

Unit 1													
Big Idea: Take a New Step	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
What can we learn when we try new things?													
Week 1 Weekly Concept: Make New Friends Essential Question: How can we get along with new friends?	Title: "The Lion and the Mouse" Genre: Fable Strategy: Ask and Answer Questions	Main Selection Title: <i>What About Bear?</i> Genre: Fantasy Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Paired Selection Title: "How to Be a Friend" Genre: Informational Text Text Feature: Photographs	Short Text: <i>I Can</i> Genre: Nonfiction Short Text: <i>Can I?</i> Genre: Fiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Fantasy Titles: A: <i>Soup!</i> O: <i>Mouse and Monkey</i> E: <i>Mouse and Monkey</i> B: <i>Come and Play!</i>	Literature Big Book: Organization	Academic Words: <i>the</i> <i>friend</i> <i>problem</i> <i>escape,</i> <i>grasped</i> <i>rescue</i>		<i>friend</i> <i>problem</i> <i>escape,</i> <i>grasped</i> <i>rescue</i>	Feeling Words	Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending Phonics: /m/m (initial/final)	Sound-Spelling and Word Automaticity; Intonation	Writing Trait: Ideas Grammar Skill: Nouns Weekly Writing Focus: Write a Personal Narrative	Weekly Project: What makes a good friend?
Week 2 Weekly Concept: Get Up and Go! Essential Question: How do baby animals move?	Title: "The Tortoise and the Hare" Genre: Fable Strategy: Ask and Answer Questions	Main Selection Title: <i>Pouch!</i> Genre: Fantasy Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Paired Selection Title: "Baby Animals on the Move" Genre: Informational Text Text Feature: Labels	Short Text: <i>We Can</i> Genre: Nonfiction Short Text: <i>I Can, I Can</i> Genre: Fiction	Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Fantasy Titles: A: <i>Hop!</i> O: <i>We Hop!</i> E: <i>We Hop!</i> B: <i>We Can Move!</i>	Literature Big Book: Organization	Academic Words: <i>we</i> <i>adventure</i> <i>movement</i> <i>arrived</i> <i>exciting</i> <i>exhausted</i>		<i>adventure</i> <i>movement</i> <i>arrived</i> <i>exciting</i> <i>exhausted</i>	Family Words	Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending Phonics: /a/a (initial/medial) Consonant Review: /m/m	Sound-Spelling and Word Automaticity; Intonation	Writing Trait: Ideas Grammar Skill: Nouns Weekly Writing Focus: Write an Opinion	Weekly Project: How do animals move?

<p>Week 3 Weekly Concept: Use Your Senses</p> <p>Essential Question: How can your senses help you learn?</p>	<p>Title: "A Feast of the Senses"</p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>Senses at the Seashore</i></p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Use Photos)</p> <p>Paired Selection Titles: "I Smell Springtime," "Taste of Purple," "Rain"</p> <p>Genre: Poetry</p> <p>Literary Element: Concepts/Works</p>	<p>Short Text: <i>Sam Can</i></p> <p>Genre: Fiction</p> <p>Short Text: <i>I Can See</i></p> <p>Genre: Nonfiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>The Beach</i> O: <i>At School</i> E: <i>At School</i> B: <i>See It Grow!</i></p>	<p>Literature Big Book: Organization</p>	<p>Academic Words: <i>informational text, observation, poetry</i></p>	<p><i>see</i></p>	<p><i>explore, senses, feast, finished, kneads</i></p>	<p>Sensory Words</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization</p> <p>Phonics: /s/s (initial)</p> <p>Consonant/Vowel Review: <i>/a/a, /m/m</i></p>	<p>Sound-Spelling and Word Automaticity; Phrasing</p>	<p>Writing Trait: Ideas</p> <p>Grammar Skill: Nouns</p> <p>Weekly Writing Focus: Make a Picture Web</p>	<p>Weekly Project: What can we learn by using our senses?</p>
---	--	--	--	---	--	---	-------------------	--	----------------------	---	---	---	---

Unit 2													
<p>Big Idea: Let's Explore</p> <p>What can you find out when you explore?</p>	<p>Read Aloud</p>	<p>Literature Big Books, Paired Selection</p>	<p>Reading/Writing Workshop</p>	<p>Leveled Reader Main Selection</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>High-Frequency Words</p>	<p>Oral Vocabulary Words</p>	<p>Category Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing</p>	<p>Research and Inquiry</p>
<p>Week 1</p> <p>Weekly Concept: Tools We Use</p> <p>Essential Question: How do tools help us to explore?</p>	<p>Title: "Timimoto"</p> <p>Genre: Tale</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>The Handiest Things in the World</i></p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Use Photos)</p> <p>Paired Selection Title: "Discover with Tools"</p> <p>Genre: Informational Text</p> <p>Text Feature:</p>	<p>Short Text: "Pam Can See"</p> <p>Genre: Fiction</p> <p>Short Text: "We Can See!"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>We Need Tools</i> O: <i>A Trip</i> E: <i>A Trip</i> B: <i>What Can You See?</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Academic Words: <i>photographs sentence verb</i></p>	<p><i>a</i></p>	<p><i>tools discover defeated fetch rumble</i></p>	<p>Color Words</p>	<p>Phonological/Phonemic Awareness: Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending</p> <p>Phonics: /p/p (initial/final)</p> <p>Consonant/Vowel Review: /a/a, /m/m, /s/s</p>	<p>Sound-Spelling and Word Automaticity; Phrasing</p>	<p>Writing Trait: Ideas</p> <p>Grammar Skill: Verbs</p> <p>Weekly Writing Focus: Write an Explanatory Sentence</p>	<p>Weekly Project: In what ways are tools useful?</p>
<p>Week 2</p> <p>Weekly Concept: Shapes All Around Us</p> <p>Essential Question: What shapes do you see around you?</p>	<p>Title: "Kites in Flight"</p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>Shapes All Around</i></p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Use Photos)</p> <p>Paired Selection Title: "Find the Shapes"</p> <p>Genre: Informational Text</p> <p>Text Feature: Bold Print</p>	<p>Short Text: "We Like Tam!"</p> <p>Genre: Fiction</p> <p>Short Text: "I Like Sam"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>Shapes!</i> O: <i>Play with Shapes!</i> E: <i>Play with Shapes!</i> B: <i>Use a Shape!</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Academic Words: <i>rectangle circle square triangle</i></p>	<p><i>like</i></p>	<p><i>materials nature decoration games world</i></p>	<p>Shape Words</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial/final), Phoneme Blending, Phoneme Categorization</p> <p>Phonics: /t/t (initial/final)</p> <p>Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Ideas</p> <p>Grammar Skill: Verbs</p> <p>Weekly Writing Focus: Make a Shape Poster</p>	<p>Weekly Project: Where can you find shapes?</p>

