF.1.2b-d, RF.1.3c, RF.1.3f, RF.1.3g, L.1.1, L.1.1c, L.1.1e, L.1.2c
3		Make and Confirm Predictions/Plot: Cause and Effect	RL.1.3	Soft c; Soft g, dge, Inflectional Endings -ed, and -ing	RF.1.3c, RF.1.3f	Identify and Generate Rhyme, Phoneme Segmentation, Phoneme Blending	RF.1.2c, RF.1.2d, RF.1.2b	Use context clues to understand unknown words	L.1.4a	Grammar: Past and Future Tense Verbs Mechanics: Commas in a Series	RF.1.1, L.1.2	Narrative/Word Choice	W.1.5	RL.1.3, RFK2a, RF.1.2d, RF.1.3, RF.1.3f, RF.1.3g	RL.1.3, RF.1.2b, RF.1.2c, RF.1.3c, RF.1.3g
		Reread/Connections Within Text: Compare and Contrast	RI.1.1, RI.1.3	/o/ o_e, /u/ u_e, /e/ e_e, CVCe Syllables	RF.1.3c, RF.1.3d, RF.1.3e	Phoneme Segmentation, Phoneme Isolation, Phoneme Blending	RF.1.2d, RF.1.2c, RF.1.2b	Use context clues to understand unknown words	L.1.4a	Grammar: Is and Are Mechanics: Commas in Dates	RF.1.1, L.1.2	Opinion/Ideas	W.1.5	RI.1.3, RF.1.2b, RF.1.2c, RF.1.3c, RF.1.3g	RI.1.3, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3f, RF.1.3g
5		Reread/Connections Within Text: Sequence	RI.1.1, RI.1.3	Variant Vowel /u/oo, u, Inflectional Endings -ed and -ing	RF.1.3, RF.1.3f	Phoneme Segmentation and Counting, Phoneme Blending, Phoneme Deletion	RF.1.2d, RF.1.2b, RF.1.2c	Use context clues to understand unknown words	L.1.4a	Grammar: Contractions with not Mechanics: Apostrophes in Contractions	RF.1.1, L.1.2	Opinion/Ideas	W.1.5	RI.1.3, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3f, RF.1.3g	RI.1.3, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3f, RF.1.3g
		Review / Extend/ Assess: Reader's Theater: RF.1.4a, RF.1.4b, RF.1.4c • Reading Digitally: RI.1.5, W.1.8 • Research and Inquiry: W.1.7, SL.1.5													



Unit	Week	Reading Comprehension Strategy/Skill	Standard	Phonics/Structural Analysis	Standard	Phonemic Awareness	Standard	Vocabulary Strategy	Standard	Grammar	Standard	Writing/Trait	Standard	Weekly Tested Standards	Unit Tested Standards
Unit 4	1	Ask and Answer Questions/ Plot: Sequence	RL.1.1, RL.1.3	Long a, Alphabetical Order	RF.1.3c, RF.1.3b	Rhyme, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation	RF.1.2b, RF.1.2c, RF.1.2d	Use a Dictionary to determine word meaning	L.1.4	Grammar: Was and Were Mechanics: Apostrophe with Contractions	RF.1.1, L.1.2	Narrative/ Word Choice	W.1.5	RL.1.3, RF.1.3b, RF.1.3c, RF.1.3g, L.1.4e	RL.1.3, RL.1.4, RL.2.6, RF.1.2, RF.1.5, RF.1.3c, RF.1.3e-g, L.1.1, L.1.1e, L.1.2, L.1.4a-c, L.1.15a, L.2.4e, W.1.2
	2	Ask and Answer Questions/ Main Idea and Key Details	RI.1.1, RI.1.2	Long e, ee, ea, ei, Prefixes re-, un-, pre-	RF.1.3c, L.1.4b, RF.1.3g	Phoneme Identity, Phoneme Segmentation, Rhyme, Phoneme Blending	RF.1.2b, RF.1.2c, RF.1.2d	Use sentence clues to understand unknown words	L.1.4a	Grammar: Has and Have Mechanics: Capitalization and End Punctuation	RF.1.1, L.1.2	Opinion/ Organization	W.1.5	RL.1.2, RI.1.2, RF.1.3c, RF.1.3g, L.1.4a, L.1.4b	RF.1.2, RF.1.3c, RF.1.3e, RF.1.3g, L.1.5a
	3	Ask and Answer Questions/ Main Idea and Key Details	RI.1.1, RI.1.2	Long o, Open Syllables	RF.1.3c, RF.1.3d, RF.1.3e	Phoneme Categorization, Phoneme Blending, Contrast Sounds, Phoneme Segmentation	RF.1.2c, RF.1.2d	Sort words into categories to define them	L.1.5a, L.1.5b	Grammar: Go and Do Mechanics: Capitalize Proper Nouns	RF.1.1, L.1.2	Informative/ Organization	W.1.5	RI.1.2, RF.1.3c, RF.1.3g, L.1.5a	RI.1.2, RF.1.3c, RF.1.3e, RF.1.3g, L.1.5a
	4	Visualize/Point of View	RL.1.4, RL.1.6	Long I, Inflectional Endings	RF.1.3c, RF.1.3f	Phoneme Categorization, Phoneme Identity, Phoneme Segmentation, Phoneme Substitution	RF.1.2b, RF.1.2c, RF.1.2d	Use sentence clues to understand unknown words	L.1.4a	Grammar: See and Saw, Mechanics: Titles of Books	RF.1.1, L.1.2	Informative/ Organization	W.1.5	RL.2.6, RF.1.3c, RF.1.3f, RF.1.3g, L.1.4a	RL.2.6, RF.1.3c, RF.1.3f, RF.1.3g, L.1.4a
	5	Visualize/Connections Within Text: Sequence	RI.1.3, RI.1.7	Long e, Compound Words	RF.1.3c, RF.1.3e	Phoneme Categorization, Phoneme Deletion, Phoneme Blending, Phoneme Addition	RF.1.2b, RF.1.2c, RF.1.2d	Identify frequently occurring words	L.1.4c	Grammar: Adverbs That Tell When Mechanics: Commas in a Series	RF.1.1, L.1.2	Informative/ Word Choice	W.1.5	RI.1.2, RI.1.3, RF.1.3c, RF.1.3g, L.1.4c, L.2d	RI.1.2, RI.1.3, RF.1.3c, RF.1.3g, L.1.4c, L.2d
	6	Review / Extend/ Assess: Readers Theater													

Review / Extend/ Assess: Readers Theater: RF.1.4a, RF.1.4b, RF.1.4c • Reading Digitally: RI.1.5, W.1.1 • Research and inquiry: W.1.7, W.1.8



