

Grade 1 • Unit 1 • Scope and Sequence



| Big Idea:<br>Getting to Know Us<br><br>What makes you special?   | Literature<br>Big Book  | Read Aloud  | Reading/<br>Writing<br>Workshop<br>Comprehension   | Literature<br>Anthology<br>Main Selection,<br>Paired<br>Selection   | Leveled Reader<br>Main Selection,<br>Paired Selection<br><br>A: Approaching Level<br>O: On Level<br>E: ELL<br>B: Beyond Level  | Access<br>Complex Text<br>(ACT)                                    | Vocabulary<br>Words   | High-Frequency<br>Words                                   | Oral Vocabulary<br>Words  | Phonics   | Fluency Skill               | Writing  | Research  |
|--|---|---|--|---|--|--|---|---|---|---|-----------------------------|--|---|
| <b>Week 1</b><br><br><b>Weekly Concept:</b><br>At School<br><br><b>Essential Question:</b><br>What do you do at your school?<br><br><b>Connect to Social Studies:</b><br>Explore how school is a community.                    | <b>Title:</b> <i>This School Year Will Be the Best!</i><br><br><b>Genre:</b> Realistic Fiction<br><br><b>Strategy:</b> Visualize<br><br><b>Concepts of Print:</b> Book Handling | <b>Title:</b> "School Around the World"<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Visualize | <b>Short Text:</b> <i>Jack Can</i><br><br><b>Genre:</b> Realistic Fiction<br><br><b>Strategy:</b> Visualize<br><br><b>Skill:</b> Key Details | <b>Strategy:</b> Visualize<br><br><b>Skill:</b> Key Details<br><br><b>Main Selection Title:</b> <i>Nat and Sam</i><br><br><b>Genre:</b> Realistic Fiction<br><br><b>Paired Selection Title:</b> "Rules at School"<br><br><b>Genre:</b> Nonfiction<br><br><b>Text Feature:</b> Photographs | <b>Strategy:</b> Visualize<br><br><b>Skill:</b> Key Details<br><br><b>Main Selections Genre:</b> Realistic Fiction<br><br>A: <i>A Fun Day</i><br>O: <i>We Like to Share</i><br>E: <i>We Like to Share</i><br>B: <i>Class Party</i><br><br><b>Paired Selection Genre:</b> Nonfiction<br><br><b>Titles:</b><br>A: "We Share"<br>O: "Look at Signs"<br>E: "Look at Signs"<br>B: "Our Classroom Rules"<br><br><b>Lexiles:</b><br>A: BR<br>O: 60L<br>E: 100L<br>B: 360L | <b>Literature Big Books:</b> Organization, Connection of Ideas     | <b>Additional Domain Words:</b><br><i>rules</i><br><i>obey</i><br><i>safety</i><br><br><b>Additional Academic Vocabulary:</b><br><i>events,</i><br><i>illustrations</i>                       | <i>does</i><br><i>not</i><br><i>school</i><br><i>what</i> | <i>learn</i><br><i>subjects</i><br><i>common</i><br><i>object</i><br><i>recognize</i> | <b>Phonological/Phonemic Awareness:</b> Identify Rhyme, Phoneme Isolation/ Blending/ Segmentation<br><br><b>Phonics/ Spelling Skill:</b> short <i>a</i> Consonants reviewed throughout Unit 1<br><br><b>Structural Analysis:</b> -s (inflectional ending)<br><br><b>Decodable Readers:</b> <i>Pam Can; Pack a Bag</i> | <b>Appropriate Phrasing</b> | <b>Writing Trait:</b> Ideas: Focus on a Single Event<br><br><b>Write About the Text:</b> Informative Text<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>Jack Can</i><br><br><b>Literature Anthology:</b> <i>Nat and Sam</i><br><br><b>Grammar Skill:</b> Sentences<br><br><b>Grammar Mechanics:</b> Sentence Capitalization | <b>Proect:</b> What kinds of activities do we do at school?<br><br>Make a Page for a Class Book                                 |
| <b>Week 2</b><br><br><b>Weekly Concept:</b><br>Where I Live<br><br><b>Essential Question:</b> What is it like where you live?<br><br><b>Connect to Social Studies:</b><br>Explore how our environment affects the way we live. | <b>Title:</b> <i>Alicia's Happy Day</i><br><br><b>Genre:</b> Realistic Fiction<br><br><b>Strategy:</b> Visualize<br><br><b>Concepts of Print:</b> Book Handling                 | <b>Title:</b> "City Mouse and Country Mouse"<br><br><b>Genre:</b> Fable<br><br><b>Strategy:</b> Visualize | <b>Short Text:</b> <i>Six Kids</i><br><br><b>Genre:</b> Fantasy<br><br><b>Strategy:</b> Visualize<br><br><b>Skill:</b> Key Details           | <b>Strategy:</b> Visualize<br><br><b>Skill:</b> Key Details<br><br><b>Main Selection Title:</b> <i>Go, Pip!</i><br><br><b>Genre:</b> Fantasy<br><br><b>Paired Selection Title:</b> "I Live Here"<br><br><b>Genre:</b> Nonfiction<br><br><b>Text Feature:</b> Bold print                   | <b>Strategy:</b> Visualize<br><br><b>Skill:</b> Key Details<br><br><b>Main Selections Genre:</b> Fantasy<br><br>A: <i>What Can We See?</i><br>O: <i>A Trip to the City</i><br>E: <i>A Trip to the City</i><br>B: <i>Harvest Time</i><br><br><b>Paired Selection Genre:</b> Nonfiction<br><br><b>Titles:</b><br>A: "My Home"<br>O: "Where I Live"<br>E: "Where I Live"<br>B: "Where We Live"<br><br><b>Lexiles:</b><br>A: BR<br>O: 30L<br>E: BR<br>B: 330L          | <b>Literature Big Books:</b> Organization, Lack of Prior Knowledge | <b>Additional Domain Words:</b><br><i>building</i><br><i>yard</i><br><i>playground</i><br><br><b>Additional Academic Vocabulary:</b><br><i>author</i><br><i>bold print</i><br><i>sequence</i> | <i>down</i><br><i>out</i><br><i>up</i><br><i>very</i>     | <i>city</i><br><i>country</i><br><i>bored</i><br><i>feast</i><br><i>scurried</i>      | <b>Phonemic Awareness:</b> Alliteration, Phoneme Categorization/ Blending/ Segmentation<br><br><b>Phonics/ Spelling Skill:</b> short <i>i</i> Consonants reviewed throughout Unit 1<br><br><b>Structural Analysis:</b> double final consonants<br><br><b>Decodable Readers:</b> <i>Kim and Nick; Jill and Jim</i>     | <b>Intonation</b>           | <b>Writing Trait:</b> Ideas: Describing Details<br><br><b>Writing Product:</b> Informative Writing<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>Six Kids</i><br><br><b>Literature Anthology:</b> <i>Go, Pip!</i><br><br><b>Grammar Skill:</b> Word Order<br><br><b>Mechanics:</b> Sentence Punctuation (periods)           | <b>Project:</b> How are places in our community similar to, or different from, places in other communities?<br><br>Venn Diagram |

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| Big Idea:<br>Getting to Know Us<br><br>What makes you special?   | Literature Big Book   | Read Aloud  | Reading/Writing Workshop<br>Comprehension  | Literature Anthology<br>Main Selection, Paired Selection  | Leveled Reader<br>Main Selection, Paired Selection<br><br>A: Approaching Level<br>O: On Level<br>E: ELL<br>B: Beyond Level  | Access Complex Text (ACT)  | Vocabulary Words  | High-Frequency Words        | Oral Vocabulary Words                                   | Phonics   | Fluency Skill               | Writing  | Research  |
|--|---|---|--|---|---|--|---|-----------------------------|---|---|-----------------------------|--|---|
| <b>Week 3</b><br><br><b>Weekly Concept:</b><br>Our Pets<br><br><b>Essential Question:</b><br>What makes a pet special?<br><br><b>Connect to Science:</b><br>Explore what pets need to survive.                             | <b>Title:</b> <i>Cool Dog, School Dog</i><br><b>Genre:</b> Fiction<br><b>Strategy:</b> Visualize<br><br><b>Concepts of Print:</b><br>Track Print and Return Sweep             | <b>Title:</b> “Our Pets”<br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Visualize                      | <b>Short Text:</b> <i>A Pig for Cliff</i><br><b>Genre:</b> Fantasy<br><b>Strategy:</b> Visualize<br><br><b>Skill:</b> Key Details                    | <b>Strategy:</b> Visualize<br><b>Skill:</b> Key Details<br><b>Main Selection Title:</b> <i>Flip</i><br><br><b>Genre:</b> Fantasy<br><b>Paired Selection Title:</b> “What Pets Need”<br><br><b>Genre:</b> Nonfiction<br><b>Text Feature:</b> Labels      | <b>Strategy:</b> Visualize<br><b>Skill:</b> Key Details<br><b>Main Selections Genre:</b> Fantasy<br><br>A: <i>Mouse’s Moon Party</i><br>O: <i>Pet Show</i><br>E: <i>Pet Show</i><br>B: <i>Polly the Circus Star</i><br><br><b>Paired Selection Genre:</b> Nonfiction<br><br><b>Titles:</b><br>A: “A Mouse in the House”<br>O: “Love That Llama!”<br>E: “Love That Llama!”<br>B: “Birds That Talk”<br><br><b>Lexile:</b><br>A: 120L<br>O: 200L<br>E: 20L<br>B: 280L                  | <b>Literature Big Books:</b> Sentence Structure, Connection of Ideas | <b>Additional Domain Words:</b><br><i>living things, need, cares</i><br><br><b>Additional Academic Vocabulary:</b><br><i>consonant, label, publish</i><br><br><b>Build Vocabulary:</b><br><i>glad, plan</i> | <i>be, come, good, pull</i> | <i>care, train, groom, companion, popular</i>           | <b>Phonemic Awareness:</b><br>Contrast Vowel Sounds, Phoneme Blending/ Substitution/ Segmentation<br><br><b>Phonics/Spelling Skill:</b> beginning consonant blends: /-blends Consonants reviewed throughout Unit 1<br><br><b>Structural Analysis:</b> -s (plural nouns)<br><br><b>Decodable Readers:</b><br><i>Cliff Has a Plan; A Good Black Cat</i> | <b>Appropriate Phrasing</b> | <b>Writing Trait:</b> Ideas: Describing Details<br><br><b>Write About Text:</b> Narrative Text<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>A Pig for Cliff</i><br><br><b>Literature Anthology:</b> <i>Flip</i><br><br><b>Grammar Skill:</b> <i>Statements</i><br><br><b>Grammar Mechanics:</b> Capitalization and Punctuation (periods)               | <b>Project:</b><br>What are the ways to care for pets?<br><br>Create a Poster                 |
| <b>Week 4</b><br><br><b>Weekly Concept:</b><br>Let’s Be Friends<br><br><b>Essential Question:</b><br>What do friends do together?<br><br><b>Connect to Social Studies:</b><br>Explore why we respect the rights of others. | <b>Title:</b> <i>Friends All Around</i><br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Ask and Answer Questions<br><br><b>Concepts of Print:</b><br>Book Handling and Labels | <b>Title:</b> “Games Long Ago”<br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Ask and Answer Questions | <b>Short Text:</b> <i>Toss! Kick! Hop!</i><br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Key Details | <b>Strategy:</b> Ask and Answer Questions<br><b>Skill:</b> Key Details<br><b>Main Selection Title:</b> <i>Friends</i><br><br><b>Genre:</b> Nonfiction<br><b>Paired Selection Title:</b> “There Are Days and There Are Days”<br><br><b>Genre:</b> Poetry | <b>Strategy:</b> Ask and Answer Questions<br><b>Skill:</b> Key Details<br><b>Main Selections Genre:</b> Realistic Fiction<br><br>A: <i>Friends Are Fun</i><br>O: <i>Friends Are Fun</i><br>E: <i>Friends Are Fun</i><br>B: <i>Friends Are Fun</i><br><br><b>Paired Selections Genre:</b> Poetry<br><br><b>Titles:</b><br>A: “I Like to Play”<br>O: “I Like to Play”<br>E: “I Like to Play”<br>B: “I Like to Play”<br><br><b>Lexile:</b><br>A: 130L<br>O: 110L<br>E: 100L<br>B: 350L | <b>Literature Big Books:</b> Organization, Connection of Ideas       | <b>Additional Domain Words:</b><br><i>poem</i><br><br><b>Additional Academic Vocabulary:</b><br><i>evaluate, rhyme</i><br><br><b>Build Vocabulary:</b><br><i>toss, tag, quick, make up</i>                  | <i>fun, make, they, too</i> | <i>cooperate, relationship, deliver, chore, collect</i> | <b>Phonemic Awareness:</b><br>Phoneme Categorization/ Segmentation/ Deletion, Rhyme, Phoneme Blending<br><br><b>Phonics/ Spelling Skill:</b> short o Consonants reviewed throughout Unit 1<br><br><b>Structural Analysis:</b> alphabetical order (one letter))<br><br><b>Decodable Readers:</b><br><i>Bob is a Fun Pal; Dog and Fox</i>               | <b>Appropriate Phrasing</b> | <b>Writing Trait:</b> Organization: Compare and Contrast<br><br><b>Write About Text:</b> Informative Text<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>Toss! Kick! Hop!</i><br><br><b>Literature Anthology:</b> <i>Friends</i><br><br><b>Grammar Skill:</b> Questions and Exclamations<br><br><b>Grammar Mechanics:</b> Question and Exclamation Marks | <b>Project:</b><br>What can we learn about our favorite games or sports?<br><br>Make a Poster |

