



Grade K • Unit 1 • Scope and Sequence

Big Idea: Take a New Step	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	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: <i>What About Bear?</i> Genre: Fantasy Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Paired Selection Title: “How to Be a Friend” Genre: Informational Text Text Feature: Photographs	Short Text: I Can Genre: Nonfiction Short Text: Can I? Genre: Fiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Fantasy Titles: <div><div>A:</div> Soup!</div> <div><div>O:</div> Mouse and Monkey</div> <div><div>E:</div> Mouse and Monkey</div> <div><div>B:</div> Come and Play!</div>	Literature Big Book: Organization	Additional Academic Vocabulary: <i>title</i> <i>author</i> <i>illustrator</i> <i>noun</i>	<i>the</i>	<i>friend</i> <i>problem</i> <i>escape</i> <i>grasped</i> <i>rescue</i> Build Oral Vocabulary: <i>hey,</i> <i>another,</i> <i>wait</i>	Feeling Words	Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending Phonics /m/m (initial/final) Decodable Readers: “I Can” “Can I?”	Sound-Spelling and Word Automaticity: Intonation	Writing Trait: Ideas: Clues Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>What About Bear?</i> 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: <i>Pouch!</i> Genre: Fantasy Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Paired Selection Title: “Baby Animals on the Move” Genre: Informational Text Text Feature: Labels	Short Text: “We Can” Genre: Nonfiction Short Text: “I Can, I Can” Genre: Fiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Fantasy Titles: <div><div>A:</div> Hop!</div> <div><div>O:</div> We Hop!</div> <div><div>E:</div> We Hop!</div> <div><div>B:</div> We Can Move!</div>	Literature Big Book: Organization	Additional Academic Vocabulary: <i>fantasy</i> <i>fable</i> <i>opinion</i> <i>details</i>	<i>we</i> Build Your Word Bank: <i>down</i>	<i>adventure</i> <i>movement</i> <i>arrived</i> <i>exciting</i> <i>exhausted</i> Build Oral Vocabulary: <i>pouch, mama, pasture, fence, afraid, thanks</i>	Family Words	Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending Phonics /a/a (initial/medial) Consonant Review: /m/m Decodable Readers: “I Am” “We Can”	Sound-Spelling and Word Automaticity: Intonation	Writing Trait: Ideas: Details Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>Pouch!</i> Reading Writing Workshop: “We Can” Grammar Skill: Nouns	Project: Make an Animal Puppet
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 Senses” Genre: Informational Text Strategy: Ask and Answer Questions	Main Selection Title: <i>Senses at the Seashore</i> Genre: Informational Text Strategy: Ask and Answer Questions Skill: Key Details (Use Photos) Paired Selection Title: “I Smell Springtime,” “Taste of Purple,” “Rain” Genre: Poetry Literary Element: Sensory Words	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: <div><div>A:</div> The Beach</div> <div><div>O:</div> At School</div> <div><div>E:</div> At School</div> <div><div>B:</div> See It Grow!</div>	Literature Big Book: Organization	Additional Academic Vocabulary: <i>informational text</i> <i>observation</i> <i>poetry</i>	<i>see</i> Build Your Word Bank: <i>wil</i>	<i>explore</i> <i>senses</i> <i>feast</i> <i>finished, kneads</i> Build Oral Vocabulary: <i>lotion, fresh, in bloom, gull, cry, surface</i>	Sensory Words	Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization Phonics: /s/s (initial) Consonant/Vowel Review: /a/a, /m/m Decodable Readers: “Sam Can See” “Sam”	Sound-Spelling and Word Automaticity: Phrasing	Writing Trait: Ideas: Clues Write About the Text: Informative Text Write to Sources: Literature Big Book: Senses at the Seashore Reading Writing Workshop: “Sam Can” Grammar Skill: Nouns	Project: Make a Display



