

Grade 1 • Unit 1 • Scope and Sequence



Big Idea: Getting to Know Us What makes you special?	Literature Big Book	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: At School Essential Question: What do you do at your school? Connect to Social Studies: Explore how school is a community.	Title: <i>This School Year Will Be the Best!</i> Genre: Realistic Fiction Strategy: Visualize Concepts of Print: Book Handling	Title: "School Around the World" Genre: Nonfiction Strategy: Visualize	Short Text: <i>Jack Can</i> Genre: Realistic Fiction Strategy: Visualize Skill: Key Details	Strategy: Visualize Skill: Key Details Main Selection Title: <i>Nat and Sam</i> Genre: Realistic Fiction Paired Selection Title: "Rules at School" Genre: Nonfiction Text Feature: Photographs	Strategy: Visualize Skill: Key Details Main Selections Genre: Realistic Fiction A: <i>A Fun Day</i> O: <i>We Like to Share</i> E: <i>We Like to Share</i> B: <i>Class Party</i> Paired Selection Genre: Nonfiction Titles: A: "We Share" O: "Look at Signs" E: "Look at Signs" B: "Our Classroom Rules" Lexiles: A: BR O: 60L E: 100L B: 360L	Literature Big Books: Organization, Connection of Ideas	Additional Domain Words: <i>rules</i> <i>obey</i> <i>safety</i> Additional Academic Vocabulary: <i>events,</i> <i>illustrations</i>	<i>does</i> <i>not</i> <i>school</i> <i>what</i>	<i>learn</i> <i>subjects</i> <i>common</i> <i>object</i> <i>recognize</i>	Phonological/Phonemic Awareness: Identify Rhyme, Phoneme Isolation/ Blending/ Segmentation Phonics/ Spelling Skill: short <i>a</i> Consonants reviewed throughout Unit 1 Structural Analysis: -s (inflectional ending) Decodable Readers: <i>Pam Can; Pack a Bag</i>	Appropriate Phrasing	Writing Trait: Ideas: Focus on a Single Event Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: <i>Jack Can</i> Literature Anthology: <i>Nat and Sam</i> Grammar Skill: Sentences Grammar Mechanics: Sentence Capitalization	Proect: What kinds of activities do we do at school? Make a Page for a Class Book
Week 2 Weekly Concept: Where I Live Essential Question: What is it like where you live? Connect to Social Studies: Explore how our environment affects the way we live.	Title: <i>Alicia's Happy Day</i> Genre: Realistic Fiction Strategy: Visualize Concepts of Print: Book Handling	Title: "City Mouse and Country Mouse" Genre: Fable Strategy: Visualize	Short Text: <i>Six Kids</i> Genre: Fantasy Strategy: Visualize Skill: Key Details	Strategy: Visualize Skill: Key Details Main Selection Title: <i>Go, Pip!</i> Genre: Fantasy Paired Selection Title: "I Live Here" Genre: Nonfiction Text Feature: Bold print	Strategy: Visualize Skill: Key Details Main Selections Genre: Fantasy A: <i>What Can We See?</i> O: <i>A Trip to the City</i> E: <i>A Trip to the City</i> B: <i>Harvest Time</i> Paired Selection Genre: Nonfiction Titles: A: "My Home" O: "Where I Live" E: "Where I Live" B: "Where We Live" Lexiles: A: BR O: 30L E: BR B: 330L	Literature Big Books: Organization, Lack of Prior Knowledge	Additional Domain Words: <i>building</i> <i>yard</i> <i>playground</i> Additional Academic Vocabulary: <i>author</i> <i>bold print</i> <i>sequence</i>	<i>down</i> <i>out</i> <i>up</i> <i>very</i>	<i>city</i> <i>country</i> <i>bored</i> <i>feast</i> <i>scurried</i>	Phonemic Awareness: Alliteration, Phoneme Categorization/ Blending/ Segmentation Phonics/ Spelling Skill: short <i>i</i> Consonants reviewed throughout Unit 1 Structural Analysis: double final consonants Decodable Readers: <i>Kim and Nick; Jill and Jim</i>	Intonation	Writing Trait: Ideas: Describing Details Writing Product: Informative Writing Write to Sources: Reading/Writing Workshop: <i>Six Kids</i> Literature Anthology: <i>Go, Pip!</i> Grammar Skill: Word Order Mechanics: Sentence Punctuation (periods)	Project: How are places in our community similar to, or different from, places 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 A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 3 Weekly Concept: Our Pets Essential Question: What makes a pet special? Connect to Science: Explore what pets need to survive.	Title: <i>Cool Dog, School Dog</i> Genre: Fiction Strategy: Visualize Concepts of Print: Track Print and Return Sweep	Title: “Our Pets” Genre: Nonfiction Strategy: Visualize	Short Text: <i>A Pig for Cliff</i> Genre: Fantasy Strategy: Visualize Skill: Key Details	Strategy: Visualize Skill: Key Details Main Selection Title: <i>Flip</i> Genre: Fantasy Paired Selection Title: “What Pets Need” Genre: Nonfiction Text Feature: Labels	Strategy: Visualize Skill: Key Details Main Selections Genre: Fantasy A: <i>Mouse’s Moon Party</i> O: <i>Pet Show</i> E: <i>Pet Show</i> B: <i>Polly the Circus Star</i> Paired Selection Genre: Nonfiction Titles: A: “A Mouse in the House” O: “Love That Llama!” E: “Love That Llama!” B: “Birds That Talk” Lexile: A: 120L O: 200L E: 20L B: 280L	Literature Big Books: Sentence Structure, Connection of Ideas	Additional Domain Words: <i>living things, need, cares</i> Additional Academic Vocabulary: <i>consonant, label, publish</i> Build Vocabulary: <i>glad, plan</i>	<i>be, come, good, pull</i>	<i>care, train, groom, companion, popular</i>	Phonemic Awareness: Contrast Vowel Sounds, Phoneme Blending/ Substitution/ Segmentation Phonics/Spelling Skill: beginning consonant blends: /-blends Consonants reviewed throughout Unit 1 Structural Analysis: -s (plural nouns) Decodable Readers: <i>Cliff Has a Plan; A Good Black Cat</i>	Appropriate Phrasing	Writing Trait: Ideas: Describing Details Write About Text: Narrative Text Write to Sources: Reading/Writing Workshop: <i>A Pig for Cliff</i> Literature Anthology: <i>Flip</i> Grammar Skill: <i>Statements</i> Grammar Mechanics: Capitalization and Punctuation (periods)	Project: What are the ways to care for pets? Create a Poster
Week 4 Weekly Concept: Let’s Be Friends Essential Question: What do friends do together? Connect to Social Studies: Explore why we respect the rights of others.	Title: <i>Friends All Around</i> Genre: Nonfiction Strategy: Ask and Answer Questions Concepts of Print: Book Handling and Labels	Title: “Games Long Ago” Genre: Nonfiction Strategy: Ask and Answer Questions	Short Text: <i>Toss! Kick! Hop!</i> Genre: Nonfiction Strategy: Ask and Answer Questions Skill: Key Details	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Title: <i>Friends</i> Genre: Nonfiction Paired Selection Title: “There Are Days and There Are Days” Genre: Poetry	Strategy: Ask and Answer Questions Skill: Key Details Main Selections Genre: Realistic Fiction A: <i>Friends Are Fun</i> O: <i>Friends Are Fun</i> E: <i>Friends Are Fun</i> B: <i>Friends Are Fun</i> Paired Selections Genre: Poetry Titles: A: “I Like to Play” O: “I Like to Play” E: “I Like to Play” B: “I Like to Play” Lexile: A: 130L O: 110L E: 100L B: 350L	Literature Big Books: Organization, Connection of Ideas	Additional Domain Words: <i>poem</i> Additional Academic Vocabulary: <i>evaluate, rhyme</i> Build Vocabulary: <i>toss, tag, quick, make up</i>	<i>fun, make, they, too</i>	<i>cooperate, relationship, deliver, chore, collect</i>	Phonemic Awareness: Phoneme Categorization/ Segmentation/ Deletion, Rhyme, Phoneme Blending Phonics/ Spelling Skill: short o Consonants reviewed throughout Unit 1 Structural Analysis: alphabetical order (one letter)) Decodable Readers: <i>Bob is a Fun Pal; Dog and Fox</i>	Appropriate Phrasing	Writing Trait: Organization: Compare and Contrast Write About Text: Informative Text Write to Sources: Reading/Writing Workshop: <i>Toss! Kick! Hop!</i> Literature Anthology: <i>Friends</i> Grammar Skill: Questions and Exclamations Grammar Mechanics: Question and Exclamation Marks	Project: What can we learn about our favorite games or sports? Make a Poster

