

Scope and Sequence

| | Big Books | Shared Read | Read Alouds | Vocabulary | Comprehension |
|--|--|---|---|--|------------------------------|
| <p>Week 1</p> <p>We Are Special</p> <p>Essential Question: How is everyone special?</p> | <p>Animals in the Park: An ABC Book</p> <p>Big Book of Rhymes: “Jack and Jill” “Mary Wore Her Red Dress” “Wee Willie Winkie” “Little Miss Muffet” “Humpty Dumpty”</p> | <p>“I Am Special”</p> <p>Genre: Fiction</p> <p>“Look at Me!”</p> <p>Genre: Informational Text</p> | <p>Interactive Read Aloud: “The Ugly Duckling”</p> <p>Genre: Fairy Tale</p> <p>Teacher’s Edition: “The Three Sisters”</p> <p>Genre: Folktale</p> | <p>Category Words: Names</p> | <p>Skill: Details</p> |
| <p>Week 2</p> <p>My Family and Me</p> <p>Essential Question: Who is in your family?</p> | <p>Animals in the Park: An ABC Book</p> <p>Big Book of Rhymes: “Twinkle, Twinkle Little Star” “1, 2, Buckle My Shoe” “Mix a Pancake” “Chook, Chook, Chook” “1, 2, 3, 4, 5”</p> | <p>“Family Fun!”</p> <p>Genre: Fiction</p> <p>“Fun Together!”</p> <p>Genre: Fiction</p> | <p>Interactive Read Aloud: “Mama Mouse and El Gato”</p> <p>Genre: Fable</p> <p>Teacher’s Edition: “Teddy’s Week”</p> <p>Genre: Fiction</p> | <p>Category Words: Numbers</p> | <p>Skill: Details</p> |
| <p>Week 3</p> <p>I Can!</p> <p>Essential Question: What can you do?</p> | <p>Animals in the Park: An ABC Book</p> <p>Big Book of Rhymes: “Sing a Song of Sixpence” “Pat-a-Cake” “Hickory, Dickory, Dock” “Hey, Diddle, Diddle” “As I Was Going to St. Ives”</p> | <p>“At School”</p> <p>Genre: Fiction</p> <p>“What Can I Do?”</p> <p>Genre: Informational Text</p> | <p>Interactive Read Aloud: “Kindergartners Can!”</p> <p>Genre: Informational Text</p> <p>Teacher’s Edition: “We Can Help”</p> <p>Genre: Folktale</p> | <p>Category Words: Days of the Week</p> | <p>Skill: Details</p> |

| Concepts of Print | Phonological Awareness | Phonics | High-Frequency Words | Writing | Weekly Project |
|----------------------------------|--|--|----------------------|-----------------------------|----------------------------------|
| Book Handling Parts of a Book | Sentence Segmentation Recognize Rhyme | Letter Recognition: <i>Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh</i> | <i>I</i> | Write About the Text | Project: I Am Special! |
| Book Handling Parts of a Book | Sentence Segmentation Recognize Rhyme | Letter Recognition: <i>li, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr</i> | <i>can</i> | Write About the Text | Project: My Family and Me |
| Book Handling Parts of a Book | Recognize Syllables Blend Syllables | Letter Recognition: <i>Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz</i> | <i>I, can</i> | Write About the Text | Project: I Can! |

Scope and Sequence

| Unit 1: Take a New Step Big Idea: What can we learn when we try new things? | Literature Big Book | Shared Read | Interactive Read Aloud | Leveled Readers | Vocabulary |
|--|--|--|---|---|---|
| <p>Week 1</p> <p>Make New Friends</p> <p>Essential Question: How can we get along with new friends?</p> <p>Genre Focus: Fiction</p> | <p>Anchor Text: <i>What About Bear?</i></p> <p>Genre: Fiction</p> <p>Paired Selection: “How to Be a Friend”</p> <p>Genre: Informational Text</p> | <p>“I Can”</p> <p>Genre: Informational Text</p> <p>“Can I?”</p> <p>Genre: Fiction</p> | <p>Title: “The Lion and the Mouse”</p> <p>Genre: Fable</p> | <p>Genre: Fiction</p> <p>A: <i>The Tree House</i> Lexile: BR</p> <p>O: <i>The Mouse and the Moose</i> Lexile: BR</p> <p>ELL: <i>The Mouse and the Moose</i> Lexile: BR</p> <p>B: <i>Come and Play!</i> Lexile: 90L</p> | <p>Oral Vocabulary Words:</p> <p><i>friend</i> <i>problem</i> <i>grasped</i> <i>escape</i> <i>rescue</i></p> <p>Category Words: Feeling Words</p> |
| <p>Week 2</p> <p>Get Up and Go!</p> <p>Essential Question: How do baby animals move?</p> <p>Genre Focus: Fiction</p> | <p>Anchor Text: <i>Pouch!</i></p> <p>Genre: Fiction</p> <p>Paired Selection: “Baby Animals on the Move!”</p> <p>Genre: Informational Text</p> | <p>“We Can”</p> <p>Genre: Informational Text</p> <p>“I Can, We Can”</p> <p>Genre: Fiction</p> | <p>Title: “The Tortoise and the Hare”</p> <p>Genre: Fable</p> | <p>Genre: Fiction</p> <p>A: <i>Hop!</i> Lexile: BR</p> <p>O: <i>We Hop!</i> Lexile: BR</p> <p>ELL: <i>We Hop!</i> Lexile: BR</p> <p>B: <i>We Can Move!</i> Lexile: 140L</p> | <p>Oral Vocabulary Words:</p> <p><i>adventure</i> <i>movement</i> <i>exhausted</i> <i>exciting</i> <i>arrived</i></p> <p>Category Words: Family Words</p> |
| <p>Week 3</p> <p>Use Your Senses</p> <p>Essential Question: How can your senses help you learn?</p> <p>Genre Focus: Informational Text</p> | <p>Anchor Text: <i>Senses at the Seashore</i></p> <p>Genre: Informational Text</p> <p>Paired Selection: “I Smell Springtime,” “Taste of Purple,” “Rain”</p> <p>Genre: Poetry</p> | <p>“Sam Can See”</p> <p>Genre: Fiction</p> <p>“I Can See”</p> <p>Genre: Informational Text</p> | <p>“A Feast of the Senses”</p> <p>Genre: Informational Text</p> | <p>Genre: Informational Text</p> <p>A: <i>The Beach</i> Lexile: BR</p> <p>O: <i>At School</i> Lexile: BR</p> <p>ELL: <i>At School</i> Lexile: BR</p> <p>B: <i>See It Grow!</i> Lexile: BR</p> | <p>Oral Vocabulary Words:</p> <p><i>senses</i> <i>explore</i> <i>feast</i> <i>kneads</i> <i>finished</i></p> <p>Category Words: Sensory Words</p> |

| Comprehension | Phonological/Phonemic Awareness | Phonics/Spelling/Handwriting | High-Frequency Words | Fluency | Writing and Grammar | Research and Inquiry |
|--|---|---|---|-------------------|--|---|
| <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Text Feature: Photographs</p> <p>Author's Craft</p> | <p>Phonological Awareness: Sentence Segmentation</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Identity, Phoneme Blending</p> | <p>Phonics: /m/m (initial/final)</p> <p>Spelling: Words with <i>m; the</i></p> <p>Handwriting: Uppercase and Lowercase <i>Mm</i></p> <p>Decodable Readers "I Can" "Can I?"</p> | <p><i>the</i></p> <p>Build Your Word Bank: <i>out</i></p> | Accuracy and Rate | <p>Write About the Text: Fiction</p> <p>Grammar: Naming Words (Nouns)</p> | <p>Research Topic: How to Be a Good Friend</p> |
| <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Text Feature: Labels</p> <p>Author's Craft</p> | <p>Phonological Awareness: Recognize Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending</p> | <p>Phonics: /a/a (initial/medial)</p> <p>Consonant Review: /m/m</p> <p>Spelling: Words with <i>a; am, we</i></p> <p>Handwriting: Uppercase and Lowercase <i>Aa</i></p> <p>Decodable Readers "I Am" "We Can"</p> | <p><i>we</i></p> <p>Build Your Word Bank: <i>down</i></p> | Accuracy and Rate | <p>Write About the Text: Fiction</p> <p>Grammar: Naming Words (Nouns)</p> | <p>Research Topic: How Baby Animals Move</p> |
| <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Literary Element: Sensory Words</p> <p>Author's Craft</p> | <p>Phonological Awareness: Onset and Rime Blending</p> <p>Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization</p> | <p>Phonics: /s/s (initial)</p> <p>Consonant/Vowel Review: /a/a, /m/m</p> <p>Spelling: Words with <i>s; Sam, see</i></p> <p>Handwriting: Uppercase and Lowercase <i>Ss</i></p> <p>Decodable Readers "Sam Can See" "Sam"</p> | <p><i>see</i></p> <p>Build Your Word Bank: <i>will</i></p> | Accuracy and Rate | <p>Write About the Text: Informational Text</p> <p>Grammar: Naming Words (Nouns)</p> | <p>Research Topic: The Senses</p> |