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

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

Grade 1 • Unit 2 • Scope and Sequence



| Big Idea:<br>Our Community<br><br>What makes a community?   | Literature Big Book   | Read Aloud   | Reading/<br>Writing<br>Workshop<br>Comprehension   | Literature Anthology<br>Main Selection,<br>Paired Selection   | Leveled Reader,<br>Main Selection,<br>Paired Selection<br><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   | Phonics  | Fluency Skill | Writing   | Research   |
|---|---|--|--|---|--|---|---|--|---|--|---------------|---|--|
| <b>Week 1</b><br><br><b>Weekly Concept:</b><br>Jobs Around Town<br><br><b>Essential Question:</b><br>What jobs need to be done in a community?<br><br><b>Connect to Social Studies:</b><br>Explore the work people do.  | <b>Title:</b> <i>Millie Waits for the Mail</i><br><br><b>Genre:</b> Fiction<br><br><b>Strategy:</b> Make and Confirm Predictions<br><br><b>Concepts of Print:</b> Ellipses and Dashes | <b>Title:</b> “Jobs Around Town”<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Make and Confirm Predictions    | <b>Short Text:</b> <i>Good Job, Ben!</i><br><br><b>Genre:</b> Realistic Fiction<br><br><b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Character, Setting, Events | <b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Character, Setting, Events<br><br><b>Main Selection Title:</b> <i>The Red Hat</i><br><br><b>Genre:</b> Realistic Fiction<br><br><b>Paired Selection Title:</b> “ <i>Firefighters at Work</i> ”<br><br><b>Genre:</b> Nonfiction<br><br><b>Text Feature:</b> Labels      | <b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Character, Setting, Events<br><br><b>Main Selections Genre:</b> Realistic Fiction<br><br><b>A:</b> <i>Pick Up Day</i><br><b>O:</b> <i>Ben Brings the Mail</i><br><b>E:</b> <i>Ben Brings the Mail</i><br><b>B:</b> <i>At Work with Mom</i><br><br><b>Paired Selections Genre:</b> nonfiction<br><br><b>Titles:</b><br><b>A:</b> “The Recycling Center”<br><b>O:</b> “At the Post Office”<br><b>E:</b> “At the Post Office”<br><b>B:</b> “Tools for the School Nurse”<br><br><b>Lexile:</b><br><b>A:</b> 70<br><b>O:</b> 200L<br><b>E:</b> 70L<br><b>B:</b> 330L | <b>Literature Big Books:</b> Sentence Structure, Organization | <b>Additional Domain Words:</b><br><i>firefighter</i><br><i>siren</i><br><i>protect</i><br><br><b>Additional Academic Vocabulary:</b><br><i>end</i><br><i>middle</i><br><br><b>Build Vocabulary:</b><br><i>grabs</i>                          | <i>again</i><br><i>help</i><br><i>new</i><br><i>there</i><br><i>use</i>  | <i>occupation</i><br><i>community</i><br><i>equipment</i><br><i>fortunately</i><br><i>astonishing</i> | <b>Phonemic Awareness:</b><br>Phoneme Blending/Isolation/Segmentation<br><br><b>Phonics/ Spelling Skill:</b> short e spelled e and ea<br><br><b>Structural Analysis:</b> inflectional ending -ed (no spelling change)<br><br><b>Decodable Readers:</b> <i>Ted Gets a Job; I Sell Crabs</i> | Intonation    | <b>Writing Trait:</b><br>Organization: Focus on an Idea<br><br><b>Write About the Text:</b> Opinion<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>Good Job, Ben!</i><br><br><b>Literature Anthology:</b> <i>The Red Hat</i><br><br><b>Grammar Skill:</b> Nouns<br><br><b>Mechanics:</b> Commas in a Series   | <b>Project:</b><br>What can we learn about jobs that help the community?<br><br>Write a Script                                     |
| <b>Week 2</b><br><br><b>Weekly Concept:</b><br>Buildings All Around<br><br><b>Essential Question:</b><br>What buildings do you know? What are they made of?<br><br><b>Connect to Social Studies:</b><br>Explore how the environment affects the ways people live. | <b>Title:</b> <i>The 3 Little Dassies</i><br><br><b>Genre:</b> Fantasy<br><br><b>Strategy:</b> Make and Confirm Predictions<br><br><b>Concepts of Print:</b> Quotations               | <b>Title:</b> “The Three Little Pigs”<br><br><b>Genre:</b> Folktale<br><br><b>Strategy:</b> Make and Confirm Predictions | <b>Short Text:</b> <i>Cubs in a Hut</i><br><br><b>Genre:</b> Fantasy<br><br><b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Character, Setting, Events            | <b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Character, Setting, Events<br><br><b>Main Selection Title:</b> <i>The Pigs, the Wolf, and the Mud</i><br><br><b>Genre:</b> Fantasy<br><br><b>Paired Selection Title:</b> “Homes Around the World”<br><br><b>Genre:</b> Nonfiction<br><br><b>Text Feature:</b> Captions | <b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Character, Setting, Events<br><br><b>Main Selections Genre:</b> Fantasy<br><br><b>A:</b> <i>What a Nest!</i><br><b>O:</b> <i>Staying Afloat</i><br><b>E:</b> <i>Staying Afloat</i><br><b>B:</b> <i>City Armadillo, Country Armadillo</i><br><br><b>Paired Selections Genre:</b> Nonfiction<br><br><b>Titles:</b><br><b>A:</b> “Stone Castles”<br><b>O:</b> “A Day on a Houseboat”<br><b>E:</b> “A Day on a Houseboat”<br><b>B:</b> “City or Country?”<br><br><b>Lexile:</b><br><b>A:</b> 170<br><b>O:</b> 150L<br><b>E:</b> 10L<br><b>B:</b> 330L               | <b>Literature Big Books:</b> Vocabulary                       | <b>Additional Domain Words:</b><br><i>homes</i><br><i>build</i><br><i>shelter</i><br><br><b>Additional Academic Vocabulary:</b><br><i>apostrophe</i><br><i>dialogue</i><br><i>presentation</i><br><br><b>Build Vocabulary:</b><br><i>mess</i> | <i>could</i><br><i>live</i><br><i>one</i><br><i>then</i><br><i>three</i> | <i>shelter</i><br><i>materials</i><br><i>collapsed</i><br><i>furious</i><br><i>refused</i>            | <b>Phonemic Awareness:</b><br>Rhyme, Phoneme Identity/Blending/Segmentation<br><br><b>Phonics/ Spelling Skill:</b> short u<br><br><b>Structural Analysis:</b> contractions with 's<br><br><b>Decodable Readers:</b> <i>Can Bud Stop Bug; It's Up to Us</i>                                 | Expression    | <b>Writing Trait:</b><br>Organization: Beginning Sentence<br><br><b>Write About the Text:</b> Informative Text<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>Cubs in a Hut</i><br><br><b>Literature Anthology:</b> <i>The Pigs, The Wolf, and the Mud</i><br><br><b>Grammar Skill:</b> Singular and Plural Nouns<br><br><b>Mechanics:</b> Adding -s and -es to form plural nouns | <b>Project:</b><br>What can we learn about the buildings in our community? What are they made of?<br><br>Draw and Label a Building |



Grade 1 • Unit 2 • Scope and Sequence



| Big Idea:<br>Our Community<br><br>What makes a community?   | Literature Big Book   | Read Aloud   | Reading/<br>Writing<br>Workshop<br>Comprehension  | Literature Anthology<br>Main Selection,<br>Paired Selection  | Leveled Reader,<br>Main Selection,<br>Paired Selection<br><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   | Phonics  | Fluency Skill               | Writing  | Research   |
|---|---|--|---|--|---|---|---|--|---|--|-----------------------------|--|--|
| <b>Week 3</b><br><br><b>Weekly Concept:</b><br>A Community in Nature<br><br><b>Essential Question:</b><br>Where do animals live together?<br><br><b>Connect to Science:</b><br>Explore how the animals adapt to different environments. | <b>Title:</b> <i>Babies in the Bayou</i><br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Reread<br><br><b>Concepts of Print:</b> Distinguish Sentences                              | <b>Title:</b> “Animals in the Desert”<br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Reread | <b>Short Text:</b> <i>The Best Spot</i><br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Reread<br><br><b>Skill:</b> Main Topic and Key Details      | <b>Strategy:</b> Reread<br><b>Skill:</b> Main Topic and Key Details<br><br><b>Main Selection Title:</b> <i>At a Pond</i><br><b>Genre:</b> Nonfiction<br><b>Paired Selection Title:</b> “Way Down Deep”<br><b>Genre:</b> Poetry                                   | <b>Strategy:</b> Reread<br><b>Skill:</b> Main Topic and Key Details<br><br><b>Main Selections Genre:</b> Nonfiction<br><div><div>A:</div> Meerkat Family</div> <div><div>O:</div> Meerkat Family</div> <div><div>E:</div> Meerkat Family</div> <div><div>B:</div> Meerkat Family</div><br><b>Paired Selections Genre:</b> Poetry<br><br><b>Titles:</b><br><div><div>A:</div> “I Live in a House!”</div> <div><div>O:</div> “I Live in a House!”</div> <div><div>E:</div> “I Live in a House!”</div> <div><div>B:</div> “I Live in a House!”</div><br><b>Lexile:</b><br><div><div>A:</div> 170</div> <div><div>O:</div> 210L</div> <div><div>E:</div> 170L</div> <div><div>B:</div> 370L</div> | <b>Literature Big Books:</b> Purpose, Organization  | <b>Additional Domain Word:</b><br><i>poem</i><br><br><b>Additional Academic Vocabulary:</b><br><i>draft</i><br><i>repetition</i><br><i>rhythm</i><br><br><b>Build Vocabulary:</b><br><i>pond</i><br><i>rest</i><br><i>twigs</i>   | <i>eat</i><br><i>no</i><br><i>of</i><br><i>under</i><br><i>who</i>   | <i>habitat</i><br><i>depend</i><br><i>hibernate</i><br><i>tranquil</i><br><i>tolerate</i> | <b>Phonemic Awareness:</b><br>Phoneme Categorization/ Blending/ Substitution/ Segmentation<br><br><b>Phonics/ Spelling Skill:</b> ending consonant blends <i>nd, nk, nt, st, sk, mp</i><br><br><b>Structural Analysis:</b> inflectional ending <i>-ing</i> (no spelling change); first introduction to two-syllable words<br><br><b>Decodable Readers:</b> <i>In a Land of Grass; Stomp and Romp</i> | <b>Appropriate Phrasing</b> | <b>Writing Trait:</b> Ideas: Facts<br><br><b>Wrie About the Text:</b> Informative Text<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>The Best Spot</i><br><br><b>Literature Anthology:</b> <i>At a Pond</i><br><br><b>Grammar Skill:</b> Possessive Nouns<br><br><b>Mechanics:</b> Apostrophe with Possessive Nouns   | <b>Project:</b><br>What can we learn about a habitat? What kinds of creatures live there? Make a Collage |
| <b>Week 4</b><br><br><b>Weekly Concept:</b><br>Let’s Help<br><br><b>Essential Question:</b><br>How do people help out in the community?<br><br><b>Connect to Social Studies:</b><br>Understand respecting other’s differences.          | <b>Title:</b> <i>The Story of Martin Luther King Jr.</i><br><b>Genre:</b> Nonfiction/ Biography<br><b>Strategy:</b> Reread<br><br><b>Concepts of Print:</b> Special Text Treatments | <b>Title:</b> “Luis’s Library”<br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Reread        | <b>Short Text:</b> <i>Thump Thump Helps Out</i><br><b>Genre:</b> Fantasy<br><b>Strategy:</b> Reread<br><br><b>Skill:</b> Character, Setting, Events | <b>Strategy:</b> Reread<br><b>Skill:</b> Character, Setting, Events<br><br><b>Main Selection Title:</b> <i>Nell’s Books</i><br><b>Genre:</b> Fantasy<br><b>Paired Selection Title:</b> “Kids Can Help!”<br><b>Genre:</b> Nonfiction<br><b>Text Feature:</b> List | <b>Strategy:</b> Reread<br><b>Skill:</b> Character, Setting, Events<br><br><b>Main Selections Genre:</b> Fantasy<br><div><div>A:</div> The Sick Tree</div> <div><div>O:</div> Squirrels Help</div> <div><div>E:</div> Squirrels Help</div> <div><div>B:</div> Wow, Kitty!</div><br><b>Paired Selections Genre:</b> Poetry<br><br><b>Titles:</b><br><div><div>A:</div> “Beach Clean-Up”</div> <div><div>O:</div> “Food Drive”</div> <div><div>E:</div> “Food Drive”</div> <div><div>B:</div> “Sharing Skills”</div><br><b>Lexile:</b><br><div><div>A:</div> 40L</div> <div><div>O:</div> 200L</div> <div><div>E:</div> 109L</div> <div><div>B:</div> 390L</div>                                | <b>Literature Big Books:</b> Genre, Prior Knowledge | <b>Additional Domain Words:</b><br><i>neighborhood</i><br><i>garden</i><br><i>recycle</i><br><br><b>Additional Academic Vocabulary:</b><br><i>fantasy</i><br><i>imaginary</i><br><br><b>Build Vocabulary:</b><br><i>shelf</i><br><i>clang</i><br><i>bang</i><br><i>wish</i> | <i>all</i><br><i>call</i><br><i>day</i><br><i>her</i><br><i>want</i> | <i>leadership</i><br><i>admire</i><br><i>enjoy</i><br><i>rely</i><br><i>connections</i>   | <b>Phonemic Awareness:</b><br>Phoneme Isolation/ Categorization/ Blending/ Segmentation<br><br><b>Phonics/ Spelling Skill:</b> consonant digraphs <i>th, sh, -ng</i><br><br><b>Structural Analysis:</b> closed syllables<br><br><b>Decodable Readers:</b> <i>Dash Has a Wish; The Helping Game; Send a Big Thanks</i>  | <b>Intonation</b>           | <b>Writing Trait:</b> Organization: Beginning, Middle<br><br><b>Write About the Text:</b> Narrative Text<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>Thump Thump Helps Out</i><br><br><b>Literature Anthology:</b> <i>Nell’s Books</i><br><br><b>Grammar Skill:</b> Common and Proper Nouns<br><br><b>Mechanics:</b> Capitalize Proper Nouns (people, pets, places, and things) | <b>Weekly:</b><br>How can we make our classroom a better place? Make a List                              |

