

Grade 1 • Unit 1 • Plants and Animals Grow and Change

Essential Question: Why do living things change?

- Enduring Understandings:
- Every living thing has a life cycle in which it grows and changes.
  - Many stories include animal characters that grow and change.

Build Knowledge Word Bank: *change, grow, life cycle, living things*

Research & Inquiry Project: Plant and Animal Life Cycles

Unit Readings

Read-Alouds: Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

- Animals Are Different* (210L)  
*Neighbors At Play* (250L)  
*Gus’s Tree Trip* (380L)  
*I Want a Pound of Plums* (380L)  
*Plants* (400L)  
*An Adventure at the Zoo* (360L)
- Mammals* (470L)  
*The Rain Forest* (450L)  
*Reptiles* (480L)  
*Incredible Birds* (440L)  
*The Secrets of Soil* (600L)  
*Dinosaur Bone Doctor* (540L)

Reader’s Theater Scripts:

- The Tricky Garden*  
*Mary’s Garden: How Does It Grow?*



|        | Weekly Readings                                                     |                                                                                                                            |                                                                                                 | Weekly Skills and Strategies                                                          |                                                                                         |                                                                                                                                                                                  |                                                                     |  |               |                                                                                                                                   |                                                                                                                                                                                                                                    |                                                            |                                                                                                                                                                               |                                                                                                    |                           |                                                                                     |
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|        | Shared Readings<br>(We Read)                                        | Decodable Readings                                                                                                         | Short- and Extended Read-Alouds (Complex Anchor Texts)                                          | Concepts About Print                                                                  | Phonological Awareness                                                                  | Phonics                                                                                                                                                                          | High-Frequency Words                                                |  | Fluency Skill | Metacognitive & Fix-Up Strategies                                                                                                 | Comprehension Strategies                                                                                                                                                                                                           | Vocabulary Strategies                                      | Oral Vocabulary Words (Tier 2 and Tier 3)                                                                                                                                     | My Reading and Writing Words                                                                       | Writing                   | Grammar                                                                             |