Scope and Sequence

| Let's Explore Big Idea: What can you find out when you explore? | Literature Big Book | Shared Read | Interactive Read Aloud | Leveled Readers | Vocabulary |
|---|---|---|---|---|---|
| Week 1 Tools We Use Essential Question: How do tools help us to explore? Genre Focus: Informational Text | Anchor Text: <i>The Handiest Things in the World</i> Genre: Informational Text Paired Selection: "Discover with Tools" Genre: Informational Text | "Pam Can See" Genre: Fiction "We Can See!" Genre: Informational Text | Title: "Timimoto" Genre: Folktale | Genre: Informational Text A: <i>We Need Tools</i> Lexile: BR O: <i>A Trip</i> Lexile: BR ELL: <i>A Trip</i> Lexile: BR B: <i>What Can You See?</i> Lexile: 90L | Oral Vocabulary Words: <i>tools</i> <i>discover</i> <i>fetch</i> <i>rumble</i> <i>defeated</i> Category Words: Colors |
| Week 2 Shapes All Around Us Essential Question: What shapes do you see around you? Genre Focus: Informational Text | Anchor Text: <i>Shapes All Around</i> Genre: Informational Text Paired Selection: "Find the Shapes" Genre: Informational Text | "We Like Tam!" Genre: Fiction "I Like Sam" Genre: Fiction | Title: "Kites in Flight" Genre: Informational Text | Genre: Informational Text A: <i>Shapes!</i> Lexile: BR O: <i>Play with Shapes!</i> Lexile: BR ELL: <i>Play with Shapes!</i> Lexile: BR B: <i>Use a Shape!</i> Lexile: 140L | Oral Vocabulary Words: <i>materials</i> <i>nature</i> <i>world</i> <i>decoration</i> <i>games</i> Category Words: Shapes |
| Week 3 World of Bugs Essential Question: What kind of bugs do you know about? Genre Focus: Poetry | Anchor Text: <i>I Love Bugs!</i> Genre: Poetry Paired Selection: "Bugs All Around" Genre: Informational Text | "Pat" Genre: Fiction "Tap! Tap! Tap!" Genre: Informational Text | "From Caterpillar to Butterfly" Genre: Informational Text | Genre: Fiction A: <i>We Like Bugs!</i> Lexile: BR O: <i>The Bugs Run</i> Lexile: BR ELL: <i>The Bugs Run</i> Lexile: BR B: <i>I See a Bug!</i> Lexile: BR | Oral Vocabulary Words: <i>curious</i> <i>observe</i> <i>process</i> <i>slender</i> <i>attaches</i> Category Words: Texture Words |

| Units 1-2 | Show What You Learned | Extend Your Learning |
|----------------------------|---|----------------------|
| Review, Extend, and Assess | Focus on Folktales: "Timimoto" Focus on Nonfiction: "Look and Learn" Focus on Poetry: "Hello, Grasshopper" | Choose Your Own Book |

| Comprehension | Phonological/Phonemic Awareness | Phonics/Spelling/Handwriting | High-Frequency Words | Fluency | Writing and Grammar | Research and Inquiry |
|---|--|---|---|-------------------|---|--------------------------------------|
| <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Text Feature: Headings</p> <p>Author's Craft</p> | <p>Phonological Awareness: Recognize Alliteration</p> <p>Phonemic Awareness: 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>Spelling: Words with <i>p; a</i></p> <p>Handwriting: Uppercase and Lowercase <i>Pp</i></p> <p>Decodable Readers "A Sap Map" "Pam Can See"</p> | <p><i>a</i></p> <p>Build Your Word Bank: <i>there</i></p> | Accuracy and Rate | <p>Write About the Text: Informational Text</p> <p>Grammar: Verbs</p> | <p>Research Topic: Tools</p> |
| <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Text Feature: Bold Print</p> <p>Author's Craft</p> | <p>Phonological Awareness: Onset and Rime Blending</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending (initial/final), Phoneme Identity</p> | <p>Phonics: /t/t (initial/final)</p> <p>Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s</p> <p>Long Vowel Awareness: Long <i>a: a_e</i></p> <p>Spelling: Words with <i>t</i>, long: <i>a_e; like</i></p> <p>Handwriting: Uppercase and Lowercase <i>Tt</i></p> <p>Decodable Readers "Tap the Mat" "I Am Pat"</p> | <p><i>like</i></p> <p>Build Your Word Bank: <i>two</i></p> | Accuracy and Rate | <p>Write About the Text: Informational Text</p> <p>Genre Writing: Informational Text</p> <p>Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Verbs</p> | <p>Research Topic: Shapes</p> |
| <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Text Feature: Captions</p> <p>Author's Craft</p> | <p>Phonological Awareness: Count and Pronounce Syllables</p> <p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending</p> <p>Long Vowel Awareness: Long <i>a</i></p> | <p>Phonics: Review /m/m, /a/a, /s/s /p/p /t/t</p> <p>Spelling: <i>at</i> pattern (<i>at, mat, sat</i>); <i>the, a, see, we like</i></p> <p>Handwriting: Write sentences with <i>Mm, Aa, Ss, Pp, Tt</i></p> <p>Decodable Readers "We See Tam" "Tap! Tap! Tap!"</p> | <p><i>the</i> <i>a</i> <i>see</i> <i>we</i> <i>like</i></p> <p>Build Your Word Bank <i>out</i> <i>down</i> <i>will</i> <i>there</i> <i>two</i></p> | Accuracy and Rate | <p>Write About the Text: Poetry</p> <p>Grammar: Verbs</p> | <p>Research Topic: Bugs</p> |

Scope and Sequence

| Going Places Big Idea: What can you learn by going to different places? | Literature Big Book | Shared Read | Interactive Read Aloud | Leveled Readers | Vocabulary |
|--|---|---|---|---|--|
| Week 1 Rules to Go By Essential Question: What rules do we follow in different places? Genre Focus: Fiction | Anchor Text: <i>How Do Dinosaurs Go to School?</i> Genre: Fiction Paired Selection: “Be Safe!” Genre: Informational Text | “Can I Pat It?” Genre: Fiction “Tim Can Tip It” Genre: Fiction | “The Boy Who Cried Wolf” Genre: Fable | Genre: Fantasy A: <i>We Run</i> Lexile: BR O: <i>Go, Nat!</i> Lexile: BR ELL: <i>Go Nat!</i> Lexile: BR B: <i>The Birdhouse</i> Lexile: BR | Oral Vocabulary Words: <i>rule</i> <i>cooperate</i> <i>guard</i> <i>prank</i> <i>responsible</i> Category Words: Action Words |
| Week 2 Sounds Around Us Essential Question: What are the different sounds we hear? Genre Focus: Fiction | Anchor Text: <i>Clang! Clang! Beep! Beep! Listen to the City</i> Genre: Fiction Paired Selection: “Sounds Are Everywhere!” Genre: Informational Text | “Nat and Tip” Genre: Fiction “Tim and Nan” Genre: Informational Text | “The Turtle and the Flute” Genre: Tale | Genre: Fiction A: <i>City Sounds</i> Lexile: BR O: <i>Farm Sounds</i> Lexile: 280L ELL: <i>Farm Sounds</i> Lexile: BR B: <i>A Noisy Night</i> Lexile: 190L | Oral Vocabulary Words: <i>listen</i> <i>volume</i> <i>exclaimed</i> <i>chat</i> <i>familiar</i> Category Words: Sound Words |
| Week 3 The Places We Go Essential Question: What places do you go to during the week? Genre Focus: Fiction | Anchor Text: <i>Please Take Me for a Walk</i> Genre: Fiction Paired Selection: “A Neighborhood” Genre: Informational Text | “We Go to See Nan” Genre: Fiction “Can We Go?” Genre: Informational Text | “Field Trips” Genre: Informational Text | Genre: Fiction A: <i>We Can Go</i> Lexile: BR O: <i>Going by Cab</i> Lexile: 160L ELL: <i>Going by Cab</i> Lexile: BR B: <i>Cal’s Busy Week</i> Lexile: 110L | Oral Vocabulary Words: <i>routine</i> <i>neighborhood</i> <i>local</i> <i>intelligent</i> <i>volunteer</i> Category Words: Sequence Words |