Grade K • Unit 2 • Scope and Sequence

Big Idea: Let’s Explore	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection <div><div>A: Approaching Level</div><div>O: On Level</div><div>E: ELL</div><div>B: Beyond Level</div></div>	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: “Timimoto” Genre: Tale Strategy: Ask and Answer Questions	Main Selection Title: <i>The Handiest Things in the World</i> Genre: Informational Text Strategy: Ask and Answer Questions Skill: Key Details (Use Photos) Paired Selection Title: ““Discover with Tools” Genre: Informational Text Text Feature: Headings	Short Text: “Pam Can See” Genre: Fiction Short Text: “We Can See!” Genre: Nonfiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Informational Text Titles: A: <i>We Need Tools</i> O: <i>A Trip</i> E: <i>A Trip</i> B: <i>What Can You See?</i>	Literature Big Book: Connection of Ideas	Additional Academic Vocabulary: <i>photographs</i> <i>sentence</i> <i>verb</i>	<i>a</i> Build Your Word Bank: <i>there</i>	<i>tools</i> <i>discover</i> <i>defeated</i> <i>fetch</i> <i>rumble</i> Build Oral Vocabulary: <i>handiest, add, subtract, dusty, remains</i>	Color Words	Phonological/ Phonemic Awareness: Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending Phonics: /p/p (initial/ final) Consonant/Vowel Review: <i>/a/a, /m/m, /s/s</i> Decodable Readers: “A Sap Map” “Pam Can See”	Sound-Spelling and Word Automaticity; Phrasing	Writing Trait: Ideas: Details Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>The Handiest Things in the World</i> Reading Writing Workshop: “Pam Can See” Grammar Skill: Verbs	Project: Make a Tool Belt
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: <i>Shapes All Around</i> Genre: Informational Text Strategy: Ask and Answer Questions Skill: Key Details (Use Photos) Paired Selection Title: ““Find the Shapes” Genre: Informational Text Text Feature: Bold Print	Short Text: “We Like Tam!” Genre: Fiction Short Text: “I Like Sam” Genre: Nonfiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Informational Text Titles: A: <i>Shapes!</i> O: <i>Play With Shapes!</i> E: <i>Play With Shapes!</i> B: <i>Use a Shape!</i>	Literature Big Book: Connection of Ideas	Additional Academic Vocabulary: <i>rectangle</i> <i>circle</i> <i>square</i> <i>triangle</i>	<i>like</i> Build Your Word Bank: <i>two</i>	<i>materials</i> <i>nature</i> <i>decoration</i> <i>games</i> <i>world</i> Build Oral Vocabulary: <i>shapes,length, roof, soar</i>	Shapes Words	Phonological/ Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial/ final), Phoneme Blending, Phoneme Categorization Phonics: /t/t (initial/final) Consonant/Vowel Review: <i>/a/a, /m/m, /p/p, /s/s</i> Decodable Readers: “Tap the Mat” “I Am Pat”	Sound-Spelling and Word Automaticity; Automaticity; Expression	Writing Trait: Ideas: Clues Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>I Love Bugs!</i> 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: <i>I Love Bugs!</i> Genre: Fiction Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Paired Selection Title: ““Bugs All Around” Genre: Informational Text Text Feature: Captions	Short Text: “Pat” Genre: Fiction Short Text: “Tap! Tap! Tap!” Genre: Nonfiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Fiction Titles: A: <i>We Like Bugs!</i> O: <i>The Bugs Run</i> E: <i>The Bugs Run</i> B: <i>I See a Bug!</i>	Literature Big Book: Specific Vocabulary	Additional Academic Vocabulary: <i>caption</i> <i>word web</i> <i>sort</i>	<i>the</i> <i>a</i> <i>see</i> <i>we</i> <i>like</i> Build Your Word Bank: <i>out</i> <i>down</i> <i>will</i> <i>there</i> <i>two</i>	<i>curious</i> <i>observe</i> <i>attaches</i> <i>process</i> <i>slender</i> Build Oral Vocabulary: <i>bugs, slimy, spiky, whirry, sting, flouncy, frilly, flutter, squealing</i>	Movement Words	Phonological/ Phonemic Awareness: Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending Long Vowel Awareness: Long a Phonics: /m/m, /a/a, /s/s, /p/p, /t/t Decodable Reader: “We See Tam”	Sound-Spelling and Word Automaticity; Expression; Intonation	Writing Trait: Ideas: Clues Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>I Love Bugs!</i> 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	Leveled Reader Main Selection <div><div>A: Approaching Level</div><div>O: On Level</div><div>E: ELL</div><div>B: Beyond Level</div></div>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: Rules to Go By Essential Question: What rules do we follow in different places? Connect to Social Studies: Explore why we follow rules around the world	Title: “The Boy Who Cried Wolf” Genre: Fable Strategy: Visualize	Main Selection Title: <i>How Do Dinosaurs Go to School?</i> Genre: Fantasy Strategy: Visualize Skill: Key Details (Use Illustrations) Paired Selection Title: “Be Safe” Genre: Informational Text Text Feature: List	Short Text: “Can I Pat It?” Genre: Nonfiction Short Text: “Tim Can Tip It” Genre: Nonfiction	Strategy: Visualize Skill: Key Details Main Selection Genre: Fantasy Titles: A: <i>We Run</i> O: <i>Go, Nat!</i> E: <i>Go, Nat!</i> B: <i>The Birdhouse!</i>	Literature Big Book: Organization; Connection of Ideas	Additional Academic Vocabulary: <i>visualize</i> <i>punctuation</i> <i>retell</i> <i>predict</i>	<i>to</i> Build Your Word Bank: <i>her</i> <i>one</i>	<i>rules</i> <i>cooperate</i> <i>guard</i> <i>prank</i> <i>responsible</i> Build Oral Vocabulary: <i>punch, grab, plunked, tease, planned</i>	Movement Words	Phonological Phonemic Awareness: Recognize Rhyme, Phoneme Isolation (initial/ medial), Phoneme Blending, Phoneme Categorization Phonics: /l/i (medial) Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t Decodable Readers: “Tim Can Sit” “We Like It”	Sound-Spelling and Word Automaticity: Intonation	Writing Trait: Sentence Fluency: Complete Sentences Write About the Text: Narrative Text Write to Sources: <i>Literature Big Book: How Do Dinosaurs Go to School?</i> Reading Writing Workshop: “Can I Pat It?” Grammar Skill: Sentences	Project: Make a Book
Week 2 Weekly Concept: Sounds Around Us Essential Question: What are the different sounds we hear? Connect to Science: Ask questions and make observations	Title: “The Turtle and the Flute” Genre: Fable Strategy: Visualize	Main Selection Title: <i>Clang! Clang! Beep! Beep! Listen to the City</i> Genre: Fiction Strategy: Visualize Skill: Key Details (Use Illustrations) Paired Selection Title: “Sounds Are Everywhere” Genre: Informational Text Text Feature: Captions	Short Text: “Nat and Tip” Genre: Fiction Short Text: “Tim and Nan” Genre: Nonfiction	Strategy: Visualize Skill: Key Details Main Selection Genre: Fiction Titles: A: <i>City Sounds</i> O: <i>Farm Sounds</i> E: <i>Farm Sounds</i> B: <i>A Noisy Night</i>	Literature Big Book: Connection of Ideas	Additional Academic Vocabulary: <i>events</i> <i>period</i> <i>vocabulary</i>	<i>and</i> Build Your Word Bank: <i>then</i> <i>new</i>	<i>listen</i> <i>volume</i> <i>chat</i> <i>exclaimed</i> <i>familiar</i> Build Oral Vocabulary: <i>stinging, snoring, strutting, barges, wrecking ball, beaming</i>	Sound Words	Phonological Phonemic Awareness: Onset and Rime Blending, Phoneme Identity, Phonem Blending, Phoneme Segmentation Phonics: /n/n (initial/ final) Consonant/Vowel Review: /a/a, /i/i, /m/m, /p/p, /s/s, /t/t Extend: final double letters, -ss, -tt Decodable Readers: “Nat and Nan” “Nat and Nan See”	Sound-Spelling and Word Automaticity: Intonation	Writing Trait: Ideas: Clues Write About the Text: Informative Text Write to Sources: <i>Literature Big Book: Clang! Clang! Beep! Beep! Listen to the City</i> Grammar Skill: Sentences	Project: Make a Sound Chart
Week 3 Weekly Concept: The Places We Go Essential Question: What places do you go to during the week? Connect to Social Studies: Explore maps and models of our world	Title: “Field Trips” Genre: Informational Text Strategy: Visualize	Main Selection Title: <i>Please Take Me for a Walk</i> Genre: Fantasy Strategy: Visualize Skill: Character, Setting, Events (Use Illustrations) Paired Selection Title: “A Neighborhood” Genre: Informational Text Text Feature: Map	Short Text: “We Go to See Nan” Genre: Fiction Short Text: “Can We Go?” Genre: Nonfiction	Strategy: Visualize Skill: Character, Setting, Events Main Selection Genre: Fiction Titles: A: <i>We Can Go</i> O: <i>Going By Cab</i> E: <i>Going By Cab</i> B: <i>Cal’s Busy Week</i>	Literature Big Book: Sentence Structure; Organization	Additional Academic Vocabulary: <i>characters</i> <i>setting</i> <i>map</i>	<i>go</i> Build Your Word Bank: <i>could</i> <i>place</i>	<i>local</i> <i>routine</i> <i>neighborhood</i> <i>volunteer</i> <i>intelligent</i> Build Oral Vocabulary: <i>greet, butcher, retrieve, disk</i>	Sequence Words	Phonological/ Phonemic Awareness: Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation Long Vowel Awareness: Long <i>i</i> , Review long <i>a</i> Phonics: /k/c (initial) Consonant/Vowel Review: /a/a, /i/i, /m/m, /n/n, /s/s, /p/p, /t/t Decodable Readers: “Cam Cat” “See the Cat”	Sound-Spelling and Word Automaticity; Expression; Intonation	Writing Trait: Organization: Setting Write About the Text: Narrative Text Write to Sources: <i>Literature Big Book: Please Take Me for a Walk</i> Reading Writing Workshop: “We Go to See Nan” Grammar Skill: Sentences	Project: Make a Class Book