Grade 1 • Unit 2 • Scope and Sequence



| Big Idea:<br>Getting to Know Us<br><br>What makes you special?  | Literature Big Book<br>(Units 1-3 Only)   | Read Aloud  | Reading/Writing Workshop<br>Comprehension  | Literature Anthology<br>Main Selection, Paired Selection   | Leveled Reader<br>Main Selection, Paired Selection<br><br>A: Approaching Level<br>O: On Level<br>E: ELL<br>B: Beyond Level   | Access Complex Text (ACT)                          | Vocabulary Words   | High-Frequency Words   | Oral Vocabulary Words   | Phonics   | Fluency Skill               | Writing   | Research  |
|---|---|---|--|--|--|--|--|--|---|---|-----------------------------|---|---|
| <b>Week 5</b><br><br><b>Weekly Concept:</b><br>Follow the Map<br><br><b>Essential Question:</b><br>How can you find your way around?<br><br><b>Connect to Social Studies:</b><br>Explore maps and globes. | <b>Title:</b> <i>Me on the Map</i><br><b>Genre:</b> Realistic Fiction<br><b>Strategy:</b> Reread<br><br><b>Concepts of Print:</b><br>Reading Sentences across Pages | <b>Title:</b> “Map It”<br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Reread | <b>Short Text:</b> <i>Which Way on the Map?</i><br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Reread<br><br><b>Skill:</b> Main Topic and Key Details | <b>Strategy:</b> Reread<br><b>Skill:</b> Main Topic and Key Details<br><br><b>Main Selection Title:</b><br><i>Fun with Maps</i><br><b>Genre:</b> Nonfiction<br><b>Paired Selection Title:</b> “North, East, South, or West?”<br><b>Genre:</b> Nonfiction<br><b>Text Feature:</b> Map | <b>Strategy:</b> Reread<br><b>Skill:</b> Main Topic and Key Details<br><br><b>Main Selections Genre:</b><br>Nonfiction<br><br>A: <i>How Maps Help</i><br>O: <i>How Maps Help</i><br>E: <i>How Maps Help</i><br>B: <i>How Maps Help</i><br><br><b>Paired Selections Genre:</b><br>Nonfiction<br><br><b>Titles:</b><br>A: “On the Map”<br>O: “On the Map”<br>E: “On the Map”<br>B: “On the Map”<br><br><b>Lexile:</b><br>A: 130L<br>O: 230L<br>E: 60L<br>B: 420L | <b>Literature Big Books:</b> Purpose, Organization | <b>Additional Academic Vocabulary:</b><br><i>map</i><br><i>proofread</i><br><br><b>Build Vocabulary:</b><br><i>n/a</i> | <i>around</i><br><i>by</i><br><i>many</i><br><i>place</i><br><i>walk</i> | <i>locate</i><br><i>route</i><br><i>height</i><br><i>model</i><br><i>separate</i> | <b>Phonemic Awareness:</b><br>Phoneme Segmentation/ Addition/ Blending<br><br><b>Phonics/ Spelling Skill:</b> consonant digraphs <i>ch</i> , <i>-tch</i> , <i>wh</i> , <i>ph</i><br><br><b>Structural Analysis:</b><br>-es (plural nouns)<br><br><b>Decodable Readers:</b><br><i>A Map Match</i> ; <i>A Fun Chest</i> ; <i>Phil and Steph Get Lost</i> ; <i>Maps and Graphs</i> | <b>Appropriate Phrasing</b> | <b>Writing Trait:</b> Ideas: Supporting Details<br><b>Write About the Text:</b><br>Informative Text<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>Which Way on the Map?</i><br><br><b>Literature Anthology:</b> <i>Fun with Maps</i><br><br><b>Grammar Skill:</b><br>Irregular Plural Nouns<br><br><b>Mechanics:</b> Capital Letters and Periods (in sentences)) | <b>Project:</b><br>What can we learn about maps?<br>Make a Map<br><br><b>Unit Level: Research Skill:</b> Collecting Information<br><br><b>Unit Project:</b> Self-select and develop from weekly research projects |
| <b>Week 6</b><br><br><b>Review and Assessment</b>   |   |   |  |  |  |  |  |  |   |   |                             |   |   |

Grade 1 • Unit 3 • Scope and Sequence



| Big Idea:<br>Our Community  | Literature<br>Big Book   | Read Aloud  | Reading/<br>Writing<br>Workshop<br>Comprehension   | Literature<br>Anthology<br>Main Selection,<br>Paired<br>Selection  | Leveled Reader,<br>Main Selection,<br>Paired Selection  | Access<br>Complex Text<br>(ACT)                          | Vocabulary<br>Words   | High-Frequency<br>Words                        | Oral Vocabulary<br>Words                              | Phonics   | Fluency Skill        | Writing  | Research  |
|---|--|---|--|--|---|--|---|--|---|---|----------------------|--|---|
| What can happen over time?  |  |   |  |  | A: Approaching Level<br>O: On Level<br>E: ELL<br>B: Beyond Level  |  |   |  |   |   |                      |  |   |
| <b>Week 1</b><br><br><b>Weekly Concept:</b><br>What Time Is It?<br><br><b>Essential Question:</b><br>How do we measure time?<br><br><b>Connect to Social Studies:</b><br>Explore the relativity of time.      | <b>Title:</b> <i>A Second Is a Hiccup</i><br><br><b>Genre:</b> Fiction<br><br><b>Strategy:</b> Make and Confirm Predictions<br><br><b>Concepts of Print:</b> Capitalization and Punctuation    | <b>Title:</b> “Measuring Time”<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Make and Confirm Predictions               | <b>Short Text:</b> <i>Nate the Snake Is Late</i><br><br><b>Genre:</b> Fantasy<br><br><b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Character, Setting, Plot | <b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Character, Setting, Plot<br><br><b>Main Selection</b><br><b>Title:</b> <i>On My Way to School</i><br><br><b>Genre:</b> Fantasy<br><br><b>Paired Selection</b><br><b>Title:</b> “It’s About Time”<br><br><b>Genre:</b> Nonfiction<br><br><b>Text Feature:</b> Bold print | <b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Character, Setting, Plot<br><br><b>Main Selections</b><br><b>Genre:</b> Fantasy<br><br>A: <i>Busy’s Watch</i><br>O: <i>Kate Saves the Date!</i><br>E: <i>Kate Saves the Date!</i><br>B: <i>Uncle George Is Coming</i><br><br><b>Paired Selections</b> <b>Genre:</b> Nonfiction<br><br><b>Titles:</b><br>A: “Make a Clock”<br>O: “Use a Calendar”<br>E: “Use a Calendar”<br>B: “So Many Clocks!”<br><br><b>Lexile:</b><br>A: 40L<br>O: 220L<br>E: 330L<br>B: 320L | <b>Literature Big Books:</b> Purpose, Organization       | <b>Additional Domain Words:</b><br><i>clock, sundial, shadow</i><br><br><b>Additional Academic Vocabulary:</b><br><i>capitalization, flare, rubric, timetable</i><br><br><b>Build Vocabulary:</b><br><i>wig at last zips mop lake</i> | <i>away now some today way why</i>             | <i>schedule immediately weekend calendar occasion</i> | <b>Phonemic Awareness:</b> Phoneme Identity/ Addition/ Substitution/ Blending/ Segmentation<br><br><b>Phonics/ Spelling Skill:</b> long a: a_e<br><br><b>Structural Analysis:</b> contractions with not (isn’t, aren’t, wasn’t, weren’t, hasn’t, haven’t, can’t)<br><br><b>Decodable Readers:</b> <i>Dave Was Late; Is It Late?</i> | Intonation           | <b>Writing Trait:</b> Word Choice: Sensory Details<br><br><b>Write About the Text:</b> Narrative Text<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>Nate the Snake Is Late</i><br><br><b>Literature Anthology:</b> <i>On My Way to School</i><br><br><b>Grammar Skill:</b> Verbs<br><br><b>Mechanics:</b> Commas in Series  | <b>Project:</b> What are the different ways to measure time?<br><br>Explore Sun Dials |
| <b>Week 2</b><br><br><b>Weekly Concept:</b><br>Watch It Grow!<br><br><b>Essential Question:</b><br>How do plants change as they grow?<br><br><b>Connect to Science:</b><br>Explore what helps plants survive. | <b>Title:</b> <i>Mystery Vine</i><br><br><b>Genre:</b> Informational Fiction<br><br><b>Strategy:</b> Make and Confirm Predictions<br><br><b>Concepts of Print:</b> Punctuation Within Sentence | <b>Title:</b> “The Great Big, Gigantic Turnip”<br><br><b>Genre:</b> Folktale<br><br><b>Strategy:</b> Make and Confirm Predictions | <b>Short Text:</b> <i>Time to Plant!</i><br><br><b>Genre:</b> Drama<br><br><b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Plot: Sequence                     | <b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Plot: Sequence<br><br><b>Main Selection Title:</b> <i>The Big Yuca Plant</i><br><br><b>Genre:</b> Play<br><br><b>Paired Selection</b><br><b>Title:</b> “How Plants Grow”<br><br><b>Genre:</b> Nonfiction<br><br><b>Text Feature:</b> Diagram                            | <b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Plot: Sequence<br><br><b>Main Selections</b><br><b>Genre:</b> Play<br><br>A: <i>Corn Fun</i><br>O: <i>Yum, Strawberries!</i><br>E: <i>Yum, Strawberries!</i><br>B: <i>A Tree’s Life</i><br><br><b>Paired Selections</b> <b>Genre:</b> Nonfiction<br><br><b>Titles:</b><br>A: “Ear of Corn”<br>O: “Strawberry Plant”<br>E: “Strawberry Plant”<br>B: “Inside Trees”<br><br><b>Lexile:</b><br>A: NP<br>O: NP<br>E: NP<br>B: NP                                      | <b>Literature Big Books:</b> Prior Knowledge, Vocabulary | <b>Additional Domain Words:</b><br><i>seed root sprout</i><br><br><b>Additional Academic Vocabulary:</b><br><i>audience vegetables</i><br><br><b>Build Vocabulary:</b><br><i>root grab stuck vine</i>                                 | <i>green grow pretty should together water</i> | <i>bloom sprout grasped assist spied</i>              | <b>Phonemic Awareness:</b> Alliteration, Phoneme Deletion/ Segmentation/ Blending<br><br><b>Phonics/ Spelling Skill:</b> long i: i_e<br><br><b>Structural Analysis:</b> plurals (with CVCe words)<br><br><b>Decodable Readers:</b> <i>A Fine Plant; Plants Take Time to Grow</i>  | Appropriate Phrasing | <b>Writing Trait:</b> Word Choice: Use Specific Words<br><br><b>Write About the Text:</b> Narrative Text<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>Time to Plant!</i><br><br><b>Literature Anthology:</b> <i>The Big Yuca Plant</i><br><br><b>Grammar Skill:</b> <i>Present-Tense Verbs</i><br><br><b>Mechanics:</b> Capitalize and Underline Titles of Plays | <b>Project:</b> How do plants change as they grow?<br><br>Make a Flip Book            |