| Week 1 | “Five Little Tadpoles”<br><br>“Someday”<br><br>“Caterpillars”       | <b>I Read:</b><br>“At the Pond”<br><br><b>Decodable Readers:</b><br><i>Pals Help</i><br><br><i>We Like to Bat</i>          | <b>Mentor Read-Alouds:</b><br>“The Amazing Life Cycle of a Frog”<br><br>“The Fox and the Robin” | Match Spoken Word to Written Word<br><br>Directionality: Return Sweep                 | Recognize and Produce Rhyming Words<br><br>Phoneme Blending<br><br>Phoneme Segmentation | <b>Primary Skill:</b> short a<br><br><b>Secondary Skill and Word Families:</b> s /z/, ck /k/; -at, -ad, -an<br><br><b>Spiral Review:</b> consonants                              | <i>the</i><br><i>see</i><br><i>go</i><br><i>she</i><br><i>and</i>   |  | Phrasing      | Metacognitive: Ask Questions<br><br>Metacognitive: Create Mental Images<br><br>Fix-Up: Reread to Clarify or Confirm Understanding | Identify the Main Topic and Retell Key Details<br><br>Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information<br><br>Retell Key Story Details                                                     | Identify Real-Life Connections Between Words and Their Use | <b>General Academic Listening &amp; Speaking:</b><br><i>clever</i><br><i>sneaky</i><br><br><b>Domain-Specific Listening &amp; Speaking:</b><br><i>gills</i><br><i>hatches</i> | <b>My Reading and Writing Words:</b><br><i>bear</i><br><i>cub</i><br><i>frog</i><br><i>tadpole</i> | Write Personal Narratives | Common and Proper Nouns                                                             |
| Week 2 | “Baby Animals”<br><br>“Grow, Ducklings, Grow”<br><br>“Caterpillars” | <b>I Read:</b><br>“A Cub Grows”<br><br><b>Decodable Readers:</b><br><i>Get a Big Pot</i><br><br><i>A Cub Is Fun</i>        | <b>Extended Read-Aloud 1:</b><br><i>An Oak Tree Has a Life Cycle</i>                            | Punctuation: Periods, Exclamation Marks, Question Marks<br><br>Text Features: Italics | Phoneme Categorization<br><br>Phoneme Blending<br><br>Phoneme Segmentation              | <b>Primary Skill:</b> short i<br><br><b>Secondary Skill and Word Families:</b> plural nouns (-s); -in, -it, -ip<br><br><b>Spiral Review:</b> consonants; short a; s /z/, ck /k/  | <i>play</i><br><i>little</i><br><i>you</i><br><i>with</i>           |  | Intonation    | Metacognitive: Ask Questions<br><br>Fix-Up: Reread to Clarify or Confirm Understanding                                            | Identify the Main Topic and Retell Key Details<br><br>Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information<br><br>Identify Similarities in and Differences Between Two Texts on the Same Topic | Identify Real-Life Connections Between Words and Their Use | <b>Domain-Specific Listening &amp; Speaking:</b><br><i>roots</i><br><i>sapling</i><br><i>stems</i><br><i>trunk</i>                                                            | <b>My Reading and Writing Words:</b><br><i>duck</i><br><i>eggs</i><br><i>nest</i>                  | Write Personal Narratives | Verbs to Convey a Sense of Past, Present, and Future                                |
| Week 3 | “My Garden”<br><br>“The Seed”<br><br>“Caterpillars”                 | <b>I Read:</b><br>“Let’s Grow Seeds”<br><br><b>Decodable Readers:</b><br><i>Crops for Us</i><br><br><i>A Frog Can Jump</i> | <b>Extended Read-Aloud 2:</b><br><i>The Ugly Duckling</i>                                       | Directionality: Return Sweep                                                          | Recognize and Produce Rhyming Words<br><br>Phoneme Blending<br><br>Phoneme Segmentation | <b>Primary Skill:</b> short o<br><br><b>Secondary Skill and Word Families:</b> double final consonants; -op, -og, -ot<br><br><b>Spiral Review:</b> short a, i; plural nouns (-s) | <i>for</i><br><i>no</i><br><i>jump</i><br><i>one</i><br><i>have</i> |  | Expression    | Metacognitive: Create Mental Images<br><br>Fix-Up: Reread to Clarify or Confirm Understanding                                     | Describe Major Story Events Using Key Details<br><br>Compare and Contrast the Adventures and Experiences of Characters                                                                                                             | Sort Words into Categories to Demonstrate Understanding    | <b>General Academic Listening &amp; Speaking:</b><br><i>chirped</i><br><i>flapping</i><br><i>pecked</i><br><i>ruffled</i>                                                     | <b>My Reading and Writing Words:</b><br><i>seeds</i>                                               | Write Personal Narratives | Common and Proper Nouns<br><br>Verbs to Convey a Sense of Past, Present, and Future |

Essential Question: How do we learn about characters?

Enduring Understandings:

- Stories of all kinds, including fairy tales, fables, fantasies, and realistic fiction, have characters who face challenges.
- Stories can teach us that families and communities work best when people make responsible choices and help one another.

**Build Knowledge Word Bank:** *challenge, solution, choices, lesson*

**Research & Inquiry Project:** Animals as Literary Characters

Unit Readings

**Read-Alouds:** Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Betty the Bee* (160L)  
*The Treasure Map* (330L)  
*A Wolf, a Girl, and Her Grandma* (60L)  
*Stormy Stuart* (480L)  
*Saving Squirt* (530L)  
*Blanca and the Animals* (500L)  
*Elena and Luisa Switch Houses* (330L)