Unit	Week	Reading Comprehension Strategy/Skill	Standard	Phonics/Structural Analysis	Standard	Phonemic Awareness	Standard	Vocabulary Strategy	Standard	Grammar	Standard	Writing/Trait	Standard	Weekly Tested Standards	Unit Tested Standards
Unit 5	1	Make and Confirm Predictions/Point of View	RL.1.2	r-Controlled Vowels er, ir, ur, Irregular Plurals	RF.1.3	Contrast Sounds, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation	RF.1.2b, RF.1.2c, RF.1.2d	Acquire and use academic vocabulary	L.1.4a	Grammar: Words that Join, Mechanics: Capitalize Proper Nouns	RF.1.1, L.1.2	Opinion/Sentence Fluency	W.1.5	RL.2.6, RF.1.3, LK4a, L.1.1c	RL.1.3, RL.2.4, RL.2.6, RI.1.3, RI.1.6, RF.1.3, RF.1.3e-9, LK4a, L.1.1c, L.1.1f-1, L.1.2, L.1.4c, L.1.5d, L.2.4b, W.1.3
	2	Make and Confirm Predictions/Plot: Cause and Effect	RL.1.3	r-Controlled Vowels er, ir, ur, or, Inflectional Ending -er	RF.1.3, RF.1.3f	Rhyme, Phoneme Substitution, Phoneme Blending, Deletion, Phoneme Substitution	RF.1.2b, RF.1.2c, RF.1.2d	Use context clues to understand shades of meaning	L.1.5d	Grammar: Adjectives Mechanics: Capitalization and End Marks	RF.1.1, L.1.2	Informative/Word Choice	W.1.5	RL.1.3, RF.1.3, RF.1.3f, RF.1.3g, L.1.5d	RF.1.3, RF.1.3, RF.1.3f, RF.1.3g, L.1.1f-1, L.1.2, L.1.4c, L.1.5d, L.2.4b, W.1.3
	3	Ask and Answer Questions/Connections Within Text: Problem and Solution	RI.1.1, RI.1.3	r-Controlled Vowels or, ore, oar, Abbreviations	RF.1.3, L.1.2	Phoneme Categorization, Phoneme Substitution, Phoneme Blending, Phoneme Addition	RF.1.2b, RF.1.2c, RF.1.2d	Use context clues to understand prefixes	L.2.4b	Grammar: Adjectives That Compare Mechanics: Capitalize proper nouns	RF.1.1, L.1.2	Informative/Word Choice	W.1.5	RI.1.3, RF.1.3g, L.1.2, L.1.3, L.2.4b	RI.1.3, RF.1.3g, L.1.2, L.1.3, L.2.4b
	4	Ask and Answer Questions/Plot: Problem and Solution	RL.1.1, RL.1.3	Diphthongs ou, ow, Comparative Inflectional Endings -er, -est	RF.1.3, RF.1.3f	Phoneme Substitution, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation	RF.1.2b, RF.1.2c, RF.1.2d	Use context clues to understand suffixes	L.1.4b	Grammar: Other Adjectives Mechanics: Capitalize/Underline Book Titles	RF.1.1, L.1.2	Narrative/Sentence Fluency	W.1.5	RL.1.3, RF.1.3, RF.1.3f, RF.1.3g, L.1.4b	RL.1.3, RF.1.3, RF.1.3f, RF.1.3g, L.1.4b
	5	Ask and Answer Questions/Connections Within Text: Cause and Effect	RI.1.1, RF.1.3	Diphthongs oy, oi, Final Stable Syllables	RF.1.3, RF.1.3d, RF.1.3e	Phoneme Blending, Phoneme Segmentation, Phoneme Categorization	RF.1.2b, RF.1.2c, RF.1.2d	Use context clues to understand inflectional endings	L.1.4c	Grammar: Propositions and Prepositional Phrases Mechanics: Abbreviations	RF.1.1, L.1.2	Opinion/Organization	W.1.5	RI.1.3, RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, L.1.4c	RI.1.3, RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, L.1.4c
	6	Review / Extend/ Assess: Reader's Theater													

Review / Extend/ Assess: Reader's Theater: RF.1.4a, RF.1.4b, RF.1.4c • Reading Digitally: RI.1.5, W.1.8 • Research and Inquiry: W.1.6, W.1.7



Unit	Week	Reading Comprehension Strategy/Skill	Standard	Phonics/Structural Analysis	Standard	Phonemic Awareness	Standard	Vocabulary Strategy	Standard	Grammar	Standard	Writing/Trait	Standard	Weekly Tested Standards	Unit Tested Standards
Unit 6	1	Reread/Theme	RL.1.1, RL.1.2	Variant Vowel Spellings with u, Suffixes -ful and -less	RF.1.3	Phoneme Identity, Phoneme Segmentation, Phoneme Substitution, Rhyme, Syllable Deletion	RF.1.2b, RF.1.2c, RF.1.2d	L.4.5c	Grammar: Pronouns Mechanics: Capitalize I	RF.1.1, L.1.2	W.1.5	Narrative/Sentence Fluency	W.1.5	RL.1.2, RL.2.6, RF.1.3c, RF.1.3g, RF.1.4b, L.4.5c	RL.1.2, RL.1.3, RL.1.5, RL.2.6, RF.1.3g, RF.1.4b, L.4.5c
	2	Reread/Author's Purpose	RL.1.1, RL.2.6	Variant Vowel o, Vowel-Team Syllables	RF.1.3, RF.1.3d, RF.1.3e	Phoneme Categorization, Reversal, Phoneme Blending, Phoneme Segmentation, Phoneme Substitution	RF.1.2b, RF.1.2c, RF.1.2d	L.4.5c	Grammar: Possessive Pronouns Mechanics: Days, Months, and Holidays	RF.1.1, L.1.2	W.1.5	Informative/Voice	W.1.5	RI.2.6, RF.1.3, L.1.2, RF.1.3e, RF.1.3g, L.4.5c	RF.1.3e-9, L.1.1d, L.1.2, L.1.4b, L.2.1e, L.2.4d, L.4.5a, L.4.5c, W.1.1
	3	Visualize/Plot: Cause and Effect	RI.1.7, RL.1.3	Silent Letters, Compound Words	RF.1.3, RF.1.3e	Phoneme Categorization, Phoneme Segmentation, Phoneme Substitution	RF.1.2b, RF.1.2c, RF.1.2d	L.4.5a	Grammar: Special Pronouns Mechanics: Commas in Dates and Letters	RF.1.1, L.1.2	W.1.5	Informative/Voice	W.1.5	RL.1.3, RF.1.3, RF.1.3e, RF.1.3g, L.4.5a	RL.1.3, RF.1.3, RF.1.3e, RF.1.3g, L.4.5a
	4	Visualize/Theme	RL.1.2, RL.1.4	Three-Letter Blends scr, Inflectional Endings -ed, -ing	RF.1.3, RF.1.3f	Syllable Addition, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution	RF.1.2b, RF.1.2c, RF.1.2d	L.2.4d	Grammar: I and Me Mechanics: Commas in Dates and Letters	RF.1.1, L.1.2	W.1.5	Narrative/Sentence Fluency	W.1.5	RL.1.2, RF.1.3, RF.1.3f, RF.1.3g, L.2.4a	RL.1.2, RF.1.3, RF.1.3f, RF.1.3g, L.2.4a
	5	Reread/Author's Purpose	RI.1.1, RI.2.6	r-Controlled Vowels air, are, ear, r-Controlled Vowel Syllables	RF.1.3, RF.1.3d, RF.1.3e	Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition, Syllable Deletion, Addition	RF.1.2b, RF.1.2c, RF.1.2d	L.4.5a	Grammar: Adverbs That Tell How Mechanics: Abbreviations	RF.1.1, L.1.2	W.1.5	Opinion/Ideas	W.1.5	RI.2.6, RF.1.3, RF.1.3e, RF.1.3g, L.4.5a	RI.2.6, RF.1.3, RF.1.3e, RF.1.3g, L.4.5a
	6	Review / Extend/ Assess	Reader's Theater	RF.1.4a, RF.1.4b, RF.1.4c	Reading Digitally	RI.1.5, W.1.1	Research and Inquiry	W.1.6, W.1.7							

Note: Analytical writing is embedded in all selections.