Grade K • Unit 4 • Scope and Sequence

Big Idea: Around the Neighborhood	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection <div><div>A: Approaching Level</div><div>O: On Level</div><div>E: ELL</div><div>B: Beyond Level</div></div>	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: "Little Juan and the Cooking Pot" Genre: Fable Strategy: Ask and Answer Questions	Main Selection Title: <i>Whose Shoes? A Shoe for Every Job</i> Genre: Informational Text Strategy: Ask and Answer Questions Skill: Key Details (Sequence) Paired Selection Title: "Workers and Their Tools" Genre: Informational Text Text Feature: Labels	Short Text: "Tom on Top!" Genre: Nonfiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Informational Text Titles: A: <i>You Cook</i> O: <i>On the Job</i> E: <i>On the Job</i> B: <i>The Neighborhood</i>	Literature Big Book: Connection of Ideas	Additional Academic Vocabulary: <i>adjective</i> <i>category</i> <i>revise</i> <i>draft</i>	<i>you</i> Build Your Word Bank: <i>all</i> <i>that</i>	<i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i> Build Oral Vocabulary: <i>jobs, fighter, soldier, post office</i>	Job Words	Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation (initial), Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization Phonics: /o/o (initial/medial) Consonant/Vowel Review: /a/a, /k/c, /i/i, /m/m, /n/n, /p/p, /s/s, /t/t Decodable Readers: "Tom Can" "Mom and Nan"	Sound-Spelling and Word Automaticity; Intonation	Writing Trait: Organization: Topic Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>Whose Shoes? A Shoe for Every Job</i> Reading Writing Workshop: "Tom on Top!" Grammar Skill: Adjectives	Project: Make a Jobs 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: Informational Text Strategy: Ask and Answer Questions	Main Selection Title: <i>What Can You Do with a Paleta?</i> Genre: Fiction Strategy: Ask and Answer Questions Skill: Character, Setting, Events (Use Illustrations) Paired Selection Title: "A World Festival" Genre: Informational Text Text Feature: Environmental Print	Short Text: "Sid" Genre: Fiction	Strategy: Ask and Answer Questions Skill: Character, Setting, Events Main Selection Genre: Fiction Titles: A: <i>My Neighbors</i> O: <i>Neighborhood Party</i> E: <i>Neighborhood Party</i> B: <i>Parade Day</i>	Literature Big Book: Sentence Structure	Additional Academic Vocabulary: <i>research</i> <i>Internet</i> <i>present</i> <i>publish</i>	<i>do</i> Build Your Word Bank: <i>day</i> <i>long</i>	<i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i> Build Oral Vocabulary: <i>sarape, rings, carries, make, create, offering, pitched,</i>	Food Words	Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation Long Vowel Awareness: Long o Review long a, i Phonics: /d/d (initial/final) Consonant/Vowel Review: /a/a, /k/c, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t Decodable Readers: "Did Dan?" "Did Sid See Don?"	Sound-Spelling and Word Automaticity; Expression	Writing Trait: Word Choice: Describing Words Write About the Text: Informative Text Write to Sources: Literature Big Book: What Can You Do with a Paleta? Reading Writing Workshop: "Sid" Grammar Skill: Adjectives	Project: Make a Display
Week 3 Weekly Concept: Pitch In Essential Question: How can people help to make your community better? Connect to Social Studies: Explore different kinds of work	Title: "The Bundle of Sticks" Genre: Fable Strategy: Ask and Answer Questions	Main Selection Title: <i>Roadwork</i> Genre: Informational Text Strategy: Ask and Answer Questions Skill: Key Details (Sequence) Paired Selection Title: "A Community Garden" Genre: Informational Text Text Feature: Captions	Short Text: "I Can, You Can!" Genre: Fiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Informational Text Titles: A: <i>We Clean!</i> O: <i>Can You Fix It?</i> E: <i>Can You Fix It?</i> B: <i>Helping Mom</i>	Literature Big Book: Specific Vocabulary	Additional Academic Vocabulary: <i>chart</i> <i>sequence</i> <i>blend</i> <i>plot</i>	<i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i> Build Your Word Bank: <i>her</i> <i>one</i> <i>then</i> <i>new</i> <i>could</i> <i>place</i> <i>all</i> <i>that</i> <i>day</i> <i>long</i>	<i>community</i> <i>improve</i> <i>confused</i> <i>harvest</i> <i>quarrel</i> Build Oral Vocabulary: <i>pegs, pathway, groundwork, roadbed, break, machines, brand-new, asphalt</i>	Position Words	Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation Phonics: /i/i, /n/n, /k/c, /o/o, /d/d Consonant/Vowel Review: /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t Decodable Reader: "Tip It" Long Vowel Express (optional): Long a (a_e) Decodable Readers (optional): "Nate and Pam" "The Ape Ate It"	Sound-Spelling and Word Automaticity; Expression	Writing Trait: Word Choice: Specific Words Write About the Text: Informative Text, Narrative Text Write to Sources: Literature Big Book: Roadwork Reading Writing Workshop: "I Can, You Can!" Grammar Skill: Adjectives	Project: Make a Community Plan