| Comprehension | Phonological/Phonemic Awareness | Phonics/Spelling/Handwriting | High-Frequency Words | Fluency | Writing and Grammar | Research and Inquiry |
|---|---|--|--|-------------------|--|--|
| <p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Text Feature: Lists</p> <p>Author's Craft</p> | <p>Phonological Awareness: Recognize Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p> | <p>Phonics: /i/i (initial and medial)</p> <p>Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t</p> <p>Extend the Lesson: final double letters: <i>ss, tt</i></p> <p>Spelling: Words with <i>i</i>; <i>to</i></p> <p>Handwriting: Uppercase and Lowercase <i>li</i></p> <p>Decodable Readers: "Tim Can Sit" "We Like It"</p> | <p><i>to</i></p> <p>Build Your Word Bank: <i>her</i> <i>one</i></p> | Accuracy and Rate | <p>Write About the Text: Fiction</p> <p>Grammar: Sentences</p> | <p>Research Topic: Rules for Safety</p> |
| <p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Text Feature: Captions</p> <p>Author's Craft</p> | <p>Phonological Awareness: Onset and Rime Blending</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Categorization</p> | <p>Phonics: /n/n</p> <p>Consonant/Vowel Review: /a/a, /l/i, /m/m, /p/p, /s/s, /t/t</p> <p>Spelling: Words with <i>n</i>; <i>and</i></p> <p>Handwriting: Uppercase and Lowercase <i>Nn</i></p> <p>Decodable Readers: "Nat and Nan" "Nan and Nat See"</p> | <p><i>and</i></p> <p>Build Your Word Bank: <i>then</i> <i>new</i></p> | Accuracy and Rate | <p>Write About the Text: Fiction</p> <p>Grammar: Sentences</p> | <p>Research Topic: Sounds</p> |
| <p>Strategy: Visualize</p> <p>Skill: Character, Setting, Events</p> <p>Text Feature: Maps</p> <p>Author's Craft</p> | <p>Phonological Awareness: Count and Pronounce Syllables</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Identity, Segmentation</p> <p>Long Vowel Awareness: Long <i>i</i></p> | <p>Phonics: /k/c</p> <p>Consonant/Vowel Review: /a/a, /l/i, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p>Spelling Pattern: <i>an</i> pattern (<i>an, can, ran, pan, man</i>)</p> <p>Handwriting: Uppercase and Lowercase <i>Cc</i></p> <p>Decodable Readers: "Cam Cat" "See the Cat"</p> | <p><i>go</i></p> <p>Build Your Word Bank: <i>could</i> <i>place</i></p> | Accuracy and Rate | <p>Write About the Text: Fiction</p> <p>Grammar: Sentences</p> | <p>Research Topic: Places in School</p> |

Scope and Sequence

| Around the Neighborhood Big Idea: What do you know about the people and the places in your neighborhood? | Literature Big Book | Shared Read | Interactive Read Aloud | Leveled Readers | Vocabulary |
|---|--|---|--|---|--|
| Week 1 Time for Work Essential Question: What do people use to do their jobs? Genre Focus: Informational Text | Anchor Text: <i>Whose Shoes? A Shoe for Every Job</i> Genre: Information Text Paired Selection: “Workers and Their Tools” Genre: Informational Text | “Tom on Top!” Genre: Informational Text | “Little Juan and the Cooking Pot” Genre: Tale | Genre: Informational Text A: <i>You Cook</i> Lexile: BR O: <i>On the Job</i> Lexile: BR ELL: <i>On the Job</i> Lexile: BR B: <i>The Neighborhood</i> Lexile: 120L | Oral Vocabulary Words: <i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i> Category Words: Job Words |
| Week 2 Meet Your Neighbors Essential Question: Who are your neighbors? Genre Focus: Realistic Fiction | Anchor Text: <i>What Can You Do with a Paleta?</i> Genre: Realistic Fiction Paired Selection: “My Great Neighborhood!” Genre: Personal Narrative | “Sid” Genre: Fiction | “Cultural Festivals” Genre: Informational Text | Genre: Fiction A: <i>My Neighbors</i> Lexile: BR O: <i>Neighborhood Party</i> Lexile: 100L ELL: <i>Neighborhood Party</i> Lexile: BR B: <i>Parade Day</i> Lexile: 100L | Oral Vocabulary Words: <i>cultures</i> <i>appreciate</i> <i>proud</i> <i>tradition</i> <i>prefer</i> Category Words: Food Words |
| Week 3 Pitch In Essential Question: How can people help to make your community better? Genre Focus: Informational Text | Anchor Text: <i>Roadwork</i> Genre: Informational Text Paired Selection: “A Community Garden” Genre: Informational Text | “I Can, You Can!” Genre: Fiction | “The Bundle of Sticks” Genre: Fable | Genre: Informational Text A: <i>We Clean!</i> Lexile: BR O: <i>Can You Fix It?</i> Lexile: 60L ELL: <i>Can You Fix It?</i> Lexile: BR B: <i>Helping Mom</i> Lexile: 290L | Oral Vocabulary Words: <i>community</i> <i>improve</i> <i>harvest</i> <i>quarrel</i> <i>confused</i> Category Words: Position Words |

| Units 3-4 | Show What You Learned | Extend Your Learning |
|----------------------------|--|----------------------|
| Review, Extend, and Assess | Focus on Fables: “The Bundle of Sticks” Focus on Nursery Rhymes: “Wee Willie Winkie” Focus on Nonfiction: “Lady Bird Cleans Up” | Choose Your Own Book |