*Carla’s Piggy Bank* (380L)  
*Susie Sunflower* (480L)  
*Rescue in the Amazon River* (440L)  
*The Prince and the Three Oranges:*  
*A Fairy Tale from Mexico* (480L)  
*Andre’s Dream* (490L)

**Reader’s Theater Scripts:**

*The Little Girl with the Curl*  
*How the Chipmunk Got Its Stripes*



|        | Weekly Readings                                                          |                                                                                                                                     |                                                                                             | Weekly Skills and Strategies                                                     |                                                                                 |                                                                                                                                                                                                             |                                                                       |  |                                   |                                                                                                                               |                                                                                                                                                                                                                     |                                           |                                                                                                                               |                                                                                                   |                      |                                                                                                        |
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|        | Shared Readings (We Read)                                                | Decodable Readings                                                                                                                  | Short- and Extended Read-Alouds (Complex Anchor Texts)                                      | Concepts About Print                                                             | Phonological Awareness                                                          | Phonics                                                                                                                                                                                                     | High-Frequency Words                                                  |  | Fluency Skill                     | Metacognitive & Fix-Up Strategies                                                                                             | Comprehension Strategies                                                                                                                                                                                            | Vocabulary Strategies                     | Oral Vocabulary Words (Tier 2 and Tier 3)                                                                                     | My Reading and Writing Words                                                                      | Writing              | Grammar                                                                                                |
| Week 1 | “Look in a Book!”<br>“Old Mother Hubbard”<br>“By Myself”                 | <b>I Read:</b><br>“Little Red”<br><br><b>Decodable Readers:</b><br><i>When Red Hen Fell</i><br><br><i>Red at the Vet</i>            | <b>Mentor Read-Alouds:</b><br>“The Ant and the Grasshopper”<br><br>“Little Red Riding Hood” | Punctuation: Periods, Question Marks, Exclamation Marks<br><br>Uppercase Letters | Recognize and Produce Rhyme<br><br>Phoneme Blending<br><br>Phoneme Segmentation | <b>Primary Skill:</b><br>short e<br><br><b>Secondary Skill and Word Families:</b><br>inflectional ending (-s); -ug, -up, -un<br><br><b>Spiral Review:</b><br>short a, i, o, e; double final consonants      | <i>are</i><br><i>said</i><br><i>two</i><br><i>look</i><br><i>my</i>   |  | Phrasing                          | Metacognitive: Draw Inferences<br><br>Metacognitive: Determine Text Importance<br><br>Fix-Up: Use Pictures to Understand Text | Describe Characters, Settings, and Major Events in a Story<br><br>Use Illustrations and Details to Describe Characters, Setting, or Events                                                                          | Distinguish Shades of Meaning Among Verbs | <b>General Academic Listening &amp; Speaking:</b><br><i>industrious</i><br><i>idle</i><br><i>lively</i><br><i>wicked</i>      | <b>My Reading and Writing Words:</b><br><i>girl</i><br><i>wolf</i><br><i>mother</i><br><i>old</i> | Write Narrative Text | Singular and Plural Nouns with Matching Verbs in Basic Sentences                                       |
| Week 2 | “Three Little Kittens”<br>“The Turtle and the Hare”<br>“By Myself”       | <b>I Read:</b><br>“Come Here, Friend”<br><br><b>Decodable Readers:</b><br><i>Big Bus Gets Stuck</i><br><br><i>Bud, Gus, and Dot</i> | <b>Extended Read-Aloud 1:</b><br><i>Wolfie the Bunny</i>                                    | Punctuation: Periods, Question Marks, Exclamation Marks<br><br>Quotation Marks   | Recognize and Produce Rhyme<br><br>Phoneme Blending<br><br>Phoneme Segmentation | <b>Primary Skill:</b><br>short u<br><br><b>Secondary Skill and Word Families:</b><br>inflectional ending (-s); -ug, -up, -un<br><br><b>Spiral Review:</b><br>short a, i, o, e; double final consonants      | <i>come</i><br><i>here</i><br><i>to</i><br><i>of</i>                  |  | Expression<br><br>Self-Correcting | Metacognitive: Draw Inferences<br><br>Fix-Up: Use Pictures to Understand Text                                                 | Describe Characters, Settings, and Major Events in a Story<br><br>Use Illustrations and Details to Describe Characters, Setting, or Events<br><br>Compare and Contrast the Adventures and Experiences of Characters | Distinguish Shades of Meaning Among Verbs | <b>General Academic Listening &amp; Speaking:</b><br><i>whispered</i><br><i>screamed</i><br><i>roared</i><br><i>demanded</i>  | <b>My Reading and Writing Words:</b><br><i>little</i><br><i>fast</i><br><i>slow</i>               | Write Narrative Text | Articles<br><br>Demonstratives                                                                         |
| Week 3 | “The Boy Who Cried Wolf”<br>“The Elves and the Shoemaker”<br>“By Myself” | <b>I Read:</b><br>“What Is It? Riddles”<br><br><b>Decodable Readers:</b><br><i>Let’s Sled!</i><br><br><i>Glenn the Robot</i>        | <b>Extended Read-Aloud 2:</b><br><i>Abuelita’s Secret</i>                                   | Punctuation: Periods, Question Marks, Exclamation Marks                          | Phoneme Categorization<br><br>Phoneme Blending<br><br>Phoneme Substitution      | <b>Primary Skill:</b><br>l-blends<br><br><b>Secondary Skill and Word Families:</b><br>-ob, -ot, -ock<br><br><b>Spiral Review:</b><br>medial short vowels; inflectional ending (-s); double final consonants | <i>what</i><br><i>put</i><br><i>want</i><br><i>this</i><br><i>saw</i> |  | Expression                        | Metacognitive: Determine Text Importance<br><br>Fix-Up: Use Pictures to Understand Text                                       | Describe Characters, Settings, and Major Events in a Story<br><br>Compare and Contrast the Adventures and Experiences of Characters                                                                                 | Distinguish Shades of Meaning Among Verbs | <b>General Academic Listening &amp; Speaking:</b><br><i>insisted</i><br><i>suggested</i><br><i>secret</i><br><i>explained</i> | <b>My Reading and Writing Words:</b><br><i>boy</i>                                                | Write Narrative Text | Singular and Plural Nouns with Matching Verbs in Basic Sentences<br><br>Articles<br><br>Demonstratives |