Grade 1 • Unit 1 • Scope and Sequence



Big Idea: Getting to Know Us What makes you special?	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 5 Weekly Concept: Let's Move! Essential Question: How does your body move? Connect to Science: Explore how people and animals use their body parts.	Title: <i>Move!</i> Genre: Nonfiction Strategy: Ask and Answer Questions Concepts of Print: Special Text Treatments	Title: "Rabbit and Coyote Race" Genre: Folktale Strategy: Ask and Answer Questions	Short Text: <i>Move and Grin!</i> Genre: Nonfiction Strategy: Ask and Answer Questions Skill: Key Details	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Title: <i>Move It!</i> Genre: Nonfiction Paired Selection Title: "Using Diagrams" Genre: Nonfiction Text Feature: Diagram	Strategy: Ask and Answer Questions Skill: Key Details Main Selections Genre: Nonfiction A: <i>We Can Move!</i> O: <i>We Can Move!</i> E: <i>We Can Move!</i> B: <i>We Can Move!</i> Paired Selections Genre: Nonfiction Titles: A: "What's Under Your Skin?" O: "What's Under Your Skin?" E: "What's Under Your Skin?" B: "What's Under Your Skin?" Lexile: A: 170 O: 200L E: 190L B: 390L	Literature Big Books: Purpose Vocabulary	Additional Academic Vocabulary: <i>diagram</i> <i>statement</i> <i>nonfiction</i> Build Vocabulary: <i>land, spin</i>	<i>jump</i> <i>move</i> <i>run</i> <i>two</i>	<i>physical</i> <i>exercise</i> <i>agree</i> <i>exhausted</i> <i>difficult</i>	Phonemic Awareness: Phoneme Categorization/ Segmentation/ Deletion/Blending Phonics/ Spelling Skill: Beginning consonant blends: r-blends; s-blends Consonants reviewed throughout Unit 1 Structural Analysis: possessives Decodable Readers: <i>Snap, Skip, Trot; Snip and Fred Can Move</i>	Appropriate Phrasing	Writing Trait: Organization: Order of Events Write About the Text: Informative Writing Write to Sources: Reading/Writing Workshop: <i>Move and Grin!</i> Literature Anthology: <i>Move It!</i> Grammar Skill: Writing Sentences Mechanics: Capitalization and Punctuation (periods, question and exclamation marks)	Weekly: How does the human body move? Create a Visual Record Unit Level: Research Skill: Selecting a Topic Unit Project: Self-select and develop from weekly research projects.
Week 6 Review and Assessment													

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 A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: Jobs Around Town Essential Question: What jobs need to be done in a community? Connect to Social Studies: Explore the work people do.	Title: <i>Millie Waits for the Mail</i> Genre: Fiction Strategy: Make and Confirm Predictions Concepts of Print: Ellipses and Dashes	Title: “Jobs Around Town” Genre: Nonfiction Strategy: Make and Confirm Predictions	Short Text: <i>Good Job, Ben!</i> Genre: Realistic Fiction Strategy: Make and Confirm Predictions Skill: Character, Setting, Events	Strategy: Make and Confirm Predictions Skill: Character, Setting, Events Main Selection Title: <i>The Red Hat</i> Genre: Realistic Fiction Paired Selection Title: “ <i>Firefighters at Work</i> ” Genre: Nonfiction Text Feature: Labels	Strategy: Make and Confirm Predictions Skill: Character, Setting, Events Main Selections Genre: Realistic Fiction A: <i>Pick Up Day</i> O: <i>Ben Brings the Mail</i> E: <i>Ben Brings the Mail</i> B: <i>At Work with Mom</i> Paired Selections Genre: nonfiction Titles: A: “The Recycling Center” O: “At the Post Office” E: “At the Post Office” B: “Tools for the School Nurse” Lexile: A: 70 O: 200L E: 70L B: 330L	Literature Big Books: Sentence Structure, Organization	Additional Domain Words: <i>firefighter</i> <i>siren</i> <i>protect</i> Additional Academic Vocabulary: <i>end</i> <i>middle</i> Build Vocabulary: <i>grabs</i>	<i>again</i> <i>help</i> <i>new</i> <i>there</i> <i>use</i>	<i>occupation</i> <i>community</i> <i>equipment</i> <i>fortunately</i> <i>astonishing</i>	Phonemic Awareness: Phoneme Blending/Isolation/Segmentation Phonics/ Spelling Skill: short e spelled e and ea Structural Analysis: inflectional ending -ed (no spelling change) Decodable Readers: <i>Ted Gets a Job; I Sell Crabs</i>	Intonation	Writing Trait: Organization: Focus on an Idea Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: <i>Good Job, Ben!</i> Literature Anthology: <i>The Red Hat</i> Grammar Skill: Nouns Mechanics: Commas in a Series	Project: What can we learn about jobs that help the community? Write a Script
Week 2 Weekly Concept: Buildings All Around Essential Question: 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 3 Little Dassies</i> Genre: Fantasy Strategy: Make and Confirm Predictions Concepts of Print: Quotations	Title: “The Three Little Pigs” Genre: Folktale Strategy: Make and Confirm Predictions	Short Text: <i>Cubs in a Hut</i> Genre: Fantasy Strategy: Make and Confirm Predictions Skill: Character, Setting, Events	Strategy: Make and Confirm Predictions Skill: Character, Setting, Events Main Selection Title: <i>The Pigs, the Wolf, and the Mud</i> Genre: Fantasy Paired Selection Title: “Homes Around the World” Genre: Nonfiction Text Feature: Captions	Strategy: Make and Confirm Predictions Skill: Character, Setting, Events Main Selections Genre: Fantasy A: <i>What a Nest!</i> O: <i>Staying Afloat</i> E: <i>Staying Afloat</i> B: <i>City Armadillo, Country Armadillo</i> Paired Selections Genre: Nonfiction Titles: A: “Stone Castles” O: “A Day on a Houseboat” E: “A Day on a Houseboat” B: “City or Country?” Lexile: A: 170 O: 150L E: 10L B: 330L	Literature Big Books: Vocabulary	Additional Domain Words: <i>homes</i> <i>build</i> <i>shelter</i> Additional Academic Vocabulary: <i>apostrophe</i> <i>dialogue</i> <i>presentation</i> Build Vocabulary: <i>mess</i>	<i>could</i> <i>live</i> <i>one</i> <i>then</i> <i>three</i>	<i>shelter</i> <i>materials</i> <i>collapsed</i> <i>furious</i> <i>refused</i>	Phonemic Awareness: Rhyme, Phoneme Identity/Blending/Segmentation Phonics/ Spelling Skill: short u Structural Analysis: contractions with ‘s Decodable Readers: <i>Can Bud Stop Bug; It’s Up to Us</i>	Expression	Writing Trait: Organization: Beginning Sentence Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: <i>Cubs in a Hut</i> Literature Anthology: <i>The Pigs, The Wolf, and the Mud</i> Grammar Skill: Singular and Plural Nouns Mechanics: Adding -s and -es 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 A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 3 Weekly Concept: A Community in Nature Essential Question: Where do animals live together? Connect to Science: Explore how the animals adapt to different environments.	Title: <i>Babies in the Bayou</i> Genre: Nonfiction Strategy: Reread Concepts of Print: Distinguish Sentences	Title: “Animals in the Desert” Genre: Nonfiction Strategy: Reread	Short Text: <i>The Best Spot</i> Genre: Nonfiction Strategy: Reread Skill: Main Topic and Key Details	Strategy: Reread Skill: Main Topic and Key Details Main Selection Title: <i>At a Pond</i> Genre: Nonfiction Paired Selection Title: “Way Down Deep” Genre: Poetry	Strategy: Reread Skill: Main Topic and Key Details Main Selections Genre: Nonfiction A: Meerkat Family O: Meerkat Family E: Meerkat Family B: Meerkat Family Paired Selections Genre: Poetry Titles: A: “I Live in a House!” O: “I Live in a House!” E: “I Live in a House!” B: “I Live in a House!” Lexile: A: 170 O: 210L E: 170L B: 370L	Literature Big Books: Purpose, Organization	Additional Domain Word: <i>poem</i> Additional Academic Vocabulary: <i>draft</i> <i>repetition</i> <i>rhythm</i> Build Vocabulary: <i>pond</i> <i>rest</i> <i>twigs</i>	<i>eat</i> <i>no</i> <i>of</i> <i>under</i> <i>who</i>	<i>habitat</i> <i>depend</i> <i>hibernate</i> <i>tranquil</i> <i>tolerate</i>	Phonemic Awareness: Phoneme Categorization/ Blending/ Substitution/ Segmentation Phonics/ Spelling Skill: ending consonant blends <i>nd, nk, nt, st, sk, mp</i> Structural Analysis: inflectional ending <i>-ing</i> (no spelling change); first introduction to two-syllable words Decodable Readers: <i>In a Land of Grass; Stomp and Romp</i>	Appropriate Phrasing	Writing Trait: Ideas: Facts Wrie About the Text: Informative Text Write to Sources: Reading/Writing Workshop: <i>The Best Spot</i> Literature Anthology: <i>At a Pond</i> Grammar Skill: Possessive Nouns Mechanics: Apostrophe with Possessive Nouns	Project: What can we learn about a habitat? What kinds of creatures live there? Make a Collage
Week 4 Weekly Concept: Let’s Help Essential Question: How do people help out in the community? Connect to Social Studies: Understand respecting other’s differences.	Title: <i>The Story of Martin Luther King Jr.</i> Genre: Nonfiction/ Biography Strategy: Reread Concepts of Print: Special Text Treatments	Title: “Luis’s Library” Genre: Nonfiction Strategy: Reread	Short Text: <i>Thump Thump Helps Out</i> Genre: Fantasy Strategy: Reread Skill: Character, Setting, Events	Strategy: Reread Skill: Character, Setting, Events Main Selection Title: <i>Nell’s Books</i> Genre: Fantasy Paired Selection Title: “Kids Can Help!” Genre: Nonfiction Text Feature: List	Strategy: Reread Skill: Character, Setting, Events Main Selections Genre: Fantasy A: The Sick Tree O: Squirrels Help E: Squirrels Help B: Wow, Kitty! Paired Selections Genre: Poetry Titles: A: “Beach Clean-Up” O: “Food Drive” E: “Food Drive” B: “Sharing Skills” Lexile: A: 40L O: 200L E: 109L B: 390L	Literature Big Books: Genre, Prior Knowledge	Additional Domain Words: <i>neighborhood</i> <i>garden</i> <i>recycle</i> Additional Academic Vocabulary: <i>fantasy</i> <i>imaginary</i> Build Vocabulary: <i>shelf</i> <i>clang</i> <i>bang</i> <i>wish</i>	<i>all</i> <i>call</i> <i>day</i> <i>her</i> <i>want</i>	<i>leadership</i> <i>admire</i> <i>enjoy</i> <i>rely</i> <i>connections</i>	Phonemic Awareness: Phoneme Isolation/ Categorization/ Blending/ Segmentation Phonics/ Spelling Skill: consonant digraphs <i>th, sh, -ng</i> Structural Analysis: closed syllables Decodable Readers: <i>Dash Has a Wish; The Helping Game; Send a Big Thanks</i>	Intonation	Writing Trait: Organization: Beginning, Middle Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: <i>Thump Thump Helps Out</i> Literature Anthology: <i>Nell’s Books</i> Grammar Skill: Common and Proper Nouns Mechanics: Capitalize Proper Nouns (people, pets, places, and things)	Weekly: How can we make our classroom a better place? Make a List