| Comprehension | Phonological/Phonemic Awareness | Phonics/Spelling/Handwriting | High-Frequency Words | Fluency | Writing and Grammar | Research and Inquiry |
|---|--|---|---|-------------------|---|--|
| <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Text Feature: Labels</p> <p>Author's Craft</p> | <p>Phonological Awareness: Onset and Rime Segmentation</p> <p>Phonemic Awareness: Phoneme Isolation (initial, medial), Phoneme Blending, Phoneme Categorization</p> | <p>Phonics: /o/o (initial/medial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /i/i, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p>Spelling: Words with o; <i>you</i></p> <p>Handwriting: Uppercase and Lowercase Oo</p> <p>Decodable Readers: "Tom Can" "Mom and Nan"</p> | <p><i>you</i></p> <p>Build Your Word Bank: <i>all</i> <i>that</i></p> | Accuracy and Rate | <p>Write About the Text: Informational Text</p> <p>Grammar: Describing Words (Adjectives)</p> | <p>Research Topic: Workers and Their Tools</p> |
| <p>Strategy: Ask and Answer Questions</p> <p>Skill: Character, Setting, Events</p> <p>Text Feature: Illustrations</p> <p>Author's Craft</p> | <p>Phonological Awareness: Sentence Segmentation</p> <p>Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation</p> <p>Long Vowel Awareness: Long o</p> | <p>Phonics: /d/d (initial/final)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p>Spelling: Words with d, long o: o_e; <i>do</i></p> <p>Handwriting: Uppercase and Lowercase Dd</p> <p>Decodable Readers: "Did Dan?" "Did Sid See Don?"</p> | <p><i>do</i></p> <p>Build Your Word Bank: <i>day</i> <i>long</i></p> | Accuracy and Rate | <p>Write About the Text: Realistic Fiction</p> <p>Genre Writing: Personal Narrative</p> <p>Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Adjectives</p> | <p>Research Topic: What Neighbors Do</p> |
| <p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Sequence</p> <p>Text Feature: Captions</p> <p>Author's Craft</p> | <p>Phonological Awareness: Recognize Rhyme</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p> | <p>Phonics: Review /i/i, /n/n, /k/c, /o/o, /d/d; s-Blends (<i>sn, sp, st</i>)</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>Long Vowel Express (optional): Long a (a_e)</p> <p>Spelling Pattern: ot pattern (<i>not, cot, dot, pot, tot</i>)</p> <p>Handwriting: Write sentences with i, n, c, o, d, sn, sp, st</p> <p>Decodable Readers: "Tip It" "Stop the Top!"</p> | <p><i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i></p> <p>Build Your Word Bank: <i>her</i> <i>one</i> <i>then</i> <i>new</i> <i>could</i> <i>place</i> <i>all</i> <i>that</i> <i>day</i> <i>long</i></p> | Accuracy and Rate | <p>Write About the Text: Informational Text</p> <p>Grammar: Adjectives</p> | <p>Research Topic: Helping to Make a Better Community</p> |

Scope and Sequence

| Wonders of Nature Big Idea: What kinds of things can you find growing in nature? | Literature Big Book | Shared Read | Interactive Read Aloud | Leveled Readers | Vocabulary |
|--|---|---|---|--|--|
| <p>Week 1</p> <p>How Does Your Garden Grow?</p> <p>Essential Question: What do living things need to grow?</p> <p>Genre Focus: Realistic Fiction</p> | <p>Anchor Text: <i>My Garden</i></p> <p>Genre: Realistic Fiction</p> <p>Paired Selection: “Tommy,” “Maytime Magic,” “The Seed,” “Garden”</p> <p>Genre: Poetry</p> | <p>“Hop Can Hop!”</p> <p>Genre: Fiction</p> | <p>“Growing Plants”</p> <p>Genre: Informational Text</p> | <p>Genre: Fantasy/Realistic Fiction</p> <p>A: <i>My Garden</i> Lexile: BR</p> <p>O: <i>My Garden Grows</i> Lexile: 100L</p> <p>ELL: <i>My Garden Grows</i> Lexile: BR</p> <p>B: <i>The Mystery Seeds</i> Lexile: 240L</p> | <p>Oral Vocabulary Words:</p> <p><i>require</i> <i>plant</i> <i>harmful</i> <i>soak</i> <i>crowd</i></p> <p>Category Words: Size Words</p> |
| <p>Week 2</p> <p>Trees</p> <p>Essential Question: How do living things change as they grow?</p> <p>Genre Focus: Informational Text</p> | <p>Anchor Text: <i>A Grand Old Tree</i></p> <p>Genre: Informational Text</p> <p>Paired Selection: “From a Seed to a Tree”</p> <p>Genre: Informational Text</p> | <p>“Ed and Ned”</p> <p>Genre: Informational Text</p> | <p>“The Pine Tree”</p> <p>Genre: Fairy Tale</p> | <p>Genre: Informational Text</p> <p>A: <i>The Tree</i> Lexile: BR</p> <p>O: <i>Many Trees</i> Lexile: 70L</p> <p>ELL: <i>Many Trees</i> Lexile: BR</p> <p>B: <i>Our Apple Tree</i> Lexile: 250L</p> | <p>Oral Vocabulary Words:</p> <p><i>develop</i> <i>amazing</i> <i>enormous</i> <i>imagine</i> <i>content</i></p> <p>Category Words: Tree Parts</p> |
| <p>Week 3</p> <p>Fresh from the Farm</p> <p>Essential Question: What kinds of things grow on a farm?</p> <p>Genre Focus: Informational Text</p> | <p>Anchor Text: <i>An Orange in January</i></p> <p>Genre: Informational Text</p> <p>Paired Selection: “Farmers’ Market”</p> <p>Genre: Informational Text</p> | <p>“Ron With Red”</p> <p>Genre: Fiction</p> | <p>“Farms Around the World”</p> <p>Genre: Informational Text</p> | <p>Genre: Informational Text</p> <p>A: <i>The Farmer</i> Lexile: BR</p> <p>O: <i>Let’s Make a Salad!</i> Lexile: BR</p> <p>ELL: <i>Let’s Make a Salad</i> Lexile: BR</p> <p>B: <i>Farm Fresh Finn</i> Lexile: 260L</p> | <p>Oral Vocabulary Words:</p> <p><i>fresh</i> <i>delicious</i> <i>beneath</i> <i>raise</i> <i>special</i></p> <p>Category Words: Food Words</p> |

| Comprehension | Phonological/Phonemic Awareness | Phonics/Spelling/Handwriting | High-Frequency Words | Fluency | Writing and Grammar | Research and Inquiry |
|--|--|--|--|-------------------|--|--|
| <p>Strategy: Reread</p> <p>Skill: Character, Setting, Events</p> <p>Literary Element: Rhyme and Repetition</p> <p>Author's Craft</p> | <p>Phonological Awareness: Count and Blend Syllables</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Categorization</p> | <p>Phonics: /h/h (initial)</p> <p>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>Extend the Lesson: Final /z/s</p> <p>Spelling: Words with <i>h</i>; <i>my</i></p> <p>Handwriting: Uppercase and Lowercase <i>Hh</i></p> <p>Decodable Readers: "Hap Hid the Ham" "Hip Hop"</p> | <p><i>my</i></p> <p>Build Your Word Bank: <i>than</i> <i>his</i></p> | Accuracy and Rate | <p>Write About the Text: Realistic Fiction</p> <p>Grammar: Pronouns</p> | <p>Research Topic: Plants</p> |
| <p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Text Feature: Diagrams</p> <p>Author's Craft</p> | <p>Phonological Awareness: Onset and Rime Blending</p> <p>Phonemic Awareness: 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, /l/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p>Spelling: Words with <i>e/e</i>; <i>are</i></p> <p>Handwriting: Uppercase and Lowercase <i>Ee</i></p> <p>Decodable Readers: "Ed and Ted Can Go On" "Not a Pet!"</p> | <p><i>are</i></p> <p>Build Your Word Bank: <i>when</i> <i>which</i></p> | Accuracy and Rate | <p>Write About the Text: Informational Text</p> <p>Grammar: Pronouns</p> | <p>Research Topic: Trees</p> |
| <p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Text Feature: Lists</p> <p>Author's Craft</p> | <p>Phonological Awareness: Recognize Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition</p> | <p>Phonics: /f/f (initial/final), /r/r (initial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /h/h, /l/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p>Long Vowel Awareness: Long <i>e</i>: <i>ee</i></p> <p>Spelling Pattern: <i>en</i> pattern (<i>pen, ten, men, den, hen</i>)</p> <p>Handwriting: Uppercase and Lowercase <i>Ff</i></p> <p>Decodable Readers: "Ron Ram" "Red and Ron"</p> | <p><i>with</i> <i>he</i></p> <p>Build Your Word Bank: <i>many</i> <i>them</i></p> | Accuracy and Rate | <p>Write About the Text: Informational Text</p> <p>Grammar: Pronouns</p> | <p>Research Topic: Farm Foods</p> |