<p>Week 3 Weekly Concept: World of Bugs</p> <p>Essential Question: What kind of bugs do you know about?</p>	<p>Title: "From Caterpillar to Butterfly"</p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>I Love Bugs!</i></p> <p>Genre: Fiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Use Illustrations)</p> <p>Paired Selection Title: "Bugs All Around"</p> <p>Genre: Informational Text</p> <p>Text Feature: Captions</p>	<p>Short Text: "Pat"</p> <p>Genre: Fiction</p> <p>Short Text: "Tap! Tap! Tap!"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>We Like Bugs!</i> O: <i>The Bugs Run</i> E: <i>The Bugs Run</i> B: <i>I See a Bug!</i></p>	<p>Literature Big Book: Specific Vocabulary</p>	<p>Academic Words: <i>caption</i> <i>word web</i> <i>sort</i></p>	<p><i>the</i> <i>a</i> <i>see</i> <i>we</i> <i>like</i></p>	<p><i>curious</i> <i>observe</i> <i>attaches</i> <i>process</i> <i>slender</i></p>	<p>Movement Words</p>	<p>Phonological/Phonemic Awareness: Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending</p> <p>Phonics: /m/m, /a/a, /s/s, /p/p, /t/t</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Ideas</p> <p>Grammar Skill: Verbs</p> <p>Weekly Writing Focus: Write a Story Sentence</p>	<p>Weekly Project: What do bugs do in their environments?</p>
--	--	--	---	--	--	---	---	--	-----------------------	---	---	---	---

Unit 3													
Big Idea: Going Places	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
What can you learn by going to different places?													
Week 1 Weekly Concept: Rules to Go By Essential Question: What rules do we follow in different places?	Title: "The Boy Who Cried Wolf" Genre: Fable Strategy: Visualize	Main Selection Title: <i>How Do Dinosaurs Go to School?</i> Genre: Fantasy Strategy: Visualize Skill: Key Details (Use Illustrations) Paired Selection Title: "Be Safe" Genre: Informational Text Text Feature: Lists	Short Text: "Can I Pat It?" Genre: Nonfiction Short Text: "Tim Can Tip It" Genre: Nonfiction	Strategy: Visualize Skill: Key Details Main Selection Genre: Fantasy Titles: A: <i>We Run</i> O: <i>Go, Nat!</i> E: <i>Go, Nat!</i> B: <i>The Birdhouse</i>	Literature Big Book: Organization; Connection of Ideas	Academic Words: <i>visualize</i> <i>punctuation</i> <i>retell</i> <i>predict</i>	<i>to</i>	<i>rules</i> <i>cooperate</i> <i>guard</i> <i>prank</i> <i>responsible</i>	Movement Words	Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization Phonics: /l/ (medial) Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t	Sound-Spelling and Word Automaticity; Intonation	Writing Trait: Sentence Fluency Grammar Skill: Sentences Weekly Writing Focus: Write a Sentence	Weekly Project: What rules do we need to follow at school?
Week 2 Weekly Concept: Sounds Around Us Essential Question: What are the different sounds we hear?	Title: "The Turtle and the Flute" Genre: Fable Strategy: Visualize	Main Selection Title: <i>Clang! Clang! Beep! Beep! Listen to the City</i> Genre: Fiction Strategy: Visualize Skill: Key Details (Use Illustrations) Paired Selection Title: "Sounds Are Everywhere" Genre: Informational Text Text Feature:	Short Text: "Nat and Tip" Genre: Fiction Short Text: "Tim and Nan" Genre: Nonfiction	Strategy: Visualize Skill: Key Details Main Selection Genre: Fiction Titles: A: <i>City Sounds</i> O: <i>Farm Sounds</i> E: <i>Farm Sounds</i> B: <i>A Noisy Night</i>	Literature Big Book: Connection of Ideas	Academic Words: <i>events</i> <i>period</i> <i>vocabulary</i>	<i>and</i>	<i>listen</i> <i>volume</i> <i>chat</i> <i>exclaimed</i> <i>familiar</i>	Sound Words	Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Segmentation Phonics: /n/n (initial/final) Consonant/Vowel Review: /a/a, /l/i, /m/m, /p/p, /s/s, /t/t Extend: final double letters, -ss, -tt	Sound-Spelling and Word Automaticity; Intonation	Writing Trait: Ideas Grammar Skill: Sentences Weekly Writing Focus: Write a Personal Narrative Sentence	Weekly Project: What sounds do we hear at school?

