



Grade 1 • Unit 1 • Scope and Sequence

Big Idea: Getting to Know Us What makes you special?	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 1</p> <p>Weekly Concept: At School</p> <p>Essential Question: What do you do at your school?</p>	<p>Title: <i>This School Year Will Be the Best!</i></p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>Concepts of Print: Book Handling</p>	<p>Title: "School Around the World"</p> <p>Genre: Nonfiction</p> <p>Strategy: Visualize</p>	<p>Short Text: <i>Jack Can</i></p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>Skill: Key Details</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selection Title: <i>Nat and Sam</i></p> <p>Genre: Realistic Fiction</p> <p>Paired Selection Title: "Rules at School"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Photographs</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selections Genre: Realistic Fiction</p> <p>A: <i>A Fun Day</i> O: <i>We Like to Share</i> E: <i>We Like to Share</i> B: <i>Class Party</i></p> <p>Paired Selection Genre: Nonfiction</p> <p>Titles: A: "We Share" O: "Look at Signs" E: "Look at Signs" B: "Our Classroom Rules"</p>	<p>Literature Big Books: Organization, Connection of Ideas</p>	<p>Additional Domain Words: <i>rules</i> <i>obey</i> <i>safety</i></p> <p>Additional Academic Vocabulary: <i>events,</i> <i>illustrations,</i> <i>punctuation</i></p>	<p><i>does</i> <i>not</i> <i>school</i> <i>what</i></p>	<p><i>learn</i> <i>subjects</i> <i>common</i> <i>object</i> <i>recognize</i></p>	<p>Phonological/Phonemic Awareness: Identify Rhyme, Phoneme Isolation/ Blending/ Segmentation</p> <p>Phonics/ Spelling Skill: short <i>a</i> Consonants reviewed throughout Unit 1</p> <p>Structural Analysis: -s (inflectional ending)</p>	Appropriate Phrasing	<p>Writing Trait: Ideas: Focus on a Single Event</p> <p>Writing Product: Personal Narrative</p> <p>Grammar Skill: Sentences</p> <p>Grammar Mechanics: Sentence Capitalization</p> <p>Write About Reading: Analyze Key Details</p>	<p>Weekly: What kinds of activities do we do at school?</p>
<p>Week 2</p> <p>Weekly Concept: Where I Live</p> <p>Essential Question: What is it like where you live?</p>	<p>Title: <i>Alicia's Happy Day</i></p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>Concepts of Print: Book Handling</p>	<p>Title: "City Mouse and Country Mouse"</p> <p>Genre: Fable</p> <p>Strategy: Visualize</p>	<p>Short Text: <i>Six Kids</i></p> <p>Genre: Fantasy</p> <p>Strategy: Visualize</p> <p>Skill: Key Details</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selection Title: <i>Go, Pip!</i></p> <p>Genre: Fantasy</p> <p>Paired Selection Title: "I Live Here"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Bold print</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selections Genre: Fantasy</p> <p>A: <i>What Can We See?</i> O: <i>A Trip to the City</i> E: <i>A Trip to the City</i> B: <i>Harvest Time</i></p> <p>Paired Selection Genre: Nonfiction</p> <p>Titles: A: "My Home" O: "Where I Live" E: "Where I Live" B: "Where We Live"</p>	<p>Literature Big Books: Organization, Lack of Prior Knowledge</p>	<p>Additional Domain Words: <i>building</i> <i>yard</i> <i>playground</i></p> <p>Additional Academic Vocabulary: <i>author</i> <i>bold print</i> <i>sequence</i></p>	<p><i>down</i> <i>out</i> <i>up</i> <i>very</i></p>	<p><i>city</i> <i>country</i> <i>bored</i> <i>feast</i> <i>scurried</i></p>	<p>Phonemic Awareness: Alliteration, Phoneme Categorization/ Blending/ Segmentation</p> <p>Phonics/ Spelling Skill: short <i>i</i> Consonants reviewed throughout Unit 1</p> <p>Structural Analysis: double final consonants</p>	Intonation	<p>Writing Trait: Ideas: Describing Details</p> <p>Writing Product: Descriptive Sentences About a Place</p> <p>Grammar Skill: Word Order</p> <p>Mechanics: Sentence Punctuation (periods)</p> <p>Write About Reading: Analyze Key Details</p>	<p>Weekly: How are places in our community similar to, or different from, places in other communities?</p>
<p>Week 3</p> <p>Weekly Concept: Our Pets</p> <p>Essential Question: What makes a pet special?</p>	<p>Title: <i>Cool Dog, School Dog</i></p> <p>Genre: Fiction</p> <p>Strategy: Visualize</p> <p>Concepts of Print: Track Print and Return Sweep</p>	<p>Title: "Our Pets"</p> <p>Genre: Nonfiction</p> <p>Strategy: Visualize</p>	<p>Short Text: <i>A Pig for Cliff</i></p> <p>Genre: Fantasy</p> <p>Strategy: Visualize</p> <p>Skill: Key Details</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selection Title: <i>Flip</i></p> <p>Genre: Fantasy</p> <p>Paired Selection Title: "What Pets Need"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Labels</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selections Genre: Fantasy</p> <p>A: <i>Mouse's Moon Party</i> O: <i>Pet Show</i> E: <i>Pet Show</i> B: <i>Polly the Circus Star</i></p> <p>Paired Selection Genre: Nonfiction</p> <p>Titles: A: "A Mouse in the House" O: "Love That Llama!" E: "Love That Llama!" B: "Birds That Talk"</p>	<p>Literature Big Books: Sentence Structure, Connection of Ideas</p>	<p>Additional Domain Words: <i>living things,</i> <i>need,</i> <i>cares</i></p> <p>Additional Academic Vocabulary: <i>consonant,</i> <i>label,</i> <i>publish</i></p>	<p><i>be,</i> <i>come,</i> <i>good,</i> <i>pull</i></p>	<p><i>care,</i> <i>train,</i> <i>groom,</i> <i>companion,</i> <i>popular</i></p>	<p>Phonemic Awareness: Contrast Vowel Sounds, Phoneme Blending/ Substitution/ Segmentation</p> <p>Phonics/ Spelling Skill: beginning consonant blends: I-blends Consonants reviewed throughout Unit 1</p> <p>Structural Analysis: -s (plural nouns)</p>	Appropriate Phrasing	<p>Writing Trait: Ideas: Describing Details</p> <p>Writing Product: Descriptive Sentences About an Animal</p> <p>Grammar Skill: Statements</p> <p>Mechanics: Capitalization and Punctuation (periods)</p> <p>Write About Reading: Analyze Key Details</p>	<p>Weekly: What are the ways to care for pets?</p>