Scope and Sequence

| Weather for All Seasons Big Idea: How do weather and seasons affect us? | Literature Big Book | Shared Read | Interactive Read Aloud | Leveled Readers | Vocabulary |
|--|--|--|--|---|---|
| Week 1 The Four Seasons Essential Question: How are the seasons different? Genre Focus: Realistic Fiction | Anchor Text: <i>Mama, Is It Summer Yet?</i> Genre: Realistic Fiction Paired Selection: “New Snow,” “Rain Song,” “Covers,” excerpt from “Honey I Love” Genre: Poetry | “Is It Hot?” Genre: Informational Text | “A Tour of the Seasons” Genre: Informational Text | Genre: Fantasy A: <i>It Is Hot!</i> Lexile: BR O: <i>Little Bear</i> Lexile: 300L ELL: <i>Little Bear</i> Lexile: 300L B: <i>Ant and Grasshopper</i> Lexile: 280L | Oral Vocabulary Words: <i>weather</i> <i>seasons</i> <i>migrate</i> <i>active</i> <i>spot</i> Category Words: Seasons |
| Week 2 What’s the Weather? Essential Question: What happens in different kinds of weather? Genre Focus: Fantasy | Anchor Text: <i>Rain</i> Genre: Fantasy Paired Selection: “Cloud Watch” Genre: Informational Text | “Kim and Nan” Genre: Fiction | “The Battle of Wind and Rain” Genre: Tale | Genre: Fiction A: <i>The Rain</i> Lexile: BR O: <i>Weather Is Fun</i> Lexile: BR ELL: <i>Weather Is Fun</i> Lexile: BR B: <i>Kate and Tuck</i> Lexile: 280L | Oral Vocabulary Words: <i>predict</i> <i>temperature</i> <i>drought</i> <i>clever</i> <i>storm</i> Category Words: Weather Words |
| Week 3 Stormy Weather Essential Question: How can you stay safe in bad weather? Genre Focus: Realistic Fiction | Anchor Text: <i>Waiting Out the Storm</i> Genre: Realistic Fiction Paired Selection: “Be Safe in Bad Weather” Genre: Informational Text | “Mack and Ben” Genre: Fiction | “The Storm that Shook the Signs” Genre: Fairy Tale | Genre: Informational Text A: <i>Bad Weather</i> Lexile: BR O: <i>Getting Ready</i> Lexile: 30L ELL: <i>Getting Ready</i> Lexile: BR B: <i>The Storm</i> Lexile: 170L | Oral Vocabulary Words: <i>safe</i> <i>prepare</i> <i>notice</i> <i>celebration</i> <i>enough</i> Category Words: Question Words |

| Units 5-6 | Reading Digitally | Show What You Learned | Extend Your Learning |
|----------------------------|---|---|---|
| Review, Extend, and Assess | “Changes with the Wind” Genre: Online Article | Focus on Fantasy: “Spring Is Here!” Focus on Nursery Rhymes: “Rain, Rain, Go Away” Focus on Nonfiction: “All Kinds of Trees” | Connect to Content: Reading Digitally: “Changes with the Wind” Connect to Content: Wind at Work Choose Your Own Book “All Kinds of Trees” |

| Comprehension | Phonological/Phonemic Awareness | Phonics/Spelling/ Handwriting | High-Frequency Words | Fluency | Writing and Grammar | Research and Inquiry |
|---|---|--|---|-------------------|---|--|
| <p>Strategy: Visualize</p> <p>Skill: Plot: Sequence</p> <p>Literary Element: Rhyme</p> <p>Author's Craft</p> | <p>Phonological Awareness: Onset and Rime Segmentation</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p> | <p>Phonics: /b/b (initial/final), /l/ (initial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p> <p>Extend the Lesson: Final double letters: <i>ll</i></p> <p>Spelling: Words with <i>b, l; is, little</i></p> <p>Handwriting: Uppercase and Lowercase <i>Bb, Ll</i></p> <p>Decodable Readers: "Bob and Ben" "Ben, Deb, Lin"</p> | <p><i>is</i> <i>little</i></p> <p>Build Your Word Bank: <i>by</i> <i>some</i></p> | Accuracy and Rate | <p>Write About the Text: Realistic Fiction</p> <p>Grammar: Singular and Plural Nouns</p> | <p>Research Topic: The Four Seasons</p> |
| <p>Strategy: Visualize</p> <p>Skill: Plot: Sequence</p> <p>Text Feature: Speech Bubbles</p> <p>Author's Craft</p> | <p>Phonological Awareness: Recognize Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p> | <p>Phonics: /k/k (initial), /k/ck (final)</p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /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</p> <p>Spelling: Words with <i>k, ck; she, was</i></p> <p>Handwriting: Uppercase and Lowercase <i>Kk</i></p> <p>Decodable Readers: "Pack It, Kim" "Kick It, Nick!"</p> | <p><i>she</i> <i>was</i></p> <p>Build Your Word Bank: <i>many</i> <i>then</i> <i>now</i> <i>way</i></p> | Accuracy and Rate | <p>Write About the Text: Fantasy</p> <p>Grammar: Proper Nouns</p> | <p>Research Topic: Weather</p> |
| <p>Strategy: Visualize</p> <p>Skill: Plot: Sequence</p> <p>Text Feature: Directions</p> <p>Author's Craft</p> | <p>Phonological Awareness: Recognize Alliteration</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Addition</p> | <p>Phonics: Review /h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /k/ck; l-Blends (<i>bl, cl, fl, sl</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</p> <p>Long Vowel Express (optional): Long <i>i</i> (<i>i_e</i>)</p> <p>Spelling Pattern: <i>ack</i> pattern (<i>pack, rack, sack, back, stack</i>)</p> <p>Handwriting: Write sentences with <i>h, e, f, r, b, l, k, ck, l- Blends (bl, cl, fl, sl)</i></p> <p>Decodable Readers: "Rock Ken" "Flip, Flop, Flip!"</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>Build Your Word Bank: <i>than</i> <i>his</i> <i>when</i> <i>which</i> <i>many</i> <i>them</i> <i>by</i> <i>some</i> <i>now</i> <i>way</i></p> | Accuracy and Rate | <p>Write About the Text: Realistic Fiction</p> <p>Genre Writing: Realistic Fiction</p> <p>Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Singular and Plural Nouns</p> | <p>Research Topic: Stormy Weather</p> |

Scope and Sequence

| The Animal Kingdom Big Idea: What are different kinds of animals? | Literature Big Book | Shared Read | Interactive Read Aloud | Leveled Readers | Vocabulary |
|--|--|--|--|--|--|
| <p>Week 1</p> <p>Baby Animals</p> <p>Essential Question: How are some animals alike and how are they different?</p> <p>Genre Focus: Informational Text</p> | <p>Anchor Text: <i>ZooBorns!</i></p> <p>Genre: Informational Text</p> <p>Paired Selection: “Mischievous Goat,” “Over in the Meadow,” “Kitty Caught a Caterpillar”</p> <p>Genre: Poetry</p> | <p>“A Pup and a Cub”</p> <p>Genre: Informational Text</p> | <p>“Baby Farm Animals”</p> <p>Genre: Informational Text</p> | <p>Genre: Informational Text</p> <p>A: <i>Two Cubs</i> Lexile: 10L</p> <p>O: <i>Animal Bodies</i> Lexile: 80L</p> <p>ELL: <i>Animal Bodies</i> Lexile: 80L</p> <p>B: <i>Two Kinds of Bears</i> Lexile: 420L</p> | <p>Oral Vocabulary Words:</p> <p><i>appearance</i> <i>behavior</i> <i>exercise</i> <i>wander</i> <i>plenty</i></p> <p>Category Words: Animal Parts</p> |
| <p>Week 2</p> <p>Pet Pals</p> <p>Essential Question: How do you take care of different kinds of pets?</p> <p>Genre Focus: Realistic Fiction</p> | <p>Anchor Text: <i>The Birthday Pet</i></p> <p>Genre: Realistic Fiction</p> <p>Paired Selection: “Lola and Bella”</p> <p>Genre: Personal Narrative</p> | <p>“I Hug Gus!”</p> <p>Genre: Fiction</p> | <p>“The Family Pet”</p> <p>Genre: Informational Text</p> | <p>Genre: Fiction</p> <p>A: <i>My Cats</i> Lexile: BR</p> <p>O: <i>Their Pets</i> Lexile: 270L</p> <p>ELL: <i>Their Pets</i> Lexile: BR</p> <p>B: <i>Will’s Pet</i> Lexile: 190L</p> | <p>Oral Vocabulary Words:</p> <p><i>responsibility</i> <i>train</i> <i>depend</i> <i>compared</i> <i>social</i></p> <p>Category Words: Pets</p> |
| <p>Week 3</p> <p>Animal Habitats</p> <p>Essential Question: Where do animals live?</p> <p>Genre Focus: Fantasy</p> | <p>Anchor Text: <i>Bear Snores On</i></p> <p>Genre: Fantasy</p> <p>Paired Selection: “Animal Homes”</p> <p>Genre: Informational Text</p> | <p>“A Vet in a Van”</p> <p>Genre: Fiction</p> | <p>“Aunt Nancy and the Turtle”</p> <p>Genre: Tale</p> | <p>Genre: Fiction: Fantasy</p> <p>A: <i>We Want Water</i> Lexile: 110L</p> <p>O: <i>A New Home</i> Lexile: 50L</p> <p>ELL: <i>A New Home</i> Lexile: 300L</p> <p>B: <i>Bird’s New Home</i> Lexile: 190L</p> | <p>Oral Vocabulary Words:</p> <p><i>habitat</i> <i>wild</i> <i>complain</i> <i>join</i> <i>stubborn</i></p> <p>Category Words: Animal Homes</p> |