Grade K • Unit 5 • Scope and Sequence

Big Idea: Wonders of Nature	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	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: Reread	Main Selection Title: <i>My Garden</i> Genre: Fiction Strategy: Reread Skill: Character, Setting, Events (Use Illustrations) Paired Selection Titles: "Tommy," "Maytime Magic," "The Seed," "Garden" Genre: Poetry Literary Element: Rhyme and Repetition	Short Text: "Hop Can Hop!" Genre: Fiction	Strategy: Reread Skill: Character, Setting, Events Main Selection Genre: Fantasy Titles: <div><div>A:</div> <i>My Garden</i></div> <div><div>O:</div> <i>My Garden Grows</i></div> <div><div>E:</div> <i>My Garden Grows</i></div> <div><div>B:</div> <i>The Mystery Seeds</i></div>	Literature Big Book: Purpose	Additional Academic Vocabulary: <i>pronoun</i> <i>rhyme</i> <i>event</i> <i>beginning</i> Vocabulary Strategy: <i>Plurals</i>	<i>my</i> Build Your Word Bank: <i>than</i> <i>his</i>	<i>require</i> <i>plant</i> <i>harmful</i> <i>soak</i> <i>crowd</i> Build Oral Vocabulary: <i>blooming, planted, unusual, glow, lantern</i>	Size Words	Phonological/Phonemic Awareness: Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization Phonics: /h/h (initial) Consonant/Vowel Review: /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t Extend: final /z/s Decodable Readers: "Hip Hop" "Hap Hid the Ham"	Sound-Spelling and Word Automaticity: Expression; Intonation	Writing Trait: Organization: Order Write About the Text: Narrative Text Write to Sources: Literature Big Book: <i>My Garden</i> Reading Writing Workshop: "Hop Can Hop!" Grammar Skill: Pronouns	Project: Make a Poster
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 Strategy: Reread	Main Selection Title: <i>A Grand Old Tree</i> Genre: Informational Text Strategy: Reread Skill: Main Topic and Key Details Paired Selection Title: "From a Seed to a Tree" Genre: Informational Text Text Feature: Diagram	Short Text: "Ed and Ned" Genre: Nonfiction	Strategy: Reread Skill: Main Topic and Key Details Main Selection Genre: Informational Text Titles: <div><div>A:</div> <i>The Tree</i></div> <div><div>O:</div> <i>Many Trees</i></div> <div><div>E:</div> <i>Many Trees</i></div> <div><div>B:</div> <i>Our Apple Tree</i></div>	Literature Big Book: Organization	Additional Academic Vocabulary: <i>fact</i> <i>topic</i> <i>fairy tale</i> <i>diagram</i> Vocabulary Strategy: <i>Inflectional Ending -ed</i>	<i>are</i> Build Your Word Bank: <i>when</i> <i>which</i>	<i>develop</i> <i>amazing</i> <i>content</i> <i>enormous</i> <i>imagine</i> Build Oral Vocabulary: <i>grand, creatures, flowered, bore, sowed, shed, gently</i>	Tree Parts	Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation Phonics: /e/e (initial/medial) Consonant/Vowel Review: /a/a, /k/c, /d/d, /h/h, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t Decodable Readers: "Not a Pet" "Ed and Ned Can Go"	Sound-Spelling and Word Automaticity: Expression	Writing Trait: Organization: Topic Write About the Text: Opinion Write to Sources: Literature Big Book: <i>A Grand Old Tree</i> 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: Reread	Main Selection Title: <i>An Orange in January</i> Genre: Informational Text Strategy: Reread Skill: Main Topic and Key Details Paired Selection Title: "Farmers' Market" Genre: Informational Text Text Feature: Lists	Short Text: "Ron With Red" Genre: Fiction	Strategy: Reread Skill: Main Topic and Key Details Main Selection Genre: Informational Text Titles: <div><div>A:</div> <i>The Farmer</i></div> <div><div>O:</div> <i>Let's Make a Salad!</i></div> <div><div>E:</div> <i>Let's Make a Salad!</i></div> <div><div>B:</div> <i>Farm Fresh Finn</i></div>	Literature Big Book: Sentence Structure	Additional Academic Vocabulary: <i>reread</i> <i>lists</i> Vocabulary Strategy: <i>Context Clues</i>	<i>with</i> <i>he</i> Build Your Word Bank: <i>when</i> <i>which</i>	<i>fresh</i> <i>delicious</i> <i>beneath</i> <i>raise</i> <i>special</i> Build Oral Vocabulary: <i>feasted, dew, plucked, skyway, aglow</i>	Food Words	Phonological/Phonemic Awareness: Recognize Rhyme Phonemic Awareness: Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition Long Vowel Awareness: Long e Review long <i>a, i, o</i> Phonics: /f/f, /r/r (initial) Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t Decodable Readers: "Red and Ron" "Ron Ram" Long Vowel Express (optional): Review long <i>a</i> (a_e)	Sound-Spelling and Word Automaticity: Intonation; Phrasing	Writing Trait: Organization: Order Write About the Text: Narrative Write to Sources: Literature Big Book: <i>A Grand Old Tree</i> Reading Writing Workshop: "Ron With Red" Grammar Skill: Pronouns	Project: Make an Illustrated Fruit Basket