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



Grade 1 • Unit 1 • Scope and Sequence

Big Idea: Getting to Know Us What makes you special?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 4 Weekly Concept: Let's Be Friends Essential Question: What do friends do together?	Title: <i>Friends All Around</i> Genre: Nonfiction Strategy: Ask and Answer Questions Concepts of Print: Book Handling and Labels	Title: "Games Long Ago" Genre: Nonfiction Strategy: Ask and Answer Questions	Short Text: <i>Toss! Kick! Hop!</i> Genre: Nonfiction Strategy: Ask and Answer Questions Skill: Key Details	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Title: <i>Friends</i> Genre: Nonfiction Paired Selection Title: "There Are Days and There Are Days" Genre: Poetry	Strategy: Ask and Answer Questions Skill: Key Details Main Selections Genre: Realistic Fiction A: <i>Friends Are Fun</i> O: <i>Friends Are Fun</i> E: <i>Friends Are Fun</i> B: <i>Friends Are Fun</i> Paired Selections Genre: Poetry Titles: A: "I Like to Play" O: "I Like to Play" E: "I Like to Play" B: "I Like to Play"	Literature Big Books: Organization, Connection of Ideas	Additional Domain Words: <i>poem</i> Additional Academic Vocabulary: <i>evaluate</i> , <i>rhyme</i>	<i>fun</i> <i>make</i> <i>they</i> <i>too</i>	<i>cooperate</i> <i>relationship</i> <i>deliver</i> <i>chore</i> <i>collect</i>	Phonemic Awareness: Phoneme Categorization/Segmentation/Deletion, Rhyme, Phoneme Blending Phonics/ Spelling Skill: short o Consonants reviewed throughout Unit 1 Structural Analysis: alphabetical order (one letter)	Appropriate Phrasing	Writing Trait: Organization: Compare and Contrast Writing Product: Personal Narrative Grammar Skill: Questions and Exclamations Grammar Mechanics: Question and Exclamation Marks Write About Reading: Analyze Key Details	Weekly: What can we learn about our favorite games or sports?
Week 5 Weekly Concept: Let's Move! Essential Question: How does your body move?	Title: <i>Move!</i> Genre: Nonfiction Strategy: Ask and Answer Questions Concepts of Print: Special Text Treatments	Title: "Rabbit and Coyote Race" Genre: Folktale Strategy: Ask and Answer Questions	Short Text: <i>Move and Grin!</i> Genre: Nonfiction Strategy: Ask and Answer Questions Skill: Key Details	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Title: <i>Move It!</i> Genre: Nonfiction Paired Selection Title: "Using Diagrams" Genre: Nonfiction Text Feature: Diagram	Strategy: Ask and Answer Questions Skill: Key Details Main Selections Genre: Nonfiction A: <i>We Can Move!</i> O: <i>We Can Move!</i> E: <i>We Can Move!</i> B: <i>We Can Move!</i> Paired Selections Genre: Nonfiction Titles: A: "What's Under Your Skin?" O: "What's Under Your Skin?" E: "What's Under Your Skin?" B: "What's Under Your Skin?"	Literature Big Books: Organization, Lack of Prior Knowledge	Additional Domain Words: <i>building</i> , <i>yard</i> , <i>playground</i> Additional Academic Vocabulary: <i>author</i> , <i>bold print</i> , <i>sequence</i>	<i>down</i> <i>out</i> <i>up</i> <i>very</i>	<i>city</i> <i>country</i> <i>bored</i> <i>feast</i> <i>scurried</i>	Phonemic Awareness: Alliteration, Phoneme Categorization/Blending/Segmentation Phonics/ Spelling Skill: short i Consonants reviewed throughout Unit 1 Structural Analysis: double final consonants	Intonation	Writing Trait: Ideas: Describing Details Writing Product: Descriptive Sentences About a Place Grammar Skill: Word Order Mechanics: Sentence Punctuation (periods) Write About Reading: Analyze Key Details	Weekly: How are places in our community similar to, or different from, places in other communities? Unit Level: Research Skill: Selecting a Topic Unit Project: Self-select and develop from weekly research projects.
Week 6 Review and Assessment													



Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Our Community What makes a community?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: Jobs Around Town Essential Question: What jobs need to be done in a community?	Title: <i>Millie Waits for the Mail</i> Genre: Fiction Strategy: Make and Confirm Predictions Concepts of Print: Ellipses and Dashes	Title: "Jobs Around Town" Genre: Nonfiction Strategy: Make and Confirm Predictions	Short Text: <i>Good Job, Ben!</i> Genre: Realistic Fiction Strategy: Make and Confirm Predictions Skill: Character, Setting, Events	Strategy: Make and Confirm Predictions Skill: Character, Setting, Events Main Selection Title: <i>The Red Hat</i> Genre: Realistic Fiction Paired Selection Title: "Firefighters at Work" Genre: Nonfiction Text Feature: Labels	Strategy: Make and Confirm Predictions Skill: Character, Setting, Events Main Selections Genre: Realistic Fiction A: <i>Pick Up Day</i> O: <i>Ben Brings the Mail</i> E: <i>Ben Brings the Mail</i> B: <i>At Work with Mom</i> Paired Selections Genre: nonfiction Titles: A: "The Recycling Center" O: "At the Post Office" E: "At the Post Office" B: "Tools for the School Nurse"	Literature Big Books: Sentence Structure, Organization	Additional Domain Words: <i>firefighter</i> <i>siren</i> <i>protect</i> Additional Academic Vocabulary: <i>brainstorm</i> <i>end</i> <i>middle</i>	<i>again</i> <i>help</i> <i>new</i> <i>there</i> <i>use</i>	<i>occupation</i> <i>community</i> <i>equipment</i> <i>fortunately</i> <i>astounding</i>	Phonemic Awareness: Phoneme Blending/Isolation/Segmentation Phonics/ Spelling Skill: short e spelled e and ea Structural Analysis: inflectional ending -ed (no spelling change)	Intonation	Writing Trait: Organization: Focus on an Idea Writing Product: Story Grammar Skill: Nouns Mechanics: Commas in a Series Write About Reading: Analyze Character, Setting, Events	Weekly: What can we learn about jobs that help the community?
Week 2 Weekly Concept: Buildings All Around Essential Question: What buildings do you know? What are they made of?	Title: <i>The 3 Little Dassies</i> Genre: Fantasy Strategy: Make and Confirm Predictions Concepts of Print: Quotations	Title: "The Three Little Pigs" Genre: Folktale Strategy: Make and Confirm Predictions	Short Text: <i>Cubs in a Hut</i> Genre: Fantasy Strategy: Make and Confirm Predictions Skill: Character, Setting, Events	Strategy: Make and Confirm Predictions Skill: Character, Setting, Events Main Selection Title: <i>The Pigs, the Wolf, and the Mud</i> Genre: Fantasy Paired Selection Title: "Homes Around the World" Genre: Nonfiction Text Feature: Captions	Strategy: Make and Confirm Predictions Skill: Character, Setting, Events Main Selections Genre: Fantasy A: <i>What a Nest!</i> O: <i>Staying Afloat</i> E: <i>Staying Afloat</i> B: <i>City Armadillo, Country Armadillo</i> Paired Selections Genre: Nonfiction Titles: A: "Stone Castles" O: "A Day on a Houseboat" E: "A Day on a Houseboat" B: "City or Country?"	Literature Big Books: Vocabulary	Additional Domain Words: <i>homes</i> <i>build</i> <i>shelter</i> Additional Academic Vocabulary: <i>apostrophe</i> <i>dialogue</i> <i>presentation</i>	<i>could</i> <i>live</i> <i>one</i> <i>then</i> <i>three</i>	<i>shelter</i> <i>materials</i> <i>collapsed</i> <i>furious</i> <i>refused</i>	Phonemic Awareness: Rhyme, Phoneme Identity/Blending/Segmentation Phonics/ Spelling Skill: short u Structural Analysis: contractions with 's	Expression	Writing Trait: Organization: Beginning, Middle, End Writing Product: Story Grammar Skill: Singular and Plural Nouns Mechanics: Adding -s and -es to form plural nouns Write About Reading: Analyze Character, Setting, Events	Weekly: What can we learn about the buildings in our community? What are they made of?
Week 3 Weekly Concept: A Community in Nature Essential Question: Where do animals live together?	Title: <i>Babies in the Bayou</i> Genre: Nonfiction Strategy: Reread Concepts of Print: Distinguish Sentences	Title: "Animals in the Desert" Genre: Nonfiction Strategy: Reread	Short Text: <i>The Best Spot</i> Genre: Nonfiction Strategy: Reread Skill: Main Topic and Key Details	Strategy: Reread Skill: Main Topic and Key Details Main Selection Title: <i>At a Pond</i> Genre: Nonfiction Paired Selection Title: "Way Down Deep" Genre: Poetry	Strategy: Reread Skill: Main Topic and Key Details Main Selections Genre: Nonfiction A: <i>Meerkat Family</i> O: <i>Meerkat Family</i> E: <i>Meerkat Family</i> B: <i>Meerkat Family</i> Paired Selections Genre: Poetry Titles: A: "I Live in a House!" O: "I Live in a House!" E: "I Live in a House!" B: "I Live in a House!"	Literature Big Books: Purpose, Organization	Additional Domain Word: <i>poem</i> Additional Academic Vocabulary: <i>draft</i> <i>repetition</i> <i>rhythm</i>	<i>eat</i> <i>no</i> <i>of</i> <i>under</i> <i>who</i>	<i>habitat</i> <i>depend</i> <i>hibernate</i> <i>tranquil</i> <i>tolerate</i>	Phonemic Awareness: Phoneme Categorization/Blending/Substitution/Segmentation Phonics/ Spelling Skill: ending consonant blends <i>nd</i> , <i>nk</i> , <i>nt</i> , <i>st</i> , <i>sk</i> , <i>mp</i> Structural Analysis: inflectional ending -ing (no spelling change); first introduction to two-syllable words	Appropriate Phrasing	Writing Trait: Ideas: Main Idea Writing Product: Sentences That Explain Possessive Nouns Mechanics: Apostrophe with Possessive Nouns Write About Reading: Analyze Main Topic and Key Details	Weekly: What can we learn about a habitat? What kinds of creatures live there?



Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Getting to Know Us What makes you special?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 4 Weekly Concept: Let's Help Essential Question: How do people help out in the community?	Title: <i>The Story of Martin Luther King Jr.</i> Genre: Nonfiction/Biography Strategy: Reread Concepts of Print: Special Text Treatments	Title: "Luis's Library" Genre: Nonfiction Strategy: Reread	Short Text: <i>Thump Thump Helps Out</i> Genre: Fantasy Strategy: Reread Skill: Character, Setting, Events	Strategy: Reread Skill: Character, Setting, Events Main Selection Title: <i>Nell's Books</i> Genre: Fantasy Paired Selection Title: "Kids Can Help!" Genre: Nonfiction Text Feature: List	Strategy: Reread Skill: Character, Setting, Events Main Selections Genre: Fantasy A: <i>The Sick Tree</i> O: <i>Squirrels Help</i> E: <i>Squirrels Help</i> B: <i>Wow, Kitty!</i> Paired Selections Genre: Poetry Titles: A: "Beach Clean-Up" O: "Food Drive" E: "Food Drive" B: "Sharing Skills"	Literature Big Books: Genre, Prior Knowledge	Additional Domain Words: <i>neighborhood garden recycle</i> Additional Academic Vocabulary: <i>highlight imaginary stress</i>	<i>all call day her want</i>	<i>leadership admire enjoy rely connections</i>	Phonemic Awareness: Phoneme Isolation/ Categorization/ Blending/ Segmentation Phonics/ Spelling Skill: consonant digraphs <i>th, sh, -ng</i> Structural Analysis: closed syllables	Intonation	Writing Trait: Organization: Beginning, Middle, End Writing Product: Story Grammar Skill: Common and Proper Nouns Mechanics: Capitalize Proper Nouns (people, pets, places, and things) Write About Reading: Analyze Character, Setting, Events	Weekly: How can we make our classroom a better place?
Week 5 Weekly Concept: Follow the Map Essential Question: How can you find your way around?	Title: <i>Me on the Map</i> Genre: Realistic Fiction Strategy: Reread Concepts of Print: Reading Sentences across Pages	Title: "Map It" Genre: Nonfiction Strategy: Reread	Short Text: <i>Which Way on the Map?</i> Genre: Nonfiction Strategy: Reread Skill: Main Topic and Key Details	Strategy: Reread Skill: Main Topic and Key Details Main Selection Title: <i>Fun with Maps</i> Genre: Nonfiction Paired Selection Title: "North, East, South, or West?" Genre: Nonfiction Text Feature: Map	Strategy: Reread Skill: Main Topic and Key Details Main Selections Genre: Nonfiction A: <i>How Maps Help</i> O: <i>How Maps Help</i> E: <i>How Maps Help</i> B: <i>How Maps Help</i> Paired Selections Genre: Nonfiction Titles: A: "On the Map" O: "On the Map" E: "On the Map" B: "On the Map"	Literature Big Books: Purpose, Organization	Additional Academic Vocabulary: <i>blog landmark various</i>	<i>around by many place walk</i>	<i>locate route height model separate</i>	Phonemic Awareness: Phoneme Segmentation/ Addition/ Blending Phonics/ Spelling Skill: consonant digraphs <i>ch, -tch, wh, ph</i> Structural Analysis: -es (plural nouns)	Appropriate Phrasing	Writing Trait: Ideas: Supporting Details Writing Product: Sentences That Explain Grammar Skill: Irregular Plural Nouns Mechanics: Capital Letters and Periods (in sentences) Write About Reading: Analyze Main Topic and Key Details	Weekly: What can we learn about maps? Unit Level: Research Skill: Collecting Information Unit Project: Self-select and develop from weekly research projects
Week 6 Review and Assessment													

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



Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Our Community What can happen over time?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 1 Weekly Concept: What Time Is It? Essential Question: How do we measure time?	Title: <i>A Second Is a Hiccup</i> Genre: Fiction Strategy: Make and Confirm Predictions Concepts of Print: Capitalization and Punctuation	Title: "Measuring Time" Genre: Nonfiction Strategy: Make and Confirm Predictions	Short Text: <i>Nate the Snake Is Late</i> Genre: Fantasy Strategy: Make and Confirm Predictions Skill: Character, Setting, Plot	Strategy: Make and Confirm Predictions Skill: Character, Setting, Plot Main Selection Title: <i>On My Way to School</i> Genre: Fantasy Paired Selection Title: "It's About Time" Genre: Nonfiction Text Feature: Bold print	Strategy: Make and Confirm Predictions Skill: Character, Setting, Plot Main Selections Genre: Fantasy A: <i>Busy's Watch</i> O: <i>Kate Saves the Date!</i> E: <i>Kate Saves the Date!</i> B: <i>Uncle George Is Coming</i> Paired Selections Genre: Nonfiction Titles: A: "Make a Clock" O: "Use a Calendar" E: "Use a Calendar" B: "So Many Clocks!"	Literature Big Books: Purpose, Organization	Additional Domain Words: <i>clock, sundial, shadow</i> Additional Academic Vocabulary: <i>capitalization, flare, rubric, timetable</i>	<i>away now some today way why</i>	<i>schedule immediately weekend calendar occasion</i>	Phonemic Awareness: Phoneme Identity/ Addition/ Substitution/ Blending/ Segmentation Phonics/ Spelling Skill: long <i>a: a_e</i> Structural Analysis: contractions with not (isn't, aren't, wasn't, weren't, hasn't, haven't, can't)	Intonation	Writing Trait: Word Choice: Sensory Details Writing Product: Poem Grammar Skill: Verbs Mechanics: Commas in Series Write About Reading: Analyze Character, Setting, Plot	Weekly: What are the different ways to measure time?
Week 2 Weekly Concept: Watch It Grow! Essential Question: How do plants change as they grow?	Title: <i>Mystery Vine</i> Genre: Informational Fiction Strategy: Make and Confirm Predictions Concepts of Print: Punctuation Within Sentence	Title: "The Great Big, Gigantic Turnip" Genre: Folktale Strategy: Make and Confirm Predictions	Short Text: <i>Time to Plant!</i> Genre: Drama Strategy: Make and Confirm Predictions Skill: Plot: Sequence	Strategy: Make and Confirm Predictions Skill: Plot: Sequence Main Selection Title: <i>The Big Yuca Plant</i> Genre: Play Paired Selection Title: "How Plants Grow" Genre: Nonfiction Text Feature: Diagram	Strategy: Make and Confirm Predictions Skill: Plot: Sequence Main Selections Genre: Play A: <i>Corn Fun</i> O: <i>Yum, Strawberries!</i> E: <i>Yum, Strawberries!</i> B: <i>A Tree's Life</i> Paired Selections Genre: Nonfiction Titles: A: "Ear of Corn" O: "Strawberry Plant" E: "Strawberry Plant" B: "Inside Trees"	Literature Big Books: Prior Knowledge, Vocabulary	Additional Domain Words: <i>seed root sprout</i> Additional Academic Vocabulary: <i>audience harvest vegetables</i>	<i>green grow pretty should together water</i>	<i>bloom sprout grasped assist spied</i>	Phonemic Awareness: Alliteration, Phoneme Deletion/ Segmentation/ Blending Phonics/ Spelling Skill: long <i>i: L_e</i> Structural Analysis: plurals (with CVCe words)	Appropriate Phrasing	Writing Trait: Word Choice: Use Specific Words Writing Product: Opinion About a Topic Grammar Skill: Present-Tense Verbs Mechanics: Capitalize and Underline Titles of Plays Write About Reading: Analyze Plot: Sequence	Weekly: How do plants change as they grow?
Week 3 Weekly Concept: Tales Over Time Essential Question: What is a folktale?	Title: <i>Interrupting Chicken</i> Genre: Fiction Strategy: Make and Confirm Predictions Concepts of Print: Quotation Marks/ Text Styles	Title: "The Foolish, Timid Rabbit" Genre: Folktale Strategy: Make and Confirm Predictions	Short Text: <i>The Nice Mitten</i> Genre: Folktale Strategy: Make and Confirm Predictions Skill: Plot: Cause and Effect	Strategy: Make and Confirm Predictions Skill: Plot: Cause and Effect Main Selection Title: <i>The Gingerbread Man</i> Genre: Folktale Paired Selection Title: "Mother Goose Rhymes" Genre: Rhyme	Strategy: Make and Confirm Predictions Skill: Plot: Cause and Effect Main Selections Genre: Folktale A: <i>How Coquí Got Her Voice</i> O: <i>The Magic Paintbrush</i> E: <i>The Magic Paintbrush</i> B: <i>The Storytelling Stone</i> Paired Selections Genre: Poetry/Song Titles: A: "El Coquí/The Coquí" O: "Make New Friends" E: "Wanted: A Friend" B: "Family Stories"	Literature Big Books: Organization, Connection of Ideas	Additional Domain Words: <i>poem</i> Additional Academic Vocabulary: <i>element puppet style</i>	<i>any from happy once so upon</i>	<i>tale hero timid foolish eventually</i>	Phonemic Awareness: Rhyme, Phoneme Blending/ Segmentation Phonics/ Spelling Skill: soft <i>c; soft g, dge</i> Structural Analysis: inflectional endings -ed and -ing (drop final e)	Expression	Writing Trait: Word Choice: Use Strong Verbs Writing Product: Poem Grammar Skill: Past- and Future-Tense Verbs Mechanics: Commas in Series Write About Reading: Analyze Plot: Cause and Effect	Weekly: What can we learn about folktales?



Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Getting to Know Us What can happen over time?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 4</p> <p>Weekly Concept: Now and Then</p> <p>Essential Question: How is life different than it was long ago?</p>	<p>Title: <i>The Last Train</i></p> <p>Genre: Fiction</p> <p>Strategy: Reread</p> <p>Concepts of Print: Reading Sentences Across Pages</p>	<p>Title: "Pioneers"</p> <p>Genre: Nonfiction</p> <p>Strategy: Reread</p>	<p>Short Text: <i>Life at Home</i></p> <p>Genre: Nonfiction</p> <p>Strategy: Reread</p> <p>Skill: Connections Within Text: Compare and Contrast</p>	<p>Strategy: Reread</p> <p>Skill: Connections Within Text: Compare and Contrast</p> <p>Main Selection Title: <i>Long Ago and Now</i></p> <p>Genre: Nonfiction</p> <p>Paired Selection Title: "From Horse to Plane"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Captions</p>	<p>Strategy: Reread</p> <p>Skill: Connections Within Text: Compare and Contrast</p> <p>Main Selections Genre: Nonfiction</p> <p>A: <i>Schools Then and Now</i> O: <i>Schools Then and Now</i> E: <i>Schools Then and Now</i> B: <i>Schools Then and Now</i></p> <p>Paired Selections Genre: Nonfiction</p> <p>Titles: A: "School Days" O: "School Days" E: "School Days" B: "School Days"</p>	<p>Literature Big Books: Prior Knowledge, Vocabulary</p>	<p>Additional Domain Words: <i>transportation, engines, invented</i></p> <p>Additional Academic Vocabulary: <i>confusion, frontier, proofreader's marks</i></p>	<p><i>ago, boy, girl, how, old, people</i></p>	<p><i>century, past, present, future, entertainment</i></p>	<p>Phonemic Awareness: Phoneme Segmentation/ Isolation/ Blending</p> <p>Phonics/ Spelling Skill: long o: o_e; long u: u_e; long e: e_e</p> <p>Structural Analysis: CVCe syllables</p>	Appropriate Phrasing	<p>Writing Trait: Ideas: Give Reasons for an Opinion</p> <p>Writing Product: Opinion About a Topic</p> <p>Grammar Skill: Is and Are</p> <p>Mechanics: Commas in Dates</p> <p>Write About Reading: Analyze Connections Within Text: Compare and Contrast</p>	<p>Weekly: How has our way of life changed over time?</p>
<p>Week 5</p> <p>Weekly Concept: From Farm to Table</p> <p>Essential Question: How do we get our food?</p>	<p>Title: <i>Where Does Food Come From?</i></p> <p>Genre: Nonfiction</p> <p>Strategy: Reread</p> <p>Concepts of Print: Special Text Treatments</p>	<p>Title: "The Little Red Hen"</p> <p>Genre: Folktale</p> <p>Strategy: Reread</p>	<p>Short Text: <i>A Look at Breakfast</i></p> <p>Genre: Nonfiction</p> <p>Strategy: Reread</p> <p>Skill: Connections Within Text: Sequence</p>	<p>Strategy: Reread</p> <p>Skill: Connections Within Text: Sequence</p> <p>Main Selection Title: <i>From Cows to You</i></p> <p>Genre: Nonfiction</p> <p>Paired Selection Title: "A Food Chart"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Chart</p>	<p>Strategy: Reread</p> <p>Skill: Connections Within Text: Sequence</p> <p>Main Selections Genre: Nonfiction</p> <p>A: <i>Apples from Farm to Table</i> O: <i>Apples from Farm to Table</i> E: <i>Apples from Farm to Table</i> B: <i>Apples from Farm to Table</i></p> <p>Paired Selections Genre: Nonfiction</p> <p>Titles: A: "A Dairy Treat" O: "A Dairy Treat" E: "A Dairy Treat" B: "A Dairy Treat"</p>	<p>Literature Big Books: Purpose, Genre</p>	<p>Additional Academic Vocabulary: <i>advantages and disadvantages, process, product</i></p>	<p><i>after, buy, done, every, soon, work</i></p>	<p><i>delicious, nutritious, responsibility, enormous, delighted</i></p>	<p>Phonemic Awareness: Phoneme Segmentation/ Blending/Deletion</p> <p>Phonics/ Spelling Skill: variant vowel spellings with digraphs: oo, u</p> <p>Structural Analysis: inflectional endings -ed and -ing (double final consonant)</p>	Intonation	<p>Writing Trait: Ideas: Give Reasons for an Opinion</p> <p>Writing Product: Opinion About a Topic</p> <p>Grammar Skill: Contractions with Not</p> <p>Mechanics: Apostrophes in Contractions</p> <p>Write About Reading: Analyze Connections Within Text: Sequence</p>	<p>Weekly: Where does food come from? How is food produced?</p> <p>Unit Level:</p> <p>Research Skill: Using Different Resources</p> <p>Unit Project: Self-select and develop from weekly research projects</p>
<p>Week 6</p> <p>Review and Assessment </p>													

