



Grade 1 • Unit 1 • Scope and Sequence

Big Idea: Getting to Know Us What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 1 At School Essential Question: What do you do at your school? Genre Focus: Realistic Fiction	<i>This School Year Will Be the Best!</i> Genre: Realistic Fiction	“School Around the World” Genre: Nonfiction	“Jack Can” Genre: Realistic Fiction Lexile: BR	Anchor Text: <i>Nat and Sam</i> Genre: Realistic Fiction Lexile: BR Paired Selection: “Rules at School” Genre: Informational Text Lexile: 180L	Main Selections: Genre: Realistic Fiction A: <i>A Fun Day</i> Lexile: BR O: <i>We Like to Share</i> Lexile: 60L ELL: <i>We Like to Share</i> Lexile: 100L B: <i>Class Party</i> Lexile: 360L Paired Selections: Genre: Informational Text A: “We Share” O: “Look at Signs” ELL: “Look at Signs” B: “Our Classroom Rules”	Oral Vocabulary Words: <i>learn</i> <i>subjects</i> <i>common</i> <i>object</i> <i>recognize</i> Oral Vocabulary Strategy: Context Clues: Sentence Clues	Strategy: Visualize Skill: Key Details Text Feature: Photographs Author’s Craft	Phonemic Awareness: Identify Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation	Phonics/Spelling: Short a <i>Differentiated Spelling Lists available</i> Handwriting: Upper and lowercase Aa Structural Analysis: Inflectional Ending -s Decodable Readers: “Pam Can”; “Pack a Bag!”	<i>does,</i> <i>not,</i> <i>school,</i> <i>what</i>	Accuracy Rate	Write About the Text: Informational Text Grammar: Sentences Mechanics: Sentence Capitalization	Project: Class Poll (poll)
Week 2 Where I Live Essential Question: What is it like where you live? Genre Focus: Fantasy	<i>Alicia’s Happy Day</i> Genre: Realistic Fiction	“City Mouse and Country Mouse” Genre: Fable	“Six Kids” Genre: Fantasy Lexile: 250L	Anchor Text: <i>Go Pip!</i> Genre: Fantasy Lexile: 30L Paired Selection: “A Surprise in the City” Genre: Personal Narrative Lexile: 50L	Main Selections: Genre: Fantasy A: <i>What Can We See?</i> Lexile: BR O: <i>A Trip to the City</i> Lexile: 30L ELL: <i>A Trip to the City</i> Lexile: BR B: <i>Harvest Time</i> Lexile: 330L Paired Selections: Genre: Informational Text A: “My Home” O: “Where I Live” ELL: “Where I Live” B: “Where We Live”	Oral Vocabulary Words: <i>city</i> <i>country</i> <i>bored</i> <i>feast</i> <i>scurried</i> Oral Vocabulary Strategy: Context Clues: Sentence Clues	Strategy: Visualize Skill: Key Details Text Feature: Bold Print Author’s Craft	Phonemic Awareness: Phoneme Blending, Alliteration, Phoneme Categorization, Phoneme Segmentation	Phonics/Spelling: Short i <i>Differentiated Spelling Lists available</i> Handwriting: Upperand Lowercase Ii Structural Analysis: Double Final Consonants Decodable Readers: “Kim and Nick Zip!”; “Jill and Jim”	<i>down,</i> <i>out,</i> <i>up,</i> <i>very</i>	Accuracy Rate	Write About the Text: Informational Text Grammar: Word Order Mechanics: Sentence Punctuation (periods)	Project: Fun in Our Neighborhoods (interview)
Week 3 Our Pets Essential Question: What makes a pet special? Genre Focus: Fantasy	<i>Cool Dog, School Dog</i> Genre: Fiction	“Our Pets” Genre: Nonfiction	“A Pig for Cliff” Genre: Fantasy Lexile: 280L	Anchor Text: <i>Flip</i> Genre: Fantasy Lexile: 30L Paired Selection: “What Pets Need” Genre: Informational Text: Nonfiction Lexile: 370L	Main Selections: Genre: Fantasy A: <i>Mouse’s Moon Party</i> Lexile: 120L O: <i>Pet Show</i> Lexile: 200L ELL: <i>Pet Show</i> Lexile: 20L B: <i>Polly the Circus Star</i> Lexile: 280L Paired Selections: Genre: Informational Text A: “A Mouse in the House” O: “Love That Llamal” ELL: “Love That Llamal” B: “Birds That Talk”	Oral Vocabulary Words: <i>care</i> <i>train</i> <i>groom</i> <i>companion</i> <i>popular</i> Oral Vocabulary Strategy: Use a Dictionary	Strategy: Visualize Skill: Key Details Text Feature: Labels Author’s Craft	Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Contrast Vowel Sounds, Phoneme Segmentation	Phonics/Spelling: Beginning Consonant Blends: l-blends <i>Differentiated Spelling Lists available</i> Handwriting: Uppe rand Lowercase Ll Structural Analysis: Plural Nouns -s Decodable Readers: “Cliff Has a Plan”; “A Good Black Cat”	<i>be,</i> <i>come,</i> <i>good,</i> <i>pull</i>	Accuracy Rate	Write About the Text: Narrative Grammar: Statements Mechanics: Capitalization and Punctuation (periods)	Project: Plan for a Pet’s Home (research)



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Big Idea: Getting to Know Us What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 4 Let’s Be Friends Essential Question: What do friends do together? Genre Focus: Informational Text	<i>Friends All Around</i> Genre: Informational Text	“Games Long Ago” Genre: Informational Text	“Toss! Kick! Hop!” Genre: Informational Text Lexile: 290L	Anchor Text: <i>Friends</i> Genre: Informational Text Lexile: 60L Paired Selection: “There Are Days and There Are Days” Genre: Poetry Lexile: NP	Main Selections: Genre: Informational Text A: <i>Friends Are Fun</i> Lexile: 130L O: <i>Friends Are Fun</i> Lexile: 110L ELL: <i>Friends Are Fun</i> Lexile: 100L B: <i>Friends Are Fun</i> Lexile: 350L Paired Selections: Genre: Poetry A: “I Like to Play” O: “I Like to Play” ELL: “I Like to Play” B: “I Like to Play”	Oral Vocabulary Words: cooperate relationship deliver chore collect Oral Vocabulary Strategy: Word Categories	Strategy: Ask and Answer Questions Skill: Key Details Literary Element: Rhyme Author’s Craft	Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Identify and Generate Rhyme, Phoneme Blending	Phonics/Spelling: Short o <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase Oo Structural Analysis: Alphabetical Order (one letter) Decodable Readers: “Bob Is a Fun Pal”; “Dog and Fox”	<i>fun, make, they, too</i>	Accuracy Rate	Write About the Text: Informational Text Genre Writing: Personal Narrative Writing Process: Expert and Student Models; Plan; Draft Grammar: Questions and Exclamations Mechanics: Question and Exclamation Marks	Project: Fun with Friends Poll (poll)