Unit	Week	Comprehension Skill	Standard	Comprehension Strategy	Standard	Genre	Vocabulary Strategy	Standard	Writing	Standard	Grammar/Mechanics	Standard	Phonics/Structural Analysis	Standard	Weekly Tested Standards	Unit Tested Standards
1		Key Details	RL 2.7	Visualize	RL 2.1	Fantasy	Inflectional Endings	L2.4, L1.4c	Narrative/Ideas	W2.3	Grammar Statements and Questions/ Sentence Capitalization and Punctuation	L2.1, L2.2	Short a, i/ Plural Nouns -s -es	RF.2.3, L1.4c	RL.2.1, L1.4c, W2.8	RL.2.1, RL.2.3, RL.2.7, RL.2.1, RL.2.2, RL.2.3, RL.2.9, L1.4c, L.2.1, L.2.1f, L.2.2, L.2.2b, L.2.4a, L.2.4c, RF.2.3, RF.2.3a, W.2.2, W.2.3, W.2.8
		Character, Setting, Events	RL 2.3, RL.2.7	Visualize	RL 2.1	Realistic Fiction	Root Words	L2.4a, L2.4c	Narrative/Organization	W2.3	Commands and Exclamations/ Sentence Capitalization and Punctuation	L2.1, L2.2	Short e, o, u/ Inflectional Endings -s -es nouns & verbs + -s, -es	RF.2.3, RF.2.4c	RL.2.1, RL.2.3, L.2.4c, W.2.8	
2		Character, Setting, Events	RL 2.3, RL 2.7	Ask and Answer Questions	RL 2.1	Literature: Fiction	Context Clues	L2.4, L2.4a, L2.4c	Narrative/ Word Choice	W2.3	Subjects/Letter Punctuation	L2.1, L2.2	2-letter blends/Closed Syllables closed syllables	RF.2.3, RF.2.4a	RL.2.1, RL.2.3, L.2.4a, W.2.8	
		Key Details	RI 2.1, RI 2.5	Ask and Answer Questions	RI 2.7	Narrative Nonfiction	Root Words -ing	L2.4, L2.4c	Narrative/Organization	W2.3	Predicates/ Comma after sequence word	L2.1, L2.2	Short a Long a (a_e)/ Inflectional Endings -ed -ing verbs + -ed, -ing	RF.2.3, L.2.4c	RI.2.1, L.2.4c, W.2.8	
3		Key Details	RI 2.2, RI 2.6	Ask and Answer Questions	RI 2.1	Expository Text	Inflectional Endings	L1.4c, L2.4c	Narrative/ Sentence Fluency	W2.3	Expanding and combining sentences/ Quotation Marks	L2.1f, L2.2	Short i, Long i (i_e)/ Possessive possessive nouns with 's	RF.2.3, L.2.4c	RI.2.1, L.1.4c, W.2.8	
		Review / Produce / Assess: Reader's Theater: RF.2.4, RF.2.4a-c • Reading Digitally: RI.2.5, W.2.1 • Research and Inquiry: W.2.7, W.2.8, SL.2.2, SL.2.3														



Unit	Week	Comprehension Skill	Standard	Comprehension Strategy	Standard	Genre	Vocabulary Strategy	Standard	Writing	Standard	Grammar/Mechanics	Standard	Phonics/Structural Analysis	Standard	Weekly Tested Standards	Unit Tested Standards
Unit 2	1	Character, Setting, Plot	RL 2.1, RL 2.5, RL 2.7	Make, Confirm, Revise Predictions	RL 2.3	Realistic Fiction	Prefixes	L2.4, L2.4b	Informative/Ideas	W2.2	Nouns/Commas in a series	L2.1, L2.2	Shorto, Long o/inflectional Endings -ed -ing Infl. endings -ed, -ing	RF2.3, L2.4b	RL 2.1, RL 2.3, RL 2.5, L2.4b, W2.8	RL 2.1, RL 2.3, RL 2.4, RL 2.5, RL 2.1, RL 2.2,
	2	Character, Setting and Plot	RL 2.1, RL 2.5	Make, Confirm, Revise Predictions	RL 2.3	Fable	Suffixes	L2.4, L2.4b	Informative/Ideas	W2.2	Singular and Plural Nouns/Commas in a series	L2.1, L2.2	Shortu, Long u/CVCe Syllables CVCe syllables	RF2.3, L2.4b	RL 2.1, RL 2.5, L1.4b, W2.8	RL 2.1, RL 2.5, L1.4b, L2.1, L2.1b,
	3	Main Topic and Key Details	RI 2.1, RI 2.2, RI 2.6	Make, Confirm, Revise Predictions	RL 2.3	Narrative Nonfiction	Suffixes	L2.4, L2.4b	Informative/Organization	W2.2	Kinds of Nouns/Capital letters	L2.1, L2.2, L2.2a	Soft c and g; prefixes re, un, dis	RF2.3, L2.4b	RI 2.1, RI 2.2, L1.4b, W2.8	L2.2, L2.2c, L2.4a, L2.4b,
	4	Main Topic and Key Details	RI 2.1, RI 2.2, RI 2.6	Reread	RI 2.2	Expository Text	Multiple Meaning Words	L2.4, L2.4a	Informative/Word Choice	W2.2	Plural Nouns/Abbreviations	L2.1, L2.1b	Consonant Digraphs(ch, tch, sh, ph, th, ng, wh)/ Suffixes -ful -less	RF2.3, L2.4b	RI 2.1, RI 2.2, L2.4a, W2.8	RF 2.3, RF 2.3a, W2.2, W2.8
	5	Key Details	RL 2.1, RL 2.4	Reread	RL 2.5	Poetry	Multiple Meaning Words	L2.4, L2.4a	Informative/Word Choice	W2.2	Possessive Nouns/Apostrophes	L2.1, L2.2c	3-letter blends/Compound Words	RF2.3, L2.4a	RL 2.1, RL 2.3, L2.4a, W2.8	RL 2.1, RL 2.3, L2.4a, W2.8
	6	Review / Produce / Assess	Reader's Theater	RF2.4, RF2.4a-c	Reading Digitally	RI 2.5, W2.7	Research and Inquiry	W2.6, W2.7, SL2.3, SL2.5								