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



Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Animals Everywhere What animals do you know about? What are they like	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research	
Week 1 Weekly Concept: Animal Features Essential Question: How do animals' bodies help them?	Transition to Literature Anthology	Title: "The Elephant's Child" Genre: Fantasy Strategy: Ask and Answer Questions	Short Text: <i>A Tale of a Tail</i> : "How the Beaver Got Its Flat Tail" Lexile: 430L Genre: Folktale Strategy: Ask and Answer Questions Skill: Plot: Sequence	Strategy: Ask and Answer Questions Skill: Plot: Sequence Main Selection Title: <i>How Bat Got Its Wings</i> Genre: Folktale Lexile: 410L Paired Selection Title: "Bats! Bats! Bats!" Genre: Nonfiction Lexile: 400L Text Feature: Chart	Strategy: Ask and Answer Questions Skill: Plot: Sequence Main Selections Genre: Folktale A: <i>The King of the Animals</i> O: <i>Fly to the Rescue!</i> E: <i>Fly to the Rescue!</i> B: <i>Hummingbird's Wings</i> Paired Selections Genre: Nonfiction Titles: A: "Lions and Elephants" O: "Animal Traits" E: "Animal Traits" B: "What Is a Hummingbird?"	Literature Anthology: Prior Knowledge	Vocabulary Words: <i>special</i> <i>splendid</i> Additional Domain Words: <i>mammal</i> <i>bird</i> <i>hunt</i> Additional Academic Vocabulary: <i>image</i> <i>traditions</i> <i>unusual</i> Vocabulary Strategy: Use a Dictionary	<i>about</i> <i>animal</i> <i>carry</i> <i>eight</i> <i>give</i> <i>our</i>	<i>feature</i> <i>appearance</i> <i>determined</i> <i>predicament</i> <i>relief</i>	Phonemic Awareness: Rhyme, Phoneme Categorization/Blending/Segmentation Phonics/ Spelling Skill: long a: a, ai, ay Structural Analysis: alphabetical order (two letters)	Intonation	Writing Trait: Word Choice: Figurative Language Writing Product: Story Grammar Skill: Was and Were Mechanics: Apostrophe with Contractions Write About Reading: Analyze Plot: Sequence	Weekly: What can we learn about animal features?	
	Week 2 Weekly Concept: Animals Together Essential Question: How do animals help each other?	Transition to Literature Anthology	Title: "Animals Working Together" Genre: Nonfiction Strategy: Ask and Answer Questions	Short Text: <i>A Team of Fish</i> Lexile: 340L Genre: Nonfiction Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Text Feature: Captions	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Main Selection Title: <i>Animal Teams</i> Genre: Nonfiction Lexile: 480L Text Feature: Captions Paired Selection Title: "Busy As a Bee" Genre: Nonfiction Lexile: 500L Text Feature: Captions	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Main Selections Genre: Nonfiction A: <i>Penguins All Around</i> O: <i>Penguins All Around</i> E: <i>Penguins All Around</i> B: <i>Penguins All Around</i> Paired Selections Genre: Nonfiction Titles: A: "Animals Work Together!" O: "Animals Work Together!" E: "Animals Work Together!" B: "Animals Work Together!"	Literature Anthology: Purpose, Connection of Ideas	Vocabulary Words: <i>partner</i> <i>danger</i> Additional Domain Words: <i>worker</i> <i>honey</i> <i>queen</i> Additional Academic Vocabulary: <i>accomplish</i> <i>cooperate</i> <i>investigate</i> <i>logical order</i> Vocabulary Strategy: Context Clues: Sentence Clues	<i>because</i> <i>blue</i> <i>into</i> <i>or</i> <i>other</i> <i>small</i>	<i>behavior,</i> <i>beneficial</i> <i>dominant</i> <i>instinct</i> <i>endangered</i>	Phonemic Awareness: Phoneme Identity/Segmentation, Rhyme, Phoneme Blending Phonics/ Spelling Skill: long e: e, ee, ea, ie Structural Analysis: prefixes re-, un-, pre-	Appropriate Phrasing	Writing Trait: Organization: Introduce the Topic Writing Product: Report Grammar Skill: Has and Have Mechanics: Capitalization and End Punctuation Write About Reading: Analyze Main Idea and Key Details	Weekly: How can animals help one another?
		Week 3 Weekly Concept: In the Wild Essential Question: How do animals survive in nature?	Transition to Literature Anthology	Title: "Animals in Winter" Genre: Nonfiction Strategy: Ask and Answer Questions	Short Text: <i>Go Wild!</i> Lexile: 530L Genre: Nonfiction Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Text Feature: Illustrations/ Photographs	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Main Selection Title: <i>Vulture View</i> Lexile: 70L Genre: Nonfiction Text Feature: Illustrations/ Photographs Paired Selection Title: "When It's Snowing" Genre: Poetry Lexile: NP (Non-Prose)	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Main Selections Genre: Nonfiction A: <i>Go, Gator!</i> O: <i>Go, Gator!</i> E: <i>Go, Gator!</i> B: <i>Go, Gator!</i> Paired Selections Genre: Poetry Titles: A: "Ducklings" O: "Ducklings" E: "Ducklings" B: "Ducklings"	Literature Anthology: Organization, Sentence Structure	Vocabulary Words: <i>search</i> <i>seek</i> Additional Domain Words: <i>poem</i> Additional Academic Vocabulary: <i>diorama</i> <i>experience</i> <i>scene</i> <i>survive</i> Vocabulary Strategy: Word Categories	<i>find</i> <i>food</i> <i>more</i> <i>over</i> <i>start</i> <i>warm</i>	<i>survive</i> <i>provide</i> <i>wilderness</i> <i>communicate</i> <i>superior</i>	Phonemic Awareness: Phoneme Categorization/Blending, Contrast Sounds, Phoneme Segmentation Phonics/ Spelling Skill: long o: o, oo, ow, oe Structural Analysis: open syllables	Expression	Writing Trait: Organization: Write a Concluding Sentence Writing Product: Report Grammar Skill: Go and Do Mechanics: Capitalize Proper Nouns Write About Reading: Analyze Main Idea and Key Details



Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Getting to Know Us What can happen over time?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
Week 4 Weekly Concept: Insects! Essential Question: What insects do you know about? How are they alike and different?	Transition to Literature Anthology	Title: "Insect Hide and Seek" Genre: Nonfiction Strategy: Visualize	Short Text: <i>Creep Low, Fly High</i> Lexile: 290L Genre: Fantasy Strategy: Visualize Skill: Point of View	Strategy: Visualize Skill: Point of View Main Selection Title: <i>Hi! Fly Guy</i> Genre: Fantasy Lexile: 200L Paired Selection Title: "Meet the Insects" Genre: Nonfiction Lexile: 420L Text Feature: Headings	Strategy: Visualize Skill: Point of View Main Selections Genre: Fantasy A: <i>Where Is My Home?</i> O: <i>The Hat</i> E: <i>The Hat</i> B: <i>Come One, Come All</i> Paired Selections Genre: Nonfiction Titles: A: "Wings" O: "Let's Look at Insects!" E: "Let's Look at Insects!" B: "Compare Insects"	Literature Anthology: Organization	Vocabulary Words: beautiful, fancy Additional Domain Words: body, protects, senses Additional Academic Words: alike, edit, narrator Vocabulary Strategy: Context Clues Context Clues: Sentence Clues	caught, flew, know, laugh, listen, were	flutter, different, resemble(s), protect(s), imitate	Phonemic Awareness: Phoneme Categorization/Identity/Segmentation/Substitution Phonics/ Spelling Skill: long i: i, y, igh, ie Structural Analysis: inflectional endings (change y to i)	Appropriate Phrasing	Writing Trait: Organization: Write a Concluding Statement Writing Product: Opinion about a Story Grammar Skill: See and Saw Mechanics: Underline Titles of Books Write About Reading: Analyze Point of View	Weekly: What can we learn about insects?
Week 5 Weekly Concept: Working with Animals Essential Question: How do people work with animals?	Transition to Literature Anthology	Title: "Ming's Teacher" Genre: Folktale Strategy: Visualize	Short Text: <i>Time for Kids: From Puppy to Guide Dog</i> Lexile: 680L Genre: Nonfiction Strategy: Visualize Skill: Connections Within Text: Sequence Text Feature: Captions	Strategy: Visualize Skill: Connections Within Text: Sequence Main Selection Title: <i>Time for Kids: Koko and Penny</i> Genre: Nonfiction Lexile: 370L Paired Selection Title: "Saving Mountain Gorillas" Genre: Nonfiction Lexile: 450L Text Feature: Captions	Strategy: Visualize Skill: Connections Within Text: Sequence Main Selections Genre: Nonfiction A: <i>Teach a Dog!</i> O: <i>Teach a Dog!</i> E: <i>Teach a Dog!</i> B: <i>Teach a Dog!</i> Paired Selections Genre: Nonfiction Titles: A: "Working with Dolphins" O: "Working with Dolphins" E: "Working with Dolphins" B: "Working with Dolphins"	Literature Anthology: Organization, Genre	Vocabulary Words: clever, signal Additional Academic Words: graphic organizer, guide dog, series tasks Vocabulary Strategy: Root Words	found, hard, near, woman, would, write	career, soothe, remarkable, advice, trust	Phonemic Awareness: Phoneme Categorization/Deletion/ Blending/ Addition Phonics/ Spelling Skill: long e: y, ey Structural Analysis: compound words	Intonation	Writing Trait: Word Choice: Words That Tell Order Writing Product: How-to Sentences Grammar Skill: Adverbs That Tell When Mechanics: Commas in a Series Write About Reading: Analyze Connections Within Text: Sequence	Weekly: How do people and animals work together? Unit Level: Research Skill: Asking Questions Unit Project: Self-select and develop from weekly research projects.
Week 6 Review and Assessment													