Grade 1 • Unit 3 • Being a Good Community Member

Essential Question: Why do people get involved in their communities?

- Enduring Understandings:
- When people exhibit the qualities of good citizenship, communities become safer and more enjoyable.
  - Responsible citizens follow laws and principles that include respect for the rights, opinions, and property of others.

Build Knowledge Word Bank: *safe, citizen, responsible, community*

Research & Inquiry Project: Community Helpers

Unit Readings

Read-Alouds: Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

*Students Vote* (300L)  
*I Can Help* (160L)  
*A Neighborhood of Friends* (390L)  
*Let’s Vote* (460L)  
*The President of the United States* (650L)  
*Red, White, and Bloom* (520L)

*The Great Seal of the United States* (460L)  
*Where Is the President?* (370L)  
*Monuments for Presidents* (460L)  
*Our Classroom Rules* (360L)  
*Citizenship* (360L)  
*Susan B. Casts a Ballot* (450L)

Reader’s Theater Scripts:

*Humpty Dumpty’s Fall*  
*The Earth Day Garden*



|        | Weekly Readings                                                                       |                                                                                                                             |                                                                               | Weekly Skills and Strategies             |                                                                                   |                                                                                                                                                                                                                            |                                                         |  |                                                                 |                                                                                                                                      |                                                                                                                                                                                                                                                             |                                |                                                                                                                                                                                             |                                                                                                               |                             |                                                                                         |
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|        | Shared Readings<br>(We Read)                                                          | Decodable Readings                                                                                                          | Short- and Extended Read-Alouds (Complex Anchor Texts)                        | Concepts About Print                     | Phonological Awareness                                                            | Phonics                                                                                                                                                                                                                    | High-Frequency Words                                    |  | Fluency Skill                                                   | Metacognitive & Fix-Up Strategies                                                                                                    | Comprehension Strategies                                                                                                                                                                                                                                    | Vocabulary Strategies          | Oral Vocabulary Words (Tier 2 and Tier 3)                                                                                                                                                   | My Reading and Writing Words                                                                                  | Writing                     | Grammar                                                                                 |