Unit	Week	Comprehension Skill	Standard	Comprehension Strategy	Standard	Genre	Vocabulary Strategy	Standard	Writing	Standard	Grammar/Mechanics	Standard	Phonics/Structural Analysis	Standard	Weekly Tested Standards	Unit Tested Standards
Unit 3	1	Author's Purpose	RI.2.1, RI.2.3, RI.2.8, RI.2.9	Reread	RL.2.6	Expository Text	Similes	L.2.6	Opinion/Organization	W.2.1	Action Verbs/Abbreviations	L.2.1, L.2.2	Long a (ai, ea, igh, ay, ey)/Contractions with 's, re, 'll, 've	RF.2.3b, L.2.6	RI.2.1, RI.2.2, RI.2.6, RI.2.8, RI.2.9, RI.2.3, RI.2.5, W.2.8	RI.2.1, RI.2.3, RI.2.8, RI.2.9, L.2.1, L.2.1f, L.2.2, L.2.4b, L.2.4d, L.2.4f, L.4.5c, RF.2.3b, W.2.8
	2	Character, Setting, Plot:Sequence	RL.2.1	Reread	RL.2.5	Fiction	Combination words	L.2.4, L.2.4d	Opinion/Word Choice	W.2.1	Present-Tense Verbs/ Commas in Series	L.2.1, L.2.2	Long i (i, y, igh, ie)/Open Syllables	RF.2.3, L.2.4d	RI.2.1, RI.2.5, L.2.4d, W.2.8	RI.2.6, RI.2.8, RI.2.9, L.2.1, L.2.1f, L.2.2, L.2.4b, L.2.4d, L.2.4f, L.4.5c, RF.2.3b, W.2.8
	3	Author's Purpose	RI.2.1, RI.2.6, RI.2.8	Ask and Answer Questions	RL.2.6	Narrative Nonfiction	Synonyms	L.2.5b	Opinion/Voice	W.2.1	Past and Future Tense Verbs/ Letter Punctuation	L.2.1, L.2.2b	Long o (o, oa, ow, oe)/Contractions with not	RF.2.3, L.4.5c	RI.2.1, RI.2.2, RI.2.6, RI.2.8, L.4.5c, W.2.8	RI.2.1, RI.2.2, L.2.2, L.2.4b, L.2.4d, L.2.4f, L.4.5c, RF.2.3b, W.2.8
Unit 4	4	Main Ideas and Key Details	RI.2.1, RI.2.2, RI.2.6	Ask and Answer Questions	RL.2.5	Expository Text	Antonyms	L.2.5b	Opinion/Organization	W.2.1	The verb have; Book Titles	L.2.1d, L.2.2	Long e (e, ea, ie, y, ey, e_e)/Plural -s, -es	RF.2.3, L.4.5c	RI.2.1, RI.2.2, RI.2.8, L.4.5c, W.2.8	W.2.1, W.2.2, W.2.8
	5	Main Idea and Key Details	RI.2.1, RI.2.2, RI.2.6	Ask and Answer Questions	RL.2.5	Expository Text	Prefixes	L.2.4, L.2.4b	Opinion/Sentence Fluency	W.2.1	Combining and Rearranging Sentences/Sentence Punctuation	L.2.1f, L.2.2	Long u (u_e, ew, ue, u)/Comparative Endings -er, -est	RF.2.3, L.2.4b, RF.2.3c	RI.2.1, RI.2.2, RI.2.6, L.2.4b, W.2.28	RI.2.1, RI.2.2, RI.2.6, L.2.4b, W.2.28
	6	Review / Produce	Assess: Reader's Theater: RF.2.4, RF.2.4a-c • Reading Digitally: RI.2.5, W.2.1 • Research and Inquiry: W.2.7, SL.2.1, SL.2.1a, c													



Unit	Week	Comprehension Skill	Standard	Comprehension Strategy	Standard	Genre	Vocabulary Strategy	Standard	Writing	Standard	Grammar/Mechanics	Standard	Phonics/Structural Analysis	Standard	Weekly Tested Standards	Unit Tested Standards
Unit 4	1	Compare and Contrast	RI.2.1, RI.2.9	Reread	RI.2.3	Expository Text	Compound Words	L2.4, L2.4d	Narrative/ Ideas	W2.3	Linking Verbs/ Capitalization of Proper Nouns	L2.1, L2.2a	Silent Letters (wr, kn, gn, mb, sc)/ Prefixes and Suffixes	RF.2.3	RI.2.1, RI.2.2, RI.2.3, L2.4d, W2.8	RL.2.2, RL.2.3, RI.2.5, RI.2.1, RI.2.2, RI.2.3, RI.2.5, RI.2.9, L2.1, L2.1d, L2.2c, L2.4a-d, L2.6, L.4.5c, RF.2.3, W2.2, W2.3, W2.8
	2	Cause and Effect	RI.2.1, RI.2.3, RI.2.6	Reread	RL.2.5	Expository Text	Context Clues	L2.4, L2.4a	Narrative/ Word Choice	W2.3	Helping Verbs/ Quotation Marks	L2.1, L2.2	r-Controlled Vowels /or/ Inflectional Endings	RF.2.3	RI.2.1, RI.2.23, RI.2.6, L2.4a, W2.8	RI.2.1, RI.2.5, RI.2.9, L2.1, L2.1d, L2.2c, L2.4a-d, L2.6, L.4.5c, RF.2.3, W2.2, W2.3, W2.8
	3	Plot: Compare and Contrast	RL.2.1, RL.2.5, RL.2.7, RL.2.9	Visualize	RL.2.3	Realistic Fiction	Similes	L2.6	Narrative/ Voice	W2.3	Irregular Verbs/ Capitalize Book Titles	L2.1d, L2.2	r-Controlled Vowels / or/ and / irregular Plurals	RF.2.3	RL.2.1, RL.2.3, L2.6, W2.8	RL.2.1, RL.2.3, L2.6, W2.8
	4	Theme	RL.2.1, RL.2.7	Visualize	RL.2.2	Folktale/ Drama	Root Words	L2.4, L2.4c	Narrative/ Ideas	W2.3	Irregular Verbs /Letter Punctuation	L2.1, L2.2b	r-Controlled Vowels /tr/ Abbreviations	RF.2.3	RL.2.1, RL.2.2, RL.2.5, L2.4c, W2.8	RL.2.1, RL.2.2, RL.2.5, L2.4c, W2.8
	5	Theme	RL.2.1, RL.2.2, RL.2.10	Visualize	RL.2.2	Poetry - Free Verse	Similes	L2.6	Narrative/ Word Choice	W3	Contractions/ Apostrophes with Contractions	L2.1, L2.2c	r-Controlled Vowels /ar/	RF.2.3	RL.2.1, RL.2.2, RL.2.3, L2.6, W2.8	RL.2.1, RL.2.2, RL.2.3, L2.6, W2.8
6	Review / Produce / Assess: Reader's Theater: RF.2.4, RF.2.4a-c • Reading Digitally: RI.2.5, W2.7 • Research and Inquiry: W2.6, W2.7, SL.2.1, 2.1a-b															