Grade 1 • Unit 3 • Scope and Sequence



| Big Idea:<br>Getting to Know Us<br><br>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<br><br>A: Approaching Level<br>O: On Level<br>E: ELL<br>B: Beyond Level   | Access Complex Text (ACT)                                      | Vocabulary Words   | High-Frequency Words  | Oral Vocabulary Words  | Phonics  | Fluency Skill               | Writing   | Research   |
|--|---|--|--|---|---|--|--|---|--|--|-----------------------------|---|--|
| <b>Week 3</b><br><br><b>Weekly Concept:</b><br>Tales Over Time<br><br><b>Essential Question:</b><br>What is a folktale?<br><br><b>Connect to Social Studies:</b><br>Explore the similarities in literature over time.          | <b>Title:</b> <i>Interrupting Chicken</i><br><br><b>Genre:</b> Fiction<br><br><b>Strategy:</b> Make and Confirm Predictions<br><br><b>Concepts of Print:</b> Quotation Marks/ Text Styles | <b>Title:</b> “The Foolish, Timid Rabbit”<br><br><b>Genre:</b> Folktale<br><br><b>Strategy:</b> Make and Confirm Predictions | <b>Short Text:</b> <i>The Nice Mitten</i><br><br><b>Genre:</b> Folktale<br><br><b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Plot: Cause and Effect | <b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Plot: Cause and Effect<br><br><b>Main Selection</b><br><br><b>Title:</b> <i>The Gingerbread Man</i><br><br><b>Genre:</b> Folktale<br><br><b>Paired Selection</b><br><b>Title:</b> “Mother Goose Rhymes”<br><br><b>Genre:</b> Rhyme                             | <b>Strategy:</b> Make and Confirm Predictions<br><br><b>Skill:</b> Plot: Cause and Effect<br><br><b>Main Selections</b><br><b>Genre:</b> Folktale<br><br>A: <i>How Coqui Got Her Voice</i><br>O: <i>The Magic Paintbrush</i><br>E: <i>The Magic Paintbrush</i><br>B: <i>The Storytelling Stone</i><br><br><b>Paired Selections:</b> <b>Genre:</b> Poetry/Song<br><br><b>Titles:</b><br>A: “El Coqui/The Coqui”<br>O: “Make New Friends”<br>E: “Wanted: A Friend”<br>B: “Family Stories”<br><br><b>Lexile:</b><br>A: 300L<br>O: 230L<br>E: 240L<br>B: 460L | <b>Literature Big Books:</b> Organization, Connection of Ideas | <b>Additional Domain Words:</b><br><i>poem</i><br><br><b>Additional Academic Vocabulary:</b><br><i>element</i><br><i>puppet</i><br><i>style</i><br><br><b>Build Vocabulary:</b><br><i>except</i><br><i>raced</i><br><i>passed</i><br><i>wish</i><br><i>edge</i>                                      | <i>any</i><br><i>from</i><br><i>happy</i><br><i>once</i><br><i>so</i><br><i>upon</i>      | <i>tale</i><br><i>hero</i><br><i>timid</i><br><i>foolish</i><br><i>eventually</i>            | <b>Phonemic Awareness:</b> Rhyme, Phoneme Blending/ Segmentation<br><br><b>Phonics/ Spelling</b><br><b>Skill:</b> soft c; soft g, dge<br><br><b>Structural Analysis:</b> inflectional endings -ed and -ing (drop final e)<br><br><b>Decodable Readers:</b> <i>King and Five Nice Mice</i>      | <b>Expression</b>           | <b>Writing Trait:</b> Word Choice: Use Strong Verbs<br><br><b>Write About the Text:</b> Narrative Text<br><br><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>The Nice Mitten</i><br><br><b>Literature Anthology:</b> <i>The Gingerbread Man</i><br><br><b>Grammar Skill:</b> Past- and Future-Tense Verbs<br><br><b>Mechanics:</b> Commas in Series | <b>Project:</b><br>What can we learn about folktales?<br><br>Make a Character Puppet |
| <b>Week 4</b><br><br><b>Weekly Concept:</b><br>Now and Then<br><br><b>Essential Question:</b><br>How is life different than it was long ago?<br><br><b>Connect to Social Studies:</b><br>Explore transportation from long ago. | <b>Title:</b> <i>The Last Train</i><br><br><b>Genre:</b> Fiction<br><br><b>Strategy:</b> Reread<br><br><b>Concepts of Print:</b> Reading Sentences Across Pages                           | <b>Title:</b> “Pioneers”<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Reread                                      | <b>Short Text:</b> <i>Life at Home</i><br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Reread<br><br><b>Skill:</b> Connections Within Text: Compare and Contrast | <b>Strategy:</b> Reread<br><br><b>Skill:</b> Connections Within Text: Compare and Contrast<br><br><b>Main Selection Title:</b> <i>Long Ago and Now</i><br><br><b>Genre:</b> Nonfiction<br><br><b>Paired Selection</b><br><b>Title:</b> “From Horse to Plane”<br><br><b>Genre:</b> Nonfiction<br><br><b>Text Feature:</b> Captions | <b>Strategy:</b> Reread<br><br><b>Skill:</b> Connections Within Text: Compare and Contrast<br><br><b>Main Selections</b><br><b>Genre:</b> Nonfiction<br><br>A: <i>Schools Then and Now</i><br>O: <i>Schools Then and Now</i><br>E: <i>Schools Then and Now</i><br>B: <i>Schools Then and Now</i><br><br><b>Paired Selections</b> <b>Genre:</b> Nonfiction<br><br><b>Titles:</b><br>A: “School Days”<br>O: “School Days”<br>E: “School Days”<br>B: “School Days”<br><br><b>Lexile:</b><br>A: 170L<br>O: 220L<br>E: 270L<br>B: 380L                         | <b>Literature Big Books:</b> Prior Knowledge, Vocabulary       | <b>Additional Domain Words:</b><br><i>transportation,</i><br><i>engines</i><br><i>invented</i><br><br><b>Additional Academic Vocabulary:</b><br><i>opinion</i><br><i>frontier</i><br><i>caption</i><br><br><b>Build Vocabulary:</b><br><i>wagon</i><br><i>tongs</i><br><i>scrub</i><br><i>attend</i> | <i>ago,</i><br><i>boy,</i><br><i>girl,</i><br><i>how,</i><br><i>old,</i><br><i>people</i> | <i>century,</i><br><i>past,</i><br><i>present,</i><br><i>future,</i><br><i>entertainment</i> | <b>Phonemic Awareness:</b> Phoneme Segmentation/ Isolation/ Blending<br><br><b>Phonics/ Spelling</b><br><b>Skill:</b> long o: o_e; long u: u_e; long e: e_e<br><br><b>Structural Analysis:</b> CVCe syllables<br><br><b>Decodable Readers:</b> <i>Those Old Classes;</i> <i>That Old Globe</i> | <b>Appropriate Phrasing</b> | <b>Writing Trait:</b> Ideas: Give Reasons for an Opinion<br><br><b>Writing About the Text:</b> Opinion<br><br><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Life at Home</i><br><br><b>Literature Anthology:</b> <i>Long Ago and Now</i><br><br><b>Grammar Skill:</b> Is and Are<br><br><b>Mechanics:</b> Commas in Dates                          | <b>Project:</b><br>How has our way of life changed over time?<br><br>Write a Report  |



Grade 1 • Unit 3 • Scope and Sequence



| Big Idea:<br>Getting to Know Us<br><br>What can happen over time?   | Literature Big Book<br>(Units 1-3 Only)   | Read Aloud  | Reading/Writing Workshop<br>Comprehension   | Literature Anthology<br>Main Selection, Paired Selection  | Leveled Reader<br>Main Selection, Paired Selection<br><br>A: Approaching Level<br>O: On Level<br>E: ELL<br>B: Beyond Level   | Access Complex Text (ACT)                   | Vocabulary Words  | High-Frequency Words  | Oral Vocabulary Words   | Phonics  | Fluency Skill     | Writing  | Research  |
|---|---|---|---|---|--|---|---|---|---|--|-------------------|--|---|
| <b>Week 5</b><br><br><b>Weekly Concept:</b><br>From Farm to Table<br><br><b>Essential Question:</b><br>How do we get our food?<br><br><b>Connect to Social Studies:</b><br>Explore how people get food. | <b>Title:</b> <i>Where Does Food Come From?</i><br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Reread<br><br><b>Concepts of Print:</b> Special Text Treatments | <b>Title:</b> “The Little Red Hen”<br><b>Genre:</b> Folktale<br><b>Strategy:</b> Reread | <b>Short Text:</b> <i>A Look at Breakfast</i><br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Reread<br><br><b>Skill:</b> Connections Within Text: Sequence | <b>Strategy:</b> Reread<br><b>Skill:</b> Connections Within Text: Sequence<br><b>Main Selection Title:</b> <i>From Cows to You</i><br><b>Genre:</b> Nonfiction<br><b>Paired Selection Title:</b> “A Food Chart”<br><b>Genre:</b> Nonfiction<br><b>Text Feature:</b> Chart | <b>Strategy:</b> Reread<br><b>Skill:</b> Connections Within Text: Sequence<br><b>Main Selections Genre:</b> Nonfiction<br>A: <i>Apples from Farm to Table</i><br>O: <i>Apples from Farm to Table</i><br>E: <i>Apples from Farm to Table</i><br>B: <i>Apples from Farm to Table</i><br><b>Paired Selections Genre:</b> Nonfiction<br><b>Titles:</b><br>A: “A Dairy Treat”<br>O: “A Dairy Treat”<br>E: “A Dairy Treat”<br>B: “A Dairy Treat”<br><br><b>Lexile:</b><br>A: 330L<br>O: 550L<br>E: 430L<br>B: 580L | <b>Literature Big Books:</b> Purpose, Genre | <b>Additional Academic Vocabulary:</b><br><i>chart</i><br><i>contraction</i><br><i>facts</i><br><br><b>Build Vocabulary:</b><br><i>graze</i><br><i>spoil</i><br><i>boil</i> | <i>after</i><br><i>buy</i><br><i>done</i><br><i>every</i><br><i>soon</i><br><i>work</i> | <i>delicious</i><br><i>nutritious</i><br><i>responsibility</i><br><i>enormous</i><br><i>delighted</i> | <b>Phonemic Awareness:</b><br>Phoneme Segmentation/ Blending/Deletion<br><br><b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: oo, u<br><br><b>Structural Analysis:</b> inflectional endings -ed and -ing (double final consonant)<br><br><b>Decodable Readers:</b> <i>A Good Cook</i> ; <i>That Looks Good</i> | <b>Intonation</b> | <b>Writing Trait:</b> Ideas: Give Reasons for an Opinion<br><br><b>Write About the Text:</b> Opinion<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>A Look at Breakfast</i><br><br><b>Literature Anthology:</b> <i>From Cows to You</i><br><br><b>Grammar Skill:</b> Contractions with <i>Not</i><br><br><b>Mechanics:</b> Apostrophes in Contractions | <b>Project:</b><br>Where does food come from? How is food produced?<br>Make a Flowchart<br><br><b>Unit Level:</b><br><b>Research Skill:</b> Using Different Resources<br><br><b>Unit Project:</b> Self-select and develop from weekly research projects |
| <b>Week 6</b><br><br><b>Review and Assessment</b>   |   |   |   |   |  |   |   |   |   |  |                   |  |   |