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



Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out How can we make sense of the world around us?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research	
<p>Week 1</p> <p>Weekly Concept: See It, Sort It</p> <p>Essential Question: How can we classify and categorize things?</p>	Transition to Literature Anthology	<p>Title: "Goldilocks" Genre: Folktale Strategy: Make and Confirm Predictions</p>	<p>Short Text: <i>A Barn Full of Hats</i> Lexile: 320L Genre: Fantasy Strategy: Make and Confirm Predictions Skill: Point of View</p>	<p>Strategy: Make and Confirm Predictions Skill: Point of View Main Selection Title: <i>A Lost Button (from Frog and Toad Are Friends)</i> Genre: Fantasy Lexile: 340L Paired Selection Title: "Sort It Out" Genre: Nonfiction Lexile: 210L Text Feature: Photographs</p>	<p>Strategy: Make and Confirm Predictions Skill: Point of View Main Selections Genre: Fantasy A: <i>Nuts for Winter</i> O: <i>Dog Bones</i> E: <i>Dog Bones</i> B: <i>Spark's Toys</i> Paired Selections Genre: Nonfiction Titles: A: "Sort by Color!" O: "Sorting Balls" E: "Sorting Balls" B: "Sorting Fruit"</p>	Literature Anthology: Organization, Connection of Ideas	<p>Vocabulary Words: <i>trouble</i> <i>whole</i> Additional Domain Words: <i>alike</i> <i>different</i> <i>sort</i> Additional Academic Words: <i>categorize</i> <i>directions</i> <i>errors</i> <i>revision</i> Vocabulary Strategy: Context Clues: Multiple Meanings</p>	<i>four</i> <i>large</i> <i>none</i> <i>only</i> <i>put</i> <i>round</i>	<i>distinguish</i> <i>classify</i> <i>organize</i> <i>entire</i> <i>startled</i>	<p>Phonemic Awareness: Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation Phonics/ Spelling Skill: r-controlled vowel <i>ar</i> Structural Analysis: plurals (irregular)</p>	Phrasing	<p>Writing Trait: Sentence Fluency: Use Complete Sentences Writing Product: Directions to a Place Grammar Skill: Words That Join Mechanics: Capitalize Proper Nouns (places) Write About Reading: Analyze Point of View</p>	Weekly: How do we classify and categorize objects?	
	<p>Week 2</p> <p>Weekly Concept: Up in the Sky</p> <p>Essential Question: What can you see in the sky?</p>	Transition to Literature Anthology	<p>Title: "Why the Sun and Moon Are in the Sky" Genre: Folktale Strategy: Make and Confirm Predictions</p>	<p>Short Text: <i>A Bird Named Fern</i> Lexile: 360L Genre: Fantasy Strategy: Make and Confirm Predictions Skill: Plot: Cause and Effect</p>	<p>Strategy: Make and Confirm Predictions Skill: Plot: Cause and Effect Main Selection Title: <i>Kitten's First Full Moon</i> Genre: Fantasy Lexile: 550L Paired Selection Title: "The Moon" Genre: Nonfiction Lexile: 400L Text Feature: Captions</p>	<p>Strategy: Make and Confirm Predictions Skill: Plot: Cause and Effect Main Selections Genre: Fantasy A: <i>Little Blue's Dream</i> O: <i>Hide and Seek</i> E: <i>Hide and Seek</i> B: <i>The Foxes Build a Home</i> Paired Selections Genre: Nonfiction Titles: A: "Hello, Little Dipper!" O: "Our Sun Is a Star!" E: "Our Sun Is a Star!" B: "Sunrise and Sunset"</p>	Literature Anthology: Connection of Ideas, Sentence Structure	<p>Vocabulary Words: <i>leaped</i> <i>stretched</i> Additional Domain Words: <i>earth</i> <i>telescope</i> <i>astronaut</i> Additional Academic Words: <i>enthusiasm</i> <i>excitement</i> <i>bserve</i> Vocabulary Strategy: Shades of Meaning/ Intensity</p>	<i>another</i> <i>climb</i> <i>full</i> <i>great</i> <i>poor</i> <i>through</i>	<i>observe</i> <i>vast</i> <i>thoughtful</i> <i>certain</i> <i>remained</i>	<p>Phonological Awareness: Rhyme, Phoneme Substitution/ Blending/Deletion/ Segmentation Phonics/ Spelling Skill: r-controlled vowels <i>er</i>, <i>ir</i>, <i>ur</i>, <i>or</i> Structural Analysis: inflectional ending -er</p>	Intonation	<p>Writing Trait: Word Choice: Describing Adjectives Writing Product: Description of a Place Grammar Skill: Adjectives Mechanics: Capitalization and End Marks Write About Reading: Analyze Plot: Cause and effect</p>	Weekly: What can we see in the sky?
		<p>Week 3</p> <p>Weekly Concept: Great Inventions</p> <p>Essential Question: What inventions do you know about?</p>	Transition to Literature Anthology	<p>Title: "Great Inventions" Genre: Nonfiction Strategy: Ask and Answer Questions</p>	<p>Short Text: <i>The Story of a Robot Inventor</i> Lexile: 420L Genre: Nonfiction/ Biography Strategy: Ask and Answer Questions Skill: Connections Within Text: Problem and Solution</p>	<p>Strategy: Ask and Answer Questions Skill: Connections Within Text: Problem and Solution Main Selection Title: <i>Thomas Edison, Inventor</i> Genre: Nonfiction/ Biography Lexile: 510L Paired Selection Title: "Windshield Wipers" and "Scissors" Genre: Poetry Lexile: NP</p>	<p>Strategy: Ask and Answer Questions Skill: Connections Within Text: Problem and Solution Main Selections Genre: Biography A: <i>The Wright Brothers</i> O: <i>The Wright Brothers</i> E: <i>The Wright Brothers</i> B: <i>The Wright Brothers</i> Paired Selections Genre: Poetry Titles: A: "Fly Away, Butterfly" O: "Fly Away, Butterfly" E: "Fly Away, Butterfly" B: "Fly Away, Butterfly"</p>	Literature Anthology: Genre, Purpose, Organization	<p>Vocabulary Words: <i>idea</i> <i>unusual</i> Additional Domain Words: <i>poem</i> Additional Academic Words: <i>alliteration</i> <i>change</i> <i>robot</i> Vocabulary Strategy: Prefixes</p>	<i>began</i> <i>better</i> <i>guess</i> <i>learn</i> <i>right</i> <i>sure</i>	<i>curious</i> <i>improve</i> <i>complicated</i> <i>imagine</i> <i>device</i>	<p>Phonemic Awareness: Phoneme Categorization/ Substitution/ Blending/Addition Phonics/ Spelling Skill: r-controlled vowels <i>or</i>, <i>ore</i>, <i>oar</i> Structural Analysis: abbreviations</p>	Appropriate Phrasing	<p>Writing Trait: Word Choice: Time-Order Words Writing Product: Personal Narrative Grammar Skill: Adjectives That Compare (-er and -est) Mechanics: Capitalize Days, Months, and Holidays Write About Reading: Analyze Connections Within Text: Problem and Solution</p>



Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Getting to Know Us What can happen over time?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 4</p> <p>Weekly Concept: Sounds All Around</p> <p>Essential Question: What sounds can you hear? How are they made?</p>	Transition to Literature Anthology	<p>Title: "The Squeaky Bed"</p> <p>Genre: Folktale</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: Now, What's That Sound?</p> <p>Lexile: 240L</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot: Problem and Solution</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot: Problem and Solution</p> <p>Main Selection Title: <i>Whistle for Willie</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 520L</p> <p>Paired Selection Title: "Shake! Strike! Strum!"</p> <p>Genre: Nonfiction</p> <p>Lexile: 290L</p> <p>Text Feature: Directions</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot: Problem and Solution</p> <p>Main Selections Genre: Realistic Fiction</p> <p>A: <i>Thump, Jangle, Crash</i></p> <p>O: <i>Down on the Farm</i></p> <p>E: <i>Down on the Farm</i></p> <p>B: <i>Going on a Bird Walk</i></p> <p>Paired Selections Genre: How-to</p> <p>Titles:</p> <p>A: "How to Make Maracas"</p> <p>O: "How to Make a Rain Stick"</p> <p>E: "How to Make a Rain Stick"</p> <p>B: "How to Make a Wind Chime"</p>	Literature Anthology: Organization, Sentence Structure	<p>Vocabulary Words: <i>suddenly</i>, <i>scrambled</i></p> <p>Additional Domain Words: <i>pitch</i>, <i>volume</i>, <i>instrument</i></p> <p>Additional Academic Words: <i>emphasis</i>, <i>favorite</i>, <i>realistic</i>, <i>sound effect</i></p> <p>Vocabulary Strategy: Suffixes</p>	<p><i>color</i></p> <p><i>early</i></p> <p><i>instead</i></p> <p><i>nothing</i></p> <p><i>oh</i></p> <p><i>thought</i></p>	<p><i>volume</i></p> <p><i>senses</i></p> <p><i>squeaky</i></p> <p><i>nervous</i>,</p> <p><i>distract</i></p>	<p>Phonemic Awareness: Phoneme Substitution/ Isolation/Blending</p> <p>Phonics/ Spelling Skill: diphthongs <i>ou</i>, <i>ow</i></p> <p>Structural Analysis: comparative inflectional endings <i>-er</i>, <i>-est</i></p>	Expression	<p>Writing Trait: Sentence Fluency: Use Complete Sentences</p> <p>Writing Product: Opinion About a Story</p> <p>Grammar Skill: Using a, an, and the</p> <p>Mechanics: Capitalize/ Underline Book Titles</p> <p>Write About Reading: Analyze Plot: Problem and Solution</p>	<p>Weekly: What can we learn about the sounds we hear, specifically the radio?</p>
<p>Week 5</p> <p>Weekly Concept: Build It!</p> <p>Essential Question: How do things get built?</p>	Transition to Literature Anthology	<p>Title: "The Sheep, the Pig, and the Goose Who Set Up House"</p> <p>Genre: Folktale</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: Time for Kids: The Joy of a Ship</p> <p>Lexile: 560L</p> <p>Genre: Nonfiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot: Cause and Effect</p> <p>Text Features: Captions</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot: Cause and Effect</p> <p>Main Selection Title: <i>Time for Kids: Building Bridges</i></p> <p>Genre: Nonfiction</p> <p>Lexile: 550L</p> <p>Paired Selection Title: "Small Joy"</p> <p>Genre: Nonfiction</p> <p>Lexile: 490L</p> <p>Text Feature: Captions</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot: Cause and Effect</p> <p>Main Selections Genre: Nonfiction</p> <p>A: <i>What Is a Yurt?</i></p> <p>O: <i>What Is a Yurt?</i></p> <p>E: <i>What Is a Yurt?</i></p> <p>B: <i>What Is a Yurt?</i></p> <p>Paired Selections Genre: Nonfiction</p> <p>Titles:</p> <p>A: "Treehouses"</p> <p>O: "Treehouses"</p> <p>E: "Treehouses"</p> <p>B: "Treehouses"</p>	Literature Anthology: Purpose	<p>Vocabulary Words: <i>balance</i>, <i>section</i></p> <p>Additional Academic Vocabulary: <i>demonstrate</i>, <i>magazine</i>, <i>reorder</i></p> <p>Vocabulary Strategy: Inflectional Endings</p>	<p><i>above</i></p> <p><i>build</i></p> <p><i>fall</i></p> <p><i>knew</i></p> <p><i>money</i></p> <p><i>toward</i></p>	<p><i>structure</i></p> <p><i>project</i></p> <p><i>contented</i></p> <p><i>intend</i></p> <p><i>marvelous</i></p>	<p>Phonemic Awareness: Phoneme Blending/ Segmentation/ Categorization</p> <p>Phonics/ Spelling Skill: diphthongs <i>oi</i>, <i>oy</i></p> <p>Structural Analysis: final stable syllables</p>	Intonation, Appropriate Phrasing	<p>Writing Trait: Organization: Steps in Order</p> <p>Writing Product: How-to Article</p> <p>Grammar Skill: Prepositions/ Prepositional Phrases</p> <p>Mechanics: Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.)</p> <p>Write About Reading: Analyze Plot: Cause and Effect</p>	<p>Weekly: How are things built?</p> <p>Unit Level: Research Skill: Taking Notes</p> <p>Unit Project: Self-select and develop from weekly research projects.</p>
<p>Week 6</p> <p>Review and Assessment </p>													

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



Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can! How does teamwork help us?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research	
<p>Week 1</p> <p>Weekly Concept: See It, Sort It</p> <p>Essential Question: How can we classify and categorize things?</p>	Transition to Literature Anthology	<p>Title: "The Cat's Bell"</p> <p>Genre: Fable</p> <p>Strategy: Reread</p>	<p>Short Text: <i>Super Tools</i></p> <p>Lexile: 430L</p> <p>Genre: Fantasy</p> <p>Strategy: Reread</p> <p>Skill: Theme</p>	<p>Strategy: Reread</p> <p>Skill: Theme</p> <p>Main Selection Title: <i>Click, Clack, Moo: Cows That Type</i></p> <p>Genre: Fantasy</p> <p>Lexile: 380L</p> <p>Paired Selection Title: "March On!"</p> <p>Genre: Nonfiction</p> <p>Lexile: 510L</p> <p>Text Feature: Captions</p>	<p>Strategy: Reread</p> <p>Skill: Theme</p> <p>Main Selections Genre: Fantasy</p> <p>A: <i>Two Hungry Elephants</i> O: <i>What a Feast!</i> E: <i>What a Feast!</i> B: <i>Beware of the Lion!</i></p> <p>Paired Selections Genre: Nonfiction</p> <p>Titles: A: "Dogs Helping People" O: "Helpers Bring Food" E: "Helpers Bring Food" B: "Pete Seeger"</p>	Literature Anthology: Organization, Connection of Ideas, Specific Vocabulary	<p>Vocabulary Words: <i>demand, emergency</i></p> <p>Additional Domain Words: <i>rights, protest, improve</i></p> <p>Additional Academic Vocabulary: <i>collaborate, disagreement, length, reasonable</i></p> <p>Vocabulary Strategy: Synonyms</p>	<p><i>answer, brought, busy, door, enough, eyes</i></p>	<p><i>fair, conflict, shift, risk, argument</i></p>	<p>Phonemic Awareness: Phoneme Identity/Segmentation/ Substitution, Rhyme, Syllable Deletion</p> <p>Phonics/ Spelling Skill: variant vowel spellings with digraphs: oo, u, u_e, ew, ue, ui, ou</p> <p>Structural Analysis: suffixes -ful and -less</p>	Expression	<p>Writing Trait: Sentence Fluency: Varying Sentence Length</p> <p>Writing Product: Story</p> <p>Grammar Skill: Pronouns I, you, he, she, it, we, they</p> <p>Mechanics: Capitalize I</p> <p>Write About Reading: Analyze Theme</p>	<p>Weekly: How can people work together to make things better?</p>	
	<p>Week 2</p> <p>Weekly Concept: My Team</p> <p>Essential Question: Who helps you?</p>	Transition to Literature Anthology	<p>Title: "Anansi's Sons"</p> <p>Genre: Folktale</p> <p>Strategy: Reread</p>	<p>Short Text: <i>All Kinds of Helpers</i></p> <p>Lexile: 530L</p> <p>Genre: Nonfiction</p> <p>Strategy: Reread</p> <p>Skill: Author's Purpose</p>	<p>Strategy: Make and Strategy: Reread</p> <p>Skill: Author's Purpose</p> <p>Main Selection Title: <i>Meet Rosina</i></p> <p>Genre: Nonfiction</p> <p>Lexile: 420L</p> <p>Paired Selection Title: "Abuelita's Lap"</p> <p>Genre: Poetry</p> <p>Lexile: NP</p>	<p>Strategy: Reread</p> <p>Skill: Author's Purpose</p> <p>Main Selections Genre: Nonfiction</p> <p>A: <i>Helping Me, Helping You!</i> O: <i>Helping Me, Helping You!</i> E: <i>Helping Me, Helping You!</i> B: <i>Helping Me, Helping You!</i></p> <p>Paired Selections Genre: Poetry</p> <p>Titles: A: "Fire!" O: "Fire!" E: "Fire!" B: "Fire!"</p>	Literature Anthology: Purpose, Organization	<p>Vocabulary Words: <i>accept, often</i></p> <p>Additional Domain Words: <i>poem</i></p> <p>Additional Academic Vocabulary: <i>admire, interview, intonation</i></p> <p>Vocabulary Strategy: Antonyms</p>	<p><i>brother, father, friend, love, mother, picture</i></p>	<p><i>inspire, respect, distance, swiftly, decision</i></p>	<p>Phonemic Awareness: Phoneme Categorization/ Reversal/Blending/ Segmentation/ Substitution</p> <p>Phonics/ Spelling Skill: variant vowel spellings with digraphs: a, aw, au, augh, al</p> <p>Structural Analysis: vowel-team syllables</p>	Intonation	<p>Writing Trait: Voice: Use Your Own Voice</p> <p>Writing Product: Thank-You Note</p> <p>Grammar Skill: Possessive Pronouns</p> <p>Mechanics: Capitalize Days, Months, and Holidays</p> <p>Write About Reading: Analyze Author's Purpose</p>	<p>Weekly: What are the different parts of a newspaper?</p>
		<p>Week 3</p> <p>Weekly Concept: Weather Together</p> <p>Essential Question: How can weather affect us?</p>	Transition to Literature Anthology	<p>Title: "Paul Bunyan and the Popcorn Blizzard"</p> <p>Genre: Folktale</p> <p>Strategy: Visualize</p>	<p>Short Text: <i>Wrapped in Ice</i></p> <p>Lexile: 320L</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>Skill: Plot: Cause and Effect</p>	<p>Strategy: Visualize</p> <p>Skill: Plot: Cause and Effect</p> <p>Main Selection Title: <i>Rain School</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 440L</p> <p>Paired Selection Title: "Rainy Weather"</p> <p>Genre: Nonfiction</p> <p>Lexile: 470L</p> <p>Text Feature: Headings</p>	<p>Strategy: Visualize</p> <p>Skill: Plot: Cause and Effect</p> <p>Main Selections Genre: Realistic Fiction</p> <p>A: <i>Snow Day</i> O: <i>Heat Wave</i> E: <i>Heat Wave</i> B: <i>Rainy Day Fun</i></p> <p>Paired Selections Genre: Nonfiction</p> <p>Titles: A: "A Mountain of Snow" O: "Stay Safe When It's Hot" E: "Stay Safe When It's Hot" B: "Let's Stay Dry!"</p>	Literature Anthology: Prior Knowledge	<p>Vocabulary Words: <i>country, gathers</i></p> <p>Additional Domain Words: <i>storm, damage, predict</i></p> <p>Additional Academic Vocabulary: <i>affect, closing, tornado</i></p> <p>Vocabulary Strategy: Similes</p>	<p><i>been, children, month, question, their, year</i></p>	<p><i>predict, cycle, creative, frigid, scorching</i></p>	<p>Phonemic Awareness: Phoneme Categorization/ Segmentation/ Substitution</p> <p>Phonics/ Spelling Skill: silent letters wr, kn, gn</p> <p>Structural Analysis: compound words</p>	Intonation	<p>Writing Trait: Voice: Use Your Own Voice</p> <p>Writing Product: Letter</p> <p>Grammar Skill: Special Pronouns (anyone, everyone, anything, everything, nothing)</p> <p>Mechanics: Commas in Dates and Letters</p> <p>Write About Reading: Analyze Plot: Cause and Effect</p>



Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can! How does teamwork help us?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>Week 4</p> <p>Weekly Concept: Sharing Traditions</p> <p>Essential Question: What traditions do you know about?</p>	Transition to Literature Anthology	<p>Title: "Let's Dance"</p> <p>Genre: Nonfiction</p> <p>Strategy: Visualize</p>	<p>Short Text: <i>A Spring Birthday</i></p> <p>Lexile: 380L</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>Skill: Theme</p>	<p>Strategy: Visualize</p> <p>Skill: Theme</p> <p>Main Selection Title: <i>Lissy's Friends</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 460L</p> <p>Paired Selection Title: "Making Paper Shapes"</p> <p>Genre: Nonfiction</p> <p>Lexile: 510L</p> <p>Text Feature: Directions</p>	<p>Strategy: Visualize</p> <p>Skill: Theme</p> <p>Main Selections Genre: Realistic Fiction</p> <p>A: <i>The Quilt</i> O: <i>Latkes for Sam</i> E: <i>Latkes for Sam</i> B: <i>Patty Jumps!</i></p> <p>Paired Selections Genre: How-to</p> <p>Titles: A: "Making a Quilt Square" O: "What Is a Taco?" E: "What Is a Taco?" B: "How to Play Four Square"</p>	Literature Anthology: Genre, Connection of Ideas	<p>Vocabulary Words: <i>difficult</i>, <i>nobody</i></p> <p>Additional Domain Words: <i>origami</i>, <i>decorations</i>, <i>holiday</i></p> <p>Additional Academic Vocabulary: <i>celebrate</i>, <i>greeting</i>, <i>signature</i></p> <p>Vocabulary Strategy: Compound Words</p>	<p><i>before</i>, <i>front</i>, <i>heard</i>, <i>push</i>, <i>tomorrow</i>, <i>your</i></p>	<p><i>tradition</i>, <i>effort</i>, <i>ancient</i>, <i>movement</i>, <i>drama</i></p>	<p>Phonemic Awareness: Syllable Addition, Phoneme Segmentation/ Blending/ Substitution</p> <p>Phonics/ Spelling Skill: three-letter blends <i>scr</i>, <i>spl</i>, <i>spr</i>, <i>str</i>, <i>thr</i>, <i>shr</i></p> <p>Structural Analysis: inflectional endings <i>-ed</i>, <i>-ing</i></p>	Appropriate Phrasing	<p>Writing Trait:</p> <p>Sentence Fluency: Varying Sentence Types</p> <p>Writing Product: Letter</p> <p>Grammar Skill: I and Me</p> <p>Mechanics: Commas in Dates and Letters</p> <p>Write About Reading: Analyze Theme</p>	<p>Weekly: Why are traditions important?</p>
	<p>Week 5</p> <p>Weekly Concept: Celebrate America!</p> <p>Essential Question: Why do we celebrate holidays?</p>	Transition to Literature Anthology	<p>Title: "Celebrate the Flag"</p> <p>Genre: Nonfiction</p> <p>Strategy: Reread</p>	<p>Short Text: <i>Time for Kids: Share the Harvest and Give Thanks</i></p> <p>Lexile: 680L</p> <p>Genre: Nonfiction</p> <p>Strategy: Reread</p> <p>Skill: Author's Purpose</p>	<p>Strategy: Reread</p> <p>Skill: Author's Purpose</p> <p>Main Selections Genre: Nonfiction</p> <p>A: <i>It's Labor Day!</i> O: <i>It's Labor Day!</i> E: <i>It's Labor Day!</i> B: <i>It's Labor Day!</i></p> <p>Paired Selections Genre: Nonfiction</p> <p>Titles: A: "Four Voyages" O: "Four Voyages" E: "Four Voyages" B: "Four Voyages"</p>	<p>Strategy: Reread</p> <p>Skill: Author's Purpose</p> <p>Main Selection Title: <i>Time for Kids: Happy Birthday, U.S.A.!</i></p> <p>Genre: Nonfiction</p> <p>Lexile: 580L</p> <p>Paired Selection Title: "A Young Nation Grows"</p> <p>Genre: Nonfiction</p> <p>Lexile: 390L</p> <p>Text Feature: Map</p>	Literature Anthology: Purpose, Organization	<p>Vocabulary Words: <i>nation</i>, <i>unite</i></p> <p>Additional Academic Vocabulary: <i>holiday</i>, <i>origins</i>, <i>phrasing</i></p> <p>Vocabulary Strategy: Metaphors</p>	<p><i>favorite</i>, <i>few</i>, <i>gone</i>, <i>surprise</i>, <i>wonder</i>, <i>young</i></p>	<p><i>pride</i>, <i>display</i>, <i>design</i>, <i>purpose</i>, <i>represent</i></p>	<p>Phonemic Awareness: Phoneme Reversal/ Blending/ Deletion/ Addition, Syllable Deletion/Addition</p> <p>Phonics/ Spelling Skill: <i>r</i>-controlled vowels <i>air</i>, <i>are</i>, <i>ear</i></p> <p>Structural Analysis: <i>r</i>-controlled vowel syllables</p>	Appropriate Phrasing	<p>Writing Trait: Ideas: Main Idea and Details</p> <p>Writing Product: Report</p> <p>Grammar Skill: Adverbs That Tell How</p> <p>Mechanics: Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.)</p> <p>Write About Reading: Analyze Author's Purpose</p>
<p>Week 6</p> <p>Review and Assessment </p>													

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