Grade K • Unit 6 • Scope and Sequence

Big Idea: Weather for all Seasons	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection <div><div>A: Approaching Level</div><div>O: On Level</div><div>E: ELL</div><div>B: Beyond Level</div></div>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: The Four Seasons Essential Question: How are the seasons different? Connect to Science: Explore the climate and weather	Title: “A Tour of the Seasons” Genre: Informational Text Strategy: Visualize	Main Selection Title: <i>Mama, Is It Summer Yet?</i> Genre: Fiction Strategy: Visualize Skill: Key Details (Sequence) Paired Selection Titles: “New Snow,” “Rain Song,” “Covers,” excerpt from “Honey, I Love You” Genre: Poetry Literary Element: Rhyme	Short Text: “Is It Hot?” Genre: Nonfiction	Strategy: Visualize Skill: Key Details (Sequence) Main Selection Genre: Fiction Titles: <div><div>A: It Is Hot!</div><div>O: Little Bear</div><div>E: Little Bear</div><div>B: Ant and Grasshopper</div></div>	Literature Big Book: Organization	Additional Academic Vocabulary: <i>plural pattern</i> Vocabulary Strategy: <i>Context Clues (multiple-meaning words, unknown phrases)</i>	<i>is</i> <i>little</i> Build Your Word Bank: <i>by</i> <i>some</i>	<i>weather</i> <i>seasons</i> <i>migrate</i> <i>active</i> <i>spot</i> Build Oral Vocabulary: <i>nest, sprout, blow, ducklings, juicy</i>	Seasons	Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation, Phonome Blending, Phoneme Segmentation Phonics: /b/b (initial/final), /l/l (initial) Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /r/r, /s/s, /t/t Extend: final double letters, -ll Decodable Readers: “Bob and Ben” “Ben, Deb, Lin”	Sound-Spelling and Word Automaticity; Expression	Writing Trait: Voice Write About the Text: Opinion Write to Sources: Literature Big Book: <i>Mama, Is It Summer Yet?</i> Reading Writing Workshop: “Is It Hot?” Grammar Skill: Plural Nouns	Project: Make a Seasons Chart
Week 2 Weekly Concept: What’s the Weather? Essential Question: What happens in different kinds of weather? Connect to Science: Explore weather around us	Title: “The Frog and the Locust” Genre: Folktale Strategy: Visualize	Main Selection Title: <i>Rain</i> Genre: Fantasy Strategy: Visualize Skill: Key Details (Sequence) Paired Selection Title: “Cloud Watch” Genre: Informational Text Text Feature: Speech Bubbles	Short Text: “Kim and Nan” Genre: Fiction	Strategy: Visualize Skill: Key Details Main Selection Genre: Fiction Titles: <div><div>A: The Rain</div><div>O: Weather Is Fun</div><div>E: Weather Is Fun</div><div>B: Kate and Tuck</div></div>	Literature Big Book: Lack of Prior Knowledge	Additional Academic Vocabulary: <i>narrative</i> <i>folktale</i> <i>speech bubbles</i> <i>dialogue</i> Vocabulary Strategy: <i>Shades of Meaning</i>	<i>she</i> <i>was</i> Build Your Word Bank: <i>now</i> <i>way</i>	<i>predict</i> <i>temperature</i> <i>drought</i> <i>clever</i> <i>storm</i> Build Oral Vocabulary: <i>soil, cracked, sniffed, sprout, squelchy</i>	Weather Words	Phonological/Phonemic Awareness: Recognize Rhyme,Phoneme Isolation, Phoneme Blending, Phoneme Segmentation Phonics: /k/k (initial), /k/ ck (final) Consonant/Vowel Review: /a/a, /b/b, /k/c, /d/d, /e/e, /h/h, /i/i, /l/l, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t Decodable Reader: “Pack It Kim”	Sound-Spelling and Word Automaticity; Expression; Intonation	Writing Trait: Organization: Dialogue Write About the Text: Narrative Text Write to Sources: Literature Big Book: <i>Rain</i> Reading Writing Workshop: “Kim and Nan” Grammar Skill: Proper Nouns	Project: Make a Wind Chart
Week 3 Weekly Concept: Stormy Weather Essential Question: How can you stay safe in bad weather? Connect to Science: Explore severe weather	Title: “Rainbow Crow” Genre: Myth Strategy: Visualize	Main Selection Title: <i>Waiting Out the Storm</i> Genre: Fiction Strategy: Visualize Skill: Key Details (Use Illustrations) Paired Selection Title: “Be Safe in Bad Weather” Genre: Informational Text Text Feature: Directions	Short Text: “Mack and Ben” Genre: Fiction	Strategy: Visualize Skill: Key Details Main Selection Genre: Fiction Titles: <div><div>A: Bad Weather</div><div>O: Getting Ready</div><div>E: Getting Ready</div><div>B: The Storm</div></div>	Literature Big Book: Sentence Structure	Additional Academic Vocabulary: <i>purpose</i> <i>report</i> <i>myth</i> Vocabulary Strategy: <i>Question Words</i>	<i>are</i> <i>he</i> <i>is</i> <i>little</i> <i>my</i> <i>she</i> <i>was</i> <i>with</i> Build Your Word Bank: <i>than</i> <i>his</i> <i>when</i> <i>which</i> <i>many</i> <i>them</i> <i>by</i> <i>some</i> <i>now</i> <i>way</i>	<i>safe</i> <i>prepare</i> <i>notice</i> <i>celebration</i> <i>enough</i> Build Oral Vocabulary: <i>buttercup, tumble, stumbles, bumbles, dashes, snuggle</i>	Question Words	Phonological/Phonemic Awareness: Recognize Alliteration, Phoneme Identity, Phonem Blending, Phoneme Addition Phonics: /h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /k/ck Decodable Reader: “Kick It Nick!” Long Vowel Express (optional): Long <i>i</i> (i_e) Review long <i>a</i> (a_e) Decodable Reader (optional): “A Ripe Lime” “Ride, Hike, Hide”	Sound-Spelling and Word Automaticity; Expression	Writing Trait: Orginazation: Dialogue Write About the Text: Narrative Text Write to Sources: Literature Big Book: <i>Waiting Out the Storm</i> Reading Writing Workshop: “Mack and Ben” Grammar Skill: Plural Nouns	Project: Make a Safety Book