| Comprehension | Phonological/Phonemic Awareness | Phonics/Spelling/Handwriting | High-Frequency Words | Fluency | Writing and Grammar | Research and Inquiry |
|---|---|--|--|-------------------|---|---|
| <p>Strategy: Reread</p> <p>Skill: Text Structure: Compare and Contrast</p> <p>Literary Element: Alliteration</p> <p>Author's Craft</p> | <p>Phonological Awareness: Onset and Rime Blending</p> <p>Phonemic Awareness: 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, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p> <p>Spelling: Words with <i>u</i>; <i>for, have</i></p> <p>Handwriting: Uppercase and Lowercase <i>Uu</i></p> <p>Decodable Readers: "Sun Fun" "Pup and Cub"</p> | <p><i>for</i> <i>have</i></p> <p>Build Your Word Bank: <i>from</i> <i>now</i></p> | Accuracy and Rate | <p>Write About the Text: Informational Text</p> <p>Grammar: Verbs</p> | <p>Research Topic: Animal Features</p> |
| <p>Strategy: Make and Confirm Predictions</p> <p>Skill: Plot: Problem and Solution</p> <p>Text Feature: Chart</p> <p>Author's Craft</p> | <p>Phonological Awareness: Recognize and Generate Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation (initial/final <i>g</i>; initial <i>w</i>), Phoneme Blending, Phoneme Substitution</p> | <p>Phonics: /g/g (initial/final), w/w (initial)</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>Spelling: Words with <i>g, w</i>; <i>she, was</i></p> <p>Handwriting: Uppercase and Lowercase <i>GG, Ww</i></p> <p>Decodable Readers: "Wet Gus" "See a Bug?"</p> | <p><i>of</i> <i>they</i></p> <p>Build Your Word Bank: <i>water</i> <i>these</i></p> | Accuracy and Rate | <p>Write About the Text: Realistic Fiction</p> <p>Grammar: Verbs</p> | <p>Research Topic: Caring for Pets</p> |
| <p>Strategy: Make and Confirm Predictions</p> <p>Skill: Plot: Cause and Effect</p> <p>Text Feature: Glossary</p> <p>Author's Craft</p> | <p>Phonological Awareness: Onset and Rime Segmentation</p> <p>Phonemic Awareness: Phoneme Isolation (initial <i>v</i>, final <i>x</i>), Phoneme Blending, Phoneme Substitution</p> | <p>Phonics: /ks/x, (final), /v/v (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, /w/w</p> <p>Long Vowel Awareness: Long <i>u</i>: <i>u_e</i></p> <p>Spelling Pattern: <i>et</i> pattern (<i>vet, get, pet, let, bet</i>)</p> <p>Handwriting: Uppercase and Lowercase <i>Xx, Vv</i></p> <p>Decodable Readers: "Rex the Vet" "Fox Had a Big Box"</p> | <p><i>said</i> <i>want</i></p> <p>Build Your Word Bank: <i>people</i> <i>work</i></p> | Accuracy and Rate | <p>Write About the Text: Fantasy</p> <p>Grammar: Verbs</p> | <p>Research Topic: Animal Habitats</p> |

Scope and Sequence

| From Here to There Big Idea: Where can you go that is far and near? | Literature Big Book | Shared Read | Interactive Read Aloud | Leveled Readers | Vocabulary |
|---|---|---|--|---|---|
| Week 1 On the Move Essential Question: What can help you go from here to there? Genre Focus: Realistic Fiction | Anchor Text: <i>When Daddy's Truck Picks Me Up</i> Genre: Realistic Fiction Paired Selection: "From Here to There" Genre: Informational Text | "Dad Got a Job" Genre: Fiction | "The King of the Winds" Genre: Tale | Genre: Realistic Fiction A: <i>I Go Places</i> Lexile: BR O: <i>Run, Quinn!</i> Lexile: BR ELL: <i>Run, Quinn!</i> Lexile: 70L B: <i>Going to Gran's House</i> Lexile: 190L | Oral Vocabulary Words: <i>transportation</i> <i>vehicle</i> <i>journey</i> <i>fierce</i> <i>wide</i> Category Words: Vehicles |
| Week 2 My USA Essential Question: What do you know about our country? Genre Focus: Informational Text | Anchor Text: <i>Ana Goes to Washington, D.C.</i> Genre: Informational Text Paired Selection: "See Our Country" Genre: Informational Text | "Pack a Bag!" Genre: Fiction | "The Best of the West" Genre: Informational Text | Genre: Informational Text A: <i>See This!</i> Lexile: BR O: <i>Places to See</i> Lexile: BR ELL: <i>Places to See</i> Lexile: BR B: <i>My Trip to Yellowstone</i> Lexile: 370L | Oral Vocabulary Words : <i>country</i> <i>travel</i> <i>careful</i> <i>purpose</i> <i>connect</i> Category Words: Locations |
| Week 3 Look to the Sky Essential Question: What do you see in the sky? Genre Focus: Fantasy | Anchor Text: <i>Bringing Down the Moon</i> Genre: Fantasy Paired Selection: "Day and Night Sky" Genre: Informational Text | "Up! Up! Up!" Genre: Informational Text | "A View from the Moon" Genre: Informational Text | Genre: Fiction A: <i>Going Up</i> Lexile: 100L O: <i>In the Clouds</i> Lexile: 50L ELL: <i>In the Clouds</i> Lexile: BR B: <i>How Sun and Moon Found Home</i> Lexile: 300L | Oral Vocabulary Words: <i>distance</i> <i>recognize</i> <i>space</i> <i>challenge</i> <i>surface</i> Category Words: Opposites |

| Units 7-8 | Reading Digitally | Show What You Learned | Extend Your Learning |
|----------------------------|---|--|---|
| Review, Extend, and Assess | "The Way We Go to School" Genre: Online Article | Focus on Nonfiction: "Baby Animals Are Alike and Different" Focus on Fantasy: "A Home for Clyde" Focus on Realistic Fiction: "Ms. Squeakers" | Connect to Content: Reading Digitally: "The Way We Go to School" Connect to Content: What Makes a Boat Float ? Choose Your Own Book |