<p>Week 3 Weekly Concept: The Places We Go</p> <p>Essential Question: What places do you go to during the week?</p>	<p>Title: "Field Trips"</p> <p>Genre: Informational Text</p> <p>Strategy: Visualize</p>	<p>Main Selection Title: <i>Please Take Me for a Walk</i></p> <p>Genre: Fantasy</p> <p>Strategy: Visualize</p> <p>Skill: Character, Setting, Events (Use Illustrations)</p> <p>Paired Selection Title: "A Neighborhood"</p> <p>Genre: Informational Text</p> <p>Text Feature: Map</p>	<p>Short Text: "We Go to See Nan"</p> <p>Genre: Fiction</p> <p>Short Text: "Can We Go?"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Visualize</p> <p>Skill: Character, Setting, Events</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>We Can Go</i> O: <i>Going by Cab</i> E: <i>Going by Cab</i> B: <i>Cal's Busy Week</i></p>	<p>Literature Big Book: Sentence Structure; Organization</p>	<p>Academic Words: <i>characters</i> <i>setting</i> <i>map</i></p>	<p><i>go</i></p>	<p><i>local</i> <i>routine</i> <i>neighborhood</i> <i>volunteer</i> <i>intelligent</i></p>	<p>Sequence Words</p>	<p>Phonological/Phonemic Awareness: Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation</p> <p>Phonics: /k/c (initial)</p> <p>Consonant/Vowel Review: <i>/a/a, /i/i, /m/m, /n/n, /s/s, /p/p, /t/t</i></p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Sentence Fluency</p> <p>Grammar Skill: Sentences</p> <p>Weekly Writing Focus: Write an Opinion Sentence</p>	<p>Weekly Project: What places do you go to during the week? What do you do there?</p>
--	---	--	--	---	---	--	------------------	--	-----------------------	---	---	--	--

Unit 4													
Big Idea: Around the Neighborhood	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
What do you know about the people and the places in your neighborhood?													
<p>Week 1</p> <p>Weekly Concept: Time for Work</p> <p>Essential Question: What do people use to do their jobs?</p>	<p>Title: "Little Juan and the Cooking Pot"</p> <p>Genre: Fable</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>Whose Shoes? A Shoe for Every Job</i></p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Sequence)</p> <p>Paired Selection Title: "Workers and Their Tools"</p> <p>Genre: Informational Text</p> <p>Text Feature: Labels</p>	<p>Short Text: "Tom on Top!"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>You Cook</i> O: <i>On the Job</i> E: <i>On the Job</i> B: <i>The Neighborhood</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Academic Words: <i>you</i> <i>adjective</i> <i>category</i> <i>revise</i> <i>draft</i></p>	<p><i>you</i></p>	<p><i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i></p>	<p>Job Words</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation (initial), Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p> <p>Phonics: /o/o (initial/medial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /l/i, /m/m, /n/n, /p/p, /s/s, /t/t</p>	<p>Sound-Spelling and Word Automaticity; Intonation</p>	<p>Writing Trait: Ideas</p> <p>Grammar Skill: Adjectives</p> <p>Weekly Writing Focus: Write a Descriptive Sentence</p>	<p>Weekly Project: Which tools help workers do their jobs?</p>
<p>Week 2</p> <p>Weekly Concept: Meet Your Neighbors</p> <p>Essential Question: Who are your neighbors?</p>	<p>Title: "Cultural Festivals"</p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>What Can You Do with a Paleta?</i></p> <p>Genre: Fiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Character, Setting, Events (Use Illustrations)</p> <p>Paired Selection Title: "A World Festival"</p> <p>Genre: Informational Text</p> <p>Text Feature: Environmental Print</p>	<p>Short Text: "Sid"</p> <p>Genre: Fiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Character, Setting, Events</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>My Neighbors</i> O: <i>Neighborhood Party</i> E: <i>Neighborhood Party</i> B: <i>Parade Day</i></p>	<p>Literature Big Book: Sentence Structure</p>	<p>Academic Words: <i>research</i> <i>Internet</i> <i>present</i> <i>publish</i></p>	<p><i>do</i></p>	<p><i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i></p>	<p>Food Words</p>	<p>Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation</p> <p>Phonics: /d/d (initial/final)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /l/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Word Choice</p> <p>Grammar Skill: Adjectives</p> <p>Weekly Writing Focus: Write a Menu</p>	<p>Weekly Project: What cultures can be found in your neighborhood?</p>

<p>Week 3 Weekly Concept: Pitch In Essential Question: How can people help to make your community better?</p>	<p>Title: "The Bundle of Sticks" Genre: Fable Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>Roadwork</i> Genre: Informational Text Strategy: Ask and Answer Questions Skill: Key Details (Sequence) Paired Selection Title: "A Community Garden" Genre: Informational Text Text Feature: Captions</p>	<p>Short Text: "I Can, You Can!" Genre: Fiction</p>	<p>Strategy: Ask and Answer Questions Skill: Key Details Main Selection Genre: Informational Text Titles: A: <i>We Clean!</i> O: <i>Can You Fix It?</i> E: <i>Can You Fix It?</i> B: <i>Helping Mom</i></p>	<p>Literature Big Book: Specific Vocabulary</p>	<p>Academic Words: <i>chart</i> <i>sequence</i> <i>blend</i> <i>plot</i></p>	<p><i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i></p>	<p><i>community</i> <i>improve</i> <i>confused</i> <i>harvest</i> <i>quarrel</i></p>	<p>Position Words</p>	<p>Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation Phonics: /l/i, /n/n, /k/c, /o/o, /d/d Consonant/Vowel Review: /a/a, /k/c, /d/d, /l/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Word Choice Grammar Skill: Adjectives Weekly Writing Focus: Write an Expository Sentence</p>	<p>Weekly Project: In what ways can we improve our community?</p>
--	---	--	---	---	--	---	--	--	-----------------------	---	---	---	--