Grade 1 • Unit 2 • Scope and Sequence



Big Idea: Getting to Know Us What makes you special?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
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: <i>Me on the Map</i> Genre: Realistic Fiction Strategy: Reread Concepts of Print: Reading Sentences across Pages	Title: “Map It” Genre: Nonfiction Strategy: Reread	Short Text: <i>Which Way on the Map?</i> Genre: Nonfiction Strategy: Reread Skill: Main Topic and Key Details	Strategy: Reread Skill: Main Topic and Key Details Main Selection Title: <i>Fun with Maps</i> Genre: Nonfiction Paired Selection Title: “North, East, South, or West?” Genre: Nonfiction Text Feature: Map	Strategy: Reread Skill: Main Topic and Key Details Main Selections Genre: Nonfiction A: <i>How Maps Help</i> O: <i>How Maps Help</i> E: <i>How Maps Help</i> B: <i>How Maps Help</i> Paired Selections Genre: Nonfiction Titles: A: “On the Map” O: “On the Map” E: “On the Map” B: “On the Map” Lexile: A: 130L O: 230L E: 60L B: 420L	Literature Big Books: Purpose, Organization	Additional Academic Vocabulary: <i>map</i> <i>proofread</i> Build Vocabulary: <i>n/a</i>	<i>around</i> <i>by</i> <i>many</i> <i>place</i> <i>walk</i>	<i>locate</i> <i>route</i> <i>height</i> <i>model</i> <i>separate</i>	Phonemic Awareness: Phoneme Segmentation/ Addition/ Blending Phonics/ Spelling Skill: consonant digraphs <i>ch</i> , <i>-tch</i> , <i>wh</i> , <i>ph</i> Structural Analysis: -es (plural nouns) Decodable Readers: <i>A Map Match; A Fun Chest; Phil and Steph Get Lost; Maps and Graphs</i>	Appropriate Phrasing	Writing Trait: Ideas: Supporting Details Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: <i>Which Way on the Map?</i> Literature Anthology: <i>Fun with Maps</i> Grammar Skill: Irregular Plural Nouns Mechanics: Capital Letters and Periods (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 O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
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: <i>A Second Is a Hiccup</i> Genre: Fiction Strategy: Make and Confirm Predictions Concepts of Print: Capitalization and Punctuation	Title: “Measuring Time” Genre: Nonfiction Strategy: Make and Confirm Predictions	Short Text: <i>Nate the Snake Is Late</i> Genre: Fantasy Strategy: Make and Confirm Predictions Skill: Character, Setting, Plot Main Selection Title: <i>On My Way to School</i> Genre: Fantasy Paired Selection Title: “It’s About Time” Genre: Nonfiction Text Feature: Bold print	Strategy: Make and Confirm Predictions Skill: Character, Setting, Plot Main Selections Genre: Fantasy A: <i>Busy’s Watch</i> O: <i>Kate Saves the Date!</i> E: <i>Kate Saves the Date!</i> B: <i>Uncle George Is Coming</i> Paired Selections Genre: Nonfiction Titles: A: “Make a Clock” O: “Use a Calendar” E: “Use a Calendar” B: “So Many Clocks!” Lexile: A: 40L O: 220L E: 330L B: 320L	Literature Big Books: Purpose, Organization	Additional Domain Words: <i>clock, sundial, shadow</i> Additional Academic Vocabulary: <i>capitalization, flare, rubric, timetable</i> Build Vocabulary: <i>wig at last zips mop lake</i>	<i>away now some today way why</i>	<i>schedule immediately weekend calendar occasion</i>	Phonemic Awareness: Phoneme Identity/ Addition/ Substitution/ Blending/ Segmentation Phonics/ Spelling Skill: long a: a_e Structural Analysis: contractions with not (isn’t, aren’t, wasn’t, weren’t, hasn’t, haven’t, can’t) Decodable Readers: <i>Dave Was Late; Is It Late?</i>	Intonation	Writing Trait: Word Choice: Sensory Details Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: <i>Nate the Snake Is Late</i> Literature Anthology: <i>On My Way to School</i> Grammar Skill: Verbs Mechanics: Commas in Series	Project: What are the different ways to measure time? Explore Sun Dials	
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: <i>Mystery Vine</i> Genre: Informational Fiction Strategy: Make and Confirm Predictions Concepts of Print: Punctuation Within Sentence	Title: “The Great Big, Gigantic Turnip” Genre: Folktale Strategy: Make and Confirm Predictions	Short Text: <i>Time to Plant!</i> Genre: Drama Strategy: Make and Confirm Predictions Skill: Plot: Sequence Main Selection Title: <i>The Big Yuca Plant</i> Genre: Play Paired Selection Title: “How Plants Grow” Genre: Nonfiction Text Feature: Diagram	Strategy: Make and Confirm Predictions Skill: Plot: Sequence Main Selections Genre: Play A: <i>Corn Fun</i> O: <i>Yum, Strawberries!</i> E: <i>Yum, Strawberries!</i> B: <i>A Tree’s Life</i> Paired Selections Genre: Nonfiction Titles: A: “Ear of Corn” O: “Strawberry Plant” E: “Strawberry Plant” B: “Inside Trees” Lexile: A: NP O: NP E: NP B: NP	Literature Big Books: Prior Knowledge, Vocabulary	Additional Domain Words: <i>seed root sprout</i> Additional Academic Vocabulary: <i>audience vegetables</i> Build Vocabulary: <i>root grab stuck vine</i>	<i>green grow pretty should together water</i>	<i>bloom sprout grasped assist spied</i>	Phonemic Awareness: Alliteration, Phoneme Deletion/ Segmentation/ Blending Phonics/ Spelling Skill: long i: i_e Structural Analysis: plurals (with CVCe words) Decodable Readers: <i>A Fine Plant; Plants Take Time to Grow</i>	Appropriate Phrasing	Writing Trait: Word Choice: Use Specific Words Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: <i>Time to Plant!</i> Literature Anthology: <i>The Big Yuca Plant</i> Grammar Skill: <i>Present-Tense Verbs</i> Mechanics: Capitalize 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	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
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>Interrupting Chicken</i> Genre: Fiction Strategy: Make and Confirm Predictions Concepts of Print: Quotation Marks/ Text Styles	Title: “The Foolish, Timid Rabbit” Genre: Folktale Strategy: Make and Confirm Predictions	Short Text: <i>The Nice Mitten</i> Genre: Folktale Strategy: Make and Confirm Predictions Skill: Plot: Cause and Effect	Strategy: Make and Confirm Predictions Skill: Plot: Cause and Effect Main Selection Title: <i>The Gingerbread Man</i> Genre: Folktale Paired Selection Title: “Mother Goose Rhymes” Genre: Rhyme	Strategy: Make and Confirm Predictions Skill: Plot: Cause and Effect Main Selections Genre: Folktale A: <i>How Coqui Got Her Voice</i> O: <i>The Magic Paintbrush</i> E: <i>The Magic Paintbrush</i> B: <i>The Storytelling Stone</i> Paired Selections: Genre: Poetry/Song Titles: A: “El Coqui/The Coqui” O: “Make New Friends” E: “Wanted: A Friend” B: “Family Stories” Lexile: A: 300L O: 230L E: 240L B: 460L	Literature Big Books: Organization, Connection of Ideas	Additional Domain Words: <i>poem</i> Additional Academic Vocabulary: <i>element</i> <i>puppet</i> <i>style</i> Build Vocabulary: <i>except</i> <i>raced</i> <i>passed</i> <i>wish</i> <i>edge</i>	<i>any</i> <i>from</i> <i>happy</i> <i>once</i> <i>so</i> <i>upon</i>	<i>tale</i> <i>hero</i> <i>timid</i> <i>foolish</i> <i>eventually</i>	Phonemic Awareness: Rhyme, Phoneme Blending/ Segmentation Phonics/ Spelling Skill: soft c; soft g, dge Structural Analysis: inflectional endings -ed and -ing (drop final e) Decodable Readers: <i>King and Five Nice Mice</i>	Expression	Writing Trait: Word Choice: Use Strong Verbs Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: <i>The Nice Mitten</i> Literature Anthology: <i>The Gingerbread Man</i> Grammar Skill: Past- and Future-Tense Verbs Mechanics: Commas in Series	Project: What 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 Strategy: Reread Concepts of Print: Reading Sentences Across Pages	Title: “Pioneers” Genre: Nonfiction Strategy: Reread	Short Text: <i>Life at Home</i> Genre: Nonfiction Strategy: Reread Skill: Connections Within Text: Compare and Contrast	Strategy: Reread Skill: Connections Within Text: Compare and Contrast Main Selection Title: <i>Long Ago and Now</i> Genre: Nonfiction Paired Selection Title: “From Horse to Plane” Genre: Nonfiction Text Feature: Captions	Strategy: Reread Skill: Connections Within Text: Compare and Contrast Main Selections Genre: Nonfiction A: <i>Schools Then and Now</i> O: <i>Schools Then and Now</i> E: <i>Schools Then and Now</i> B: <i>Schools Then and Now</i> Paired Selections Genre: Nonfiction Titles: A: “School Days” O: “School Days” E: “School Days” B: “School Days” Lexile: A: 170L O: 220L E: 270L B: 380L	Literature Big Books: Prior Knowledge, Vocabulary	Additional Domain Words: <i>transportation,</i> <i>engines</i> <i>invented</i> Additional Academic Vocabulary: <i>opinion</i> <i>frontier</i> <i>caption</i> Build Vocabulary: <i>wagon</i> <i>tongs</i> <i>scrub</i> <i>attend</i>	<i>ago,</i> <i>boy,</i> <i>girl,</i> <i>how,</i> <i>old,</i> <i>people</i>	<i>century,</i> <i>past,</i> <i>present,</i> <i>future,</i> <i>entertainment</i>	Phonemic Awareness: Phoneme Segmentation/ Isolation/ Blending Phonics/ Spelling Skill: long o: o_e; long u: u_e; long e: e_e Structural Analysis: CVCe syllables Decodable Readers: <i>Those Old Classes;</i> <i>That Old Globe</i>	Appropriate Phrasing	Writing Trait: Ideas: Give Reasons for an Opinion Writing About the Text: Opinion Write to Sources: Reading/Writing Workshop: <i>Life at Home</i> Literature Anthology: <i>Long Ago and Now</i> Grammar Skill: Is and Are Mechanics: Commas in Dates	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 A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