Grade 1 • Unit 4 • Scope and Sequence



| Big Idea:<br>Animals Everywhere<br><br>What animals do you know about? What are they like   | Read Aloud  | Reading/Writing Workshop<br>Comprehension  | Literature Anthology<br>Main Selection, Paired Selection   | Leveled Reader, Main Selection, Paired Selection<br><br>A: Approaching Level<br>O: On Level<br>E: ELL<br>B: Beyond Level   | Access Complex Text (ACT)                                 | Vocabulary Words  | High-Frequency Words   | Oral Vocabulary Words   | Phonics  | Fluency Skill               | Writing   | Research   |
|---|---|--|--|--|---|---|--|---|--|-----------------------------|---|--|
| <b>Week 1</b><br><br><b>Weekly Concept:</b><br>Animal Features<br><br><b>Essential Question:</b><br>How do animals’ bodies help them?<br><br><b>Connect to Science:</b><br>Explore different animals’ body parts.                               | <b>Title:</b> “The Elephant’s Child”<br><br><b>Genre:</b> Fantasy<br><br><b>Strategy:</b> Ask and Answer Questions        | <b>Short Text:</b> <i>A Tale of a Tail</i> : “How the Beaver Got Its Flat Tail”<br><br><b>Lexile:</b> 430L<br><br><b>Genre:</b> Folktale<br><br><b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Plot: Sequence            | <b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Plot: Sequence<br><br><b>Main Selection Title:</b> <i>How Bat Got Its Wings</i><br><br><b>Genre:</b> Folktale<br><br><b>Lexile:</b> 410L<br><br><b>Paired Selection Title:</b> “Bats! Bats! Bats!”<br><br><b>Genre:</b> Nonfiction<br><br><b>Lexile:</b> 400L<br><br><b>Text Feature:</b> Chart   | <b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Plot: Sequence<br><br><b>Main Selections Genre:</b> Folktale<br><br>A: <i>The King of the Animals</i><br>O: <i>Fly to the Rescue!</i><br>E: <i>Fly to the Rescue!</i><br>B: <i>Hummingbird’s Wings</i><br><br><b>Paired Selections Genre:</b> Nonfiction<br><br><b>Titles:</b><br>A: “Lions and Elephants”<br>O: “Animal Traits”<br>E: “Animal Traits”<br>B: “What Is a Hummingbird?”<br><br><b>Lexile:</b><br>A: 350L<br>O: 290L<br>E: 270L<br>B: 520L                                 | <b>Literature Anthology:</b> Prior Knowledge              | <b>Vocabulary Words:</b><br><i>special</i><br><i>splendid</i><br><br><b>Additional Domain Words:</b><br><i>mammal</i><br><i>bird</i><br><i>hunt</i><br><br><b>Additional Academic Vocabulary:</b><br><i>folktale</i><br><i>traditions</i><br><i>unusual</i><br><br><b>Build Vocabulary:</b><br><i>skin</i><br><i>zipped</i><br><i>close</i><br><i>field</i><br><br><b>Vocabulary Strategy:</b><br>Use a Dictionary  | <i>about</i><br><i>animal</i><br><i>carry</i><br><i>eight</i><br><i>give</i><br><i>our</i> | <i>feature</i><br><i>appearance</i><br><i>determined</i><br><i>predicament</i><br><i>relief</i>   | <b>Phonemic Awareness:</b><br>Rhyme, Phoneme Categorization/ Blending/ Segmentation<br><br><b>Phonics/ Spelling Skill:</b><br>long a: a, ai, ay<br><br><b>Structural Analysis:</b><br>alphabetical order (two letters)<br><br><b>Decodable Readers:</b><br><i>April the Agent</i> ;<br><i>Snail Mail</i><br><i>Tails</i> | <b>Intonation</b>           | <b>Writing Trait:</b> Word Choice: Figurative Language<br><br><b>Write About the Text:</b><br>Narrative Text<br><br><b>Write to Sources: Reading/ Writing Workshop:</b> <i>A Tale of a Tail: How the Beaver Got its Flat Tail</i><br><br><b>Literature Anthology:</b> <i>How Bat Got Its Wings</i><br><br><b>Grammar Skill:</b><br>Was and Were<br><br><b>Mechanics:</b> Apostrophe with Contractions | <b>Project:</b><br>What can we learn about animal features?<br><br>Make a Poster |
| <b>Week 2</b><br><br><b>Weekly Concept:</b><br>Animals Together<br><br><b>Essential Question:</b><br>How do animals help each other?<br><br><b>Connect to Social Studies:</b><br>Explore how animals have behaviours that help them to survive. | <b>Title:</b> “Animals Working Together”<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Ask and Answer Questions | <b>Short Text:</b> <i>A Team of Fish</i><br><br><b>Lexile:</b> 340L<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Main Idea and Key Details<br><br><b>Text Feature:</b> Captions | <b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Main Idea and Key Details<br><br><b>Main Selection Title:</b> <i>Animal Teams</i><br><br><b>Genre:</b> Nonfiction<br><br><b>Lexile:</b> 480L<br><br><b>Text Feature:</b> Captions<br><br><b>Paired Selection Title:</b> “Busy As a Bee”<br><br><b>Genre:</b> Nonfiction<br><br><b>Lexile:</b> 500L<br><br><b>Text Feature:</b> Captions | <b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Main Idea and Key Details<br><br><b>Main Selections Genre:</b> Nonfiction<br><br>A: <i>Penguins All Around</i><br>O: <i>Penguins All Around</i><br>E: <i>Penguins All Around</i><br>B: <i>Penguins All Around</i><br><br><b>Paired Selections Genre:</b> Nonfiction<br><br><b>Titles:</b><br>A: “Animals Work Together!”<br>O: “Animals Work Together!”<br>E: “Animals Work Together!”<br>B: “Animals Work Together!”<br><br><b>Lexile:</b><br>A: 340L<br>O: 450L<br>E: 340L<br>B: 610L | <b>Literature Anthology:</b> Purpose, Connection of Ideas | <b>Vocabulary Words:</b><br><i>partner</i><br><i>danger</i><br><br><b>Additional Domain Words:</b><br><i>worker</i><br><i>honey</i><br><i>queen</i><br><br><b>Additional Academic Vocabulary:</b><br><i>cooperate</i><br><i>theme</i><br><i>captions</i><br><i>nonfiction</i><br><br><b>Build Vocabulary:</b><br><i>odd</i><br><i>deal</i><br><i>flicks</i><br><i>pal</i><br><i>liquid</i><br><i>pests</i><br><i>spots</i><br><br><b>Vocabulary Strategy:</b><br>Context Clues:<br>Sentence Clues | <i>because</i><br><i>blue</i><br><i>into</i><br><i>or</i><br><i>other</i><br><i>small</i>  | <i>behavior</i> ;<br><i>beneficial</i><br><i>dominant</i><br><i>instinct</i><br><i>endangered</i> | <b>Phonemic Awareness:</b><br>Phoneme Identity/ Segmentation, Rhyme, Phoneme Blending<br><br><b>Phonics/ Spelling Skill:</b><br>long e: e, ee, ea, ie<br><br><b>Structural Analysis:</b><br>prefixes re-, un-, pre-<br><br><b>Decodable Readers:</b><br><i>A Green Eel</i> ;<br><i>Clean Up Team</i>                     | <b>Appropriate Phrasing</b> | <b>Writing Trait:</b> Organization: Introduce the Topic<br><br><b>Write About the Text:</b><br>Opinion<br><br><b>Write to Sources: Reading/ Writing Workshop:</b> <i>A Team of Fish</i><br><br><b>Literature Anthology:</b> <i>Animal Teams</i><br><br><b>Grammar Skill:</b><br>Has and Have<br><br><b>Mechanics:</b> Capitalization and End Punctuation  | <b>Project:</b><br>How can animals help one another?<br><br>Write a Report       |

Grade 1 • Unit 4 • Scope and Sequence



| Big Idea:<br>Getting to Know Us<br><br>What can happen over time?  | Read Aloud   | Reading/Writing Workshop<br>Comprehension  | Literature Anthology<br>Main Selection, Paired Selection   | Leveled Reader<br>Main Selection, Paired Selection<br><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<br>Complex Text (ACT)   | Vocabulary Words                          | High-Frequency Words                                    | Oral Vocabulary Words  | Phonics                     | Fluency Skill   | Writing  | Research |
|--|--|--|--|---|--|---|---|--|-----------------------------|---|--|----------|
| <b>Week 3</b><br><br><b>Weekly Concept:</b><br>In the Wild<br><br><b>Essential Question:</b><br>How do animals survive in nature?<br><br><b>Connect to Science:</b><br>Explore how animals adapt to their environment.                                   | <b>Title:</b> “Animals in Winter”<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Ask and Answer Questions | <b>Short Text:</b> <i>Go Wild!</i><br><b>Lexile:</b> 530L<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Main Idea and Key Details<br><br><b>Text Feature:</b> Illustrations/ Photographs | <b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Main Idea and Key Details<br><br><b>Main Selections Genre:</b> Nonfiction<br><br><div><div>A:</div> Go, Gator!</div> <div><div>O:</div> Go, Gator!</div> <div><div>E:</div> Go, Gator!</div> <div><div>B:</div> Go, Gator!</div><br><b>Paired Selections Genre:</b> Poetry<br><br><b>Titles:</b><br><div><div>A:</div> “Ducklings”</div> <div><div>O:</div> “Ducklings”</div> <div><div>E:</div> “Ducklings”</div> <div><div>B:</div> “Ducklings”</div><br><b>Lexiles</b><br><div><div>A:</div> 320L</div> <div><div>O:</div> 510L</div> <div><div>E:</div> 270L</div> <div><div>B:</div> 590L</div>            | <b>Literature Anthology:</b><br>Organization, Sentence Structure  | <b>Vocabulary Words:</b> <i>search seek</i><br><br><b>Additional Domain Words:</b> <i>poem</i><br><br><b>Additional Academic Vocabulary:</b> <i>wild topic sequence</i><br><br><b>Build Vocabulary:</b> <i>search, seek reek, fragrant spicy, stinky dine, preen glide, gather settle, heats stretch, warming tilt, soar scan</i><br><br><b>Vocabulary Strategy:</b> Word Categories | <i>find food more over start warm</i>     | <i>survive provide wilderness communicate superior</i>  | <b>Phonemic Awareness:</b><br>Phoneme Categorization/ Blending, Contrast Sounds, Phoneme Segmentation<br><br><b>Phonics/ Spelling Skill:</b><br>long o: o, oa, ow, oe<br><br><b>Structural Analysis:</b><br>open syllables<br><br><b>Decodable Readers:</b><br><i>A Doe is a Deer; Joe Goes Slow; Toads; Joan and Elmo Swim</i>                      | <b>Expression</b>           | <b>Writing Trait:</b> Organization: Write a Concluding Sentence<br><br><b>Write About the Text:</b> Informative Text<br><br><b>Write to Sources: Reading/ Writing Workshop:</b> <i>Go Wild!</i><br><br><b>Literature Anthology:</b> <i>Vulture View</i><br><br><b>Grammar Skill:</b> Go and Do<br><br><b>Mechanics:</b> Capitalize Proper Nouns           | <b>Project:</b><br>How do animals survive in their habitats?<br><br>Make a Diorama |          |
| <b>Week 4</b><br><br><b>Weekly Concept:</b><br>Insects!<br><br><b>Essential Question:</b><br>What insects do you know about? How are they alike and different?<br><br><b>Connect to Science:</b><br>Explore how insects adapt to different environments. | <b>Title:</b> “Insect Hide and Seek”<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Visualize             | <b>Short Text:</b> <i>Creep Low, Fly High</i><br><b>Lexile:</b> 290L<br><br><b>Genre:</b> Fantasy<br><br><b>Strategy:</b> Visualize<br><br><b>Skill:</b> Point of View   | <b>Strategy:</b> Visualize<br><br><b>Skill:</b> Point of View<br><br><b>Main Selections Genre:</b> Fantasy<br><br><div><div>A:</div> Where Is My Home?</div> <div><div>O:</div> The Hat</div> <div><div>E:</div> The Hat</div> <div><div>B:</div> Come One, Come All</div><br><b>Paired Selections Genre:</b> Nonfiction<br><br><b>Titles:</b><br><div><div>A:</div> “Wings”</div> <div><div>O:</div> “Let’s Look at Insects!”</div> <div><div>E:</div> “Let’s Look at Insects!”</div> <div><div>B:</div> “Compare Insects”</div><br><b>Lexile:</b><br><div><div>A:</div> 170L</div> <div><div>O:</div> 290L</div> <div><div>E:</div> 230L</div> <div><div>B:</div> 330L</div> | <b>Literature Anthology:</b><br>Organization  | <b>Vocabulary Words:</b> <i>beautiful fancy</i><br><br><b>Additional Domain Words:</b> <i>body protects senses insects</i><br><br><b>Additional Academic Vocabulary:</b> <i>fantasy chapters point of view concluding statement</i><br><br><b>Build Vocabulary:</b> <i>tasty</i><br><br><b>Vocabulary Strategy:</b> Context Clues: Sentence Clues                                    | <i>caught flew know laugh listen were</i> | <i>flutter different resemble(s) protect(s) imitate</i> | <b>Phonemic Awareness:</b><br>Phoneme Categorization/ Identity/ Segmentation/ Substitution<br><br><b>Phonics/ Spelling Skill:</b><br>long i: i, y, igh, ie<br><br><b>Structural Analysis:</b><br>inflectional endings (change y to i)<br><br><b>Decodable Readers:</b><br><i>Jay Takes Flight; Be Kind to Bugs; Why Hope Flies; Glowing Bugs Fly</i> | <b>Appropriate Phrasing</b> | <b>Writing Trait:</b> Organization: Write a Concluding Statement<br><br><b>Write About the Text:</b> Informative<br><br><b>Write to Sources: Reading/ Writing Workshop:</b> <i>Creep Low, Fly High</i><br><br><b>Literature Anthology:</b> <i>Hi! Fly Guy</i><br><br><b>Grammar Skill:</b> See and Saw<br><br><b>Mechanics:</b> Underline Titles of Books | <b>Proct:</b><br>What can we learn about insects?<br><br>Make a Diagram            |          |

Grade 1 • Unit 4 • Scope and Sequence



| Big Idea:<br>Getting to Know Us<br><br>What can happen over time?  | Read Aloud   | Reading/Writing Workshop<br>Comprehension  | Literature Anthology<br>Main Selection, Paired Selection   | Leveled Reader<br>Main Selection, Paired Selection<br><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<br>Complex Text<br>(ACT)   | Vocabulary Words   | High-Frequency Words  | Oral Vocabulary Words   | Phonics               | Fluency Skill  | Writing   | Research |
|--|--|--|--|---|---|--|---|---|-----------------------|--|---|----------|
| <div>Week 5</div> <div>Weekly Concept:<br/>Working with Animals</div> <div>Essential Question:<br/>How do people work with animals?</div> <div>Connect to Science:<br/>Explore different ways that people work with Animals.</div> | <div>Title: “Ming’s Teacher”</div> <div>Genre: Folktale</div> <div>Strategy: Visualize</div> | <div>Short Text: Time for Kids: <i>From Puppy to Guide Dog</i></div> <div>Lexile: 680L</div> <div>Genre: Nonfiction</div> <div>Strategy: Visualize</div> <div>Skill: Connections Within Text: Sequence</div> <div>Text Feature: Captions</div> | <div>Strategy: Visualize</div> <div>Skill: Connections Within Text: Sequence</div> <div>Main Selections Genre: Nonfiction</div> <div><div>A:</div> Teach a Dog!</div> <div><div>O:</div> Teach a Dog!</div> <div><div>E:</div> Teach a Dog!</div> <div><div>B:</div> Teach a Dog!</div> <div>Paired Selections Genre: Nonfiction</div> <div>Titles:</div> <div><div>A:</div> “Working with Dolphins”</div> <div><div>O:</div> “Working with Dolphins”</div> <div><div>E:</div> “Working with Dolphins”</div> <div><div>B:</div> “Working with Dolphins”</div> <div>Lexile:</div> <div><div>A:</div> 270L</div> <div><div>O:</div> 330L</div> <div><div>E:</div> 230L</div> <div><div>B:</div> 440L</div> | <div>Literature Anthology:</div> <div>Organization, Genre</div>   | <div>Vocabulary Words: <i>clever</i><br/><i>signal</i></div> <div>Additional Academic Vocabulary:</div> <div><i>guide dog</i><br/><i>tasks</i><br/><i>time-order words</i><br/><i>adverb</i></div> <div>Build Vocabulary:</div> <div><i>study</i><br/><i>pets</i><br/><i>projects</i><br/><i>hobby</i></div> <div>Vocabulary Strategy: Root Words</div> | <div><i>found</i><br/><i>hard</i><br/><i>near</i><br/><i>woman</i><br/><i>would</i><br/><i>write</i></div> | <div><i>career</i><br/><i>soothe</i><br/><i>remarkable</i><br/><i>advice</i><br/><i>trust</i></div> | <div>Phonemic Awareness: Phoneme Categorization/ Deletion/ Blending/ Addition</div> <div>Phonics/ Spelling Skill: long e: y, ey</div> <div>Structural Analysis: compound words</div> <div>Decodable Readers: <i>Race Pony!</i>; <i>Study With Animals</i></div> | <div>Intonation</div> | <div>Writing Trait: Word Choice: Words That Tell Order</div> <div>Write About the Text: Informative Text</div> <div>Write to Sources: Reading/ Writing Workshop: <i>Time for Kids: From Puppy to Guide Dog</i></div> <div>Literature Anthology: <i>Time for Kids: Koko and Penny</i></div> <div>Grammar Skill: Adverbs That Tell When</div> <div>Mechanics: Commas in a Series</div> | <div>Projects: How do people and animals work together?<br/>Make a Poster</div> <div>Unit Level: Research Skill: Asking Questions</div> <div>Unit Project: Self-select and develop from weekly research projects.</div> |          |
| <div>Week 6</div> <div>Review and Assessment</div>   |  |  |  |   |   |  |   |   |                       |  |   |          |