Unit	Week	Comprehension Skill	Standard	Comprehension Strategy	Standard	Genre	Vocabulary Strategy	Standard	Writing	Standard	Grammar/Mechanics	Standard	Phonics/Structural Analysis	Standard	Phonics/Structural Analysis	Standard	Weekly Tested Standards	Unit Tested Standards
Unit 5	1	Point of View	RL.2.1, RL.2.2	Summarize	RL.2.6	Realistic Fiction	Suffixes	L.2.4	Informative/Descriptive Details	W.2.2	Pronouns/Quotation Marks	L.2.1, L.2.2	Diphthongs (ou, ow)/ Plurals (irregular)	RF.2.3, RF.2.3b	RF.2.3, RF.2.3b	RL.2.1, RL.2.2, RL.2.6, L.1.4b, W.2.8	RL.2.1, RL.2.2, RL.2.6, L.1.4b, W.2.8	RL.2.1, RL.2.3, RL.2.6, L.1.4b, L.2.1, L.2.2,
	2	Point of View	RL.2.1, RL.2.3	Summarize	RL.2.6	Literature: Fiction	Idioms	L.2.4, L.2.4a	Informative/Sentence Fluency	W.2	Pronouns I, Me, We, Us/ Capitalizing "I"	L.2.1, L.2.2	Diphthongs (oy, oi)/ Consonants +le Syllables	RF.2.3, RF.2.3b	RF.2.3, RF.2.3b	RL.2.1, RL.2.4, RL.2.6, L.2.4a, W.2.8	RL.2.1, RL.2.7, RL.2.9, L.1.4b, L.2.1, L.2.2,	RL.2.3, RL.2.7, RL.2.9, L.1.4b, L.2.1, L.2.2,
	3	Text: Sequence	RI.2.1, RI.2.3, RI.2.6	Summarize	RI.2.5	Biography	Synonyms	L.2.4a, L.2.4e	Informative/Organization	W.2.2	Possessive Pronouns/ Capitalization of Proper Nouns	L.2.1, L.2.2a	Variant Vowel /b/ and /t/ Contractions with not	RF.2.3, RF.2.3b	RF.2.3, RF.2.3b	RL.2.1, RI.2.3, L.2.4a, L.2.4b, L.4.5c, W.2.8	RL.2.1, RI.2.3, L.2.4a, L.2.4b, L.4.5c, W.2.8	L.2.2c, L.2.4a, L.2.4b, L.4.5b, L.4.5c, W.2.8
	4	Plot: Problem and Solution	RL.2.3, RI.2.5	Make, Confirm, Revise Predictions	RL.2.3	Literature: Fiction	Homophones	L.2.4, L.2.4a	Informative/Word Choice	W.2	Contractions / Possessive Pronouns	L.2.2, L.2.2c	Variant Vowel /o/ Vowel Team Syllables	RF.2.3, RF.2.3b	RF.2.3, RF.2.3b	RL.2.1, RI.2.3, RL.2.6, L.2.4, W.2.8	RL.2.1, RI.2.3, RL.2.6, L.2.4, W.2.8	RF.2.3b, RF.2.3c, W.2.2, W.2.8
	5	Cause and Effect	RI.2.2, RI.2.6	Make, Confirm, Revise Predictions	RI.2.3	Expository Text	Multiple Meaning Words	L.2.4, L.2.4a	Informative/Voice	W.2.2	Pronoun-Verb Agreement/ Book Titles	L.2.1, L.2.2	Short Vowel Digraphs: /er/, and /ur/, and /i/ Alphabetical Order (2 letters)	RF.2.3, RF.2.3e	RF.2.3, RF.2.3e	RI.2.1, RI.2.3, RI.2.6, L.2.4a, W.2.8	RI.2.1, RI.2.3, RI.2.6, L.2.4a, W.2.8	
6	Review / Produce / Assess: Reader's Theater: RF.2.4, RF.2.4a-c • Reading Digitally: RI.2.5; W.2.7 • Research and Inquiry: W.2.6, W.2.7, SL.2.2, SL.2.3																	



Unit	Week	Comprehension Skill	Standard	Comprehension Strategy	Standard	Genre	Vocabulary Strategy	Standard	Writing	Standard	Grammar/Mechanics	Standard	Phonics/Structural Analysis	Standard	Phonics/Structural Analysis	Standard	Weekly Tested Standards	Unit Tested Standards	
Unit 6	1	Theme	RI.2.2, RI.2.5	Reread	RI.2.2	Myth	Context Clues	L2.4, L2.4a	Informative/ Organization	W2.2	Adjectives/ Commas in a Series	L2.1, L2.1e, L2.2	Closed/Open Syllables/ Compound Words	RF.2.3, RF.2.3c, L.4.4a	RF.2.3, RF.2.3c, L.4.4a	L2.1, L2.2.1, L2.2.2, L2.2.6, L2.2.6, L2.2.8, W2.8	RI.2.1, RI.2.2, RI.2.4, RI.2.6, RI.2.1, W2.8	RI.2.1, RI.2.2, RI.2.4, RI.2.6, RI.2.1, W2.8	
	2	Author's Purpose	RI.2.1, RI.2.6, RI.2.8	Reread	RI.2.5	Expository Text	Paragraph Clues	L2.4, L2.4a	Informative/ Word Choice	W2.2	Articles This, That, These, Those/ Names and titles	L2.1, L2.2	CVCe Syllables/ Prefixes and Suffixes	RF.2.3, RF.2.3c, L.4.4a	RF.2.3, RF.2.3c, L.4.4a	RI.2.1, RI.2.3, RI.2.6, RI.2.7, RI.2.8, L.4.4a, W2.8	RI.2.2, RI.2.3, RI.2.6, RI.2.7, RI.2.8, L.4.4a, W2.8	RI.2.2, RI.2.3, RI.2.6, RI.2.7, RI.2.8, L.4.4a, W2.8	
	3	Main Idea and Key Details	RI.2.1, RI.2.2, RI.2.8	Summarize	RI.2.6	Expository Text	Greek and Latin Roots	L2.4c	Informative/ Ideas	W2.2	Adjectives that Compare/ Apostrophes with Possessive Nouns	L2.1, L2.1e, L2.2c	Consonant + le Syllables/ Contractions and Possessives	RF.2.3, RF.2.3c, L.4.4b	RF.2.3, RF.2.3c, L.4.4b	RI.2.1, RI.2.2, RI.2.3, L.4.4b, W2.8	L2.1, L2.1e, L2.2, L2.2a, L2.2b, L2.2c, L2.2d, L2.2e, L2.2f, L2.2g, L2.2h, L2.2i, L2.2j, L2.2k, L2.2l, L2.2m, L2.2n, L2.2o, L2.2p, L2.2q, L2.2r, L2.2s, L2.2t, L2.2u, L2.2v, L2.2w, L2.2x, L2.2y, L2.2z, W2.8	L2.1, L2.1e, L2.2, L2.2a, L2.2b, L2.2c, L2.2d, L2.2e, L2.2f, L2.2g, L2.2h, L2.2i, L2.2j, L2.2k, L2.2l, L2.2m, L2.2n, L2.2o, L2.2p, L2.2q, L2.2r, L2.2s, L2.2t, L2.2u, L2.2v, L2.2w, L2.2x, L2.2y, L2.2z, W2.8	
	4	Problem and Solution	RI.2.1, RI.2.6	Summarize	RI.2.3	Expository Text	Paragraph Clues	L2.4	Informative/ Organization	W2.2	Adverbs & Prepositional Phrases/ Capitalization	L2.1e, L2.2a	Vowel Team Syllables/ Comparative Endings -er -est	RF.2.3b, RF.2.3c, L.4.4b	RF.2.3b, RF.2.3c, L.4.4b	RI.2.1, RI.2.2, RI.2.3, L.2.4, W2.8	RI.2.1, RI.2.2, RI.2.3, L.2.4, W2.8	RI.2.1, RI.2.2, RI.2.3, L.2.4, W2.8	RI.2.1, RI.2.2, RI.2.3, L.2.4, W2.8
	5	Point of View	RI.2.1, RI.2.4, RI.2.6, RI.2.10	Summarize	RI.2.5	Poetry: Rhyming Poem	Metaphors	L2.6	Informative/ Word Choice	W2.2	Adjectives and Adverbs/ Sentence Punctuation	L2.1, L2.1e, L2.2	r-Controlled Vowel Syllables/ Three or more Syllable Words	RF.2.3, L.2.6	RF.2.3, L.2.6	L2.1, L2.1e, L2.2	RI.2.1, RI.2.2, RI.2.6, L.2.6, W2.8	RI.2.1, RI.2.2, RI.2.6, L.2.6, W2.8	
	6	Review / Produce	Assess: Reader's Theater: RF.2.4, RF.2.4a-c • Reading Digitally: RI.2.5, W2.1 • Research and Inquiry: W2.6, W2.7, SL.2.2, SL.2.3																