| Week 1 | “In the Neighborhood”<br><br>“Neighbors, Neighbors”<br><br>“We Have a Garden”         | <b>I Read:</b><br>“Bag and Grab It!”<br><br><b>Decodable Readers:</b><br><i>Mr. Drake’s Plan</i><br><br><i>Make It Safe</i> | <b>Mentor Read-Alouds:</b><br>“Hello, Community Garden!”<br><br>“Safe to Go!” | End Punctuation<br><br>Uppercase Letters | Phoneme Categorization<br><br>Phoneme Blending<br><br>Phoneme Substitution        | <b>Primary Skill:</b><br>r-blends<br><br><b>Secondary Skill and Word Families:</b><br>-im, -ill, -ick<br><br><b>Spiral Review:</b><br>l-blends; medial short vowels                                                        | <i>now</i><br><i>do</i><br><i>which</i><br><i>went</i>  |  | Pitch and Intonation<br><br>Self-Correcting                     | Metacognitive: Make Connections<br><br>Metacognitive: Summarize and Synthesize<br><br>Fix-Up: Read More Slowly and Think About Words | Answer Questions About Relevant Details Using Photographs<br><br>Find Text Evidence: Identify Relevant Details                                                                                                                                              | Identify and Use Context Clues | <b>Domain-Specific Listening &amp; Speaking:</b><br><i>plot</i><br><i>vacant</i><br><i>inventor</i><br><i>signal</i>                                                                        | <b>My Reading and Writing Words:</b><br><i>trash</i><br><i>park</i><br><i>bus driver</i><br><i>fire truck</i> | Informative Process Writing | Noun-Verb Agreement with Singular and Plural Nouns/ Pronouns                            |
| Week 2 | “Can You Keep Earth Clean?”<br><br>“Reduce, Reuse, Recycle”<br><br>“We Have a Garden” | <b>I Read:</b><br>“Tim Can Clean”<br><br><b>Decodable Readers:</b><br><i>Stop for Socks</i><br><br><i>Kids Can Fix It</i>   | <b>Extended Read-Aloud 1:</b><br><i>Being a Responsible Citizen</i>           | End Punctuation<br><br>Uppercase Letters | Phoneme Categorization<br><br>Phoneme Blending<br><br>Phoneme Substitution        | <b>Primary Skill:</b><br>s-blends<br><br><b>Secondary Skill and Word Families:</b><br>contractions (‘s); -ap, -am, -ag<br><br><b>Spiral Review:</b><br>l-, r-blends; short vowels                                          | <i>was</i><br><i>there</i><br><i>then</i><br><i>out</i> |  | Pausing<br><br>Self-Correcting<br><br>Features of a Sentence    | Metacognitive: Make Connections<br><br>Fix-Up: Read More Slowly and Think About Words                                                | Use Text Features to Locate Key Facts or Information: Table of Contents<br><br>Identify the Reasons an Author Gives to Support Points<br><br>Answer Questions About Relevant Details Using Photographs<br><br>Find Text Evidence: Identify Relevant Details | Identify and Use Context Clues | <b>General Academic Listening &amp; Speaking:</b><br><i>honest</i><br><i>respect</i><br><i>decision</i><br><br><b>Domain-Specific Listening &amp; Speaking:</b><br><i>citizen</i>           | <b>My Reading and Writing Words:</b><br><i>clean</i><br><i>help</i>                                           | Informative Process Writing | Personal and Possessive Pronouns                                                        |
| Week 3 | “Firefighters”<br><br>“Firefighters to the Rescue”<br><br>“We Have a Garden”          | <b>I Read:</b><br>“One Fast Wagon!”<br><br><b>Decodable Readers:</b><br><i>Grant’s Coat</i><br><br><i>Let’s Clean It Up</i> | <b>Extended Read-Aloud 2:</b><br><i>People Who Made Contributions</i>         | End Punctuation<br><br>Uppercase Letters | Phoneme Categorization<br><br>Phoneme Blending<br><br>Recognize and Produce Rhyme | <b>Primary Skill:</b><br>final consonant blends<br><br><b>Secondary Skill and Word Families:</b><br>inflectional ending (-ed, no spelling change); -ent, -est<br><br><b>Spiral Review:</b><br>initial blends; short vowels | <i>who</i><br><i>good</i><br><i>by</i><br><i>them</i>   |  | Expression<br><br>Self-Correcting<br><br>Features of a Sentence | Metacognitive: Summarize and Synthesize<br><br>Fix-Up: Read More Slowly and Think About Words                                        | Identify the Reasons an Author Gives to Support Points<br><br>Answer Questions About Relevant Details Using Photographs<br><br>Find Text Evidence: Identify Relevant Details                                                                                | Identify and Use Context Clues | <b>General Academic Listening &amp; Speaking:</b><br><i>contribution</i><br><br><b>Domain-Specific Listening &amp; Speaking:</b><br><i>enslaved</i><br><i>abolitionist</i><br><i>rights</i> | <b>My Reading and Writing Words:</b><br><i>work</i><br><i>save</i>                                            | Informative Process Writing | Indefinite Pronouns<br><br>Noun-Verb Agreement with Singular and Plural Nouns/ Pronouns |