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: <i>Where Does Food Come From?</i> Genre: Nonfiction Strategy: Reread Concepts of Print: Special Text Treatments	Title: “The Little Red Hen” Genre: Folktale Strategy: Reread	Short Text: <i>A Look at Breakfast</i> Genre: Nonfiction Strategy: Reread Skill: Connections Within Text: Sequence	Strategy: Reread Skill: Connections Within Text: Sequence Main Selection Title: <i>From Cows to You</i> Genre: Nonfiction Paired Selection Title: “A Food Chart” Genre: Nonfiction Text Feature: Chart	Strategy: Reread Skill: Connections Within Text: Sequence Main Selections Genre: Nonfiction A: <i>Apples from Farm to Table</i> O: <i>Apples from Farm to Table</i> E: <i>Apples from Farm to Table</i> B: <i>Apples from Farm to Table</i> Paired Selections Genre: Nonfiction Titles: A: “A Dairy Treat” O: “A Dairy Treat” E: “A Dairy Treat” B: “A Dairy Treat” Lexile: A: 330L O: 550L E: 430L B: 580L	Literature Big Books: Purpose, Genre	Additional Academic Vocabulary: <i>chart</i> <i>contraction</i> <i>facts</i> Build Vocabulary: <i>graze</i> <i>spoil</i> <i>boil</i>	<i>after</i> <i>buy</i> <i>done</i> <i>every</i> <i>soon</i> <i>work</i>	<i>delicious</i> <i>nutritious</i> <i>responsibility</i> <i>enormous</i> <i>delighted</i>	Phonemic Awareness: Phoneme Segmentation/ Blending/Deletion Phonics/ Spelling Skill: variant vowel spellings with digraphs: oo, u Structural Analysis: inflectional endings -ed and -ing (double final consonant) Decodable Readers: <i>A Good Cook</i> ; <i>That Looks Good</i>	Intonation	Writing Trait: Ideas: Give Reasons for an Opinion Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: <i>A Look at Breakfast</i> Literature Anthology: <i>From Cows to You</i> Grammar Skill: Contractions with <i>Not</i> Mechanics: Apostrophes in Contractions	Project: Where does food come from? How is food produced? Make a Flowchart Unit Level: Research Skill: Using Different Resources Unit Project: Self-select and develop from weekly 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	Leveled Reader, Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
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 Child” Genre: Fantasy Strategy: Ask and Answer Questions	Short Text: <i>A Tale of a Tail</i> : “How the Beaver Got Its Flat Tail” Lexile: 430L Genre: Folktale Strategy: Ask and Answer Questions Skill: Plot: Sequence	Strategy: Ask and Answer Questions Skill: Plot: Sequence Main Selection Title: <i>How Bat Got Its Wings</i> Genre: Folktale Lexile: 410L Paired Selection Title: “Bats! Bats! Bats!” Genre: Nonfiction Lexile: 400L Text Feature: Chart	Strategy: Ask and Answer Questions Skill: Plot: Sequence Main Selections Genre: Folktale A: <i>The King of the Animals</i> O: <i>Fly to the Rescue!</i> E: <i>Fly to the Rescue!</i> B: <i>Hummingbird’s Wings</i> Paired Selections Genre: Nonfiction Titles: A: “Lions and Elephants” O: “Animal Traits” E: “Animal Traits” B: “What Is a Hummingbird?” Lexile: A: 350L O: 290L E: 270L B: 520L	Literature Anthology: Prior Knowledge	Vocabulary Words: <i>special</i> <i>splendid</i> Additional Domain Words: <i>mammal</i> <i>bird</i> <i>hunt</i> Additional Academic Vocabulary: <i>folktale</i> <i>traditions</i> <i>unusual</i> Build Vocabulary: <i>skin</i> <i>zipped</i> <i>close</i> <i>field</i> Vocabulary Strategy: Use a Dictionary	<i>about</i> <i>animal</i> <i>carry</i> <i>eight</i> <i>give</i> <i>our</i>	<i>feature</i> <i>appearance</i> <i>determined</i> <i>predicament</i> <i>relief</i>	Phonemic Awareness: Rhyme, Phoneme Categorization/ Blending/ Segmentation Phonics/ Spelling Skill: long a: a, ai, ay Structural Analysis: alphabetical order (two letters) Decodable Readers: <i>April the Agent</i> ; <i>Snail Mail</i> <i>Tails</i>	Intonation	Writing Trait: Word Choice: Figurative Language Write About the Text: Narrative Text Write to Sources: Reading/ Writing Workshop: <i>A Tale of a Tail: How the Beaver Got its Flat Tail</i> Literature Anthology: <i>How Bat Got Its Wings</i> 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: <i>A Team of Fish</i> Lexile: 340L Genre: Nonfiction Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Text Feature: Captions	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Main Selection Title: <i>Animal Teams</i> Genre: Nonfiction Lexile: 480L Text Feature: Captions Paired Selection Title: “Busy As a Bee” Genre: Nonfiction Lexile: 500L Text Feature: Captions	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Main Selections Genre: Nonfiction A: <i>Penguins All Around</i> O: <i>Penguins All Around</i> E: <i>Penguins All Around</i> B: <i>Penguins All Around</i> Paired Selections Genre: Nonfiction Titles: A: “Animals Work Together!” O: “Animals Work Together!” E: “Animals Work Together!” B: “Animals Work Together!” Lexile: A: 340L O: 450L E: 340L B: 610L	Literature Anthology: Purpose, Connection of Ideas	Vocabulary Words: <i>partner</i> <i>danger</i> Additional Domain Words: <i>worker</i> <i>honey</i> <i>queen</i> Additional Academic Vocabulary: <i>cooperate</i> <i>theme</i> <i>captions</i> <i>nonfiction</i> Build Vocabulary: <i>odd</i> <i>deal</i> <i>flicks</i> <i>pal</i> <i>liquid</i> <i>pests</i> <i>spots</i> Vocabulary Strategy: Context Clues: Sentence Clues	<i>because</i> <i>blue</i> <i>into</i> <i>or</i> <i>other</i> <i>small</i>	<i>behavior</i> ; <i>beneficial</i> <i>dominant</i> <i>instinct</i> <i>endangered</i>	Phonemic Awareness: Phoneme Identity/ Segmentation, Rhyme, Phoneme Blending Phonics/ Spelling Skill: long e: e, ee, ea, ie Structural Analysis: prefixes re-, un-, pre- Decodable Readers: <i>A Green Eel</i> ; <i>Clean Up Team</i>	Appropriate Phrasing	Writing Trait: Organization: Introduce the Topic Write About the Text: Opinion Write to Sources: Reading/ Writing Workshop: <i>A Team of Fish</i> Literature Anthology: <i>Animal Teams</i> Grammar Skill: Has and Have 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 Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 3 Weekly Concept: In the Wild Essential Question: How do animals survive in nature? Connect to Science: Explore how animals adapt to their environment.	Title: “Animals in Winter” Genre: Nonfiction Strategy: Ask and Answer Questions	Short Text: <i>Go Wild!</i> Lexile: 530L Genre: Nonfiction Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Text Feature: Illustrations/ Photographs	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Main Selections Genre: Nonfiction A: <i>Go, Gator!</i> O: <i>Go, Gator!</i> E: <i>Go, Gator!</i> B: <i>Go, Gator!</i> Paired Selections Genre: Poetry Titles: A: “Ducklings” O: “Ducklings” E: “Ducklings” B: “Ducklings” Lexiles A: 320L O: 510L E: 270L B: 590L	Literature Anthology: Organization, Sentence Structure	Vocabulary Words: <i>search seek</i> Additional Domain Words: <i>poem</i> Additional Academic Vocabulary: <i>wild topic sequence</i> Build Vocabulary: <i>search, seek reek, fragrant spicy, stinky dine, preen glide, gather settle, heats stretch, warming tilt, soar scan</i> Vocabulary Strategy: Word Categories	<i>find food more over start warm</i>	<i>survive provide wilderness communicate superior</i>	Phonemic Awareness: Phoneme Categorization/ Blending, Contrast Sounds, Phoneme Segmentation Phonics/ Spelling Skill: long o: o, oa, ow, oe Structural Analysis: open syllables Decodable Readers: <i>A Doe is a Deer; Joe Goes Slow; Toads; Joan and Elmo Swim</i>	Expression	Writing Trait: Organization: Write a Concluding Sentence Write About the Text: Informative Text Write to Sources: Reading/ Writing Workshop: <i>Go Wild!</i> Literature Anthology: <i>Vulture View</i> Grammar Skill: Go and Do Mechanics: Capitalize Proper Nouns	Project: How do animals survive in their habitats? Make a Diorama	
Week 4 Weekly Concept: Insects! Essential Question: What insects do you know about? How are they alike and different? Connect to Science: Explore how insects adapt to different environments.	Title: “Insect Hide and Seek” Genre: Nonfiction Strategy: Visualize	Short Text: <i>Creep Low, Fly High</i> Lexile: 290L Genre: Fantasy Strategy: Visualize Skill: Point of View	Strategy: Visualize Skill: Point of View Main Selections Genre: Fantasy A: <i>Where Is My Home?</i> O: <i>The Hat</i> E: <i>The Hat</i> B: <i>Come One, Come All</i> Paired Selections Genre: Nonfiction Titles: A: “Wings” O: “Let’s Look at Insects!” E: “Let’s Look at Insects!” B: “Compare Insects” Lexile: A: 170L O: 290L E: 230L B: 330L	Literature Anthology: Organization	Vocabulary Words: <i>beautiful fancy</i> Additional Domain Words: <i>body protects senses insects</i> Additional Academic Vocabulary: <i>fantasy chapters point of view concluding statement</i> Build Vocabulary: <i>tasty</i> Vocabulary Strategy: Context Clues: Sentence Clues	<i>caught flew know laugh listen were</i>	<i>flutter different resemble(s) protect(s) imitate</i>	Phonemic Awareness: Phoneme Categorization/ Identity/ Segmentation/ Substitution Phonics/ Spelling Skill: long i: i, y, igh, ie Structural Analysis: inflectional endings (change y to i) Decodable Readers: <i>Jay Takes Flight; Be Kind to Bugs; Why Hope Flies; Glowing Bugs Fly</i>	Appropriate Phrasing	Writing Trait: Organization: Write a Concluding Statement Write About the Text: Informative Write to Sources: Reading/ Writing Workshop: <i>Creep Low, Fly High</i> Literature Anthology: <i>Hi! Fly Guy</i> Grammar Skill: See and Saw Mechanics: Underline Titles of Books	Proct: What can we learn about insects? Make a Diagram	