Grade K • Unit 7 • Scope and Sequence

Big Idea: The Animal Kingdom	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection <div><div>A: Approaching Level</div><div>O: On Level</div><div>E: ELL</div><div>B: Beyond Level</div></div>	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: <i>Zoo Borns!</i> Genre: Informational Text Strategy: Reread Skill: Connections Within Text (Compare and Contrast) Paired Selection Title: “Mischievous Goat,” “Over in the Meadow,” “Kitty Caught a Caterpillar” Genre: Poetry Literary Element: Alliteration	Short Text: “A Pup and a Cub” Genre: Nonfiction	Strategy: Reread Skill: Connections Within Text (Compare and Contrast) Main Selection Genre: Informational Text Titles: <div><div>A: Two Cubs</div><div>O: Animal Bodies</div><div>E: Animal Bodies</div><div>B: Two Kinds of Bears</div></div>	Literature Big Book: Lack of Prior Knowledge	Additional Academic Vocabulary: <i>same</i> <i>different</i> <i>verb</i> <i>inquiry</i> Vocabulary Strategy: <i>Compound Words</i>	<i>for</i> <i>have</i> Build Your Word Bank: <i>from</i> <i>how</i>	<i>appearance</i> <i>behavior</i> <i>exercise</i> <i>wander</i> <i>plenty</i> Build Oral Vocabulary: <i>insects, related, miracle, zookeeper, twins, cuddly, built-in</i>	Animal Parts	Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion Phonics: /u/u (initial/medial) Consonant/Vowel Review: <i>/a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</i> Decodable Readers: “Sun Fun” “Pup and Cub”	Sound-Spelling and Word Automaticity: Expression; Intonation	Writing Trait: Word Choice: Specific Words Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>ZooBorns!</i> 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 acare of pets	Title: “The Family Pet” Genre: Informational Text Strategy: Visualize	Main Selection Title: <i>The Birthday Pet</i> Genre: Fiction Strategy: Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot (Problem and Solution) Paired Selection Title: “The Perfect Pet” Genre: Fiction Text Feature: Chart	Short Text: “I Hug Gus!” Genre: Fiction	Strategy: Make. Confirm, and Revise Predictions Skill: Character, Setting, Plot Main Selection Genre: Fiction Titles: <div><div>A: My Cats</div><div>O: Their Pets</div><div>E: Their Pets</div><div>B: Will’s Pet</div></div>	Literature Big Book: Organization	Additional Academic Vocabulary: <i>explain</i> <i>prediction</i> Vocabulary Strategy: <i>Prepositions</i>	<i>of</i> <i>they</i> Build Your Word Bank: <i>water</i> <i>these</i>	<i>responsibility</i> <i>train</i> <i>depend</i> <i>compared</i> <i>social</i> Build Oral Vocabulary: <i>folks, ought, beady, gnawed absurd, squawk, blinked, gym</i>	Pet Words	Phonological/Phonemic Awareness: Recognize and Generate Rhyme, Phoneme Isolation (initial/final g; initial w), Phoneme Blending, Phoneme Substitution Phonics: /g/g (initial/final), /w/w (initial) Extend: <i>l</i> -blends; <i>sl, gl, cl</i> Consonant/Vowel Review: <i>/a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u</i> Decodable Readers: “Wet Pals” “See a Bug”	Sound-Spelling and Word Automaticity: Expression; Intonation	Writing Trait: Word Choice: Describing Words Write About the Text: Narrative Text Write to Sources: Literature Big Book: <i>The Birthday Pet</i> Reading Writing Workshop: “I Hug Gus!” 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: “Anansi: An African Tale” Genre: Tale Strategy: Make, Confirm, and Revise Predictions	Main Selection Title: <i>Bear Snores On</i> Genre: Fantasy Strategy: Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot (Cause and Effect) Paired Selection Title: “Animal Homes” Genre: Informational Text Text Feature: Glossary	Short Text: “A Vet in a Van” Genre: Fiction	Strategy: Make. Confirm, and Revise Predictions Skill: Character, Setting, Plot (Cause and Effect) Main Selection Genre: Fantasy Titles: <div><div>A: We Want Water</div><div>O: A New Home</div><div>E: A New Home</div><div>B: Bird’s New Home</div></div>	Literature Big Book: Purpose	Additional Academic Vocabulary: <i>questions, answer, glossary</i> Vocabulary Strategy: <i>Shades of Meaning</i>	<i>said, want</i> Build Your Word Bank: <i>people</i> <i>work</i>	<i>habitat, wild, complain, join, stubborn</i> Build Oral Vocabulary: <i>lair, dank, slurps, scuttles, slumbering, seasons</i>	Animal Homes	Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation (initial v, final x), Phoneme Blending, Phoneme Substitution Long Vowel Awareness: Long <i>u</i> Review long <i>a, i, o, e</i> Phonics: /x/x (final), /v/v (initial) Consonant/Vowel Review: <i>/a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</i> Decodable Readers: “Rex the Vet” “Fox Had a Blg Box” Long Vowel Express (optional): Review long <i>i, (i_e)</i>	Sound-Spelling and Word Automaticity: Expression; Intonation	Writing Trait: Ideas: Details Write About the Text: Opinion Write to Sources: Literature Big Book: <i>Bear Snores On</i> Reading Writing Workshop: “A Vet in a Van” Grammar Skill: Verbs	Project: Habitat Diorama



Grade K • Unit 8 • Scope and Sequence

Big Idea: From Here to There	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	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: <i>When Daddy’s Truck Picks Me Up</i> Genre: Fiction Strategy: Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot (Use Illustrations) Paired Selection Title: “From Here to There” Genre: Nonfiction Text Feature: Headings	Short Text: “Dad Got a Job” Genre: Fiction	Strategy: Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot Main Selection Genre: Fiction Titles: <div><div>A:</div> I Go Places</div> <div><div>O:</div> Run, Quinn!</div> <div><div>E:</div> Run, Quinn!</div> <div><div>B:</div> Going to Gran’s House</div>	Literature Big Book: Organization	Additional Academic Vocabulary: <i>preposition</i> <i>order</i> <i>headings</i> Vocabulary Strategy: <i>Context Clues</i>	<i>here</i> <i>me</i> Build Your Word Bank: <i>about</i> <i>may</i>	<i>transportation</i> <i>vehicle</i> <i>journey</i> <i>fierce</i> <i>wide</i> Build Oral Vocabulary: <i>wave, rumble, thundering, burrowing, tune, load, shifting down to first gear, stuck</i>	Vehicles	Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial <i>j</i> , <i>qu</i>), Phonome Blending, Phoneme Segmentation Phonics: /fj/, /kw/qu (initial) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x Decodable Readers: “Get It Quick” “Jen is Quick”	Sound-Spelling and Word Automaticity: Expression	Writing Trait: Organization: Reaction Write About the Text: Narrative Text Write to Sources: Literature Big Book: <i>When Daddy’s Truck Picks Me Up</i> Reading Writing Workshop: “Dad Got 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: Reread	Main Selection Title: <i>Ana Goes to Washington, D.C.</i> Genre: Informational Text Strategy: Reread Skill: Main Topic and Key Details Paired Selection Title: “See Our Country” Genre: Nonfiction Text Feature: Captions	Short Text: “Pack a Bag!” Genre: Fiction	Strategy: Reread Skill: Main Topic and Key Details Main Selection Genre: Informational Text Titles: <div><div>A:</div> See This!</div> <div><div>O:</div> Places to See</div> <div><div>E:</div> Places to See</div> <div><div>B:</div> My Trip to Yellowstone</div>	Literature Big Book: Genre	Additional Academic Vocabulary: <i>history</i> <i>text</i> Vocabulary Strategy: <i>Synonyms</i>	<i>this</i> <i>what</i> Build Your Word Bank: <i>or</i> <i>each</i>	<i>country</i> <i>travel</i> <i>careful</i> <i>purpose</i> <i>connect</i> Build Oral Vocabulary: <i>historic, cried, laws, fair, published, paddle boat</i>	Ordinal Numbers	Phonological/Phonemic Awareness: Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution Phonics: /y/y, /z/z (initial) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x Decodable Readers: “Yes, Zack Can go!” “Rex, Zig, and Kim”	Sound-Spelling and Word Automaticity: Expression	Writing Trait: Sentence Fluency: Sentences Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>Ana Goes to Washington, D.C</i> Reading Writing Workshop: “Pack a Bag!” Grammar Skill: Sentences with Prepositions	Project: What would you like to find out about in our country?
Week 3 Weekly Concept: Look to the Sky Essential Question: What do you see in the sky? Connect to Science: Make observations about night and day	Title: “A View from the Moon” Genre: Informational Text Strategy: Make Predictions	Main Selection Title: <i>Bringing Down the Moon</i> Genre: Fiction Strategy: Make Confirm, Revise Predictions Skill: Character Setting, Plot (Problem and Solution) Paired Selection Title: “Day and Night Sky” Genre: Informational Text Text Feature: Headings	Short Text: “Up! Up! Up!” Genre: Nonfiction	Strategy: Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot (Problem and Solution) Main Selection Genre: Fantasy Titles: <div><div>A:</div> Going Up</div> <div><div>O:</div> In the Clouds</div> <div><div>E:</div> In the Clouds</div> <div><div>B:</div> How Sun and Moon Found Home</div>	Literature Big Book: Sentence Structure	Additional Academic Vocabulary: <i>prepositional phrase</i> Vocabulary Strategy: <i>Similes</i>	<i>for</i> <i>have</i> <i>they</i> <i>of</i> <i>said</i> <i>want</i> <i>here</i> <i>me</i> <i>this</i> <i>what</i> Build Your Word Bank: <i>from</i> <i>how</i> <i>water</i> <i>these</i> <i>people</i> <i>work</i> <i>about</i> <i>may</i> <i>or</i> <i>each</i>	<i>distance</i> <i>recognize</i> <i>space</i> <i>challenge</i> <i>surface</i> Build Oral Vocabulary: <i>burrowed, burrow, poke, grunted, tumbled, wrinkled, vanished, sobbed</i>	Opposites	Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition Phonics: /u/u, /g/g, /w/w, /x/x, /v/v, /j/j, /k/qu, /z/z Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Decodable Reader: “Zig-Zag Jet Can Zip” Long Vowel Express (optional): Long o (o_e, o) Decodable Readers (optional): “Rode and Rose” “Hope Rode Home”	Sound-Spelling and Word Automaticity: Expression	Writing Trait: Sentence Fluency: Complete Sentences Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>Bringing Down the Moon</i> Reading Writing Workshop: “Up! Up! Up!” Grammar Skill: Sentences with Prepositions	Project: Make a Sky Display