NOTE: Analytical writing is not listed in this chart, but it is an integral part of Reading Instruction.



Unit	Week	Comprehension Skill	Standard	Comprehension Strategy	Standard	Genre	Vocabulary Strategy	Standard	Writing	Standard	Grammar	Standard	Phonics/ Structural Analysis	Standard	Weekly Tested Standards	Unit Assessment		
Unit 1	1	Character	RL3.3, RL3.7	Visualize	RL3.1	Fantasy	Synonyms	L3.4a L3.4d	Narrative/ Ideas	W3.3a	Sentences/ Fragments	L3.1i	Short Vowels a and I, Word Families	RF.3.3c	RL3.1, RL3.3, L3.4a, W3.8	RL3.1, RL3.3, RL3.1, RL3.3, L3.4a, W3.8	RL3.1, RL3.3, RL3.1, RL3.3, L3.4a, W3.8	
	2	Sequence	RL3.7	Visualize	RL3.3	Realistic Fiction	Context Clues	L3.4a L3.4d	Narrative/ Word Choice	W3.3c	Commands/ Exclamations	L3.1i	Short Vowels e, o, u	RF.3.3c	RL3.1, RL3.3, L3.4a, W3.8	RL3.2, RL3.6, RL3.7, RL3.8, RL3.9, L3.1, L3.1i, L3.2, L3.4a-b, W3.1b, W3.3a-e,	RL3.2, RL3.6, RL3.7, RL3.8, RL3.9, L3.1, L3.1i, L3.2, L3.4a-b, W3.1b, W3.3a-e,	
	3	Sequence	RI3.8	Ask/Answer Questions	RI3.1	Narrative Nonfiction	Compound Words	L3.6	Informative/ Organization	W3.2a	Subjects	L3.1i	Final e/Drop Final e	RF.3.3c	RI3.1, RI 3.4, RI3.8, W3.8	RI3.1, RI 3.4, RI3.8, W3.8	RI3.1, RI 3.4, RI3.8, L3.1, L3.1i, L3.2, L3.4a-b, W3.1b, W3.3a-e,	RI3.1, RI 3.4, RI3.8, L3.1, L3.1i, L3.2, L3.4a-b, W3.1b, W3.3a-e,
	4	Cause/Effect	RI3.8	Ask/Answer Questions	RI3.1	Biography	Metaphors	L3.5a	Informative/ Word Choice	W3.2a	Predicates	L3.1i	Long a, Plurals	RF.3.3c	RI3.1, RI 3.8, L3.5a, RI3.8	RI3.1, RI 3.8, L3.5a, RI3.8	RI3.1, RI 3.8, L3.5a, RI3.8	RI3.1, RI 3.8, L3.5a, RI3.8
	5	Main Idea/Key Details	RI3.2	Ask/Answer Questions	RI3.1, RI3.10	Expository Text	Multiple- Meaning Words	L3.4a	Opinion/ Sentence Fluency	W3.10	Simple/ Compound Sentences	L3.1h, L3.1i	Long o, Compound Words	RF.3.3c	RI3.1, RI3.2, L3.4a, W3.8	RI3.1, RI3.2, L3.4a, W3.8	RI3.1, RI3.2, L3.4a, W3.8	RI3.1, RI3.2, L3.4a, W3.8
6	Review and Assess: Reader's Theater: RF.3.4a,b • Reading Digitally: SL.3.2 • Research and Inquiry: W.3.7 Unit Assessment																	



Unit	Week	Comprehension Skill	Standard	Comprehension Strategy	Standard	Genre	Vocabulary Strategy	Standard	Writing	Standard	Grammar	Standard	Phonics/ Structural Analysis	Standard	Weekly Tested Standards	Unit Assessment
Unit 2	1	Theme	RL.3.2	Make/Confirm/Revise Predictions	RL.3.1	Folktales	Antonyms	L.3.4a	Narrative/Word Choice	W.3.3a	Kinds of Nouns	L.3.1a, L.3.1c	Long i, Plural Words with y to i	RF.3.3c	RL.3.1, RL.3.2, RL.3.3, L.3.4a, L.3.7, W.3.8	RL.3.1, RL.3.2, RL.3.3, L.3.4a, L.3.7, W.3.8
	2	Theme	RL.3.2	Make/Confirm/Revise Predictions	RL.3.1 R.3.10	Historical Fiction	Similes	RL.3.4 L.3.5a	Opinion/Word Choice	L.3.1a	Singular/Plural Nouns	L.3.1b, L.3.2f	Long e, Inflectional Endings	RF.3.3c	RL.3.1, RL.3.2, RL.3.3, RL.3.4, W.3.8	RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.1, L.3.1a-b, L.3.2, L.3.2d, L.3.4a-b, L.3.5a, W.3.1b, W.3.2a-e, W.3.4, W.3.5, W.3.8
	3	Author's Point of View	RI.3.6	Reread	RI.3.1	Expository Text	Prefixes	L.3.4b	Opinion/Ideas	W.3.1a	Irregular Plural/Collective Nouns	L.3.1b, L.3.2f	Words with Silent Letters, Singular and Plural Possessives	RF.3.3d	RI.3.1, RI.3.2, RI.3.6, L.3.4b, W.3.8	RI.3.1, RI.3.2, RI.3.6, L.3.4b, W.3.8
	4	Author's Point of View	RI.3.6	Reread	RI.3.1 RI.3.2	Expository Text	Suffixes	L.3.4b	Informative/Organization	W.3.2b	Combining Sentences	L.3.1i, L.3.1a, L.3.2b	Three Letter Blends, Closed Syllables	RF.3.3c	RI.3.1, RI.3.6, RI.3.8, L.3.4b, W.3.8	RI.3.1, RI.3.6, RI.3.8, L.3.4b, W.3.8
	5	Point of View	RL.3.6	Reread	Literary Elements	Limerick and Free Verse	Similes	L.3.5a	Narrative/Ideas	W.3.3b	Possessive Nouns	L.3.2d	Digraphs, Open Syllables	RF.3.3c	RL.3.1, RL.3.2, RL.3.6, L.3.5a, W.3.8	RL.3.1, RL.3.2, RL.3.6, L.3.5a, W.3.8
6	Review and Assess: Reader's Theater: RF.4.a.c • Reading Digitally: RI.3.5, RI.3.9 • Research and Inquiry: W.3.7, W.3.8, SL.3.1c, SL.3.3 Unit Assessment															