Week 5 Let’s Move! Essential Question: How does your body move? Genre Focus: Informational Text	<i>Move!</i> Genre: Informational Text	“Rabbit and Coyote Race” Genre: Folktale	“Move and Grin!” Genre: Nonfiction Lexile: 370L	Anchor Text: <i>Move It!</i> Genre: Informational Text Lexile: 60L Paired Selection: “My Family Hike” Genre: Personal Narrative Lexile: 210L	Main Selections: Genre: Informational Text A: <i>We Can Move!</i> Lexile: 170L O: <i>We Can Move!</i> Lexile: 200L ELL: <i>We Can Move!</i> Lexile: 190L B: <i>We Can Move!</i> Lexile: 390L Paired Selections: Genre: Poetry A: “What’s Under Your Skin?” O: “What’s Under Your Skin?” ELL: “What’s Under Your Skin?” B: “What’s Under Your Skin?”	Oral Vocabulary Words: physical exercise agree exhausted difficult Oral Vocabulary Strategy: Context Clues: Sentence Clues	Strategy: Ask and Answer Questions Skill: Key Details Text Feature: Bold Print Author’s Craft	Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending	Phonics/Spelling: Beginning Consonant Blends: r-blends and s-blends <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase Ss Structural Analysis: Possessives Decodable Readers: “Snap, Skip, Trot!”; “Snip and Trip Can Move”	<i>jump, move, run, two</i>	Accuracy Rate	Write About the Text: Informational Text Genre Writing: Personal Narrative Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Writing Sentences Mechanics: Capitalization and Punctuation (periods, question marks, and exclamation marks)	Project: How We Move in Sports (research)
Week 6 Review, Extend Learning, and Assess													

Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Our Community What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 1 Jobs Around Town Essential Question: What jobs need to be done in a community? Genre Focus: Realistic Fiction	<i>Millie Waits for the Mail</i> Genre: Fantasy	“Jobs Around Town” Genre: Informational Text	“Good Job, Ben!” Genre: Realistic Fiction Lexile: 130L	Anchor Text: <i>The Red Hat</i> Genre: Realistic Fiction Lexile: BR Paired Selection: “Firefighters at Work” Genre: Informational Text Lexile: 290L	Main Selections: Genre: Realistic Fiction A: <i>Pick Up Day</i> Lexile: 70L O: <i>Ben Brings the Mail</i> Lexile: 200L ELL: <i>Ben Brings the Mail</i> Lexile: 70L B: <i>At Work with Mom</i> Lexile: 330L Paired Selections: Genre: Informational Text A: “The Recycling Center” O: “At the Post Office” ELL: “At the Post Office” B: “Tools for the School Nurse”	Oral Vocabulary Words: <i>occupation community equipment fortunately astonishing</i> Oral Vocabulary Strategy: Suffixes	Strategy: Make and Confirm Predictions Skill: Character, Setting, Events Text Feature: Labels Author’s Craft	Phonemic Awareness: Phoneme Blending, Phoneme Isolation, Phoneme Segmentation	Phonics/Spelling: Short e spelled e and ea <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase Ee Structural Analysis: Inflectional Ending -ed Decodable Readers: “Ted Gets a Job”; “I Sell Crabs”	<i>again help new there use</i>	Accuracy Rate	Write About the Text: Opinion Grammar: Nouns Mechanics: Commas in a Series	Project: Jobs in the Community (interview)
Week 2 Buildings All Around Essential Question: What buildings do you know? What are they made of? Genre Focus: Fantasy	<i>The 3 Little Dassies</i> Genre: Fantasy	“The Three Little Pigs” Genre: Folktale	“Cubs in a Hut” Genre: Fantasy Lexile: 390L	Anchor Text: <i>The Pigs, the Wolf, and the Mud</i> Genre: Fantasy Lexile: 320L Paired Selection: “Homes Around the World” Genre: Informational Text Lexile: 370L	Main Selections: Genre: Fantasy A: <i>What a Nest!</i> Lexile: 170L O: <i>Staying Afloat</i> Lexile: 150L ELL: <i>Staying Afloat</i> Lexile: 10L B: <i>City Armadillo, Country Armadillo</i> Lexile: 330L Paired Selections: Genre: Informational Text A: “Stone Castles” O: “A Day on a Houseboat” ELL: “A Day on a Houseboat” B: “City or Country?”	Oral Vocabulary Words: <i>shelter materials collapsed furious refused</i> Oral Vocabulary Strategy: Shades of Meaning/Intensity	Strategy: Make and Confirm Predictions Skill: Character, Setting, Events Text Feature: Captions Author’s Craft	Phonemic Awareness: Identify and Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation	Phonics/Spelling: Short u <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase Uu Structural Analysis: Contractions with ‘s Decodable Readers: “Can Bud Stop Bug?”; “It’s Up to Us”	<i>could live one then three</i>	Accuracy Rate	Write About the Text: Informational Text Grammar: Singular and Plural Nouns Mechanics: Apostrophes with Contractions	Project: Research a Building (research)
Week 3 A Community in Nature Essential Question: Where do animals live together? Genre Focus: Informational Text	<i>Babies in the Bayou</i> Genre: Informational Text	“Animals in the Desert” Genre: Informational Text	“The Best Spot” Genre: Informational Text Lexile: 160L	Anchor Text: <i>At a Pond</i> Genre: Informational Text Lexile: 190L Paired Selection: “Way Down Deep” Genre: Poetry Lexile: NP	Main Selections: Genre: Informational Text A: <i>Meerkat Family</i> Lexile: 170L O: <i>Meerkat Family</i> Lexile: 210L ELL: <i>Meerkat Family</i> Lexile: 170L B: <i>Meerkat Family</i> Lexile: 370L Paired Selections: Genre: Poetry A: “I Live in a House!” O: “I Live in a House!” ELL: “I Live in a House!” B: “I Live in a House!”	Oral Vocabulary Words: <i>habitat depend hibernate tranquil tolerate</i> Oral Vocabulary Strategy: Context Clues: Multiple-Meaning Words	Strategy: Reread Skill: Main Topic and Key Details Literary Elements: Repetition and Alliteration Author’s Craft	Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Phoneme Categorization, Phoneme Segmentation	Phonics/Spelling: Ending Consonant Blends <i>nd, nk, nt, st, sk, mp</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase Tt Structural Analysis: Inflectional Ending -ing Decodable Readers: “In a Land of Grass”; “Stomp and Romp”	<i>eat no of under who</i>	Accuracy Rate	Write About the Text: Informational Text Grammar: Possessive Nouns Mechanics: Apostrophe with Possessive Nouns	Project: Where Animals Live (research)



Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Our Community What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 4 Let's Help Essential Question: How do people help out in the community? Genre Focus: Fantasy	<i>The Story of Martin Luther King Jr.</i> Genre: Biography	"Luis's Library" Genre: Informational Text	"Thump Thump Helps Out" Genre: Fantasy Lexile: 510L	Anchor Text: <i>Nell's Books</i> Genre: Fantasy Lexile: 200L Paired Selection: "Kids Can Help!" Genre: Informational Text Lexile: 350L	Main Selections: Genre: Fantasy A: <i>The Sick Tree</i> Lexile: 40L O: <i>Squirrels Help</i> Lexile: 200L ELL: <i>Squirrels Help</i> Lexile: 190L B: <i>Wow, Kitty!</i> Lexile: 390L Paired Selections: Genre: Informational Text A: "Beach Clean-Up" O: "Food Drive" ELL: "Food Drive" B: "Sharing Skills"	Oral Vocabulary Words: <i>leadership</i> <i>admire</i> <i>enjoy</i> <i>rely</i> <i>connections</i> Oral Vocabulary Strategy: Inflectional Endings	Strategy: Reread Skill: Character, Setting, Events Text Feature: List Author's Craft	Phonemic Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation	Phonics/Spelling: Consonant Digraphs <i>sh, th, -ng</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Ff</i> Structural Analysis: Closed Syllables Decodable Readers: "Dash Has a Wish"; "Help in a Flash"; "The Helping Gang"; "Send a Big Thanks!"	<i>all</i> <i>call</i> <i>day</i> <i>her</i> <i>want</i>	Accuracy Rate	Write About the Text: Narrative Genre Writing: Fantasy Writing Process: Expert and Student Models; Plan; Draft Grammar: Common and Proper Nouns Mechanics: Capitalize Proper Nouns	Project: Classroom Helpers (interview)
Week 5 Follow the Map Essential Question: How can you find your way around? Genre Focus: Informational Text	<i>Me on the Map</i> Genre: Realistic Fiction	"Map It!" Genre: Informational Text	"Which Way on the Map?" Genre: Informational Text Lexile: 160L	Anchor Text: <i>Fun with Maps</i> Genre: Informational Text Lexile: NP Paired Selection: "North, East, South, or West?" Genre: Informational Text Lexile: 360L	Main Selections: Genre: Informational Text A: <i>How Maps Help</i> Lexile: 130L O: <i>How Maps Help</i> Lexile: 230L ELL: <i>How Maps Help</i> Lexile: 60L B: <i>How Maps Help</i> Lexile: 420L Paired Selections: Genre: Informational Text A: "On the Map" O: "On the Map" ELL: "On the Map" B: "On the Map"	Oral Vocabulary Words: <i>locate</i> <i>route</i> <i>height</i> <i>model</i> <i>separate</i> Oral Vocabulary Strategy: Prefixes	Strategy: Reread Skill: Main Topic and Key Details Text Feature: Maps Author's Craft	Phonemic Awareness: Phoneme Segmentation, Phoneme Addition, Phoneme Blending	Phonics/Spelling: Consonant Digraphs: <i>wh, ph, ch</i> ; Trigraph: <i>-tch</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Cc</i> Structural Analysis: Inflectional Ending <i>-es</i> Decodable Readers: "A Map Match"; "A Fun Chest"; "Phil and Steph Get Lost"; "Maps and Graphs"	<i>around</i> <i>by</i> <i>many</i> <i>place</i> <i>walk</i>	Accuracy Rate	Write About the Text: Informational Text Genre Writing: Fantasy Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Irregular Plural Nouns Mechanics: Capital Letters and Periods	Project: Let's Make a Map! (project)
Week 6 Review, Extend Learning, and Assess													



Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Changes Over Time What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 1 What Time Is It? Essential Question: How do we measure time? Genre Focus: Fantasy	<i>A Second Is a Hiccup</i> Genre: Poet	"Measuring Time" Genre: Informational Text	"Nate the Snake Is Late" Genre: Fantasy Lexile: 460L	Anchor Text: <i>On My Way to School</i> Genre: Fantasy Lexile: 330L Paired Selection: "It's About Time!" Genre: Informational Text Lexile: 270L	Main Selections: Genre: Fantasy A: <i>Busy's Watch</i> Lexile: 40L O: <i>Kate Saves the Date!</i> Lexile: 220L ELL: <i>Kate Saves the Date!</i> Lexile: 330L B: <i>Uncle George Is Coming!</i> Lexile: 320L Paired Selections: Genre: Informational Text A: "Make a Clock" O: "Use a Calendar" ELL: "Use a Calendar" B: "So Many Clocks!"	Oral Vocabulary Words: <i>schedule immediately weekend calendar occasion</i> Oral Vocabulary Strategy: Antonyms	Strategy: Make and Confirm Predictions Skill: Character, Setting, Plot Text Feature: Bold Print Author's Craft	Phonemic Awareness: Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation	Phonics/Spelling: Long <i>a</i> spelled <i>a_e</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Dd</i> Structural Analysis: Contractions with <i>not</i> Decodable Readers: "Dave Was Late"; "Is It Late?"	<i>away now some today way why</i>	Accuracy Rate	Write About the Text: Narrative Grammar: Verbs Mechanics: Commas in a Series	Project: Tell Me About Your Day (interview)
Week 2 Watch It Grow! Essential Question: How do plants change as they grow? Genre Focus: Drama	<i>Mystery Vine</i> Genre: Realistic Fiction	"The Great Big Gigantic Turnip" Genre: Folktale	"Time to Plant!" Genre: Drama Lexile: NP	Anchor Text: <i>The Big Yuca Plant</i> Genre: Drama Lexile: NP Paired Selection: "How Plants Grow" Genre: Informational Text Lexile: 400L	Main Selections: Genre: Drama A: <i>Corn Fun</i> Lexile: NP O: <i>Yum, Strawberries!</i> Lexile: NP ELL: <i>Yum, Strawberries!</i> Lexile: NP B: <i>A Tree's Life</i> Lexile: NP Paired Selections: Genre: Informational Text A: "Ear of Corn" O: "Strawberry Plant" ELL: "Strawberry Plant" B: "Inside Trees"	Oral Vocabulary Words: <i>assist bloom grasped spied sprout</i> Oral Vocabulary Strategy: Context Clues: Sentence Clues	Strategy: Make and Confirm Predictions Skill: Character, Setting, Plot: Sequence Text Feature: Diagram Author's Craft	Phonemic Awareness: Alliteration, Phoneme Deletion, Phoneme Segmentation, Phoneme Blending	Phonics/Spelling: Long <i>i</i> spelled <i>i_e</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Vv</i> Structural Analysis: Plurals (with CVCe words) Decodable Readers: "A Fine Plant"; "Plants Take Time to Grow"	<i>green grow pretty should together water</i>	Accuracy Rate	Write About the Text: Narrative Grammar: Present-Tense Verbs Mechanics: Capitalize and Underline Titles of Plays	Project: From Seed to Plant (research)