Unit 5													
Big Idea:	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
<p>Wonders of Nature</p> <p>What kinds of things can you find growing in nature?</p>													
<p>Week 1</p> <p>Weekly Concept: How Does Your Garden Grow?</p> <p>Essential Question: What do living things need to grow?</p>	<p>Title: "Growing Plants"</p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>My Garden</i></p> <p>Genre: Fiction</p> <p>Strategy: Reread</p> <p>Skill: Character, Setting, Events (Use Illustrations)</p> <p>Paired Selection</p> <p>Titles: "Tommy," "Maytime Magic," "The Seed," "Garden"</p> <p>Genre: Poetry</p> <p>Literary Element: Rhyme and Repetition</p>	<p>Short Text: "Hop Can Hop!"</p> <p>Genre: Fiction</p>	<p>Strategy: Reread</p> <p>Skill: Character, Setting, Events</p> <p>Main Selection</p> <p>Genre: Fantasy</p> <p>Titles:</p> <p>A: <i>My Garden</i></p> <p>O: <i>My Garden Grows</i></p> <p>E: <i>My Garden Grows</i></p> <p>B: <i>The Mystery Seeds</i></p>	<p>Literature Big Book: Purpose</p>	<p>Academic Words: <i>my</i></p> <p><i>pronoun</i> <i>rhyme</i> <i>event</i> <i>beginning</i></p> <p>Vocabulary Strategy: Plurals</p>	<p><i>my</i></p>	<p><i>require</i> <i>plant</i> <i>harmful</i> <i>soak</i> <i>crowd</i></p>	<p>Size Words</p>	<p>Phonological/Phonemic Awareness: Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization</p> <p>Phonics: /h/h (initial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p>Extend: final /z/s</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Organization</p> <p>Grammar Skill: Pronouns</p> <p>Weekly Writing Focus: Write a Poem</p>	<p>Weekly Project: What do plants need to grow?</p>
<p>Week 2</p> <p>Weekly Concept: Trees</p> <p>Essential Question: How do living things change as they grow?</p>	<p>Title: "The Pine Tree"</p> <p>Genre: Fairy Tale</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>A Grand Old Tree</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Paired Selection</p> <p>Title: "From a Seed to a Tree"</p> <p>Genre: Informational Text</p> <p>Text Feature: Diagram</p>	<p>Short Text: "Ed and Ned"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Main Selection</p> <p>Genre: Informational Text</p> <p>Titles:</p> <p>A: <i>The Tree</i></p> <p>O: <i>Many Trees</i></p> <p>E: <i>Many Trees</i></p> <p>B: <i>Our Apple Tree</i></p>	<p>Literature Big Book: Organization</p>	<p>Academic Words: <i>are</i></p> <p><i>fact</i> <i>topic</i> <i>fairy tale</i> <i>diagram</i></p> <p>Vocabulary Strategy: Inflectional Ending -ed</p>	<p><i>are</i></p>	<p><i>develop</i> <i>amazing</i> <i>content</i> <i>enormous</i> <i>imagine</i></p>	<p>Tree Parts</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation</p> <p>Phonics: /e/e (initial/medial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /d/d, /h/h, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Organization</p> <p>Grammar Skill: Pronouns</p> <p>Weekly Writing Focus: Write an Opinion About a Book</p>	<p>Weekly Project: How do trees change as they grow?</p>

<p>Week 3 Weekly Concept: Fresh from the Farm Essential Question: What kinds of things grow on a farm?</p>	<p>Title: "Farms Around the World" Genre: Informational Text Strategy: Reread</p>	<p>Main Selection Title: <i>An Orange in January</i> Genre: Informational Text Strategy: Reread Skill: Main Topic and Key Details Paired Selection Title: "Farmers' Market" Genre: Informational Text Text Feature: Lists</p>	<p>Short Text: "Ron With Red" Genre: Fiction</p>	<p>Strategy: Reread Skill: Main Topic and Key Details Main Selection Genre: Informational Text Titles: A: <i>The Farmer</i> O: <i>Let's Make a Salad!</i> E: <i>Let's Make a Salad!</i> B: <i>Farm Fresh Finn</i></p>	<p>Literature Big Book: Sentence Structure</p>	<p>Academic Words: <i>reread</i> <i>lists</i> Vocabulary Strategy: Context Clues</p>	<p><i>with</i> <i>he</i></p>	<p>fresh delicious beneath raise special</p>	<p>Food Words</p>	<p>Phonological/Phonemic Awareness: Recognize Rhyme Phonemic Awareness: Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition Phonics: /f/f, /r/r (initial) Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t</p>	<p>Sound-Spelling and Word Automaticity; Intonation; Phrasing</p>	<p>Writing Trait: Organization Grammar Skill: Pronouns Weekly Writing Focus: Write Story Sentences</p>	<p>Weekly Project: How do fruits and vegetables grow?</p>
--	--	--	---	--	---	---	-----------------------------------	--	-------------------	--	---	---	---