Unit	Week	Comprehension Skill	Standard	Comprehension Strategy	Standard	Genre	Vocabulary Strategy	Standard	Writing	Standard	Grammar	Standard	Phonics/ Structural Analysis	Standard	Phonics/ Structural Analysis	Standard	Weekly Tested Standards	Unit Assessment
Unit 3	1	Problem/Solution	RL.3.3	Visualize	RL.3.1	Folktale	Synonyms	L.3.4a	Narrative/Sentence Fluency	W.3.3b	Action Verbs	L.3.1a, L.3.2c	r-controlled vowels, Contractions	RF.3.3c	r-controlled vowels, Contractions	L.3.1a, L.3.2c	RL.3.1, RL.3.2, RL.3.3, RL.3.4a, RL.3.8	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.7, RL.3.8
	2	Cause/Effect	RL.3.3	Visualize	RL.3.1	Historical Fiction	Idioms	RL.3.4, L.3.5a	Narrative/Word Choice	W.3.3a	Present-Tense Verbs, Subject Agree.	L.3.1a, L.3.1f	r-Controlled vowels, ar and or, prefixes un, re, pre	RF.3.3a	r-Controlled vowels, ar and or, prefixes un, re, pre	L.3.1a, L.3.1f	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7, RL.3.8	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.7, RL.3.8
	3	Main Idea & Key Details	RI.3.2	Summarize	RI.3.1	Expository Text	Suffixes	L.3.4b	Informative/Organization	W.3.2a	Past-Tense Verbs	L.3.1e, L.3.1f	r-Controlled vowels, ar and ir, Suffixes y and ly	RF.3.3a	r-Controlled vowels, ar and ir, Suffixes y and ly	L.3.1e, L.3.1f	RI.3.1, RL.3.2, RI.3.6, L.3.4b, L.3.1e, L.3.2,	RI.3.1, RL.3.2, L.3.1, L.3.1a, L.3.1e, L.3.2,
	4	Main Idea & Key Details	RI.3.5	Summarize	RI.3.2	Expository Text	Root Words	RF.3.3b, L.3.4c	Informative/Organization	W.3.2d	Future-Tense Verbs	L.3.2a, L.3.1e	Prefixes pre, dis, mis, Final e Syllables	RF.3.3a	Prefixes pre, dis, mis, Final e Syllables	L.3.2a, L.3.1e	RI.3.1, RI.3.2, RI.3.6, L.3.4c, W.3.8	L.3.4a-c, W.3.1e-d, W.3.4, W.3.5, W.3.8
	5	Sequence	RI.3.8	Summarize	RI.3.2, RI.3.10	Expository Text	Suffixes	RF.3.3b, L.3.2e	Opinion/Voice	W.3.1a	Combining Sent. w/ Verbs	L.3.1f	Diphthongs oi, and ou, Prefixes un, non, dis	RF.3.3a	Diphthongs oi, and ou, Prefixes un, non, dis	L.3.1f	RI.3.1, RI.3.2, RI.3.3, RI.3.8, L.3.4e, W.3.8	RI.3.1, RI.3.2, RI.3.3, RI.3.8, L.3.4e, W.3.8
	6	Review and Assess: Reader's Theater: RF.3.4b.c • Reading Digitally: RI.3.5, w.3.8 • Research and Inquiry: RI.3.5, W.3.6, W.3.7, SL.3.2																



Unit	Week	Comprehension Skill	Standard	Comprehension Strategy	Standard	Genre	Vocabulary Strategy	Standard	Writing	Standard	Grammar	Standard	Phonics/ Structural Analysis	Standard	Weekly Tested Standards	Unit Assessment
Unit 4	1	Point of View	RL.3.6	Ask/Answer Questions	RL.3.1	Folktales	Root Words	L.3.4c	Opinion/Voice	W.3.1a	Linking Verbs	L.3.1a, L.3.1d	Roots in Related Words	RF.3.4c	RL.3.1, RL.3.3, RL.3.6, L.3.4c, W3.8	RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8, RL.3.9, L.3.1, L.3.1a, L.3.1d, L.3.1i, L.3.2, L.3.4a-c, W3.1b, W3.3a-e, W3.4, W3.5, W3.8
	2	Point of View	RL.3.6	Ask/Answer Questions	RL.3.1	Realistic Fiction	Prefixes	L.3.4b	Opinion/Ideas	W.3.1a	Contractions w/ Not	L.3.2f	Plural Words, Vowel Team Syllables	RF.3.3c	RL.3.1, RL.3.2, RL.3.6, L.3.4b, W3.8	RL.3.1, RL.3.2, RL.3.6, RL.3.7, RL.3.8, RL.3.9, L.3.1, L.3.1a, L.3.1d, L.3.1i, L.3.2, L.3.4a-c, W3.1b, W3.3a-e, W3.4, W3.5, W3.8
	3	Compare & Contrast	RI.3.8	Reread	RI.3.1	Expository Text	Sentence Clues	L.3.4a	Informative/Organization	W.3.2a	Main/Helping Verbs	L.3.1d, L.3.1e, L.3.2c	Variant Vowel o, Greek and Latin Roots	RF.3.4c	RI.3.1, RI.3.6, RI.3.8, L.3.4a, W3.8	RI.3.1, RI.3.6, RI.3.8, L.3.4a, W3.8
	4	Cause/Effect	RI.3.3	Reread	RI.3.1, RI.3.8	Expository Text	Context Clues	L.3.4a	Informative/Organization	W.3.2a	Complex Sentences	L.3.1b, L.3.1i	Homophones, r-Controlled Vowel Syllables	RF.3.3d	RI.3.1, RI.3.2, RI.3.8, L.3.4a, W3.8	RI.3.1, RI.3.2, RI.3.8, L.3.4a, W3.8
	5	Theme	RL.3.2	Literary Elements	RL.3.1, RL.3.5	Narrative and Free-Verse	Metaphor	L.3.6	Narrative/Word Choice	W.3.3d	Irregular Verbs	L.3.1d, 3.1f	Soft c and g, Words with er and est	RF.3.3c	RL.3.1, RL.3.2, RL.3.4, RL.3.6, W3.8	RL.3.1, RL.3.2, RL.3.4, RL.3.6, W3.8
	6	Review and Assess: Reader's Theater: RF.3.4a, RF.3.4b • Reading Digitally: RI.3.5, W3.6 • Research and Inquiry: W3.6, W3.7, W3.8, SL3.4														