| Comprehension | Phonological/Phonemic Awareness | Phonics/Spelling/ Handwriting | High-Frequency Words | Fluency | Writing and Grammar | Research and Inquiry |
|--|--|--|--|-------------------|---|---|
| <p>Strategy: Make and Confirm Predictions</p> <p>Skill: Character, Setting, Plot</p> <p>Text Feature: Headings</p> <p>Author's Craft</p> | <p>Phonological Awareness: Syllable Addition</p> <p>Phonemic Awareness: Phoneme Isolation (initial <i>j, qu</i>), Phoneme Blending, Phoneme Segmentation</p> | <p>Phonics: /j/ (initial), /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> <p>Spelling: Words with <i>j, qu</i>; <i>here, me</i></p> <p>Handwriting: Uppercase and Lowercase <i>Jj and Qq</i></p> <p>Decodable Readers: "Get It Quick!" "Jen Is Quick!"</p> | <p><i>here</i> <i>me</i></p> <p>Build Your Word Bank: <i>about</i> <i>may</i></p> | Accuracy and Rate | <p>Write About the Text: Fiction</p> <p>Grammar: Sentences with Prepositions</p> | <p>Research Topic: Kinds of Vehicles</p> |
| <p>Strategy: Reread</p> <p>Skill: Main Idea and Key Details</p> <p>Text Feature: Captions</p> <p>Author's Craft</p> | <p>Phonological Awareness: Generate Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Substitution</p> | <p>Phonics: /y/y (initial), /z/z (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, /j/j, /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</p> <p>Spelling: Words with <i>y, z</i>; <i>she, was</i></p> <p>Handwriting: Uppercase and Lowercase <i>Yy and Zz</i></p> <p>Decodable Readers: "Yes, Zack Can Go!" "Rex, Kim, and Zig"</p> | <p><i>this</i> <i>what</i></p> <p>Build Your Word Bank: <i>or</i> <i>each</i></p> | Accuracy and Rate | <p>Write About the Text: Informational Text</p> <p>Grammar: Sentences with Prepositions</p> | <p>Research Topic: Important Americans</p> |
| <p>Strategy: Make and Confirm Predictions</p> <p>Skill: Plot: Problem and Solution</p> <p>Text Feature: Headings</p> <p>Author's Craft</p> | <p>Phonological Awareness: Syllable Deletion</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Categorization, Phoneme Addition</p> | <p>Phonics: Review /u/u, /g/g, w/w, /ks/x, /v/v, /j/j, /kw/qu, /y/y, /z/z; r-Blends (<i>br, cr, dr, gr, tr</i>)</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, /j/j, /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, /z/z</p> <p>Long Vowel Express (optional): Long o (<i>o_e</i>)</p> <p>Spelling Pattern: <i>it</i> pattern (<i>quit, bit, lit, hit, fit</i>)</p> <p>Handwriting: Write sentences with <i>u, g, w, x, v, j, qu, z, br, cr, dr, gr, tr</i></p> <p>Decodable Readers: "Zig-Zag Jet Can Zip" "A Big Trip for Gram"</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>Build Your Word Bank: <i>from</i> <i>how</i> <i>water</i> <i>these</i> <i>people</i> <i>work</i> <i>about</i> <i>may</i> <i>or</i> <i>each</i></p> | Accuracy and Rate | <p>Write About the Text: Fantasy</p> <p>Genre Writing: Fantasy</p> <p>Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Sentences with Prepositions</p> | <p>Research Topic: Objects in the Sky</p> |

Scope and Sequence

| How Things Change Big Idea: How do things change? | Literature Big Book | Shared Read | Interactive Read Aloud | Leveled Readers | Vocabulary |
|---|--|--|--|---|---|
| <p>Week 1</p> <p>Growing Up</p> <p>Essential Question: How can you help out at home?</p> <p>Genre Focus: Realistic Fiction</p> | <p>Anchor Text: <i>Peter's Chair</i></p> <p>Genre: Realistic Fiction</p> <p>Paired Selection: "Mom's Helpers"</p> <p>Genre: Play</p> | <p>"Jake and Dale Help!"</p> <p>Genre: Fiction</p> | <p>"Helping Out at Home"</p> <p>Genre: Informational Text</p> | <p>Genre: Realistic Fiction</p> <p>A: <i>Let Me Help You Help?</i> Lexile: 90L</p> <p>O: <i>How Can Jane Help?</i> Lexile: 140L</p> <p>ELL: <i>How Can Jane Help?</i> Lexile: 180L</p> <p>B: <i>I Used to Help Too</i> Lexile: 240L</p> | <p>Oral Vocabulary Words:</p> <p><i>chores</i> <i>contribute</i> <i>member</i> <i>organize</i> <i>accomplish</i></p> <p>Category Words: Household Furniture</p> |
| <p>Week 2</p> <p>Good Citizens</p> <p>Essential Question: What do good citizens do?</p> <p>Genre Focus: Fantasy</p> | <p>Anchor Text: <i>Hen Hears Gossip</i></p> <p>Genre: Fantasy</p> <p>Paired Selection: "Team Up to Clean Up"</p> <p>Genre: Informational Text</p> | <p>"We Can Play"</p> <p>Genre: Fiction</p> | <p>"The Little Red Hen"</p> <p>Genre: Fable</p> | <p>Genre: Fantasy</p> <p>A: <i>Mike Helps Out</i> Lexile: BR</p> <p>O: <i>Clive and His Friend</i> Lexile: 60L</p> <p>ELL: <i>Clive and His Friend</i> Lexile: 110L</p> <p>B: <i>Farmer White's Best Friend</i> Lexile: 460L</p> | <p>Oral Vocabulary Words:</p> <p><i>citizen</i> <i>respect</i> <i>tidy</i> <i>necessary</i> <i>hauled</i></p> <p>Category Words: Farm Animals</p> |
| <p>Week 3</p> <p>Our Natural Resources</p> <p>Essential Question: How can things in nature be used to make new things?</p> <p>Genre Focus: Informational Text</p> | <p>Anchor Text: <i>Bread Comes to Life</i></p> <p>Genre: Informational Text</p> <p>Paired Selection: "Nature Artists"</p> <p>Genre: Informational Text</p> | <p>"Look! A Home!"</p> <p>Genre: Informational Text</p> | <p>"Nature's Art Fair"</p> <p>Genre: Play</p> | <p>Genre: Fantasy</p> <p>A: <i>Look Where It Is From</i> Lexile: 40L</p> <p>O: <i>What's for Breakfast?</i> Lexile: 110L</p> <p>ELL: <i>What's for Breakfast?</i> Lexile: 30L</p> <p>B: <i>Nature at the Craft Fair</i> Lexile: 410L</p> | <p>Oral Vocabulary Words:</p> <p><i>natural resources</i> <i>create</i> <i>designs</i> <i>weave</i> <i>knowledge</i></p> <p>Category Words: Foods Made from Grain</p> |

| Comprehension | Phonological/Phonemic Awareness | Phonics/Spelling/Handwriting | High-Frequency Words | Fluency | Writing and Grammar | Research and Inquiry |
|---|--|---|---|-------------------|--|--|
| <p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot</p> <p>Text Feature: Format</p> <p>Author's Craft</p> | <p>Phonological Awareness: Syllable Segmentation</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Deletion</p> | <p>Phonics: long <i>a</i>: <i>a_e</i></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, /j/j, /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, /z/z</p> <p>Extend the Lesson: Digraph <i>sh</i></p> <p>Spelling: Words with long <i>a</i>: <i>a_e</i>; help, too</p> <p>Handwriting: Write sentences with <i>a_e</i> words</p> <p>Decodable Readers: "Jake Made Cake" "We Help Make It"</p> | <p><i>help</i> <i>too</i></p> <p>Build Your Word Bank: <i>other</i> <i>into</i> <i>more</i></p> | Accuracy and Rate | <p>Write About the Text: Realistic Fiction</p> <p>Grammar: Adjectives</p> | <p>Research Topic: Helping Out at Home</p> |
| <p>Strategy: Reread</p> <p>Skill: Plot: Cause and Effect</p> <p>Text Feature: Captions</p> <p>Author's Craft</p> | <p>Phonological Awareness: Generate Rhyme</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Deletion</p> | <p>Phonics: long <i>i</i>: <i>i_e</i></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, /j/j, /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, /z/z</p> <p>Extend the Lesson: Digraph <i>ch</i></p> <p>Spelling: Words with long <i>i</i>: <i>i_e</i>; <i>of</i>, <i>they</i></p> <p>Handwriting: Write sentences with <i>i_e</i> words</p> <p>Decodable Readers: "Lake Time Fun" "Pike Lane"</p> | <p><i>has</i> <i>play</i></p> <p>Build Your Word Bank: <i>find</i> <i>over</i> <i>were</i></p> | Accuracy and Rate | <p>Write About the Text: Fantasy</p> <p>Grammar: Adjectives (Articles <i>a</i>, <i>an</i>)</p> | <p>Research Topic: Being a Good Citizen</p> |
| <p>Strategy: Reread</p> <p>Skill: Text Structure: Sequence</p> <p>Text Feature: Photographs</p> <p>Author's Craft</p> | <p>Phonological Awareness: Count and Blend Syllables</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> | <p>Phonics: long <i>o</i>: <i>o_e</i></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, /j/j, /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, /z/z</p> <p>Spelling Pattern: <i>oke</i> pattern (<i>joke</i>, <i>poke</i>, <i>woke</i>, <i>spoke</i>)</p> <p>Handwriting: Write sentences with <i>o_e</i> words</p> <p>Decodable Readers: "Jo Made It at Home" "Joke Note"</p> | <p><i>where</i> <i>look</i></p> <p>Build Your Word Bank: <i>know</i> <i>would</i> <i>wrote</i></p> | Accuracy and Rate | <p>Write About the Text: Informational Text</p> <p>Grammar: Adjectives</p> | <p>Research Topic: Products from Trees</p> |