Unit 6													
Big Idea: Weather for all Seasons How do weather and seasons affect us?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
Week 1 Weekly Concept: The Four Seasons Essential Question: How are the seasons different?	Title: "A Tour of the Seasons" Genre: Informational Text Strategy: Visualize	Main Selection Title: <i>Mama, Is It Summer Yet?</i> Genre: Fiction Strategy: Visualize Skill: Key Details (Sequence) Paired Selection Titles: "New Snow," "Rain Song," "Covers," excerpt from "Honey, I Love You" Genre: Poetry Literary Element: Rhyme	Short Text: "Is It Hot?" Genre: Nonfiction	Strategy: Visualize Skill: Key Details (Sequence) Main Selection Genre: Fiction Titles: A: <i>It Is Hot!</i> O: <i>Little Bear</i> E: <i>Little Bear</i> B: <i>Ant and Grasshopper</i>	Literature Big Book: Organization	Academic Words: <i>plural pattern</i> Vocabulary Strategy: Context Clues (multiple-meaning words, unknown phrases)	<i>is little</i>	<i>weather seasons migrate active spot</i>	Seasons	Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation Phonics: /b/b (initial/final), /l/l (initial) Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /r/r, /s/s, /t/t Extend: final double letters, -ll	Sound-Spelling and Word Automaticity; Expression	Writing Trait: Voice Grammar Skill: Nouns Weekly Writing Focus: Write Opinion Sentences	Weekly Project: What do we do in different seasons?
Week 2 Weekly Concept: What's the Weather? Essential Question: What happens in different kinds of weather?	Title: "The Frog and the Locust" Genre: Folktale Strategy: Visualize	Main Selection Title: <i>Rain</i> Genre: Fantasy Strategy: Visualize Skill: Key Details (Sequence) Paired Selection Title: "Cloud Watch" Genre: Informational Text Text Feature: Speech Bubbles	Short Text: "Kim and Nan" Genre: Fiction	Strategy: Visualize Skill: Key Details Main Selection Genre: Fiction Titles: A: <i>The Rain</i> O: <i>Weather Is Fun</i> E: <i>Weather Is Fun</i> B: <i>Kate and Tuck</i>	Literature Big Book: Lack of Prior Knowledge	Academic Words: <i>narrative folktale speech bubbles dialogue</i> Vocabulary Strategy: Shades of Meaning	<i>she was</i>	<i>predict temperature drought clever storm</i>	Weather Words	Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation Phonics: /k/k (initial), /k/ck (final) Consonant/Vowel Review: /a/a, /b/b, /k/c, /d/d, /e/e, /h/h, /i/i, /l/l, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t	Sound-Spelling and Word Automaticity; Expression; Intonation	Writing Trait: Voice Grammar Skill: Nouns Weekly Writing Focus: Write a Personal Narrative	Weekly Project: How can you observe how strong the wind blows?

<p>Week 3 Weekly Concept: Stormy Weather</p> <p>Essential Question: How can you stay safe in bad weather?</p>	<p>Title: "Rainbow Crow" Genre: Myth Strategy: Visualize</p>	<p>Main Selection Title: <i>Waiting Out the Storm</i> Genre: Fiction Strategy: Visualize Skill: Key Details (Use Illustrations) Paired Selection Title: "Be Safe in Bad Weather" Genre: Informational Text Text Feature: Directions</p>	<p>Short Text: "Mack and Ben" Genre: Fiction</p>	<p>Strategy: Visualize Skill: Key Details Main Selection Genre: Fiction Titles: A: <i>Bad Weather</i> O: <i>Getting Ready</i> E: <i>Getting Ready</i> B: <i>The Storm</i></p>	<p>Literature Big Book: Sentence Structure</p>	<p>Academic Words: <i>purpose</i> <i>report</i> <i>myth</i> Vocabulary Strategy: Question Words</p>	<p><i>are</i> <i>he</i> <i>is</i> <i>little</i> <i>my</i> <i>she</i> <i>was</i> <i>with</i></p>	<p><i>safe</i> <i>prepare</i> <i>notice</i> <i>celebration</i> <i>enough</i></p>	<p>Question Words</p>	<p>Phonological/Phonemic Awareness: Recognize Alliteration, Phoneme Identity, Phonem Blending, Phoneme Addition Phonics: /h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /k/ck</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Voice Grammar Skill: Nouns Weekly Writing Focus: Write a Weather Report</p>	<p>Weekly Project: What are some ways to stay safe in bad weather?</p>
--	---	---	---	--	---	---	--	--	-----------------------	--	---	--	--