Essential Question: How do people create stories?

Enduring Understandings:

- Realistic stories tell about characters, settings, and events that could exist. Fantasy stories include elements that could not happen in real life.
- Reading stories from different points of view allows us to learn about other people’s perspectives.

**Build Knowledge Word Bank:** *realistic, fantasy, perspective, experience*

**Research & Inquiry Project:** Author Study

Unit Readings

**Read-Alouds:** Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Jin and Pedro Get to Work!* (330L)  
*A Day at the Beach* (280L)  
*The Band* (360L)  
*Juan and Claudia’s Stand* (510L)  
*A Bowl of Dust* (500L)  
*My Wish* (510L)

*The Piñata* (370L)  
*My Favorite Holiday* (490L)  
*The Flight of the Eagles* (450L)  
*Salsa, Maestro* (470L)  
*A Mysterious Light* (460L)  
*Adventure in a Hot-Air Balloon* (430L)

**Reader’s Theater Scripts:**

*Jack and Jill Play on the Hill*  
*Inspector Insector*



|        | Weekly Readings                                                       |                                                                                                                                |                                                                                                    | Weekly Skills and Strategies                                                                                           |                                                                                   |                                                                                                                                                                                                                                                                        |                                                              |  |                                      |                                                                                                                                     |                                                                                                                                                                                 |                                                  |                                                                                                                                                                                     |                                                                                                          |                     |                                                                         |
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|        | Shared Readings (We Read)                                             | Decodable Readings                                                                                                             | Short- and Extended Read-Alouds (Complex Anchor Texts)                                             | Concepts About Print                                                                                                   | Phonological Awareness                                                            | Phonics                                                                                                                                                                                                                                                                | High-Frequency Words                                         |  | Fluency Skill                        | Metacognitive & Fix-Up Strategies                                                                                                   | Comprehension Strategies                                                                                                                                                        | Vocabulary Strategies                            | Oral Vocabulary Words (Tier 2 and Tier 3)                                                                                                                                           | My Reading and Writing Words                                                                             | Writing             | Grammar                                                                 |