Scope and Sequence

| Thinking Outside the Box Big Idea: How can new ideas help us? | Literature Big Book | Shared Read | Interactive Read Aloud | Leveled Readers | Vocabulary |
|--|--|---|---|---|---|
| Week 1 Problem Solvers Essential Question: What can happen when we work together? Genre Focus: Fantasy | Anchor Text: <i>What's the Big Idea, Molly?</i> Genre: Fantasy Paired Selection: "Better Together" Genre: Persuasive Text | "A Good Time for Luke!" Genre: Fiction | "The Elves and the Shoemaker" Genre: Fairy Tale | Genre: Fantasy A: <i>Animal Band</i> Lexile: BR O: <i>We Want Honey</i> Lexile: 180L ELL: <i>We Want Honey</i> Lexile: 90L B: <i>A Good Idea</i> Lexile: 290L | Oral Vocabulary Words: <i>decide</i> <i>opinion</i> <i>ragged</i> <i>marvel</i> <i>grateful</i> Category Words: Direction Words |
| Week 2 Sort It Out Essential Question: In what ways are things alike? How are they different? Genre Focus: Poetry | Anchor Text: <i>All Kinds of Families!</i> Genre: Poetry Paired Selection: "Good for You" Genre: Persuasive Text | "We Come on Time!" Genre: Fiction | "The Perfect Color" Genre: Informational Text | Genre: Fiction A: <i>My Box</i> Lexile: BR O: <i>Let's Make a Band</i> Lexile: 250L ELL: <i>Let's Make a Band</i> Lexile: 30L B: <i>Going Camping</i> Lexile: 300L | Oral Vocabulary Words: <i>sort</i> <i>similar</i> <i>perfect</i> <i>endless</i> <i>experiment</i> Category Words: Opposites |
| Week 3 Protect Our Earth Essential Question: What ideas can you suggest to protect the environment? Genre Focus: Informational Text | Anchor Text: <i>Panda Kindergarten</i> Genre: Informational Text Paired Selection: "Save Big Blue!" Genre: Informational Text | "Who Can Help?" Genre: Informational Text | "Protect the Environment" Genre: Informational Text | Genre: Informational Text A: <i>Help Clean Up</i> Lexile: 90L O: <i>Let's Save Earth</i> Lexile: 160L ELL: <i>Let's Save Earth</i> Lexile: 110L B: <i>Babysitters for Seals</i> Lexile: 300L | Oral Vocabulary Words: <i>environment</i> <i>protect</i> <i>recycle</i> <i>wisely</i> <i>encourage</i> Category Words: Names of Baby Animals |

| Units 9-10 | Reading Digitally | Show What You Learned | Extend Your Learning |
|----------------------------|--|---|--|
| Review, Extend, and Assess | "What's Next?" Genre: Online Article | Focus on Fairy Tales: "The Elves and the Shoemakers" Focus on Plays: "Mom's Helpers" Focus on Nonfiction: "Watch That Water" | Connect to Content: Reading Digitally: "What's Next?" Connect to Content: Be an Inventor! Choose Your Own Book |

| Comprehension | Phonological/Phonemic Awareness | Phonics/Spelling/ Handwriting | High-Frequency Words | Fluency | Writing and Grammar | Research and Inquiry |
|---|--|--|---|-------------------|---|--|
| <p>Strategy: Make and Confirm Predictions</p> <p>Skill: Plot: Sequence</p> <p>Text Feature: Photographs</p> <p>Author's Craft</p> | <p>Phonological Awareness: Syllable Segmentation</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> | <p>Phonics: long <i>u</i>: <i>u_e</i></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, /j/j, /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, /z/z</p> <p>Spelling: Words with long <i>u</i>: <i>u_e</i>; <i>good</i>, <i>who</i></p> <p>Handwriting: Write <i>u_e</i> words</p> <p>Decodable Readers: "Tube Race" "The Sad Duke"</p> | <p><i>good</i> <i>who</i></p> <p>Build Your Word Bank: <i>part</i> <i>only</i> <i>words</i></p> | Accuracy and Rate | <p>Write About the Text: Fantasy</p> <p>Grammar: Pronouns</p> | <p>Research Topic: What Can We Do Together?</p> |
| <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Text Feature: Captions</p> <p>Author's Craft</p> | <p>Phonological Awareness: Syllable Substitution</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> | <p>Phonics: long <i>e</i>: <i>e</i>, <i>ee</i>, <i>e_e</i></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, /j/j, /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, /z/z</p> <p>Extend the Lesson: Digraph <i>th</i></p> <p>Spelling Pattern: Words with long <i>e</i>: <i>e</i>, <i>ee</i>, <i>e_e</i>; <i>come</i>, <i>does</i></p> <p>Handwriting: Write words with <i>e</i>, <i>ee</i>, <i>e_e</i></p> <p>Decodable Readers: "Pete and Eve"; "Pete Can Fix It" "See It?"; "Deb Bee"</p> | <p><i>come</i> <i>does</i></p> <p>Build Your Word Bank: <i>first</i> <i>sound</i> <i>their</i></p> | Accuracy and Rate | <p>Write About the Text: Poetry</p> <p>Grammar: Objective Pronouns</p> | <p>Research Topic: Ways to Sort</p> |
| <p>Strategy: Reread</p> <p>Skill: Main Idea and Key Details</p> <p>Text Feature: Captions</p> <p>Author's Craft</p> | <p>Phonological Awareness: Generate Alliteration</p> <p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p> | <p>Phonics: Review long <i>a</i>, <i>i</i>, <i>o</i>, <i>u</i>, <i>e</i>; Final Blends (<i>nd</i>, <i>nk</i>, <i>st</i>)</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, /j/j, /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, /z/z</p> <p>Spelling Pattern: <i>eep</i> pattern (<i>deep</i>, <i>peep</i>, <i>keep</i>, <i>beep</i>, <i>sleep</i>)</p> <p>Handwriting: Write sentences with long <i>a</i>, <i>i</i>, <i>o</i>, <i>u</i>, <i>e</i>, <i>br</i>, <i>cr</i>, <i>dr</i>, <i>gr</i>, <i>tr</i></p> <p>Decodable Readers: "We Can Save!" "We Can Use It!"</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>Build Your Word Bank: <i>other</i>, <i>into</i>, <i>more</i>, <i>find</i>, <i>over</i>, <i>were</i>, <i>know</i>, <i>would</i>, <i>write</i>, <i>part</i>, <i>only</i>, <i>words</i>, <i>first</i>, <i>sound</i>, <i>their</i></p> | Accuracy and Rate | <p>Write About the Text: Poetry</p> <p>Genre Writing: Poetry</p> <p>Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Possessive Pronouns</p> | <p>Research Topic: Protecting Our Planet</p> |