Unit 7													
<p>Big Idea: The Animal Kingdom</p> <p>What are different kinds of animals?</p>	<p>Read Aloud</p>	<p>Literature Big Books, Paired Selection</p>	<p>Reading/Writing Workshop</p>	<p>Leveled Reader Main Selection</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>High-Frequency Words</p>	<p>Oral Vocabulary Words</p>	<p>Category Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing</p>	<p>Research and Inquiry</p>
<p>Week 1 Weekly Concept: Baby Animals</p> <p>Essential Question: How are some animals alike and how are they different?</p>	<p>Title: "Baby Farm Animals"</p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>ZooBorns!</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Connections Within Text (Compare and Contrast)</p> <p>Paired Selection Title: "Mischievous Goat," "Over in the Meadow," "Kitty Caught a Caterpillar"</p> <p>Genre: Poetry</p> <p>Literary Element: Alliteration</p>	<p>Short Text: "A Pup and a Cub"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Reread Within Text (Compare and Contrast)</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>Two Cubs</i> O: <i>Animal Bodies</i> E: <i>Animal Bodies</i> B: <i>Two Kinds of Bears</i></p>	<p>Literature Big Book: Lack of Prior Knowledge</p>	<p>Academic Words: <i>for</i>, <i>have</i></p> <p>Vocabulary Strategy: Compound Words</p>	<p><i>same</i>, <i>different</i>, <i>verb</i>, <i>inquiry</i></p>	<p><i>appearance</i>, <i>behavior</i>, <i>exercise</i>, <i>wander</i>, <i>plenty</i></p>	<p>Animal Parts</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion</p> <p>Phonics: /u/u (initial/medial)</p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Word Choice</p> <p>Grammar Skill: Verbs</p> <p>Weekly Writing Focus: Write an Animal Card</p>	<p>Weekly Project: What features do animals have?</p>
<p>Week 2 Weekly Concept: Pet Pals?</p> <p>Essential Question: How do you take care of different kinds of pets?</p>	<p>Title: "The Family Pet"</p> <p>Genre: Informational Text</p> <p>Strategy: Make Predictions</p>	<p>Main Selection Title: <i>The Birthday Pet</i></p> <p>Genre: Fiction</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot (Problem and Solution)</p> <p>Paired Selection Title: "The Perfect Pet"</p> <p>Genre: Fiction</p> <p>Text Feature: Chart</p>	<p>Short Text: "I Hug Gus!"</p> <p>Genre: Fiction</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>My Cats</i> O: <i>Their Pets</i> E: <i>Their Pets</i> B: <i>Will's Pet</i></p>	<p>Literature Big Book: Organization</p>	<p>Academic Words: <i>of</i>, <i>they</i></p> <p>Vocabulary Strategy: Prepositions</p>	<p><i>explain</i>, <i>prediction</i></p>	<p><i>responsibility</i>, <i>train</i>, <i>depend</i>, <i>compared</i>, <i>social</i></p>	<p>Pet Words</p>	<p>Phonological/Phonemic Awareness: Recognize and Generate Rhyme, Phoneme Isolation (initial/final g; initial w), Phoneme Blending, Phoneme Substitution</p> <p>Phonics: /g/g (initial/final), /w/w (initial)</p> <p>Extend: /-blends; <i>sl</i>, <i>gl</i>, <i>cl</i></p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Word Choice</p> <p>Grammar Skill: Verbs</p> <p>Weekly Writing Focus: Write an Explanatory</p>	<p>Weekly Project: How do you take care of a pet?</p>

<p>Week 3 Weekly Concept: Animal Habitats</p> <p>Essential Question: Where do animals live?</p>	<p>Title: "Anansi: An African Tale"</p> <p>Genre: Tale</p> <p>Strategy: Make. Confirm, and Revise Predictions</p>	<p>Main Selection Title: <i>Bear Snores On</i></p> <p>Genre: Fantasy</p> <p>Strategy: Make. Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot (Cause and Effect)</p> <p>Paired Selection Title: "Animal Homes"</p> <p>Genre: Informational Text</p> <p>Text Feature: Glossary</p>	<p>Short Text: "A Vet in a Van"</p> <p>Genre: Fiction</p>	<p>Strategy: Make. Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot (Cause and Effect)</p> <p>Main Selection Genre: Fantasy</p> <p>Titles: A: <i>We Want Water</i> O: <i>A New Home</i> E: <i>A New Home</i> B: <i>Bird's New Home</i></p>	<p>Literature Big Book: Purpose</p>	<p>Academic Words: <i>questions, answer, glossary</i></p> <p>Vocabulary Strategy: Shades of Meaning</p>	<p><i>said, want</i></p>	<p><i>habitat, wild, complain, join, stubborn</i></p>	<p>Animal Homes</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation (initial <i>v</i>, final <i>x</i>), Phoneme Blending, Phoneme Substitution</p> <p>Phonics: /<i>x/x</i> (final), /<i>v/v</i> (initial)</p> <p>Consonant/Vowel Review: <i>/a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</i></p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Ideas</p> <p>Grammar Skill: Verbs</p> <p>Weekly Writing Focus: Write Questions and Answers</p>	<p>Weekly Project: What do animals' homes look like?</p>
--	--	--	---	--	--	--	--------------------------	---	---------------------	---	---	---	--

Unit 8													
Big Idea: From Here to There	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
Where can you go that is near and far?													
<p>Week 1 Weekly Concept: On the Move</p> <p>Essential Question: What can help you go from here to there?</p>	<p>Title: "The King of the Winds"</p> <p>Genre: Tale</p> <p>Strategy: Make Predictions</p>	<p>Main Selection Title: <i>When Daddy's Truck Picks Me Up</i></p> <p>Genre: Fiction</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot (Use Illustrations)</p> <p>Paired Selection Title: "From Here to There"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Headings</p>	<p>Short Text: "Dad Got a Job"</p> <p>Genre: Fiction</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>I Go Places</i> O: <i>Run, Quinn!</i> E: <i>Run, Quinn!</i> B: <i>Going to Gran's House</i></p>	<p>Literature Big Book: Organization</p>	<p>Academic Words: <i>here</i> <i>me</i></p> <p>Vocabulary Strategy: Context Clues</p>		<p><i>transportation</i> <i>vehicle</i> <i>journey</i> <i>fierce</i> <i>wide</i></p>	Vehicles	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial <i>j</i>, <i>qu</i>), Phoneme Blending, Phoneme Segmentation</p> <p>Phonics: /j/j, /kw/qu (initial)</p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</p>	Sound-Spelling and Word Automaticity; Expression	<p>Writing Trait: Sentence Fluency</p> <p>Grammar Skill: Sentences with Prepositions</p> <p>Weekly Writing Focus: Write a Personal Narrative</p>	<p>Weekly Project: What are different ways to travel?</p>
<p>Week 2 Weekly Concept: My U.S.A.</p> <p>Essential Question: What do you know about our country?</p>	<p>Title: "The Best of the West"</p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>Ana Goes to Washington, D.C.</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Paired Selection Title: "See Our Country"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Captions</p>	<p>Short Text: "Pack a Bag!"</p> <p>Genre: Fiction</p>	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>See This!</i> O: <i>Places to See</i> E: <i>Places to See</i> B: <i>My Trip to Yellowstone</i></p>	<p>Literature Big Book: Genre</p>	<p>Academic Words: <i>this</i> <i>what</i></p> <p>Vocabulary Strategy: Synonyms</p>		<p><i>country</i> <i>travel</i> <i>careful</i> <i>purpose</i> <i>connect</i></p>	Ordinal Numbers	<p>Phonological/Phonemic Awareness: Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p>Phonics: /y/y, /z/z (initial)</p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</p>	Sound-Spelling and Word Automaticity; Expression	<p>Writing Trait: Sentence Fluency</p> <p>Grammar Skill: Sentences with Prepositions</p> <p>Weekly Writing Focus: Write a Travel Poster</p>	<p>Weekly Project: What would you like to find out about in our country?</p>