| Week 1 | “Fairy Tale Song”<br>“Lavender’s Blue”<br>“Old King Cole”             | <b>I Read:</b><br>“The King’s Wish”<br><br><b>Decodable Readers:</b><br><i>I Wish, I Wish</i><br><br><i>Trish’s Birthday</i>   | <b>Mentor Read-Alouds:</b><br>“The City Mouse and the Country Mouse”<br><br>“A Quiet Camping Trip” | Punctuation in Context: Dashes, Commas, Quotation Marks<br><br>Punctuation: Periods, Exclamation Marks, Question Marks | Phoneme Identification<br><br>Phoneme Blending<br><br>Phoneme Substitution        | <b>Primary Skill:</b><br>consonant digraphs th, sh, -ng<br><br><b>Secondary Skill and Word Families:</b><br>inflectional ending (-ing, no spelling change); -ung, -ing, -ink<br><br><b>Spiral Review:</b><br>initial/final consonant blends; inflectional ending (-ed) | <i>were</i><br><i>our</i><br><i>could</i><br><i>these</i>    |  | Self-Correction<br><br>Rate: Pausing | Metacognitive:<br>Ask Questions<br><br>Metacognitive:<br>Create Mental Images<br><br>Fix-Up: Read Out Loud to Support Comprehension | Identify Who Is Telling the Story<br><br>Describe Characters, Settings, and Major Events Using Key Details<br><br>Identify Words and Phrases That Appeal to the Senses          | Identify Root Words and Their Inflectional Forms | <b>General Academic Listening &amp; Speaking:</b><br><i>boring</i><br><i>peaceful</i><br><i>lumbered</i><br><i>peered</i>                                                           | <b>My Reading and Writing Words:</b><br><i>once</i>                                                      | Write Opinion Texts | Adjectives                                                              |
| Week 2 | “Once I Saw a Little Bird”<br>“Over in the Meadow”<br>“Old King Cole” | <b>I Read:</b><br>“I Saw It”<br><br><b>Decodable Readers:</b><br><i>Chad and Patch</i><br><br><i>A Picnic Lunch</i>            | <b>Extended Read-Aloud 1:</b><br><i>Mother Bruce</i>                                               | Punctuation in Context: Dashes, Commas, Quotation Marks<br><br>Uppercase Letters                                       | Phoneme Categorization<br><br>Phoneme Blending<br><br>Phoneme Addition            | <b>Primary Skill:</b><br>consonant digraphs ch, -tch, wh<br><br><b>Secondary Skill and Word Families:</b><br>closed syllables (rab/bit, kit/ten); -unk, -ump, -uck<br><br><b>Spiral Review:</b><br>consonant digraphs th, sh, -ng; inflectional endings (-ed, -ing)    | <i>once</i><br><i>upon</i><br><i>hurt</i><br><i>that</i>     |  | Self-Correction<br><br>Expression    | Metacognitive:<br>Ask Questions<br><br>Fix-Up: Read Out Loud to Support Comprehension                                               | Identify Who Is Telling the Story<br><br>Ask and Answer Questions About Key Details<br><br>Describe Characters, Settings, and Major Events Using Key Details                    | Define Words by Category and Key Attributes      | <b>General Academic Listening &amp; Speaking:</b><br><i>stern</i><br><i>pesky</i><br><i>grumpy</i><br><br><b>Domain-Specific Listening &amp; Speaking:</b><br><i>migrate(d)</i>     | <b>My Reading and Writing Words:</b><br><i>cried</i><br><i>watched</i><br><i>said</i>                    | Write Opinion Texts | Use Commas in Dates and to Separate Words in a Series                   |
| Week 3 | “The Fox and the Hen”<br>“The Secret”<br>“Old King Cole”              | <b>I Read:</b><br>“One Spring Day”<br><br><b>Decodable Readers:</b><br><i>Splat and Sprat</i><br><br><i>Splash at the Pond</i> | <b>Extended Read-Aloud 2:</b><br><i>The Lost Kitten</i>                                            | Punctuation in Context: Dashes, Commas, Quotation Marks                                                                | Phoneme Categorization<br><br>Phoneme Blending<br><br>Recognize and Produce Rhyme | <b>Primary Skill:</b><br>three-letter blends (spl, spr, squ, str)<br><br><b>Secondary Skill and Word Families:</b><br>plurals (-es); -ash, -ack<br><br><b>Spiral Review:</b><br>consonant digraphs; closed syllables                                                   | <i>because</i><br><i>from</i><br><i>their</i><br><i>when</i> |  | Self-Correction<br><br>Expression    | Metacognitive:<br>Create Mental Images<br><br>Fix-Up: Read Out Loud to Support Comprehension                                        | Ask and Answer Questions About Key Details<br><br>Describe Characters, Settings, and Major Events Using Key Details<br><br>Identify Words and Phrases That Appeal to the Senses | Use Context as a Clue to Word Meaning            | <b>General Academic Listening &amp; Speaking:</b><br><i>exclaimed</i><br><i>gobbled</i><br><i>claimed</i><br><br><b>Domain-Specific Listening &amp; Speaking:</b><br><i>saffron</i> | <b>My Reading and Writing Words:</b><br><i>hungry</i><br><i>tired</i><br><i>afraid</i><br><i>know(s)</i> | Write Opinion Texts | Adjectives<br><br>Use Commas in Dates and to Separate Words in a Series |