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 A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
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.	Title: “Ming’s Teacher” Genre: Folktale Strategy: Visualize	Short Text: Time for Kids: <i>From Puppy to Guide Dog</i> Lexile: 680L Genre: Nonfiction Strategy: Visualize Skill: Connections Within Text: Sequence Text Feature: Captions	Strategy: Visualize Skill: Connections Within Text: Sequence Main Selections Genre: Nonfiction A: Teach a Dog! O: Teach a Dog! E: Teach a Dog! B: Teach a Dog! Paired Selections Genre: Nonfiction Titles: A: “Working with Dolphins” O: “Working with Dolphins” E: “Working with Dolphins” B: “Working with Dolphins” Lexile: A: 270L O: 330L E: 230L B: 440L	Literature Anthology: Organization, Genre	Vocabulary Words: <i>clever</i> <i>signal</i> Additional Academic Vocabulary: <i>guide dog</i> <i>tasks</i> <i>time-order words</i> <i>adverb</i> Build Vocabulary: <i>study</i> <i>pets</i> <i>projects</i> <i>hobby</i> Vocabulary Strategy: Root Words	<i>found</i> <i>hard</i> <i>near</i> <i>woman</i> <i>would</i> <i>write</i>	<i>career</i> <i>soothe</i> <i>remarkable</i> <i>advice</i> <i>trust</i>	Phonemic Awareness: Phoneme Categorization/ Deletion/ Blending/ Addition Phonics/ Spelling Skill: long e: y, ey Structural Analysis: compound words Decodable Readers: <i>Race Pony!</i>; <i>Study With Animals</i>	Intonation	Writing Trait: Word Choice: Words That Tell Order Write About the Text: Informative Text Write to Sources: Reading/ Writing Workshop: <i>Time for Kids: From Puppy to Guide Dog</i> Literature Anthology: <i>Time for Kids: Koko and Penny</i> Grammar Skill: Adverbs That Tell When Mechanics: Commas in a Series	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.	
Week 6 Review and Assessment												