Week 3 Tales Over Time Essential Question: What is a folktale? Genre Focus: Folktale	<i>Interrupting Chicken</i> Genre: Fantasy	"The Foolish, Timid Rabbit" Genre: Folktale	"The Nice Mitten" Genre: Folktale Lexile: 460L	Anchor Text: <i>The Gingerbread Man</i> Genre: Folktale Lexile: 320L Paired Selection: "Mother Goose Rhymes" Genre: Poetry Lexile: NP	Main Selections: Genre: Folktales A: <i>How Coqui Got Her Voice (Puerto Rico)</i> Lexile: 300L O: <i>The Magic Paintbrush</i> Lexile: 230L ELL: <i>The Magic Paintbrush</i> Lexile: 240L B: <i>Rabbit Tricks Crocodile</i> Lexile: 420L Paired Selections: Genre: Poetry/Song A: "El Coqui/The Coqui" O: "Make New Friends" ELL: "Wanted: A Friend" B: "Fish School"	Oral Vocabulary Words: <i>eventually foolish hero take timid</i> Oral Vocabulary Strategy: Compound Words	Strategy: Make and Confirm Predictions Skill: Character, Setting, Plot: Cause and Effect Text Feature: Diagram Author's Craft	Phonemic Awareness: Identify and Generate Rhyme, Phoneme Segmentation, Phoneme Blending	Phonics/Spelling: Soft <i>c</i> ; Soft <i>g</i> , <i>dge</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Yy</i> Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i> Decodable Readers: "The King and Five Mice"; "Tales from a Past Age"	<i>any from happy once so upon</i>	Accuracy Rate	Write About the Text: Narrative Grammar: Past- and Future-Tense Verbs Mechanics: Commas in a Series	Project: All About a Folktale (literary response)



Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Changes Over Time What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 4 Now and Then Essential Question: How is life different than it was long ago? Genre Focus: Informational Text	<i>The Last Train</i> Genre: Informational Text	"Let's Look at Video Games!" Genre: Informational Text	"Life at Home" Genre: Informational Text Lexile: 490L	Anchor Text: <i>Long Ago and Now</i> Genre: Informational Text Lexile: 480L Paired Selection: "From Horse to Plane" Genre: Informational Text Lexile: 370L	Main Selections: Genre: Informational Text A: <i>Schools Then and Now</i> Lexile: 170L O: <i>Schools Then and Now</i> Lexile: 220L ELL: <i>Schools Then and Now</i> Lexile: 270L B: <i>Schools Then and Now</i> Lexile: 380L Paired Selections: Genre: Informational Text A: "School Days" O: "School Days" ELL: "School Days" B: "School Days"	Oral Vocabulary Words: <i>century</i> <i>past</i> <i>present</i> <i>future</i> <i>entertainment</i> Oral Vocabulary Strategy: Root Words	Strategy: Reread Skill: Connections Within Text: Compare and Contrast Text Feature: Captions Author's Craft	Phonemic Awareness: Phoneme Segmentation, Phoneme Isolation, Phoneme Blending	Phonics/Spelling: Long o spelled o_e; Long u spelled u_e; Long e spelled e_e <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase Ww Structural Analysis: CVCe Syllables Decodable Readers: "Those Old Classes"; "That Old Globe"	<i>ago</i> <i>boy</i> <i>girl</i> <i>how</i> <i>old</i> <i>people</i>	Accuracy Rate	Write About the Text: Opinion Genre Writing: Informational Text Writing Process: Expert and Student Models; Plan; Draft Grammar: <i>Is</i> and <i>Are</i> Mechanics: Commas in Dates	Project: Schools Long Ago (interview)
Week 5 From Farm to Table Essential Question: How do we get our food? Genre Focus: Informational Text	<i>Where Does Food Come From?</i> Genre: Informational Text	"The Little Red Hen" Genre: Folktale	"A Look at Breakfast" Genre: Informational Text Lexile: 340L	Anchor Text: <i>From Cows to You</i> Genre: Informational Text Lexile: 500L Paired Selection: "A Food Chart" Genre: Informational Text Lexile: 420L	Main Selections: Genre: Informational Text A: <i>Apples from Farm to Table</i> Lexile: 330L O: <i>Apples from Farm to Table</i> Lexile: 550L ELL: <i>Apples from Farm to Table</i> Lexile: 430L B: <i>Apples from Farm to Table</i> Lexile: 580L Paired Selections: Genre: Informational Text A: "A Dairy Treat" O: "A Dairy Treat" ELL: "A Dairy Treat" B: "A Dairy Treat"	Oral Vocabulary Words: <i>delicious</i> <i>nutritious</i> <i>responsibility</i> <i>enormous</i> <i>delighted</i> Oral Vocabulary Strategy: Synonyms	Strategy: Reread Skill: Connections Within Text: Sequence Text Feature: Chart Author's Craft	Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Deletion	Phonics/Spelling: Variant Vowel Spellings with Digraphs oo, u <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase Bb Structural Analysis: Inflectional Endings -ed and -ing (double final consonant) Decodable Readers: "A Good Cook"; "That Looks Good"	<i>after</i> <i>buy</i> <i>done</i> <i>every</i> <i>soon</i> <i>work</i>	Accuracy Rate	Write About the Text: Opinion Genre Writing: Informational Text Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Contractions with <i>not</i> Mechanics: Apostrophes in Contractions	Project: Research a Food Item (research)
Week 6 Review, Extend Learning, and Assess													



Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Animals Everywhere What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 1 Animal Features Essential Question: How do animals’ bodies help them? Genre Focus: Folktale	“The Elephant’s Child” Genre: Fantasy	“Snail and Frog Race” Genre: Folktale Lexile: 270L	Anchor Text: <i>Little Rabbit</i> Genre: Folktale Lexile: 180L Paired Selection: “Animals Can Go Fast!” Genre: Informational Text Lexile: 300L	Main Selections: Genre: Folktale A: <i>The King of the Animals</i> Lexile: 350L O: <i>Snail’s Clever Idea</i> Lexile: 450L ELL: <i>Snail’s Clever Idea</i> Lexile: 400L B: <i>Plop!</i> Lexile: 550L Paired Selections: Genre: Informational Text A: “Lions and Elephants” O: “Snails: Small, Slow, and Slimy” ELL: “Snails: Small, Slow, and Slimy” B: “Animal Traits”	Oral Vocabulary Words: <i>feature</i> <i>appearance</i> <i>determined</i> <i>predicament</i> <i>relief</i> Vocabulary Words: <i>special</i> <i>splendid</i> Strategy: Use a Dictionary	Strategy: Ask and Answer Questions Skill: Character, Setting, Plot: Sequence Text Feature: Chart Author’s Craft	Phonemic Awareness: Identify and Generate Rhyme, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation	Phonics/Spelling: Long <i>a</i> spelled <i>a, ai, ay</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Nn</i> Structural Analysis: Alphabetical Order (two letters) Decodable Readers: “April the Agent”; “A Basic Dog”; “Snail Mail”; “Tails”	<i>about</i> <i>animal</i> <i>carry</i> <i>eight</i> <i>give</i> <i>our</i>	Accuracy	Write About the Text: Narrative Grammar: <i>Was</i> and <i>Were</i> Mechanics: Apostrophe with Contractions	Project: Animal Bodies (research)
Week 2 Animals Together Essential Question: How do animals help each other? Genre Focus: Informational Text	“Animals Working Together” Genre: Informational Text	“A Team of Fish” Genre: Informational Text Lexile: 340L	Anchor Text: <i>Animal Teams</i> Genre: Informational Text Lexile: 480L Paired Selection: “Busy as a Bee” Genre: Informational Text Lexile: 500L	Main Selections: Genre: Informational Text A: <i>Penguins All Around</i> Lexile: 340L O: <i>Penguins All Around</i> Lexile: 450L ELL: <i>Penguins All Around</i> Lexile: 340L B: <i>Penguins All Around</i> Lexile: 610L Paired Selections: Genre: Informational Text A: “Animals Work Together!” O: “Animals Work Together!” ELL: “Animals Work Together!” B: “Animals Work Together!”	Oral Vocabulary Words: <i>behavior</i> <i>beneficial</i> <i>dominant</i> <i>instinct</i> <i>endangered</i> Vocabulary Words: <i>partner</i> <i>danger</i> Strategy: Context Clues: Sentence Clues	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Text Feature: Captions Author’s Craft	Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Identify and Generate Rhyme, Phoneme Blending	Phonics/Spelling: Long <i>e</i> spelled <i>e, ee, ea, ie</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Gg</i> Structural Analysis: Prefixes <i>re-</i> , <i>un-</i> , <i>pre-</i> Decodable Readers: “The Green Eel”; “Clean Up the Team”	<i>because</i> <i>blue</i> <i>into</i> <i>or</i> <i>other</i> <i>small</i>	Phrasing	Write About the Text: Opinion Grammar: <i>Has</i> and <i>Have</i> Mechanics: Capitalization and End Punctuation	Project: Animal Teams (research)
Week 3 In the Wild Essential Question: How do animals survive in nature? Genre Focus: Informational Text	“Animals in Winter” Genre: Informational Text	“Go Wild!” Genre: Informational Text Lexile: 530L	Anchor Text: <i>Vulture View</i> Genre: Informational Text Lexile: 70L Paired Selection: “When It’s Snowing” Genre: Poetry Lexile: NP	Main Selections: Genre: Informational Text A: <i>Go, Gator!</i> Lexile: 320L O: <i>Go, Gator!</i> Lexile: 510L ELL: <i>Go, Gator!</i> Lexile: 270L B: <i>Go, Gator!</i> Lexile: 590L Paired Selections: Genre: Poetry A: “Ducklings” O: “Ducklings” ELL: “Ducklings” B: “Ducklings”	Oral Vocabulary Words: <i>communicate</i> <i>provide</i> <i>superior</i> <i>survive</i> <i>wilderness</i> Vocabulary Words: <i>search</i> <i>seek</i> Strategy: Word Categories	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Literary Element: Rhythm Author’s Craft	Phonemic Awareness: Phoneme Categorization, Phoneme Blending, Contrast Vowel Sounds, Phoneme Substitution	Phonics/Spelling: Long <i>o:</i> <i>o, oa, ow, oe</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Pp</i> Structural Analysis: Open Syllables Decodable Readers: “Toads”; “Joan and Elmo Swim”; “A Doe and a Buck”; “Joe Goes Slow”	<i>find</i> <i>food</i> <i>more</i> <i>over</i> <i>start</i> <i>warm</i>	Rate	Write About the Text: Informational Text Genre Writing: Poetry Writing Process: Expert and Student Models; Plan; Draft Grammar: <i>Go</i> and <i>Do</i> Mechanics: Capitalize Proper Nouns	Project: Animal Life Cycle (research)



Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Animals Everywhere What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 4 Insects! Essential Question: What insects do you know about? How are they alike and different? Genre Focus: Fantasy	"Insect Hide and Seek" Genre: Informational Text	"Creep Low, Fly High" Genre: Fantasy Lexile: 290L	Anchor Text: <i>Hill Fly Guy</i> Genre: Fantasy Lexile: 200L Paired Selection: "Meet the Insects" Genre: Informational Text Lexile: 400L	Main Selections: Genre: Fantasy A: <i>Where Is My Home?</i> Lexile: 170L O: <i>The Hat</i> Lexile: 290L ELL: <i>The Hat</i> Lexile: 230L B: <i>Come One, Come All</i> Lexile: 330L Paired Selections: Genre: Informational Text A: "Wings" O: "Let's Look at Insects!" ELL: "Let's Look at Insects!" B: "Compare Insects"	Oral Vocabulary Words: <i>different</i> <i>flutter</i> <i>imitate</i> <i>resemble</i> <i>protect</i> Vocabulary Words: <i>beautiful</i> <i>fancy</i> Strategy: Context Clues: Sentence Clues	Strategy: Visualize Skill: Point of View Text Feature: Headings Author's Craft	Phonemic Awareness: Phoneme Categorization, Phoneme Identity, Phoneme Segmentation, Phoneme Substitution	Phonics/Spelling: Long <i>i</i> spelled <i>i, igh, y, ie</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Zz</i> Structural Analysis: Inflectional Endings (change <i>y</i> to <i>i</i>) Decodable Readers: "Jay Takes Flight"; "Be Kind to Bugs"; "Why Hope Flies"; "Glowing Bugs Fly By"	<i>caught</i> <i>flew</i> <i>know</i> <i>laugh</i> <i>listen</i> <i>were</i>	Appropriate Phrasing	Write About the Text: Informational Text Genre Writing: Poetry Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: See and Saw Mechanics: Underline Titles of Books	Project: Two Bugs (research)