Grade 1 • Unit 5 • Scope and Sequence



| Big Idea:<br>Figure It Out<br><br>How can we make sense of the world around us?   | Read Aloud   | Reading/Writing Workshop<br>Comprehension  | Literature Anthology<br>Main Selection,<br>Paired Selection  | Leveled Reader,<br>Main Selection,<br>Paired Selection<br><br>A: Approaching Level<br>O: On Level<br>E: ELL<br>B: Beyond Level   | Access Complex Text (ACT)   | Vocabulary Words   | High-Frequency Words  | Oral Vocabulary Words  | Phonics   | Fluency Skill     | Writing   | Research   |
|---|--|--|--|--|---|--|---|--|---|-------------------|---|--|
| <b>Week 1</b><br><br><b>Weekly Concept:</b><br>See It, Sort It<br><br><b>Essential Question:</b><br>How can we classify and categorize things?<br><br><b>Connect to Science:</b><br>Explore how animals adapt to their environment. | <b>Title:</b> “Goldilocks”<br><b>Genre:</b> Folktale<br><b>Strategy:</b> Make and Confirm Predictions                          | <b>Short Text:</b> <i>A Barn Full of Hats</i><br><b>Lexile:</b> 320L<br><b>Genre:</b> Fantasy<br><b>Strategy:</b> Make and Confirm Predictions<br><b>Skill:</b> Point of View        | <b>Strategy:</b> Make and Confirm Predictions<br><b>Skill:</b> Point of View<br><b>Main Selection Title:</b> A Lost Button (from <i>Frog and Toad Are Friends</i> )<br><b>Genre:</b> Fantasy<br><b>Lexile:</b> 340L<br><b>Paired Selection Title:</b> “Sort It Out”<br><b>Genre:</b> Nonfiction<br><b>Lexile:</b> 210L<br><b>Text Feature:</b> Photographs | <b>Strategy:</b> Make and Confirm Predictions<br><b>Skill:</b> Point of View<br><b>Main Selections Genre:</b> Fantasy<br><br>A: <i>Nuts for Winter</i><br>O: <i>Dog Bones</i><br>E: <i>Dog Bones</i><br>B: <i>Spark’s Toys</i><br><b>Paired Selections Genre:</b> Nonfiction<br><b>Titles:</b><br>A: “Sort by Color!”<br>O: “Sorting Balls”<br>E: “Sorting Balls”<br>B: “Sorting Fruit”<br><b>Lexile:</b><br>A: 170L<br>O: 360L<br>E: 260L<br>B: 390L  | <b>Literature Anthology:</b><br>Organization, Connection of Ideas       | <b>Vocabulary Words:</b><br><i>trouble</i><br><i>whole</i><br><b>Additional Domain Words:</b><br><i>alike</i><br><i>different</i><br><i>sort</i><br><b>Additional Academic Vocabulary:</b><br><i>categorize</i><br><i>directions</i><br><i>conjunction</i><br><i>comma</i><br><b>Build Vocabulary:</b><br><i>meadow, screamed, slammed</i><br><b>Vocabulary Strategy:</b> Context<br>Clues: Multiple Meanings  | <i>four</i><br><i>large</i><br><i>none</i><br><i>only</i><br><i>put</i><br><i>round</i>         | <i>distinguish</i><br><i>classify</i><br><i>organize</i><br><i>entire</i><br><i>startled</i> | <b>Phonemic Awareness:</b> Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation<br><b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowel <i>ar</i><br><b>Structural Analysis:</b> plurals (irregular)<br><b>Decodable Readers:</b> <i>Charm Scarves;</i><br><i>Car Parts</i>  | <b>Phrasing</b>   | <b>Writing Trait:</b><br><b>Sentence Fluency:</b> Use Complete Sentences<br><b>Writing About the Text:</b> Opinion<br><b>Write to Sources: Reading/Writing Workshop:</b> <i>A Barn Full of Hats</i><br><b>Literature Anthology:</b> <i>A Lost Button</i><br><b>Grammar Skill:</b> Words That Join<br><b>Mechanics:</b> Capitalize Proper Nouns (places) | <b>Project:</b><br>How do we classify and categorize objects? Make a Graph |
| <b>Week 2</b><br><br><b>Weekly Concept:</b><br>Up in the Sky<br><br><b>Essential Question:</b><br>What can you see in the sky?<br><br><b>Connect to Science:</b><br>Explore how animals respond to the things around them.          | <b>Title:</b> “Why the Sun and Moon Are in the Sky”<br><b>Genre:</b> Folktale<br><b>Strategy:</b> Make and Confirm Predictions | <b>Short Text:</b> <i>A Bird Named Fern</i><br><b>Lexile:</b> 360L<br><b>Genre:</b> Fantasy<br><b>Strategy:</b> Make and Confirm Predictions<br><b>Skill:</b> Plot: Cause and Effect | <b>Strategy:</b> Make and Confirm Predictions<br><b>Skill:</b> Plot: Cause and Effect<br><b>Main Selection Title:</b> <i>Kitten’s First Full Moon</i><br><b>Genre:</b> Fantasy<br><b>Lexile:</b> 550L<br><b>Paired Selection Title:</b> “The Moon”<br><b>Genre:</b> Nonfiction<br><b>Lexile:</b> 400L<br><b>Text Feature:</b> Captions                     | <b>Strategy:</b> Make and Confirm Predictions<br><b>Skill:</b> Plot: Cause and Effect<br><b>Main Selections Genre:</b> Fantasy<br><br>A: <i>Little Blue’s Dream</i><br>O: <i>Hide and Seek</i><br>E: <i>Hide and Seek</i><br>B: <i>The Foxes Build a Home</i><br><b>Paired Selections Genre:</b> Nonfiction<br><b>Titles:</b><br>A: “Hello, Little Dipper!”<br>O: “Our Sun Is a Star!”<br>E: “Our Sun Is a Star!”<br>B: “Sunrise and Sunset”<br><b>Lexile:</b><br>A: 280L<br>O: 310L<br>E: 310L<br>B: 420L | <b>Literature Anthology:</b><br>Connection of Ideas, Sentence Structure | <b>Vocabulary Words:</b><br><i>leaped</i><br><i>stretched</i><br><b>Additional Domain Words:</b><br><i>earth,</i><br><i>telescope</i><br><i>astronaut</i><br><b>Additional Academic Vocabulary:</b><br><i>enthusiasm</i><br><i>excitement</i><br><i>adjectives,</i><br><i>exclamation mark</i><br><b>Build Vocabulary:</b><br><i>closed, wiggled, sprung, tumbled, chased, raced, might, hungry, lucky</i><br><b>Vocabulary Strategy:</b> Shades of Meaning/ Intensity | <i>another,</i><br><i>climb</i><br><i>full</i><br><i>great</i><br><i>poor</i><br><i>through</i> | <i>observe</i><br><i>vast</i><br><i>thoughtful</i><br><i>certain</i><br><i>remained</i>      | <b>Phonological Awareness:</b> Rhyme, Phoneme Substitution/ Blending/Deletion/ Segmentation<br><b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowels <i>er, ir, ur, or</i><br><b>Structural Analysis:</b> inflectional ending - <i>er</i><br><b>Decodable Readers:</b> <i>Sir Worm and Bird Girl;</i><br><i>Birds in the Sky;</i><br><i>Ginger and the Stars;</i><br><i>Bats Under the Dark Sky;</i><br><i>Born to Learn;</i><br><i>Sport Stars</i> | <b>Intonation</b> | <b>Writing Trait:</b> Word Choice: Describing Words<br><b>Write About the Text:</b> Informative Text<br><b>Write to Sources: Reading/Writing Workshop:</b> <i>A Bird Named Fern</i><br><b>Literature Anthology:</b> <i>Kitten’s First Full Moon</i><br><b>Grammar Skill:</b> Adjectives<br><b>Mechanics:</b> Capitalization and End Marks               | <b>Weekly:</b><br>What can we see in the sky? Make a Poster                |