Unit	Week	Comprehension Skill	Standard	Comprehension Strategy	Standard	Genre	Vocabulary Strategy	Standard	Writing	Standard	Grammar	Standard	Phonics/Structural Analysis	Standard	Weekly Tested Standards	Unit Assessment
Unit 5	1	Point of View	RI.3.1, RI.3.6	Summarize	RL3.2	Fairy Tale	Root Words	L.3.4c	Narrative/Sentence Fluency	W.3.3b	Singular/Plural Pronouns	L.3.1a	Compound Words, Consonant +le Syllables	RF3.3c	RI.3.1, RI.3.3, RI.3.6, RI.3.7, RI.3.11, RI.3.3, RI.3.6, RI.3.7, RI.3.9, RI.3.11, RI.3.1a, RI.3.1f, RI.3.2, RI.3.2d, RI.3.4a, RI.3.4b-c, RI.3.1b, RI.3.2a-e, RI.3.4, RI.3.5, RI.3.6, RI.3.8	RI.3.1, RI.3.3, RI.3.6, RI.3.7, RI.3.9, RI.3.11, RI.3.1a, RI.3.1f, RI.3.2, RI.3.2d, RI.3.4a, RI.3.4b, RI.3.8
	2	Point of View	RI.3.6	Summarize	RI.3.2	Realistic Fiction	Homographs	L.3.4a L.3.4d	Narrative/Word Choice	W.3.3a	Subject/Object Pronouns	L.3.1a	Inflectional Endings, Suffixes	RF3.3a	RI.3.1, RI.3.3, RI.3.6, RI.3.7, RI.3.9, RI.3.11, RI.3.1a, RI.3.1f, RI.3.2, RI.3.2d, RI.3.4a, RI.3.4b-c, RI.3.1b, RI.3.2a-e, RI.3.4, RI.3.5, RI.3.6, RI.3.8	RI.3.1, RI.3.3, RI.3.6, RI.3.7, RI.3.9, RI.3.11, RI.3.1a, RI.3.1f, RI.3.2, RI.3.2d, RI.3.4a, RI.3.4b, RI.3.8
	3	Author's Point of View	RI.3.6	Ask/Answer Questions	RI.3.1	Expository Text	Context Clues	L.3.4a	Informative/Organization	W.3.2a	Pronoun-Verb Agreement	L.3.1f	Closed Syllables, Roots in Related Words	RF3.3c	RI.3.1, RI.3.2, RI.3.6, RI.3.4a, RI.3.4b, RI.3.8	RI.3.1, RI.3.2, RI.3.6, RI.3.4a, RI.3.4b, RI.3.8
	4	Author's Point of View	RI.3.6	Ask/Answer Questions	RI.3.1	Biography	Prefixes/Suffixes	L.3.4b	Informative/Organization	W.3.2a	Possessive Pronouns	L.3.2d	Inflectional Endings y to i, Suffixes ful, ness, less	RF3.3a	RI.3.1, RI.3.3, RI.3.6, RI.3.4b, RI.3.8	RI.3.1, RI.3.3, RI.3.6, RI.3.4b, RI.3.8
	5	Cause/Effect	RI.3.3	Ask/Answer Questions	RI.3.1	Expository Text	Homophones	L.3.4a L.3.4d	Opinion Voice	W.3.1a	Pronoun-Verb Agreement	L.3.1a	Open Syllables, Prefixes and Suffixes	RF3.3a	RI.3.1, RI.3.6, RI.3.8, RI.3.4a, RI.3.8	RI.3.1, RI.3.6, RI.3.8, RI.3.4a, RI.3.8
	6	Review and Assess: Reader's Theater: RF3.4a, RF3.4c • Reading Digitally: RI.3.5, W.3.8 • Research and Inquiry: W.3.7, W.3.10, RI.3.5, RI.3.6														



Unit	Week	Comprehension Skill	Standard	Comprehension Strategy	Standard	Genre	Vocabulary Strategy	Standard	Writing	Standard	Grammar	Standard	Phonics/ Structural Analysis	Standard	Weekly Tested Standards	Unit Assessment
Unit 6	1	Theme	RL3.2	Make/Confirm/Revise Predictions	RL 3.1	Myth/Drama	Root Words	L 3.4c	Opinion/Sentence Fluency	W3.1a	Adjectives/Articles	L 3.1a	Prefixes, Roots in Related Words	RF3.3a	RL3.1, RL3.2, RL3.3, L3.4a, W3.8	RL3.1, RL3.2, RL3.3, L3.4a, W3.8
	2	Theme	RL3.2	Make/Confirm/Revise Predictions	RL 3.1	Historical Fiction	Idioms	L3.5a	Narrative/Word Choice	W3.3a	Adjectives that Compare	L3.1g	Consonant +le Syllable, Latin Suffixes	RF3.3b	RL3.1, RL3.2, RL3.3, L3.5a, W3.8	RL3.1, RL3.2, RL3.3, L3.5a, W3.8
	3	Problem/Solution	RI3.3	Reread	RI3.1, RI3.10	Biography	Greek/Latin Roots	L 3.4c	Informative/Organization	W3.2a	Adverbs	L3.1a	Vowel Team Syllables, Greek and Latin Roots	RF3.3c	RI3.1, RI3.3, RI3.8, L3.4c, W3.8	RI3.1, RI3.3, RI3.8, L3.2, L3.4a, L3.4c, W3.8
	4	Compare & Contrast	RI3.8	Reread	RI3.1	Expository Text	Paragraph Clues	L3.4a	Informative/Organization	W3.2d	Adverbs that Compare	L3.1g	r-Controlled Vowel Syllables, Latin Suffixes	RF3.3b	RI3.1, RI3.2, RI3.3, RI3.8, L3.4a, W3.8	RI3.1, W3.1a, W3.1d, W3.4, W3.5, W3.8
	5	Point of View	RL3.6	Literary Elements	RL3.1, RL3.5	Narrative Poem	Idioms	L3.5a, RL3.4	Narrative/Word Choice	W3.3b	Prepositions	L3.1i	Suffixes, ful, less, ly and Frequently Misspelled Words	RF3.3a	RL3.1, RL3.2, RL3.6, L3.5a, W3.8	RL3.1, RL3.2, RL3.6, L3.5a, W3.8
	6	Review and Assess	Reader's Theater: RF3.4b, RF3.4c • Reading Digitally: RI3.5, W3.7 • Research and Inquiry: W3.6, W3.7, SL3.1d, L3.3b													

Note: Analytical writing and Phonics/Fluency are not listed in this chart, but they are an integral part of Reading instruction. Genres have standards listed in the TE, however they are not listed in this chart.