Week 5 Working with Animals Essential Question: How do people work with animals? Genre Focus: Informational Text	"Ming's Teacher" Genre: Folktale	Time for Kids: "From Puppy to Guide Dog" Genre: Informational Text Lexile: 680L	Anchor Text: Time for Kids: <i>Koko and Penny</i> Genre: Informational Text Lexile: 370L Paired Selection: "Save Our Bees!" Genre: Persuasive Text Lexile: 310L	Main Selections: Genre: Informational Text A: <i>Teach a Dog!</i> Lexile: 270L O: <i>Teach a Dog!</i> Lexile: 330L ELL: <i>Teach a Dog!</i> Lexile: 220L B: <i>Teach a Dog!</i> Lexile: 440L Paired Selections: Genre: Informational Text A: "Working with Dolphins" O: "Working with Dolphins" ELL: "Working with Dolphins" B: "Working with Dolphins"	Oral Vocabulary Words: <i>advice</i> <i>career</i> <i>remarkable</i> <i>soothe</i> <i>trust</i> Vocabulary Words: <i>clever</i> <i>signal</i> Strategy: Root Words	Strategy: Visualize Skill: Connections Within Text: Sequence Text Feature: Captions Author's Craft	Phonemic Awareness: Phoneme Categorization, Phoneme Deletion, Phoneme Blending, Phoneme Addition	Phonics/Spelling: Long <i>e</i> spelled <i>y, ey</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Mm</i> Structural Analysis: Compound Words Decodable Readers: "Race Pony!"; "Study with Animals"	<i>found</i> <i>hard</i> <i>near</i> <i>woman</i> <i>would</i> <i>write</i>	Intonation	Write About the Text: Informational Text Grammar: Adverbs That Tell When Mechanics: Commas in a Series	Project: Caring for Animals (research)
Week 6 Review, Extend Learning, and Assess												



Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 1 See It, Sort It Essential Question: How can we classify and categorize things? Genre Focus: Fantasy	“Goldilocks” Genre: Folktale	“A Barn Full of Hats” Genre: Fantasy Lexile: 320L	Anchor Text: <i>A Lost Button (from Frog and Toad Are Friends)</i> Genre: Fantasy Lexile: 340L Paired Selection: “Sort It Out” Genre: Informational Text Lexile: 210L	Main Selections: Genre: Fantasy A: <i>Nuts for Winter</i> Lexile: 170L O: <i>Dog Bones</i> Lexile: 360L ELL: <i>Dog Bones</i> Lexile: 260L B: <i>Spark’s Toys</i> Lexile: 390L Paired Selections: Genre: Informational Text A: “Sort by Color!” O: “Sorting Balls” ELL: “Sorting Balls” B: “Sorting Fruit”	Oral Vocabulary Words: <i>distinguish</i> <i>classify</i> <i>organize</i> <i>entire</i> <i>started</i> Vocabulary Words: <i>trouble</i> <i>whole</i> Strategy: Context Clues: Multiple Meanings	Strategy: Make and Confirm Predictions Skill: Point of View Text Features: Photographs and Illustrations Author’s Craft	Phonemic Awareness: <i>Contrast Vowel Sounds, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</i>	Phonics/Spelling: <i>r</i> -Controlled Vowel <i>ar</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Hh</i> Structural Analysis: Plurals (irregular) Decodable Readers: “Charm Scarves”; “Car Parts”	<i>four</i> <i>large</i> <i>none</i> <i>only</i> <i>put</i> <i>round</i>	Accuracy	Write About the Text: Opinion Grammar: Words That Join Mechanics: Capitalize Proper Nouns (places)	Project: My Collection (classify)
Week 2 Up in the Sky Essential Question: What can you see in the sky? Genre Focus: Fantasy	“Why the Sun and Moon Are in the Sky” Genre: Folktale	“A Bird Named Fern” Genre: Fantasy Lexile: 360L	Anchor Text: <i>Kitten’s First Full Moon</i> Genre: Fantasy Lexile: 550L Paired Selection: “The Moon” Genre: Informational Text Lexile: 440L	Main Selections: Genre: Fantasy A: <i>Little Blue’s Dream</i> Lexile: 280L O: <i>Hide and Seek</i> Lexile: 310L ELL: <i>Hide and Seek</i> Lexile: 310L B: <i>The Foxes Build a Home</i> Lexile: 420L Paired Selections: Genre: Informational Text A: “Hello, Little Dipper!” O: “Our Sun Is a Star!” ELL: “Our Sun Is a Star!” B: “Sunrise and Sunset”	Oral Vocabulary Words: <i>certain</i> <i>observe</i> <i>remained</i> <i>thoughtful</i> <i>vast</i> Vocabulary Words: <i>leaped</i> <i>stretched</i> Strategy: Shades of Meaning/ Intensity	Strategy: Make and Confirm Predictions Skill: Plot/Cause and Effect Text Feature: Captions Author’s Craft	Phonemic Awareness: <i>Identify and Generate Rhyme, Phoneme Substitution, Phoneme Blending, Phoneme Deletion</i>	Phonics/Spelling: <i>r</i> -Controlled Vowels <i>or, ir, ur, er</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Kk</i> Structural Analysis: Inflectional Ending <i>-er</i> Decodable Readers: “Sir Worm and Bird Girl”; “Bird in the Sky”; “Ginger and the Stars”; “Bats Under the Dark Sky”	<i>another</i> <i>climb</i> <i>full</i> <i>great</i> <i>poor</i> <i>through</i>	Intonation	Write About the Text: Informational Text Grammar: Adjectives Mechanics: Capitalization and End Marks	Project: The Moon and Its Phases (research)
Week 3 Great Inventions Essential Question: What inventions do you know about? Genre Focus: Biography	“Great Inventions” Genre: Informational Text	“The Story of a Robot Inventor” Genre: Biography Lexile: 420L	Anchor Text: Thomas Edison, Inventor Genre: Biography Lexile: 510L Paired Selection: “Windshield Wipers” and “Scissors” Genre: Poetry Lexile: NP	Main Selections: Genre: Informational Text A: <i>The Wright Brothers</i> Lexile: 410L O: <i>The Wright Brothers</i> Lexile: 500L ELL: <i>The Wright Brothers</i> Lexile: 430L B: <i>The Wright Brothers</i> Lexile: 660L Paired Selections: Genre: Poetry A: “Fly Away, Butterfly” O: “Fly Away, Butterfly” ELL: “Fly Away, Butterfly” B: “Fly Away, Butterfly”	Oral Vocabulary Words: <i>complicated</i> <i>curious</i> <i>device</i> <i>imagine</i> <i>improve</i> Vocabulary Words: <i>idea</i> <i>unusual</i> Strategy: Prefixes	Strategy: Ask and Answer Questions Skill: Connections Within Text: Problem and Solution Literary Element: Alliteration Author’s Craft	Phonemic Awareness: Phoneme Categorization, Phoneme Substitution, Phoneme Blending, Phoneme Addition	Phonics/Spelling: <i>r</i> -Controlled Vowels <i>or, ore, oar</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Rr</i> Structural Analysis: Abbreviations Decodable Readers: “Born to Learn”; “Sport Stars”; “A Board That Can Soar”; “Hard Chores”	<i>began</i> <i>better</i> <i>guess</i> <i>learn</i> <i>right</i> <i>sure</i>	Rate	Write About the Text: Informational Text Grammar: Adjectives That Compare (-er and -est) Mechanics: Capitalize Days, Months, and Holidays	Project: Research an Inventor (research)



Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 4 Sounds All Around Essential Question: What sounds can you hear? How are they made? Genre Focus: Realistic Fiction	"The Squeaky Bed" Genre: Folktale	"Now, What That's Sound?" Genre: Realistic Fiction Lexile: 240L	Anchor Text: <i>Whistle for Willie</i> Genre: Realistic Fiction Lexile: 520L Paired Selection: "Shake! Strike! Strum!" Genre: Procedural Text Lexile: 290L	Main Selections: Genre: Realistic Fiction A: <i>Thump, Jangle, Crash</i> Lexile: 180L O: <i>Down on the Farm</i> Lexile: 390L ELL: <i>Down on the Farm</i> Lexile: 170L B: <i>Going on a Bird Walk</i> Lexile: 420L Paired Selections: Genre: Procedural Text A: "How to Make Maracas" O: "How to Make a Rain Stick" ELL: "How to Make a Rain Stick" B: "How to Make a Wind Chime"	Oral Vocabulary Words: <i>distract</i> <i>nervous</i> <i>senses</i> <i>squeaky</i> <i>volume</i> Vocabulary Words: <i>suddenly</i> <i>scrambled</i> Strategy: Suffixes	Strategy: Ask and Answer Questions Skill: Plot/Problem and Solution Text Feature: Directions Author's Craft	Phonemic Awareness: Phoneme Substitution, Phoneme Isolation, Phoneme Blending	Phonics/Spelling: Diphthongs <i>ou, ow</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase Xx Structural Analysis: Comparative Inflectional Endings -er, -est Decodable Readers: "Up or Down Sounds"; "Sounds Around Us"	<i>color</i> <i>early</i> <i>instead</i> <i>nothing</i> <i>oh</i> <i>thought</i>	Expression	Write About the Text: Narrative Genre Writing: Procedural Text Writing Process: Expert and Student Models; Plan; Draft Grammar: Using <i>a, an, this,</i> and <i>that</i> Mechanics: Capitalize/ Underline Titles of Books	Project: Rubber Band Sounds (experiment)
Week 5 Build It! Essential Question: How do things get built? Genre Focus: Informational Text	"The Sheep, the Pig, and the Goose Who Set Up House" Genre: Folktale	Time for Kids: "The Joy of a Ship" Genre: Informational Text Lexile: 560L	Anchor Text: <i>Time for Kids: Building Bridges</i> Genre: Informational Text Lexile: 550L Paired Selection: "Small Joy" Genre: Informational Text Lexile: 490L	Main Selections: Genre: Informational Text A: <i>What Is a Yurt?</i> Lexile: 430L O: <i>What Is a Yurt?</i> Lexile: 440L ELL: <i>What Is a Yurt?</i> Lexile: 390L B: <i>What Is a Yurt?</i> Lexile: 620L Paired Selections: Genre: Informational Text A: "Treehouses" O: "Treehouses" ELL: "Treehouses" B: "Treehouses"	Oral Vocabulary Words: <i>contented</i> <i>intend</i> <i>marvelous</i> <i>project</i> <i>structure</i> Vocabulary Words: <i>balance</i> <i>section</i> Strategy: Inflectional Endings	Strategy: Ask and Answer Questions Skill: Connections Within Text: Cause and Effect Text Feature: Captions Author's Craft	Phonemic Awareness: Phoneme Blending, Phoneme Segmentation, Phoneme Categorization	Phonics/Spelling: Diphthongs <i>oi, oy</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase Jj Structural Analysis: Final Stable Syllables Decodable Readers: "Joy's Birdhouse"; "Beavers Make Noise"	<i>above</i> <i>build</i> <i>fall</i> <i>knew</i> <i>money</i> <i>toward</i>	Intonation and Phrasing	Write About the Text: Opinion Genre Writing: Procedural Text Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Prepositions/ Prepositional Phrases Mechanics: Abbreviations (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)	Project: How to Build a(n) (research)
Week 6 Review, Extend Learning, and Assess												



Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can! How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 1 Taking Action Essential Question: How can we work together to make our lives better? Genre Focus: Fantasy	“The Cat’s Bell” Genre: Fable	“Super Tools” Genre: Fantasy Lexile: 430L	Anchor Text: <i>Click, Clack, Moo: Cows That Type</i> Genre: Fantasy Lexile: 380L Paired Selection: “Be a Volunteer!” Genre: Persuasive Text Lexile: 520L	Main Selections: Genre: Fantasy A: <i>Two Hungry Elephants</i> Lexile: 290L O: <i>What a Feast!</i> Lexile: 500L ELL: <i>What a Feast!</i> Lexile: 350L B: <i>Beware of the Lion!</i> Lexile: 480L Paired Selections: Genre: Informational Text A: “Dogs Helping People” O: “Helpers Bring Food” ELL: “Helpers Bring Food” B: “Pete Seeger”	Oral Vocabulary Words: <i>fair</i> <i>conflict</i> <i>shift</i> <i>risk</i> <i>argument</i> Vocabulary Words: <i>demand</i> <i>emergency</i> Strategy: Synonyms	Strategy: Reread Skill: Theme Text Feature: Captions Author’s Craft	Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Identify and Generate Rhyme, Syllable Deletion, Phoneme Substitution	Phonics/Spelling: Variant Vowel Spellings <i>oo, ou, u_e, ew, ui, ue, u</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase Qq Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i> Decodable Readers: “Rooster and Goose”; “Choose a Room”; “The Flute Youth”; “Group Rules”; “Lewis and His New Suit”; “A Cruise Crew”; “Sue and Lucy”; “A True Team”	<i>answer</i> <i>brought</i> <i>busy</i> <i>door</i> <i>enough</i> <i>eyes</i>	Expression	Write About the Text: Narrative Grammar: Pronouns <i>I, you, he, she, it, we, they</i> Mechanics: Capitalize <i>I</i>	Project: We Can Help! (poll)