Grade 1 • Unit 5 • Scope and Sequence



| Big Idea:<br>Figure It Out<br><br>How can we make sense of the world around us?   | Read Aloud  | Reading/Writing Workshop<br>Comprehension   | Literature Anthology<br>Main Selection,<br>Paired Selection   | Leveled Reader,<br>Main Selection,<br>Paired Selection<br><br>A: Approaching Level<br>O: On Level<br>E: ELL<br>B: Beyond Level  | Access Complex Text (ACT)  | Vocabulary Words  | High-Frequency Words  | Oral Vocabulary Words  | Phonics  | Fluency Skill               | Writing  | Research  |
|---|---|---|---|---|--|---|---|--|--|-----------------------------|--|---|
| <b>Week 3</b><br><br><b>Weekly Concept:</b><br>Great Inventions<br><br><b>Essential Question:</b><br>What inventions do you know about?<br><br><b>Connect to Social Studies:</b><br>Explore how inventors of the past are similar and different to today's inventors. | <b>Title:</b> "Great Inventions"<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Ask and Answer Questions | <b>Short Text:</b> <i>The Story of a Robot Inventor</i><br><br><b>Lexile:</b> 420L<br><br><b>Genre:</b> Nonfiction/ Biography<br><br><b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Connections Within Text: Problem and Solution | <b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Connections Within Text: Problem and Solution<br><br><b>Main Selection Title:</b><br><i>Thomas Edison, Inventor</i><br><br><b>Genre:</b> Nonfiction/ Biography<br><br><b>Lexile:</b> 510L<br><br><b>Paired Selection Title:</b><br>"Windshield Wipers" and "Scissors"<br><br><b>Genre:</b> Poetry<br><br><b>Lexile:</b> NP   | <b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Connections Within Text: Problem and Solution<br><br><b>Main Selections</b><br><b>Genre:</b> Biography<br><br>A: <i>The Wright Brothers</i><br>O: <i>The Wright Brothers</i><br>E: <i>The Wright Brothers</i><br>B: <i>The Wright Brothers</i><br><br><b>Paired Selections</b><br><b>Genre:</b> Poetry<br><br><b>Titles:</b><br>A: "Fly Away, Butterfly"<br>O: "Fly Away, Butterfly"<br>E: "Fly Away, Butterfly"<br>B: "Fly Away, Butterfly"<br><br><b>Lexiles</b><br>A: 410L<br>O: 500L<br>E: 430L<br>B: 660L | <b>Literature Anthology:</b><br>Genre, Purpose, Organization     | <b>Vocabulary Words:</b><br><i>idea, unusual</i><br><br><b>Additional Domain Words:</b><br><i>poem</i><br><br><b>Additional Academic Words:</b><br><i>alliteration, problem and solution, abbreviation, biography</i><br><br><b>Build Vocabulary:</b><br><i>hatch, lumber mill, cellar, baggage car, messages, code, brought light to</i><br><br><b>Vocabulary Strategy:</b> Prefixes | <i>began<br/>better,<br/>guess,<br/>learn<br/>right<br/>sure</i>  | <i>curious,<br/>improve<br/>complicated<br/>imagine<br/>device</i> | <b>Phonemic Awareness:</b><br>Phoneme Categorization/ Substitution/ Blending/Addition<br><br><b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowels <i>or, ore, oar</i><br><br><b>Structural Analysis:</b><br>abbreviations<br><br><b>Decodable Readers:</b><br><i>A Board That Can Soar; Hard Chores</i> | <b>Appropriate Phrasing</b> | <b>Writing Trait:</b> Word Choice: Time-Order Words<br><br><b>Write About the Text:</b> <i>Informative Text</i><br><br><b>Write to Sources:</b><br><b>Reading/Writing Workshop:</b> <i>The Story of a Robot Inventor</i><br><br><b>Literature Anthology:</b> <i>Thomas Edison, Inventor</i><br><br><b>Grammar Skill:</b><br>Adjectives That Compare ( <i>-er</i> and <i>-est</i> )<br><br><b>Mechanics:</b><br>Capitalize Days, Months, and Holidays | <b>Weekly:</b><br>What can we learn about an invention? Make a Collage  |
| <b>Week 4</b><br><br><b>Weekly Concept:</b><br>Sounds All Around<br><br><b>Essential Question:</b><br>What sounds can you hear? How are they made?<br><br><b>Connect to Social Studies:</b><br>Explore the sounds around us.  | <b>Title:</b> "The Squeaky Bed"<br><br><b>Genre:</b> Folktale<br><br><b>Strategy:</b> Ask and Answer Questions    | <b>Short Text:</b> <i>Now, What's That Sound?</i><br><br><b>Lexile:</b> 240L<br><br><b>Genre:</b> Realistic Fiction<br><br><b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Plot: Problem and Solution                              | <b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Plot: Problem and Solution<br><br><b>Main Selections</b><br><b>Genre:</b> Realistic Fiction<br><br>A: <i>Thump, Jangle, Crash</i><br>O: <i>Down on the Farm</i><br>E: <i>Down on the Farm</i><br>B: <i>Going on a Bird Walk</i><br><br><b>Paired Selections</b><br><b>Genre:</b> How-to<br><br><b>Titles:</b><br>A: "How to Make Maracas"<br>O: "How to Make a Rain Stick"<br>E: "How to Make a Rain Stick"<br>B: "How to Make a Wind Chime"<br><br><b>Lexile:</b><br>A: 180L<br>O: 390L<br>E: 170L<br>B: 420L | <b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Plot: Problem and Solution<br><br><b>Main Selections</b><br><b>Genre:</b> Realistic Fiction<br><br>A: <i>Thump, Jangle, Crash</i><br>O: <i>Down on the Farm</i><br>E: <i>Down on the Farm</i><br>B: <i>Going on a Bird Walk</i><br><br><b>Paired Selections</b><br><b>Genre:</b> How-to<br><br><b>Titles:</b><br>A: "How to Make Maracas"<br>O: "How to Make a Rain Stick"<br>E: "How to Make a Rain Stick"<br>B: "How to Make a Wind Chime"<br><br><b>Lexile:</b><br>A: 180L<br>O: 390L<br>E: 170L<br>B: 420L | <b>Literature Anthology:</b><br>Organization, Sentence Structure | <b>Vocabulary Words:</b><br><i>suddenly<br/>scrambled</i><br><br><b>Additional Domain Words:</b><br><i>pitch<br/>volume<br/>instrument</i><br><br><b>Additional Academic Words:</b><br><i>expression, patterns, suffix, articles</i><br><br><b>Build Vocabulary:</b><br><i>carton, pretended, grocery store</i><br><br><b>Vocabulary Strategy:</b> Suffixes                           | <i>color<br/>early<br/>instead<br/>nothing<br/>oh<br/>thought</i> | <i>volume<br/>senses<br/>squeaky<br/>nervous,<br/>distract</i>     | <b>Phonemic Awareness:</b><br>Phoneme Substitution/ Isolation/Blending<br><br><b>Phonics/ Spelling Skill:</b> diphthongs <i>ou, ow</i><br><br><b>Structural Analysis:</b><br>comparative inflectional endings <i>-er, -est</i><br><br><b>Decodable Readers:</b><br><i>Up and Down Sounds; Sounds Around Us</i> | <b>Expression</b>           | <b>Writing Trait:</b><br><b>Sentence Fluency:</b><br>Use Complete Sentences<br><br><b>Write About the Text:</b> Narrative Text<br><br><b>Write to Sources:</b><br><b>Reading/Writing Workshop:</b> <i>Now What's That Sound?</i><br><br><b>Literature Anthology:</b> <i>Whistle for Willie</i><br><br><b>Grammar Skill:</b><br>Using <i>a, an,</i> and <i>the</i><br><br><b>Mechanics:</b><br>Capitalize/Underline Book Titles                       | <b>Project:</b><br>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:<br>Figure It Out<br><br>How can we make sense of the world around us?   | Read Aloud  | Reading/Writing Workshop<br>Comprehension  | Literature Anthology<br>Main Selection, Paired Selection  | Leveled Reader<br>Main Selection, Paired Selection<br><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   | Phonics                                 | Fluency Skill   | Writing   | Research |
|---|---|--|---|---|--|---|---|---|---|---|---|----------|
| <b>Week 5</b><br><br><b>Weekly Concept:</b><br>Build It!<br><br><b>Essential Question:</b><br>How do things get built?<br><br><b>Connect to Science:</b><br>Explore engineering solutions to everyday problems. | <b>Title:</b> “The Sheep, the Pig, and the Goose Who Set Up House”<br><br><b>Genre:</b> Folktale<br><br><b>Strategy:</b> Ask and Answer Questions | <b>Short Text:</b> Time for Kids: <i>The Joy of a Ship</i><br><br><b>Lexile:</b> 560L<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Plot: Cause and Effect<br><br><b>Text Features:</b> Captions | <b>Strategy:</b> Ask and Answer Questions<br><br><b>Skill:</b> Plot: Cause and Effect<br><br><b>Main Selections</b><br><b>Genre:</b> Nonfiction<br><br><b>A:</b> <i>What Is a Yurt?</i><br><b>O:</b> <i>What Is a Yurt?</i><br><b>E:</b> <i>What Is a Yurt?</i><br><b>B:</b> <i>What Is a Yurt?</i><br><br><b>Paired Selections</b><br><b>Genre:</b> Nonfiction<br><br><b>Titles:</b><br><b>A:</b> “Treehouses”<br><b>O:</b> “Treehouses”<br><b>E:</b> “Treehouses”<br><b>B:</b> “Treehouses”<br><br><b>Lexile:</b><br><b>A:</b> 430L<br><b>O:</b> 440L<br><b>E:</b> 390L<br><b>B:</b> 620L | <b>Literature Anthology:</b> Purpose  | <b>Vocabulary Words:</b><br><i>balance, section</i><br><br><b>Additional Academic Vocabulary:</b><br><i>materials, preposition, reasons</i><br><br><b>Build Vocabulary:</b><br><i>sturdy, arch, supported</i><br><br><b>Vocabulary Strategy:</b><br>Inflectional Endings | <i>above</i><br><i>build</i><br><i>fall</i><br><i>knew</i><br><i>money</i><br><i>toward</i> | <i>structure</i><br><i>project</i><br><i>contented</i><br><i>intend</i><br><i>marvelous</i> | <b>Phonemic Awareness:</b><br>Phoneme Blending/Segmentation/ Categorization<br><br><b>Phonics/ Spelling Skill:</b><br>diphthongs oi, oy<br><br><b>Structural Analysis:</b> final stable syllables<br><br><b>Decodable Readers:</b><br><i>Joy’s Bird House;</i><br><i>Beavers Make Noise</i> | <b>Intonation, Appropriate Phrasing</b> | <b>Writing Trait:</b><br>Organization: Topic<br><br><b>Write About the Text:</b><br><i>Opinion</i><br><br><b>Write to Sources:</b><br><b>Reading/Writing Workshop:</b> <i>Time for Kids: The Joy of a Ship</i><br><br><b>Literature Anthology:</b><br><i>Time for Kids: Building Bridges</i><br><br><b>Grammar Skill:</b><br>Prepositions/ Prepositional Phrases<br><br><b>Mechanics:</b> Name Titles (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i> ) | <b>Project:</b><br>How are things built? Make a Model<br><br><b>Unit Level: Research Skill:</b> Taking Notes<br><b>Unit Project:</b> Self-select and develop from weekly research projects. |          |
| <b>Week 6</b><br><br><b>Review and Assessment</b>   |   |  |   |   |  |   |   |   |   |   |   |          |

Grade 1 • Unit 6 • Scope and Sequence



| Big Idea:<br>Together We Can!<br><br>How does teamwork help us?  | Read Aloud   | Reading/<br>Writing<br>Workshop<br>Comprehension   | Literature<br>Anthology<br>Main Selection,<br>Paired Selection  | Leveled Reader,<br>Main Selection,<br>Paired Selection<br><br>A: Approaching Level<br>O: On Level<br>E: ELL<br>B: Beyond Level   | Access<br>Complex Text<br>(ACT)   | Vocabulary Words  | High-Frequency<br>Words  | Oral Vocabulary<br>Words   | Phonics  | Fluency Skill     | Writing   | Research  |
|--|--|--|---|--|---|---|--|--|--|-------------------|---|---|
| <b>Week 1</b><br><br><b>Weekly Concept:</b><br>Taking Action<br><br><b>Essential Question:</b><br>How can we work together to make our lives better?<br><br><b>Connect to Social Studies:</b> Explore how people can change their world. | <b>Title:</b> “The Cat’s Bell”<br><b>Genre:</b> Fable<br><b>Strategy:</b> Reread   | <b>Short Text:</b> <i>Super Tools</i><br><b>Lexile:</b> 430L<br><b>Genre:</b> Fantasy<br><b>Strategy:</b> Reread<br><b>Skill:</b> Theme                        | <b>Strategy:</b> Reread<br><b>Skill:</b> Theme<br><b>Main Selection Title:</b> <i>Click, Clack, Moo: Cows That Type</i><br><b>Genre:</b> Fantasy<br><b>Lexile:</b> 380L<br><b>Paired Selection Title:</b> “March On!”<br><b>Genre:</b> Nonfiction<br><b>Lexile:</b> 510L<br><b>Text Feature:</b> Captions | <b>Strategy:</b> Reread<br><b>Skill:</b> Theme<br><b>Main Selections Genre:</b> Fantasy<br><b>A:</b> <i>Two Hungry Elephants</i><br><b>O:</b> <i>What a Feast!</i><br><b>E:</b> <i>What a Feast!</i><br><b>B:</b> <i>Beware of the Lion!</i><br><b>Paired Selections Genre:</b> Nonfiction<br><b>Titles:</b><br><b>A:</b> “Dogs Helping People”<br><b>O:</b> “Helpers Bring Food”<br><b>E:</b> “Helpers Bring Food”<br><b>B:</b> “Pete Seeger”<br><br><b>Lexile:</b><br><b>A:</b> 290L<br><b>O:</b> 500L<br><b>E:</b> 350L<br><b>B:</b> 480L | <b>Literature Anthology:</b> Organization, Connection of Ideas, Specific Vocabulary | <b>Vocabulary Words:</b><br><i>demand</i><br><i>emergency</i><br><br><b>Additional Domain Words:</b><br><i>rights</i><br><i>protest</i><br><i>improve</i><br><br><b>Additional Academic Vocabulary:</b><br><i>collaborate,</i><br><i>disagreement,</i><br><i>reasonable,</i><br><i>persuade</i><br><br><b>Build Vocabulary:</b><br><i>problem, background,</i><br><i>run, furious, snoop</i><br><br><b>Vocabulary Strategy:</b><br>Synonyms | <i>answer</i><br><i>brought</i><br><i>busy</i><br><i>door</i><br><i>enough</i><br><i>eyes</i>        | <i>fair,</i><br><i>conflict</i><br><i>shift</i><br><i>risk</i><br><i>argument</i>        | <b>Phonemic Awareness:</b><br>Phoneme Identity/ Segmentation/ Substitution, Rhyme, Syllable Deletion<br><br><b>Phonics/ Spelling Skill:</b><br>variant vowel spellings with digraphs: oo, u, u_e, ew, ue, ui, ou<br><br><b>Structural Analysis:</b><br>suffixes -ful and -less<br><br><b>Decodable Readers:</b><br><i>Rooster and Goose;</i><br><i>Choose a Room; The Flute Youth; Group Rules; Lewis and His New Suit; A Cruise Crew, Sue and Lucy; A True Team</i> | <b>Expression</b> | <b>Writing Trait:</b> Sentence Fluency: Varying Sentence Length<br><br><b>Write About the Text:</b><br>Narrative Text<br><br><b>Write to Sources:</b><br><b>Reading/Writing Workshop:</b> <i>Super Tools</i><br><br><b>Literature Anthology:</b><br><i>Click, Clack, Moo: Cows That Type</i><br><br><b>Grammar Skill:</b><br>Pronouns I, you, he, she, it, we, they<br><br><b>Mechanics:</b> Capitalize I | <b>Project:</b> How can people work together to make things better?<br><br>Make a Plan Proposal |
| <b>Week 2</b><br><br><b>Weekly Concept:</b><br>My Team<br><br><b>Essential Question:</b><br>Who helps you?<br><br><b>Connect to Social Studies:</b><br>Explore diiferent elements of fair play and good sportsmanship.                   | <b>Title:</b> “Anansi’s Sons”<br><b>Genre:</b> Folktale<br><b>Strategy:</b> Reread | <b>Short Text:</b> <i>All Kinds of Helpers</i><br><b>Lexile:</b> 530L<br><b>Genre:</b> Nonfiction<br><b>Strategy:</b> Reread<br><b>Skill:</b> Author’s Purpose | <b>Strategy:</b> Reread<br><b>Skill:</b> Author’s Purpose<br><b>Main Selection Title:</b> <i>Meet Rosina</i><br><b>Genre:</b> Nonfiction<br><b>Lexile:</b> 420L<br><b>Paired Selection Title:</b> “Abuelita’s Lap”<br><b>Genre:</b> Poetry<br><b>Lexile:</b> NP   | <b>Strategy:</b> Reread<br><b>Skill:</b> Author’s Purpose<br><b>Main Selections Genre:</b> Nonfiction<br><b>A:</b> <i>Helping Me, Helping You!</i><br><b>O:</b> <i>Helping Me, Helping You!</i><br><b>E:</b> <i>Helping Me, Helping You!</i><br><b>B:</b> <i>Helping Me, Helping You!</i><br><br><b>Paired Selections Genre:</b> Poetry<br><b>Titles:</b><br><b>A:</b> “Fire!”<br><b>O:</b> “Fire!”<br><b>E:</b> “Fire!”<br><b>B:</b> “Fire!”<br><br><b>Lexile:</b><br><b>A:</b> 310L<br><b>O:</b> 400L<br><b>E:</b> 290L<br><b>B:</b> 540L  | <b>Literature Anthology:</b> Purpose, Organization                                  | <b>Vocabulary Words:</b><br><i>accept</i><br><i>often</i><br><br><b>Additional Domain Words</b><br><i>poem</i><br><br><b>Additional Academic Vocabulary:</b><br><i>admire</i><br><i>possessive</i><br><i>pronoun</i><br><i>intonation</i><br><br><b>Build Vocabulary:</b><br><i>recess, librarian, trophy, coach, chop, roots</i><br><br><b>Vocabulary Strategy:</b><br>Antonyms  | <i>brother,</i><br><i>father</i><br><i>friend,</i><br><i>love</i><br><i>mother</i><br><i>picture</i> | <i>inspire</i><br><i>respect</i><br><i>distance</i><br><i>swiftly</i><br><i>decision</i> | <b>Phonemic Awareness:</b><br>Phonem Categorization/ Reversal/Blending/ Segmentation/ Substitution<br><br><b>Phonics/ Spelling Skill:</b><br>variant vowel spellings with digraphs: a, aw, au, augh, al<br><br><b>Structural Analysis:</b> vowel-team syllables<br><br><b>Decodable Readers:</b><br><i>Thank You Authors; Not Too Small; My Baseball Coach; A Walk With Moose; Teacher Talk</i>  | <b>Intonation</b> | <b>Writing Trait:</b> Voice: Use Your Own Voice<br><br><b>Write About the Text:</b><br>Informative Text<br><br><b>Write to Sources:</b><br><b>Reading/Writing Workshop:</b> <i>All Kinds of Helpers</i><br><br><b>Literature Anthology:</b><br><i>Meet Rosina</i><br><br><b>Grammar Skill:</b><br>Possessive Pronouns<br><br><b>Mechanics:</b> Capitalize Days, Months, and Holidays                      | <b>Project:</b> What are the different parts of a newspaper?<br><br>Make a Newspaper            |