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 O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
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: “Goldilocks” Genre: Folktale Strategy: Make and Confirm Predictions	Short Text: <i>A Barn Full of Hats</i> Lexile: 320L Genre: Fantasy Strategy: Make and Confirm Predictions Skill: Point of View	Strategy: Make and Confirm Predictions Skill: Point of View Main Selection Title: A Lost Button (from <i>Frog and Toad Are Friends</i>) Genre: Fantasy Lexile: 340L Paired Selection Title: “Sort It Out” Genre: Nonfiction Lexile: 210L Text Feature: Photographs	Strategy: Make and Confirm Predictions Skill: Point of View Main Selections Genre: Fantasy A: <i>Nuts for Winter</i> O: <i>Dog Bones</i> E: <i>Dog Bones</i> B: <i>Spark’s Toys</i> Paired Selections Genre: Nonfiction Titles: A: “Sort by Color!” O: “Sorting Balls” E: “Sorting Balls” B: “Sorting Fruit” Lexile: A: 170L O: 360L E: 260L B: 390L	Literature Anthology: Organization, Connection of Ideas	Vocabulary Words: <i>trouble</i> <i>whole</i> Additional Domain Words: <i>alike</i> <i>different</i> <i>sort</i> Additional Academic Vocabulary: <i>categorize</i> <i>directions</i> <i>conjunction</i> <i>comma</i> Build Vocabulary: <i>meadow, screamed, slammed</i> Vocabulary Strategy: Context Clues: Multiple Meanings	<i>four</i> <i>large</i> <i>none</i> <i>only</i> <i>put</i> <i>round</i>	<i>distinguish</i> <i>classify</i> <i>organize</i> <i>entire</i> <i>startled</i>	Phonemic Awareness: Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation Phonics/ Spelling Skill: <i>r</i> -controlled vowel <i>ar</i> Structural Analysis: plurals (irregular) Decodable Readers: <i>Charm Scarves;</i> <i>Car Parts</i>	Phrasing	Writing Trait: Sentence Fluency: Use Complete Sentences Writing About the Text: Opinion Write to Sources: Reading/Writing Workshop: <i>A Barn Full of Hats</i> Literature Anthology: <i>A Lost Button</i> Grammar Skill: Words That Join Mechanics: Capitalize Proper Nouns (places)	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: Folktale Strategy: Make and Confirm Predictions	Short Text: <i>A Bird Named Fern</i> Lexile: 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: <i>Kitten’s First Full Moon</i> Genre: Fantasy Lexile: 550L Paired Selection Title: “The Moon” Genre: Nonfiction Lexile: 400L Text Feature: Captions	Strategy: Make and Confirm Predictions Skill: Plot: Cause and Effect Main Selections Genre: Fantasy A: <i>Little Blue’s Dream</i> O: <i>Hide and Seek</i> E: <i>Hide and Seek</i> B: <i>The Foxes Build a Home</i> Paired Selections Genre: Nonfiction Titles: A: “Hello, Little Dipper!” O: “Our Sun Is a Star!” E: “Our Sun Is a Star!” B: “Sunrise and Sunset” Lexile: A: 280L O: 310L E: 310L B: 420L	Literature Anthology: Connection of Ideas, Sentence Structure	Vocabulary Words: <i>leaped</i> <i>stretched</i> Additional Domain Words: <i>earth,</i> <i>telescope</i> <i>astronaut</i> Additional Academic Vocabulary: <i>enthusiasm</i> <i>excitement</i> <i>adjectives,</i> <i>exclamation mark</i> Build Vocabulary: <i>closed, wiggled, sprung, tumbled, chased, raced, might, hungry, lucky</i> Vocabulary Strategy: Shades of Meaning/ Intensity	<i>another,</i> <i>climb</i> <i>full</i> <i>great</i> <i>poor</i> <i>through</i>	<i>observe</i> <i>vast</i> <i>thoughtful</i> <i>certain</i> <i>remained</i>	Phonological Awareness: Rhyme, Phoneme Substitution/ Blending/Deletion/ Segmentation Phonics/ Spelling Skill: <i>r</i> -controlled vowels <i>er, ir, ur, or</i> Structural Analysis: inflectional ending -er Decodable Readers: <i>Sir Worm and Bird Girl;</i> <i>Birds in the Sky;</i> <i>Ginger and the Stars;</i> <i>Bats Under the Dark Sky;</i> <i>Born to Learn;</i> <i>Sport Stars</i>	Intonation	Writing Trait: Word Choice: Describing Words Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: <i>A Bird Named Fern</i> Literature Anthology: <i>Kitten’s First Full Moon</i> 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 A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
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	Short Text: <i>The Story of a Robot Inventor</i> Lexile: 420L Genre: Nonfiction/ Biography Strategy: Ask and Answer Questions Skill: Connections Within Text: Problem and Solution	Strategy: Ask and Answer Questions Skill: Connections Within Text: Problem and Solution Main Selection Title: <i>Thomas Edison, Inventor</i> Genre: Nonfiction/ Biography Lexile: 510L Paired Selection Title: "Windshield Wipers" and "Scissors" Genre: Poetry Lexile: NP	Strategy: Ask and Answer Questions Skill: Connections Within Text: Problem and Solution Main Selections Genre: Biography A: <i>The Wright Brothers</i> O: <i>The Wright Brothers</i> E: <i>The Wright Brothers</i> B: <i>The Wright Brothers</i> Paired Selections Genre: Poetry Titles: A: "Fly Away, Butterfly" O: "Fly Away, Butterfly" E: "Fly Away, Butterfly" B: "Fly Away, Butterfly" Lexiles A: 410L O: 500L E: 430L B: 660L	Literature Anthology: Genre, Purpose, Organization	Vocabulary Words: <i>idea, unusual</i> Additional Domain Words: <i>poem</i> Additional Academic Words: <i>alliteration, problem and solution, abbreviation, biography</i> Build Vocabulary: <i>hatch, lumber mill, cellar, baggage car, messages, code, brought light to</i> Vocabulary Strategy: Prefixes	<i>began better, guess, learn right sure</i>	<i>curious, improve complicated imagine device</i>	Phonemic Awareness: Phoneme Categorization/ Substitution/ Blending/Addition Phonics/ Spelling Skill: <i>r</i> -controlled vowels <i>or, ore, oar</i> Structural Analysis: abbreviations Decodable Readers: <i>A Board That Can Soar; Hard Chores</i>	Appropriate Phrasing	Writing Trait: Word Choice: Time-Order Words Write About the Text: <i>Informative Text</i> Write to Sources: Reading/Writing Workshop: <i>The Story of a Robot Inventor</i> Literature Anthology: <i>Thomas Edison, Inventor</i> Grammar Skill: Adjectives That Compare (<i>-er</i> and <i>-est</i>) Mechanics: Capitalize Days, Months, and Holidays	Weekly: What can we learn about an invention? Make a 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: <i>Now, What's That Sound?</i> Lexile: 240L Genre: Realistic Fiction Strategy: Ask and Answer Questions Skill: Plot: Problem and Solution	Strategy: Ask and Answer Questions Skill: Plot: Problem and Solution Main Selections Genre: Realistic Fiction A: <i>Thump, Jangle, Crash</i> O: <i>Down on the Farm</i> E: <i>Down on the Farm</i> B: <i>Going on a Bird Walk</i> Paired Selections Genre: How-to Titles: A: "How to Make Maracas" O: "How to Make a Rain Stick" E: "How to Make a Rain Stick" B: "How to Make a Wind Chime" Lexile: A: 180L O: 390L E: 170L B: 420L	Strategy: Ask and Answer Questions Skill: Plot: Problem and Solution Main Selections Genre: Realistic Fiction A: <i>Thump, Jangle, Crash</i> O: <i>Down on the Farm</i> E: <i>Down on the Farm</i> B: <i>Going on a Bird Walk</i> Paired Selections Genre: How-to Titles: A: "How to Make Maracas" O: "How to Make a Rain Stick" E: "How to Make a Rain Stick" B: "How to Make a Wind Chime" Lexile: A: 180L O: 390L E: 170L B: 420L	Literature Anthology: Organization, Sentence Structure	Vocabulary Words: <i>suddenly scrambled</i> Additional Domain Words: <i>pitch volume instrument</i> Additional Academic Words: <i>expression, patterns, suffix, articles</i> Build Vocabulary: <i>carton, pretended, grocery store</i> Vocabulary Strategy: Suffixes	<i>color early instead nothing oh thought</i>	<i>volume senses squeaky nervous, distract</i>	Phonemic Awareness: Phoneme Substitution/ Isolation/Blending Phonics/ Spelling Skill: diphthongs <i>ou, ow</i> Structural Analysis: comparative inflectional endings <i>-er, -est</i> Decodable Readers: <i>Up and Down Sounds; Sounds Around Us</i>	Expression	Writing Trait: Sentence Fluency: Use Complete Sentences Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: <i>Now What's That Sound?</i> Literature Anthology: <i>Whistle for Willie</i> Grammar Skill: Using <i>a, an, and the</i> Mechanics: Capitalize/Underline Book Titles	Project: What can we learn about the sounds we hear, specifically on the radio? Sound Effects Chart