Week 2 My Team Essential Question: Who helps you? Genre Focus: Informational Text	“Anansi’s Sons” Genre: Folktale	“All Kinds of Helpers” Genre: Informational Text Lexile: 530L	Anchor Text: <i>Meet Rosina</i> Genre: Informational Text Lexile: 420L Paired Selection: “Abuelita’s Lap” Genre: Poetry Lexile: NP	Main Selections: Genre: Informational Text A: <i>Helping Me, Helping You!</i> Lexile: 310L O: <i>Helping Me, Helping You!</i> Lexile: 400L ELL: <i>Helping Me, Helping You!</i> Lexile: 290L B: <i>Helping Me, Helping You!</i> Lexile: 540L Paired Selections: Genre: Informational Text A: “Fire!” O: “Fire!” ELL: “Fire!” B: “Fire!”	Oral Vocabulary Words: <i>decision</i> <i>distance</i> <i>inspire</i> <i>respect</i> <i>swiftly</i> Vocabulary Words: <i>accept</i> <i>often</i> Strategy: Antonyms	Strategy: Reread Skill: Author’s Purpose Literary Element: Repetition Author’s Craft	Phonemic Awareness: Phoneme Categorization, Phoneme Reversal, Phoneme Blending, Phoneme Segmentation, Phoneme Substitution	Phonics/Spelling: Variant Vowel Spellings <i>au, aw, a, augh, al</i> <i>Differentiated Spelling Lists available</i> Handwriting: A Story Structural Analysis: Vowel-Team Syllables Decodable Readers: “Paul’s Paw”; “Thank You Authors!”; “Not Too Small”; “My Baseball Coach”; “A Walk with Mayor Moose”; “Teacher Talk”	<i>brother</i> <i>father</i> <i>friend</i> <i>love</i> <i>mother</i> <i>picture</i>	Intonation	Write About the Text: Informational Text Grammar: Possessive Pronouns Mechanics: Capitalize <i>Days, Months, and Holidays</i>	Project: School Helpers (interview)
Week 3 Weather Together Essential Question: How can weather affect us? Genre Focus: Realistic Fiction	“Paul Bunyan and the Popcorn Blizzard” Genre: Folktale	“Wrapped in Ice” Genre: Realistic Fiction Lexile: 320L	Anchor Text: <i>Rain School</i> Genre: Realistic Fiction Lexile: 440L Paired Selection: “Rainy Weather” Genre: Informational Text Lexile: 470L	Main Selections: Genre: Realistic Fiction A: <i>Snow Day</i> Lexile: 390L O: <i>Heat Wave</i> Lexile: 460L ELL: <i>Heat Wave</i> Lexile: 370L B: <i>Rainy Day Fun</i> Lexile: 420L Paired Selections: Genre: Informational Text A: “A Mountain of Snow” O: “Stay Safe When It’s Hot” ELL: “Stay Safe When It’s Hot” B: “Let’s Stay Dry!”	Oral Vocabulary Words: <i>creative</i> <i>cycle</i> <i>frigid</i> <i>predict</i> <i>scorching</i> Vocabulary Words: <i>country</i> <i>gathers</i> Strategy: Similes	Strategy: Visualize Skill: Plot/Cause and Effect Text Feature: Headings Author’s Craft	Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Substitution	Phonics/Spelling: Silent Letters: <i>wr, kn, gn</i> <i>Differentiated Spelling Lists available</i> Handwriting: A Story Structural Analysis: Compound Words Decodable Readers: “Miss Wright’s Job”; “A Lighthouse Stops Wrecks”; “Know About Snowstorms”; “The Rusty Knight”	<i>been</i> <i>children</i> <i>month</i> <i>question</i> <i>their</i> <i>year</i>	Intonation	Write About the Text: Informational Text Genre Writing: Persuasive Text Writing Process: Expert and Student Models; Plan; Draft Grammar: Special Pronouns (<i>anyone, everyone, anything, everything, nothing</i>) Mechanics: Commas in Dates and Letters	Project: The Weather in My State (research)



Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can! How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 4 Sharing Traditions Essential Question: What traditions do you know about? Genre Focus: Realistic Fiction	“Let’s Dance!” Genre: Informational Text	“A Spring Birthday” Genre: Realistic Fiction Lexile: 380L	Anchor Text: <i>Lissy’s Friends</i> Genre: Realistic Fiction Lexile: 460L Paired Selection: “Making Paper Shapes” Genre: Procedural Text Lexile: 520L	Main Selections: Genre: Realistic Fiction A: <i>The Quilt</i> Lexile: 380L O: <i>Latkes for Sam</i> Lexile: 410L ELL: <i>Latkes for Sam</i> Lexile: 290L B: <i>Patty Jumps!</i> Lexile: 440L Paired Selections: Genre: Procedural Text A: “Making a Quilt Square” O: “What Is a Taco?” ELL: “What Is a Taco?” B: “How to Play Four Square”	Oral Vocabulary Words: <i>ancient</i> <i>drama</i> <i>effort</i> <i>movement</i> <i>tradition</i> Vocabulary Words: <i>difficult</i> <i>nobody</i> Strategy: Compound Words	Strategy: Visualize Skill: Theme Text Feature: Directions Author’s Craft	Phonemic Awareness: Syllable Addition, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution	Phonics/Spelling: Three-Letter Consonant Blends: <i>scr, spl, spr, str, thr, shr</i> <i>Differentiated Spelling Lists available</i> Handwriting: Dates Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i> Decodable Readers: “Three Shrimp”; “A Thrilling Dance”	<i>before</i> <i>front</i> <i>heard</i> <i>push</i> <i>tomorrow</i> <i>your</i>	Phrasing	Write About the Text: Narrative Genre Writing: Persuasive Text Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Subjective and Objective Pronouns Mechanics: Commas in Dates and Letters	Project: Family Traditions (interview)
Week 5 Celebrate America! Essential Question: Why do we celebrate holidays? Genre Focus: Informational Text	“Celebrate the Flag” Genre: Informational Text	Time for Kids: “Share the Harvest and Give Thanks” Genre: Informational Text Lexile: 680L	Anchor Text: <i>Time for Kids: Happy Birthday, U.S.A.!</i> Genre: Informational Text Lexile: 490L Paired Selection: “A Young Nation Grows” Genre: Informational Text Lexile: 400L	Main Selections: Genre: Informational Text A: <i>It’s Labor Day!</i> Lexile: 440L O: <i>It’s Labor Day!</i> Lexile: 620L ELL: <i>It’s Labor Day!</i> Lexile: 360L B: <i>It’s Labor Day!</i> Lexile: 660L Paired Selections: Genre: Informational Text A: “A Celebration of Trees” O: “A Celebration of Trees” ELL: “A Celebration of Trees” B: “A Celebration of Trees”	Oral Vocabulary Words: <i>design</i> <i>display</i> <i>pride</i> <i>purpose</i> <i>represent</i> Vocabulary Words: <i>nation</i> <i>unite</i> Strategy: Metaphors	Strategy: Reread Skill: Author’s Purpose Text Feature: Map Author’s Craft	Phonemic Awareness: Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition, Syllable Deletion, Syllable Addition	Phonics/Spelling: <i>r</i> -Controlled Vowels <i>air, are, ear</i> <i>Differentiated Spelling Lists available</i> Handwriting: Letter Structural Analysis: <i>r</i> -Controlled Vowel Syllables Decodable Readers: “A Pair at the Fair”; “Lights in the Air”; “The Bears Prepare a Feast”; “Leaders Care”	<i>favorite</i> <i>few</i> <i>gone</i> <i>surprise</i> <i>wonder</i> <i>young</i>	Phrasing	Write About the Text: Opinion Grammar: Adverbs That Tell How Mechanics: Abbreviations (capitals and periods with <i>Mr.</i> , <i>Mrs.</i> , <i>Ms.</i> , <i>Dr.</i>)	Project: Research a Holiday (research)
Week 6 Review, Extend Learning, and Assess												