<p>Week 3 Weekly Concept: Look to the Sky Essential Question: What do you see in the sky?</p>	<p>Title: "A View from the Moon" Genre: Informational Text Strategy: Make Predictions</p>	<p>Main Selection Title: <i>Bringing Down the Moon</i> Genre: Fiction Strategy: Make Confirm, Revise Predictions Skill: Character Setting, Plot (Problem and Solution) Paired Selection Title: "Day and Night Sky" Genre: Informational Text Text Feature: Headings</p>	<p>Short Text: "Up! Up! Up!" Genre: Nonfiction</p>	<p>Strategy: Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot (Problem and Solution) Main Selection Genre: Fantasy Titles: A: <i>Going Up</i> O: <i>In the Clouds</i> E: <i>In the Clouds</i> B: <i>How Sun and Moon Found Home</i></p>	<p>Literature Big Book: Sentence Structure</p>	<p>Academic Words: <i>prepositional phrase</i> Vocabulary Strategy: Similes</p>	<p><i>for</i> <i>have</i> <i>they</i> <i>of</i> <i>said</i> <i>want</i> <i>here</i> <i>me</i> <i>this</i> <i>what</i></p>	<p><i>distance</i> <i>recognize</i> <i>space</i> <i>challenge</i> <i>surface</i></p>	<p>Opposites</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition Phonics: /u/u, /g/g, /w/w, /x/x, /v/v, /j/j, /k/qu, /z/z Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Sentence Fluency Grammar Skill: Sentences with Prepositions Weekly Writing Focus: Write a Counting Book</p>	<p>Weekly Project: What can you see in the sky during the day and at night?</p>
---	---	--	---	---	---	---	--	--	------------------	--	---	--	---

Unit 9													
Big Idea: How Things Change	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
How do things change?													
<p>Week 1 Weekly Concept: Growing Up</p> <p>Essential Question: How can you help out at home?</p>	<p>Title: "Helping Out at Home"</p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>Peter's Chair</i></p> <p>Genre: Fiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot: Sequence</p> <p>Paired Selection Title: "The Clean Up!"</p> <p>Genre: Fiction</p> <p>Text Feature: Chart</p>	<p>Short Text: Jake and Dale Help!"</p> <p>Genre: Fiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Character, Setting, Plot (Sequence)</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>Let Me Help You</i> O: <i>How Can Jane Help?</i> E: <i>How Can Jane Help?</i> B: <i>I Used to Help Too</i></p>	<p>Literature Big Book: Purpose</p>	<p>Academic Words: <i>help, too</i></p> <p>Vocabulary Strategy: Prefixes and Suffixes</p>		<p><i>chores, contribute, member, organize, accomplish</i></p>	Household Furniture	<p>Phonological/Phonemic Awareness: Syllable Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Deletion</p> <p>Phonics: /ā/a_e</p> <p>Extend: digraphs; <i>sh</i></p> <p>Consonant/Vowel Review: <i>/a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y</i></p>	Sound-Spelling and Word Automaticity; Expression	<p>Writing Trait: Word Choice</p> <p>Grammar Skill: Adjectives</p> <p>Weekly Writing Focus: Write an Opinion About a Book</p>	<p>Weekly Project: How do characters in Ezra Jack Keats's books show they are growing up?</p>
<p>Week 2 Weekly Concept: Good Citizens</p> <p>Essential Question: What do good citizens do?</p>	<p>Title: "The Little Red Hen"</p> <p>Genre: Fable</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>Hen Hears Gossip</i></p> <p>Genre: Fantasy</p> <p>Strategy: Reread</p> <p>Skill: Character, Setting, Plot (Cause and Effect)</p> <p>Paired Selection Title: "Team Up to Clean Up"</p> <p>Genre: Informational Text</p> <p>Text Feature: Captions</p>	<p>Short Text: "We Can Play"</p> <p>Genre: Fiction</p>	<p>Strategy: Reread</p> <p>Skill: Character, Setting, Plot (Cause and Effect)</p> <p>Main Selection Genre: Fantasy</p> <p>Titles: A: <i>Mike Helps Out</i> O: <i>Clive and His Friend</i> E: <i>Clive and His Friend</i> B: <i>Farmer White's Best Friend</i></p>	<p>Literature Big Book: Organization</p>	<p>Academic Words: <i>has play</i></p> <p>Vocabulary Strategy: Question Words</p>		<p><i>citizen respect tidy necessary hauled</i></p>	Farm Animals	<p>Phonological/Phonemic Awareness: Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion</p> <p>Phonics: /ī/i_e</p> <p>Extend: digraphs; <i>ch</i></p> <p>Consonant/Vowel Review: <i>/a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y</i></p>	Sound-Spelling and Word Automaticity; Expression; Intonation	<p>Writing Trait: Organization</p> <p>Grammar Skill: Adjectives</p> <p>Weekly Writing Focus: Write a Story</p>	<p>Weekly Project: How can you be a good citizen at school?</p>