Grade K • Unit 9 • Scope and Sequence

Big Idea: Things Change	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
How do things change?													
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: “Helping Out at Home” Genre: Informational Text Strategy: Ask and Answer Questions	Main Selection Title: <i>Peter’s Chair</i> Genre: Fiction Strategy: Ask and Answer Questions Skill: Plot: Sequence Paired Selection Title: “The Clean Up!” Genre: Fiction Text Feature: Chart	Short Text: Jake and Dale Help!” Genre: Fiction	Strategy: Ask and Answer Questions Skill: Character, Setting, Plot (Sequence) Main Selection Genre: Fiction Titles: A: <i>Let Me Help You</i> O: <i>How Can Jane Help?</i> E: <i>How Can Jane Help?</i> B: <i>Used to Help Too</i>	Literature Big Book: Purpose	Additional Academic Vocabulary: <i>selection</i> Vocabulary Strategy: <i>Prefixes and Suffixes</i>	<i>help too</i> Build Your Word Bank: <i>other into more</i>	<i>chores contribute member, organize accomplish</i> Build Oral Vocabulary: <i>stretched, crash, fussing, muttered, run away, grown-up</i>	Household Furniture	Phonological/Phonemic Awareness: Syllable Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Deletion Phonics: /ā/a_e Extend: digraphs; sh Consonant/Vowel Review: /a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /x/x, /y/y Decodable Readers: “Jake Made Cake” “We Help Make It”	Sound-Spelling and Word Automaticity: Expression	Writing Trait: Sentence Fluency: Complete Sentences Write About the Text: Narrative Text Write to Sources: Literature Big Book: <i>Peter’s Chair</i> Reading Writing Workshop: “Jake and Dale Help!” 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: Reread	Main Selection Title: <i>Hen Hears Gossip</i> Genre: Fantasy Strategy: Reread Skill: Character, Setting, Plot (Cause and Effect) Paired Selection Title: “Team Up to Clean Up” Genre: Informational Text Text Feature: Captions	Short Text: “We Can Play” Genre: Fiction	Strategy: Reread Skill: Character, Setting, Plot (Cause and Effect) Main Selection Genre: Fantasy Titles: A: <i>Mike Helps Out</i> O: <i>Clive and His Friend</i> E: <i>Clive and His Friend</i> B: <i>Farmer White’s Best Friend</i>	Literature Big Book: Organization	Additional Academic Vocabulary: <i>describing words</i> Vocabulary Strategy: <i>Question Words</i>	<i>has play</i> Build Your Word Bank: <i>find over were</i>	<i>citizen respect tidy necessary hauled</i> Build Oral Vocabulary: <i>gossip, thorn, horn, lazy, in sight, pointy, calf, yak</i>	Farm Animals	Phonological/Phonemic Awareness: Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion Phonics: /i/i_e Extend: digraphs; ch Consonant/Vowel Review: /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y Decodable Readers: “Bike Hike” “Pike Lane”	Sound-Spelling and Word Automaticity: Expression; Intonation	Writing Trait: Organization: Order Write to Sources: Literature Big Book: <i>Hen Hears Gossip</i> 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: “Spider Woman Teaches the Navajo” Genre: Tale Strategy: Reread	Main Selection Title: Bread Comes to Life Genre: Informational Text Strategy: Reread Skill: Connections Within Text (Sequence) Paired Selection Title: “Nature Artists” Genre: Informational Text Text Feature: Directions	Short Text: “Look a Home” Genre: Informational Text	Strategy: Reread Skill: Connections Within Text (Sequence) Main Selection Genre: Informational Text Titles: A: Look Where It Is From O: <i>What’s for Breakfast?</i> E: What’s for Breakfast? B: <i>Nature at the Craft Fair</i>	Literature Big Book: Specific Vocabulary	Additional Academic Vocabulary: <i>directions</i> Vocabulary Strategy: <i>Context Clues</i>	<i>where look</i> Build Your Word Bank: <i>know would write</i>	<i>natural resources create designs weave knowledge</i> Build Oral Vocabulary: <i>from scratch, blades, bristly, crop, bowed, yield, stalk, hefty, grind, dust, knead</i>	Foods Made from Grain	Phonological/Phonemic Awareness: Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution Phonics: /ō/o_e, o Consonant/Vowel Review: /a/a, /ā/a_e, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y Decodable Readers: “Jo Made It at Home” “Joke Note”	Sound-Spelling and Word Automaticity: Rate	Writing Trait: Organization: Topic Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>Bread Comes to Life</i> Reading Writing Workshop: “Look! A Home!” Grammar Skill: Adjectives	Project: Fabric Wall