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 O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
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: Time for Kids: <i>The Joy of a Ship</i> Lexile: 560L 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 Selections Genre: Nonfiction A: <i>What Is a Yurt?</i> O: <i>What Is a Yurt?</i> E: <i>What Is a Yurt?</i> B: <i>What Is a Yurt?</i> Paired Selections Genre: Nonfiction Titles: A: “Treehouses” O: “Treehouses” E: “Treehouses” B: “Treehouses” Lexile: A: 430L O: 440L E: 390L B: 620L	Literature Anthology: Purpose	Vocabulary Words: <i>balance, section</i> Additional Academic Vocabulary: <i>materials, preposition, reasons</i> Build Vocabulary: <i>sturdy, arch, supported</i> Vocabulary Strategy: Inflectional Endings	<i>above</i> <i>build</i> <i>fall</i> <i>knew</i> <i>money</i> <i>toward</i>	<i>structure</i> <i>project</i> <i>contented</i> <i>intend</i> <i>marvelous</i>	Phonemic Awareness: Phoneme Blending/ Segmentation/ Categorization Phonics/ Spelling Skill: diphthongs oi, oy Structural Analysis: final stable syllables Decodable Readers: <i>Joy’s Bird House;</i> <i>Beavers Make Noise</i>	Intonation, Appropriate Phrasing	Writing Trait: Organization: Topic Write About the Text: <i>Opinion</i> Write to Sources: Reading/Writing Workshop: <i>Time for Kids: The Joy of a Ship</i> Literature Anthology: <i>Time for Kids: Building Bridges</i> Grammar Skill: Prepositions/ Prepositional Phrases Mechanics: Name Titles (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)	Project: How are things built? Make a Model Unit Level: Research Skill: Taking Notes Unit Project: 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 A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
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 Bell” Genre: Fable Strategy: Reread	Short Text: <i>Super Tools</i> Lexile: 430L Genre: Fantasy Strategy: Reread Skill: Theme	Strategy: Reread Skill: Theme Main Selection Title: <i>Click, Clack, Moo: Cows That Type</i> Genre: Fantasy Lexile: 380L Paired Selection Title: “March On!” Genre: Nonfiction Lexile: 510L Text Feature: Captions	Strategy: Reread Skill: Theme Main Selections Genre: Fantasy A: <i>Two Hungry Elephants</i> O: <i>What a Feast!</i> E: <i>What a Feast!</i> B: <i>Beware of the Lion!</i> Paired Selections Genre: Nonfiction Titles: A: “Dogs Helping People” O: “Helpers Bring Food” E: “Helpers Bring Food” B: “Pete Seeger” Lexile: A: 290L O: 500L E: 350L B: 480L	Literature Anthology: Organization, Connection of Ideas, Specific Vocabulary	Vocabulary Words: <i>demand</i> <i>emergency</i> Additional Domain Words: <i>rights</i> <i>protest</i> <i>improve</i> Additional Academic Vocabulary: <i>collaborate,</i> <i>disagreement,</i> <i>reasonable,</i> <i>persuade</i> Build Vocabulary: <i>problem, background,</i> <i>run, furious, snoop</i> Vocabulary Strategy: Synonyms	<i>answer</i> <i>brought</i> <i>busy</i> <i>door</i> <i>enough</i> <i>eyes</i>	<i>fair,</i> <i>conflict</i> <i>shift</i> <i>risk</i> <i>argument</i>	Phonemic Awareness: Phoneme Identity/ Segmentation/ Substitution, Rhyme, Syllable Deletion Phonics/ Spelling Skill: variant vowel spellings with digraphs: oo, u, u_e, ew, ue, ui, ou Structural Analysis: suffixes -ful and -less Decodable Readers: <i>Rooster and Goose; Choose a Room; The Flute Youth; Group Rules; Lewis and His New Suit; A Cruise Crew, Sue and Lucy; A True Team</i>	Expression	Writing Trait: Sentence Fluency: Varying Sentence Length Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: <i>Super Tools</i> Literature Anthology: <i>Click, Clack, Moo: Cows That Type</i> Grammar Skill: Pronouns <i>I, you, he, she, it, we, they</i> Mechanics: Capitalize <i>I</i>	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 diiferent elements of fair play and good sportsmanship.	Title: “Anansi’s Sons” Genre: Folktale Strategy: Reread	Short Text: <i>All Kinds of Helpers</i> Lexile: 530L Genre: Nonfiction Strategy: Reread Skill: Author’s Purpose	Strategy: Reread Skill: Author’s Purpose Main Selection Title: <i>Meet Rosina</i> Genre: Nonfiction Lexile: 420L Paired Selection Title: “Abuelita’s Lap” Genre: Poetry Lexile: NP	Strategy: Reread Skill: Author’s Purpose Main Selections Genre: Nonfiction A: <i>Helping Me, Helping You!</i> O: <i>Helping Me, Helping You!</i> E: <i>Helping Me, Helping You!</i> B: <i>Helping Me, Helping You!</i> Paired Selections Genre: Poetry Titles: A: “Fire!” O: “Fire!” E: “Fire!” B: “Fire!” Lexile: A: 310L O: 400L E: 290L B: 540L	Literature Anthology: Purpose, Organization	Vocabulary Words: <i>accept</i> <i>often</i> Additional Domain Words <i>poem</i> Additional Academic Vocabulary: <i>admire</i> <i>possessive</i> <i>pronoun</i> <i>intonation</i> Build Vocabulary: <i>recess, librarian, trophy, coach, chop, roots</i> Vocabulary Strategy: Antonyms	<i>brother,</i> <i>father</i> <i>friend,</i> <i>love</i> <i>mother</i> <i>picture</i>	<i>inspire</i> <i>respect</i> <i>distance</i> <i>swiftly</i> <i>decision</i>	Phonemic Awareness: Phonem Categorization/ Reversal/Blending/ Segmentation/ Substitution Phonics/ Spelling Skill: variant vowel spellings with digraphs: a, aw, au, augh, al Structural Analysis: vowel-team syllables Decodable Readers: <i>Thank You Authors; Not Too Small; My Baseball Coach; A Walk With Moose; Teacher Talk</i>	Intonation	Writing Trait: Voice: Use Your Own Voice Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: <i>All Kinds of Helpers</i> Literature Anthology: <i>Meet Rosina</i> Grammar Skill: Possessive Pronouns Mechanics: Capitalize Days, Months, and Holidays	Project: What are the different parts of a newspaper? 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 Reader, Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 3 Weekly Concept: Weather Together Essential Question: How can weather affect us? Connect to Social Studies: Explore how weather affects the way people live.	Title: “Paul Bunyan and the Popcorn Blizzard” Genre: Folktale Strategy: Visualize	Short Text: <i>Wrapped in Ice</i> Lexile: 320L Genre: Realistic Fiction Strategy: Visualize Skill: Plot: Cause and Effect	Strategy: Visualize Skill: Plot: Cause and Effect Main Selection Title: <i>Rain School</i> Genre: Realistic Fiction Lexile: 440L Paired Selection Title: “Rainy Weather” Genre: Nonfiction Lexile: 470L Text Feature: Headings	Strategy: Visualize Skill: Plot: Cause and Effect Main Selections Genre: Realistic Fiction A: <i>Snow Day</i> O: <i>Heat Wave</i> E: <i>Heat Wave</i> B: <i>Rainy Day Fun</i> Paired Selections Genre: Nonfiction Titles: A: “A Mountain of Snow” O: “Stay Safe When It’s Hot” E: “Stay Safe When It’s Hot” B: “Let’s Stay Dry!” Lexiles A: 390L O: 460L E: 370L B: 420L	Literature Anthology: Prior Knowledge	Vocabulary Words: <i>country</i> <i>gathers</i> Additional Domain Words: <i>storm</i> <i>damage</i> <i>predict</i> Additional Academic Vocabulary: <i>affect, tall tale, snowdrift, figure of speech</i> Build Vocabulary: <i>leading the way, notebook, lesson, brick, stool, blackboard, stroke, excellent, rumped, slump</i> Vocabulary Strategy: Similes	<i>been</i> <i>children</i> <i>month</i> <i>question</i> <i>their</i> <i>year</i>	<i>predict</i> <i>cycle</i> <i>creative</i> <i>frigid</i> <i>scorching</i>	Phonemic Awareness: Phoneme Categorization/ Segmentation/ Substitution Phonics/ Spelling Skill: silent letters <i>wr, kn, gn</i> Structural Analysis: compound words Decodable Readers: <i>Miss Wright’s Job; A Lighthouse Stops Wrecks; Know About Snowstorms; The Rusty Knight</i>	Intonation	Writing Trait: Ideas: Main Idea Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: <i>Wrapped in Ice</i> Literature Anthology: <i>Rain School</i> Grammar Skill: Special Pronouns (<i>anyone, everyone, anything, everything, nothing</i>) Mechanics: Commas in Dates and Letters	Weekly: What can we learn about tornadoes? Make a Mini Tornado
Week 4 Weekly Concept: Sharing Traditions Essential Question: What traditions do you know about? Connect to Social Studies: Explore how people of different backgrounds are all part of the same world.	Title: “Let’s Dance” Genre: Nonfiction Strategy: Visualize	Short Text: <i>A Spring Birthday</i> Lexile: 380L Genre: Realistic Fiction Strategy: Visualize Skill: Theme	Strategy: Visualize Skill: Theme Main Selection Title: <i>Lissy’s Friends</i> Genre: Realistic Fiction Lexile: 460L Paired Selection Title: “Making Paper Shapes” Genre: Nonfiction Lexile: 510L Text Feature: Directions	Strategy: Visualize Skill: Theme Main Selections Genre: Realistic Fiction A: <i>The Quilt</i> O: <i>Latkes for Sam</i> E: <i>Latkes for Sam</i> B: <i>Patty Jumps!</i> Paired Selections Genre: How-to Titles: A: “Making a Quilt Square” O: “What Is a Taco?” E: “What Is a Taco?” B: “How to Play Four Square” Lexile: A: 380L O: 410L E: 290L B: 440L	Literature Anthology: Genre, Connection of Ideas	Vocabulary Words: <i>difficult</i> <i>nobody</i> Additional Domain Words: <i>origami</i> <i>decorations</i> <i>holiday</i> Additional Academic Vocabulary: <i>celebrate, greeting, signature</i> Build Vocabulary: <i>fluttered, secret, pocket, difficult, nodded</i> Vocabulary Strategy: Compound Words	<i>before,</i> <i>front</i> <i>heard</i> <i>push</i> <i>tomorrow</i> <i>your</i>	<i>tradition</i> <i>effort</i> <i>ancient</i> <i>movement</i> <i>drama</i>	Phonemic Awareness: Syllable Addition, Phoneme Segmentation/ Blending/ Substitution Phonics/ Spelling Skill: three-letter blends <i>scr, spl, spr, str, thr, shr</i> Structural Analysis: inflectional endings <i>-ed, -ing</i> Decodable Readers: <i>Three Shrimp; A Thrilling Dance</i>	Appropriate Phrasing	Writing Trait: Sentence Fluency: Varying Sentence Types Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: <i>A Spring Birthday</i> Literature Anthology: <i>Lissy’s Friends</i> Grammar Skill: <i>I and Me</i> Mechanics: Commas in Dates and Letters	Weekly: Why are traditions important? Make a Poster