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

Grade 1 • Unit 6 • Scope and Sequence



| Big Idea:<br>Together We Can!<br><br>How does teamwork help us?   | Read Aloud   | Reading/<br>Writing<br>Workshop<br>Comprehension   | Literature<br>Anthology<br>Main Selection,<br>Paired Selection  | Leveled Reader,<br>Main Selection,<br>Paired Selection<br><div>A: Approaching Level<br/>O: On Level<br/>E: ELL<br/>B: Beyond Level</div> | Access<br>Complex Text<br>(ACT)   | Vocabulary Words   | High-Frequency<br>Words  | Oral Vocabulary<br>Words  | Phonics                     | Fluency Skill  | Writing  | Research |
|---|--|--|---|--|---|--|--|---|-----------------------------|--|--|----------|
| <b>Week 3</b><br><br><b>Weekly Concept:</b><br>Weather Together<br><br><b>Essential Question:</b><br>How can weather affect us?<br><br><b>Connect to Social Studies:</b><br>Explore how weather affects the way people live.                                      | <b>Title:</b> “Paul Bunyan and the Popcorn Blizzard”<br><br><b>Genre:</b> Folktale<br><br><b>Strategy:</b> Visualize | <b>Short Text:</b> <i>Wrapped in Ice</i><br><br><b>Lexile:</b> 320L<br><br><b>Genre:</b> Realistic Fiction<br><br><b>Strategy:</b> Visualize<br><br><b>Skill:</b> Plot: Cause and Effect | <b>Strategy:</b> Visualize<br><br><b>Skill:</b> Plot: Cause and Effect<br><br><b>Main Selections</b><br><b>Genre:</b> Realistic Fiction<br><br>A: <i>Snow Day</i><br>O: <i>Heat Wave</i><br>E: <i>Heat Wave</i><br>B: <i>Rainy Day Fun</i><br><br><b>Paired Selections</b><br><b>Genre:</b> Nonfiction<br><br><b>Titles:</b><br>A: “A Mountain of Snow”<br>O: “Stay Safe When It’s Hot”<br>E: “Stay Safe When It’s Hot”<br>B: “Let’s Stay Dry!”<br><br><b>Lexiles</b><br>A: 390L<br>O: 460L<br>E: 370L<br>B: 420L | <b>Literature Anthology:</b> Prior Knowledge   | <b>Vocabulary Words:</b><br><i>country</i><br><i>gathers</i><br><br><b>Additional Domain Words:</b><br><i>storm</i><br><i>damage</i><br><i>predict</i><br><br><b>Additional Academic Vocabulary:</b><br><i>affect, tall tale, snowdrift, figure of speech</i><br><br><b>Build Vocabulary:</b><br><i>leading the way, notebook, lesson, brick, stool, blackboard, stroke, excellent, rumped, slump</i><br><br><b>Vocabulary Strategy:</b><br>Similes | <i>been</i><br><i>children</i><br><i>month</i><br><i>question</i><br><i>their</i><br><i>year</i> | <i>predict</i><br><i>cycle</i><br><i>creative</i><br><i>frigid</i><br><i>scorching</i> | <b>Phonemic Awareness:</b><br>Phoneme Categorization/ Segmentation/ Substitution<br><br><b>Phonics/ Spelling Skill:</b><br>silent letters <i>wr, kn, gn</i><br><br><b>Structural Analysis:</b><br>compound words<br><br><b>Decodable Readers:</b><br><i>Miss Wright’s Job; A Lighthouse Stops Wrecks; Know About Snowstorms; The Rusty Knight</i>   | <b>Intonation</b>           | <b>Writing Trait:</b> Ideas: Main Idea<br><br><b>Write About the Text:</b> Informative Text<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>Wrapped in Ice</i><br><br><b>Literature Anthology:</b> <i>Rain School</i><br><br><b>Grammar Skill:</b> Special Pronouns ( <i>anyone, everyone, anything, everything, nothing</i> )<br><br><b>Mechanics:</b> Commas in Dates and Letters | <b>Weekly:</b><br>What can we learn about tornadoes? Make a Mini Tornado |          |
| <b>Week 4</b><br><br><b>Weekly Concept:</b><br>Sharing Traditions<br><br><b>Essential Question:</b><br>What traditions do you know about?<br><br><b>Connect to Social Studies:</b><br>Explore how people of different backgrounds are all part of the same world. | <b>Title:</b> “Let’s Dance”<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Visualize                        | <b>Short Text:</b> <i>A Spring Birthday</i><br><br><b>Lexile:</b> 380L<br><br><b>Genre:</b> Realistic Fiction<br><br><b>Strategy:</b> Visualize<br><br><b>Skill:</b> Theme               | <b>Strategy:</b> Visualize<br><br><b>Skill:</b> Theme<br><br><b>Main Selections</b> <b>Genre:</b> Realistic Fiction<br><br>A: <i>The Quilt</i><br>O: <i>Latkes for Sam</i><br>E: <i>Latkes for Sam</i><br>B: <i>Patty Jumps!</i><br><br><b>Paired Selections</b><br><b>Genre:</b> Nonfiction<br><br><b>Titles:</b><br>A: “Making a Quilt Square”<br>O: “What Is a Taco?”<br>E: “What Is a Taco?”<br>B: “How to Play Four Square”<br><br><b>Lexile:</b><br>A: 380L<br>O: 410L<br>E: 290L<br>B: 440L                | <b>Literature Anthology:</b> Genre, Connection of Ideas  | <b>Vocabulary Words:</b><br><i>difficult</i><br><i>nobody</i><br><br><b>Additional Domain Words:</b><br><i>origami</i><br><i>decorations</i><br><i>holiday</i><br><br><b>Additional Academic Vocabulary:</b><br><i>celebrate, greeting, signature</i><br><br><b>Build Vocabulary:</b><br><i>fluttered, secret, pocket, difficult, nodded</i><br><br><b>Vocabulary Strategy:</b><br>Compound Words   | <i>before, front</i><br><i>heard</i><br><i>push</i><br><i>tomorrow</i><br><i>your</i>            | <i>tradition</i><br><i>effort</i><br><i>ancient</i><br><i>movement</i><br><i>drama</i> | <b>Phonemic Awareness:</b><br>Syllable Addition, Phoneme Segmentation/ Blending/ Substitution<br><br><b>Phonics/ Spelling Skill:</b><br>three-letter blends <i>scr, spl, spr, str, thr, shr</i><br><br><b>Structural Analysis:</b><br>inflectional endings <i>-ed, -ing</i><br><br><b>Decodable Readers:</b> <i>Three Shrimp; A Thrilling Dance</i> | <b>Appropriate Phrasing</b> | <b>Writing Trait:</b> Sentence Fluency: Varying Sentence Types<br><br><b>Write About the Text:</b> Narrative Text<br><br><b>Write to Sources: Reading/Writing Workshop:</b> <i>A Spring Birthday</i><br><br><b>Literature Anthology:</b> <i>Lissy’s Friends</i><br><br><b>Grammar Skill:</b> <i>I</i> and <i>Me</i><br><br><b>Mechanics:</b> Commas in Dates and Letters                         | <b>Weekly:</b><br>Why are traditions important? Make a Poster            |          |

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

Grade 1 • Unit 6 • Scope and Sequence



| Big Idea:<br>Together We Can!<br><br>How does teamwork help us?  | Read Aloud  | Reading/Writing Workshop<br>Comprehension  | Literature Anthology<br>Main Selection, Paired Selection   | Leveled Reader<br>Main Selection, Paired Selection  | Access<br>Complex Text (ACT)                       | Vocabulary Words  | High-Frequency Words   | Oral Vocabulary Words   | Phonics   | Fluency Skill               | Writing   | Research  |  |
|--|---|--|--|---|--|---|--|---|---|-----------------------------|---|---|--|
| <b>Week 5</b><br><br><b>Weekly Concept:</b><br>Celebrate America!<br><br><b>Essential Question:</b><br>Why do we celebrate holidays?<br><br><b>Connect to Social Studies:</b><br>Explore the significance of holidays. | <b>Title:</b> “Celebrate the Flag”<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Reread | <b>Short Text:</b> <i>Time for Kids: Share the Harvest and Give Thanks</i><br><br><b>Lexile:</b> 680L<br><br><b>Genre:</b> Nonfiction<br><br><b>Strategy:</b> Reread<br><br><b>Skill:</b> Author’s Purpose | <b>Strategy:</b> Reread<br><br><b>Skill:</b> Author’s Purpose<br><br><b>Main Selection Title:</b> <i>Time for Kids: Happy Birthday, U.S.A.!</i><br><br><b>Genre:</b> Nonfiction<br><br><b>Lexile:</b> 580L<br><br><b>Paired Selection Title:</b> “A Young Nation Grows”<br><br><b>Genre:</b> Nonfiction<br><br><b>Lexile:</b> 390L<br><br><b>Text Feature:</b> Map | <b>Strategy:</b> Reread<br><br><b>Skill:</b> Author’s Purpose<br><br><b>Main Selections Genre:</b> Nonfiction<br><br><b>A:</b> <i>It’s Labor Day!</i><br><b>O:</b> <i>It’s Labor Day!</i><br><b>E:</b> <i>It’s Labor Day!</i><br><b>B:</b> <i>It’s Labor Day!</i><br><br><b>Paired Selections Genre:</b> Nonfiction<br><br><b>Titles:</b><br><b>A:</b> “Four Voyages”<br><b>O:</b> “Four Voyages”<br><b>E:</b> “Four Voyages”<br><b>B:</b> “Four Voyages”<br><br><b>Lexile:</b><br><b>A:</b> 440L<br><b>O:</b> 620L<br><b>E:</b> 360L<br><b>B:</b> 660L | <b>Literature Anthology:</b> Purpose, Organization | <b>Vocabulary Words:</b><br><i>nation</i><br><i>unite</i><br><br><b>Additional Academic Vocabulary:</b><br><i>justice,</i><br><i>adverb,</i><br><i>phrasing</i><br><br><b>Build Vocabulary:</b><br><i>roar, split, dared</i><br><br><b>Vocabulary Strategy:</b> Metaphors | <i>favorite</i><br><i>few</i><br><i>gone</i><br><i>surprise</i><br><i>wonder</i><br><i>young</i> | <i>pride</i><br><i>display</i><br><i>design</i><br><i>purpose</i><br><i>represent</i> | <b>Phonemic Awareness:</b> Phoneme Reversal/ Blending/ Deletion/ Addition, Syllable Deletion/Addition<br><br><b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowels <i>air, are, ear</i><br><br><b>Structural Analysis:</b> <i>r</i> -controlled vowel syllables<br><br><b>Decodable Readers:</b> <i>A Pair at the Fair; Lights in the Air; The Bears Prepare a Feast; Leader’s Care</i> | <b>Appropriate Phrasing</b> | <b>Writing Trait: Voice:</b> Author’s Voice<br><br><b>Write About Text:</b> Opinion<br><br><b>Write to Sources: Reading/ Writing Workshop:</b> <i>Time for Kids: Share the Harvest and Give Thanks</i><br><br><b>Literature Anthology:</b> <i>Time for Kids: Happy Birthday U.S.A.!</i><br><br><b>Grammar Skill:</b> Adverbs That Tell How<br><br><b>Mechanics:</b> Name Titles (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i> ) | <b>Weekly:</b> What can we learn about national holidays in other countries? Make a Japanese Children’s Day Flag<br><br><b>Unit Level: Research Skill:</b> Using Key Words<br><b>Unit Project:</b> Self-select and develop from weekly research projects. |  |
|  | <b>Week 6</b><br><br><b>Review and Assessment</b>   |  |  |   |  |   |  |   |   |                             |   |   |  |
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