Grade K • Unit 10 • Scope and Sequence



Big Idea: Thinking Outside the Box	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection <div><div>A: Approaching Level</div><div>O: On Level</div><div>E: ELL</div><div>B: Beyond Level</div></div>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: Problem Solvers Essential Question: What can happen when we work together? Connect to Social Studies: Explore working together	Title: “The Elves and the Shoemakers” Genre: Tale Strategy: Make Predictions	Main Selection Title: <i>What’s the Big Idea, Molly?</i> Genre: Fantasy Strategy: Make, Confirm, and Revise Predictions Skill: Plot: Sequence Paired Selection Title: “The Variety Show” Genre: Fiction Text Feature: Speech Bubbles	Short Text: “A Good Time for Lukel!” Genre: Fiction	Strategy: Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot (Sequence) Main Selection Genre: Fantasy Titles: A: <i>Animal Band</i> O: <i>We Want Honey</i> E: <i>We Want Honey</i> B: <i>A Good Idea</i>	Literature Big Book: Connection of Ideas	Additional Academic Vocabulary: <i>first</i> <i>last</i> <i>syllables</i> Vocabulary Strategy: <i>Context Clues</i>	<i>good</i> <i>who</i> Build Your Word Bank: <i>part</i> <i>only</i> <i>words</i>	<i>decide</i> <i>opinion</i> <i>ragged</i> <i>marvel</i> <i>grateful</i> Build Oral Vocabulary: <i>ideas, couch, pond, plopped in, waddled, grumpy, all right, got busy, season, autumn</i>	Question Words	Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Substitution Phonics: /ū/u_e Consonant/Vowel Review: /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /ks/x, /y/y, /z/z Decodable Readers: “Tube Race” “The Sad Duke”	Sound-Spelling and Word Automaticity: Expression; Intonation	Writing Trait: Word Choice: Specific Words Write About the Text: Narrative Text Write to Sources: Literature Big Book: <i>What’s the Big Idea, Molly?</i> Reading Writing Workshop: “A Good Time for Lukel!” Grammar Skill: Pronouns	Project: Problem-Solving Poster
Week 2 Weekly Concept: Sort It Out Essential Question: In what ways are things alike? How are they different? Connect to Social Studies: Explore how things are alike and different	Title: “The Perfect Color” Genre: Informational Text Strategy: Ask and Answer Questions	Main Selection Title: <i>All Kinds of Families!</i> Genre: Fiction Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Paired Selection Title: “Good For You” Genre: Informational Text Text Feature: Labels	Short Text: “We Come on Time!” Genre: Fiction	Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Main Selection Genre: Fiction Titles: A: <i>My Box</i> O: <i>Let’s Make a Band</i> E: <i>Let’s Make a Band</i> B: <i>Going Camping</i>	Literature Big Book: Connection of Ideas	Additional Academic Vocabulary: <i>voice</i> Vocabulary Strategy: <i>Antonyms</i>	<i>come</i> <i>does</i> Build Your Word Bank: <i>first</i> <i>sound</i> <i>their</i>	<i>sort</i> <i>similar</i> <i>perfect</i> <i>endless</i> <i>experiment</i> Build Oral Vocabulary: <i>shore; fridge; card decks, marbles, and jacks; twigs; appear; play dough; pod; notes; play families</i>	Opposites	Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Substitution Phonics: /ē/e, ee, e_e Extend: digraphs; <i>th</i> Consonant/Vowel Review: /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /z/z Decodable Readers: “Pete and Eve” “Pete Can Fix It” “See It?” “Deb Bee”	Sound-Spelling and Word Automaticity: Phrasing	Writing Trait: Sentence Fluency: Complete Sentences Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>All Kinds of Families!</i> Reading Writing Workshop: “We Come on Time!” Grammar Skill: Pronouns	Project: Sorting Chart
Week 3 Weekly Concept: Protect Our Earth Essential Question: What ideas can you suggest to protect the environment? Connect to Social Studies: Explore how people can help save the environment	Title: “Protect the Environment!” Genre: Informational Text Strategy: Reread	Main Selection Title: <i>Panda Kindergarten</i> Genre: Informational Text Strategy: Reread Skill: Main Topic and Key Details Paired Selection Title: “Save Big Blue!” Genre: Informational Text Text Feature: Captions	Short Text: “Who Can Help?” Genre: Nonfiction	Strategy: Reread Skill: Main Topic and Key Details Main Selection Genre: Informational Text Titles: A: <i>Help Clean Up</i> O: <i>Let’s Save Earth</i> E: <i>Let’s Save Earth</i> B: <i>Babysitters for Seals</i>	Literature Big Book: Connection of Ideas	Additional Academic Vocabulary: <i>reference</i> Vocabulary Strategy: <i>Prefixes and Suffixes</i>	<i>help</i> <i>too</i> <i>play</i> <i>has</i> <i>where</i> <i>look</i> <i>who</i> <i>good</i> <i>come</i> <i>does</i> Build Your Word Bank: <i>other, into, more, find over, were, know, would, write, part, only, words, first, sound, their</i>	<i>environment</i> <i>protect</i> <i>recycle</i> <i>wisely</i> <i>encourage</i> Build Oral Vocabulary: <i>panda, cub, twin skilled, adventures, curious, rare, journey</i>	Baby Animals	Phonological/Phonemic Awareness: Generate Alliteration, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution Phonics: ā, ī, ē, ō, ū Consonant/Vowel Review: /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /ē/ ee, e_e, e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /ks/x, /y/y, /z/z Decodable Reader: “We Can Save”	Sound-Spelling and Word Automaticity: Expression	Writing Trait: Organization: Topic Write About the Text: Informative Text Write to Sources: Literature Big Book: <i>Panda Kindergarten</i> Reading Writing Workshop: “Who Can Help?” Grammar Skill: Pronouns	Project: Sorting Chart

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