<p>Week 3 Weekly Concept: Our Natural Resources Essential Question: How can things in nature be used to make new things?</p>	<p>Title: "Spider Woman Teaches the Navajo" Genre: Tale Strategy: Reread</p>	<p>Main Selection Title: <i>Bread Comes to Life</i> Genre: Informational Text Strategy: Reread Skill: Connections Within Text (Sequence) Paired Selection Title: "Nature Artists" Genre: Informational Text Text Feature: Directions</p>	<p>Short Text: "Nature Artists" Genre: Informational Text</p>	<p>Strategy: Reread Skill: Connections Within Text (Sequence) Main Selection Genre: Informational Text Titles: A: <i>Look Where It Is From</i> O: <i>What's for Breakfast?</i> E: <i>What's for Breakfast?</i> B: <i>Nature at the Craft Fair</i></p>	<p>Literature Big Book: Specific Vocabulary</p>	<p>Academic Words: <i>directions</i> Vocabulary Strategy: Context Clues</p>	<p><i>where, look</i></p>	<p><i>natural resources, create, designs, weave, knowledge</i></p>	<p>Foods Made from Grain</p>	<p>Phonological/Phonemic Awareness: Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution Phonics: /ō/o_e, o Consonant/Vowel Review: <i>/a/a, /ā/a_e, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y</i></p>	<p>Sound-Spelling and Word Automaticity; Rate</p>	<p>Writing Trait: Organization Grammar Skill: Adjectives Weekly Writing Focus: Write a Recipe</p>	<p>Weekly Project: What are our clothes made from?</p>
--	---	--	--	--	--	---	---------------------------	--	------------------------------	---	---	--	--

Unit 10													
Big Idea:	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
Thinking Outside the Box How can new ideas help us?													
Week 1 Weekly Concept: Problem Solvers Essential Question: What can happen when we work together?	Title: "The Elves and the Shoemakers" Genre: Tale Strategy: Make Predictions	Main Selection Title: <i>What's the Big Idea, Molly?</i> Genre: Fantasy Strategy: Make, Confirm, and Revise Predictions Skill: Plot: Sequence Paired Selection Title: "The Variety Show" Genre: Fiction Text Feature: Speech Bubbles	Short Text: "A Good Time for Luke!" Genre: Fiction	Strategy: Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot (Sequence) Main Selection Genre: Fantasy Titles: A: <i>Animal Band</i> O: <i>We Want Honey</i> E: <i>We Want Honey</i> B: <i>A Good Idea</i>	Literature Big Book: Connection of Ideas	Academic Words: <i>good who</i> Vocabulary Strategy: Context Clues	<i>first last syllables</i>	<i>decide opinion ragged marvel grateful</i>	Question Words	Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Substitution Phonics: /ū/u_e Consonant/Vowel Review: /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /x/x, /y/y, /z/z	Sound-Spelling and Word Automaticity; Expression; Intonation	Writing Trait: Word Choice Grammar Skill: Pronouns Weekly Writing Focus: Write a Story with Dialogue	Weekly Project: How can we solve a problem at school together?
Week 2 Weekly Concept: Sort It Out Essential Question: In what ways are things alike? How are they different?	Title: "The Perfect Color" Genre: Informational Text Strategy: Ask and Answer Questions	Main Selection Title: <i>All Kinds of Families!</i> Genre: Fiction Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Paired Selection Title: "Good For You" Genre: Informational Text Text Feature: Labels	Short Text: "We Come on Time!" Genre: Fiction	Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Main Selection Genre: Fiction Titles: A: <i>My Box</i> O: <i>Let's Make a Band</i> E: <i>Let's Make a Band</i> B: <i>Going Camping</i>	Literature Big Book: Connection of Ideas	Academic Words: <i>voice</i> Vocabulary Strategy: Antonyms	<i>come does</i>	<i>sort similar perfect endless experiment</i>	Opposites	Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Substitution Phonics: /ē/e, ee, e_e Extend: digraphs; th Consonant/Vowel Review: /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /z/z	Sound-Spelling and Word Automaticity; Phrasing	Writing Trait: Voice Grammar Skill: Pronouns Weekly Writing Focus: Write a Thank-You Note	Weekly Project: How can we sort classroom materials?

<p>Week 3 Weekly Concept: Protect Our Earth</p> <p>Essential Question: What ideas can you suggest to protect the environment?</p>	<p>Title: "Protect the Environment!"</p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>Panda Kindergarten</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Paired Selection Title: "Save Big Blue!"</p> <p>Genre: Informational Text</p> <p>Text Feature: Captions</p>	<p>Short Text: "Who Can Help?"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>Help Clean Up</i> O: <i>Let's Save Earth</i> E: <i>Let's Save Earth</i> B: <i>Babysitters for Seals</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Academic Words: <i>reference</i></p> <p>Vocabulary Strategy: Prefixes and Suffixes</p>	<p><i>help</i> <i>too</i> <i>play</i> <i>has</i> <i>where</i> <i>look</i> <i>who</i> <i>good</i> <i>come</i> <i>does</i></p>	<p><i>environment</i> <i>protect</i> <i>recycle</i> <i>wisely</i> <i>encourage</i></p>	<p>Baby Animals</p>	<p>Phonological/Phonemic Awareness: Generate Alliteration, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p> <p>Phonics: ā, ī, ē, ō, ū</p> <p>Consonant/Vowel Review: <i>/a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /ē/ee, e_e, e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /x/x, /y/y, /z/z</i></p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Voice</p> <p>Grammar Skill: Pronouns</p> <p>Weekly Writing Focus: Write an Opinion Poster</p>	<p>Weekly Project: What things can we do to protect the earth?</p>
--	---	--	---	---	---	--	---	--	---------------------	---	---	--	--