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 A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
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: Reread	Short Text: <i>Time for Kids: Share the Harvest and Give Thanks</i> Lexile: 680L Genre: Nonfiction Strategy: Reread Skill: Author’s Purpose	Strategy: Reread Skill: Author’s Purpose Main Selection Title: <i>Time for Kids: Happy Birthday, U.S.A.!</i> Genre: Nonfiction Lexile: 580L Paired Selection Title: “A Young Nation Grows” Genre: Nonfiction Lexile: 390L Text Feature: Map	Strategy: Reread Skill: Author’s Purpose Main Selections Genre: Nonfiction A: <i>It’s Labor Day!</i> O: <i>It’s Labor Day!</i> E: <i>It’s Labor Day!</i> B: <i>It’s Labor Day!</i> Paired Selections Genre: Nonfiction Titles: A: “Four Voyages” O: “Four Voyages” E: “Four Voyages” B: “Four Voyages” Lexile: A: 440L O: 620L E: 360L B: 660L	Literature Anthology: Purpose, Organization	Vocabulary Words: <i>nation</i> <i>unite</i> Additional Academic Vocabulary: <i>justice,</i> <i>adverb,</i> <i>phrasing</i> Build Vocabulary: <i>roar, split, dared</i> Vocabulary Strategy: Metaphors	<i>favorite</i> <i>few</i> <i>gone</i> <i>surprise</i> <i>wonder</i> <i>young</i>	<i>pride</i> <i>display</i> <i>design</i> <i>purpose</i> <i>represent</i>	Phonemic Awareness: Phoneme Reversal/ Blending/ Deletion/ Addition, Syllable Deletion/Addition Phonics/ Spelling Skill: <i>r</i>-controlled vowels <i>air,</i> <i>are, ear</i> Structural Analysis: <i>r</i>-controlled vowel syllables Decodable Readers: <i>A Pair at the Fair;</i> <i>Lights in the Air; The Bears Prepare a Feast;</i> <i>Leader’s Care</i>	Appropriate Phrasing	Writing Trait: Voice: Author’s Voice Write About Text: Opinion Write to Sources: Reading/ Writing Workshop: <i>Time for Kids: Share the Harvest and Give Thanks</i> Literature Anthology: <i>Time for Kids: Happy Birthday U.S.A.!</i> Grammar Skill: Adverbs That Tell How Mechanics: Name Titles (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)	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												

A:

 “Four Voyages”

O:

 “Four Voyages”

E:

 “Four Voyages”

B:

 “Four Voyages”

A:

 440L

O:

 620L

E:

 360L

B:

 660L