Essential Question: How can technology make a difference in our lives?

Enduring Understandings:

- The use of technology can help people work more quickly and efficiently.
- People create technology to solve problems and improve the way people live and do work.

Build Knowledge Word Bank: *robots, computer, technology, equipment*

Research & Inquiry Project: Technology in Pictures

Unit Readings

**Read-Alouds:** Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*We Are Firefighters* (BR)  
*Technology Brings Us Together* (120L)  
*A Bridge in San Francisco* (370L)  
*My Mom Makes Cars* (490L)  
*Changes in the Kitchen* (290L)  
*Carlos Noriega* (550L)

*Becoming a Veterinarian* (330L)  
*A Trip to the Past, Present, and Future* (510L)  
*On the Move* (480L)  
*What Time Is It?* (440L)  
*Tools We Use* (610L)  
*Opinions About Computers* (520L)

**Reader’s Theater Scripts:**

*Working on the Railroad*  
*Under the Sea with Jacques Cousteau*



|        | Weekly Readings                                                                 |                                                                                                                                  |                                                                            | Weekly Skills and Strategies                          |                                                                            |                                                                                                                                                                                                                   |                                                           |  |                        |                                                                                                                                               |                                                                                                                                                                                                                                                                                      |                                           |                                                                                                                                                      |                                                                                      |                             |                                    |
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|        | Shared Readings<br>(We Read)                                                    | Decodable Readings                                                                                                               | Short- and Extended Read-Alouds (Complex Anchor Texts)                     | Concepts About Print                                  | Phonological Awareness                                                     | Phonics                                                                                                                                                                                                           | High-Frequency Words                                      |  | Fluency Skill          | Metacognitive & Fix-Up Strategies                                                                                                             | Comprehension Strategies                                                                                                                                                                                                                                                             | Vocabulary Strategies                     | Oral Vocabulary Words (Tier 2 and Tier 3)                                                                                                            | My Reading and Writing Words                                                         | Writing                     | Grammar                            |
| Week 1 | “Go, Robots, Go!”<br><br>“Robots: Big and Small”<br><br>“The Drinking Fountain” | <b>I Read:</b><br>“Make a Robot”<br><br><b>Decodable Readers:</b><br><i>At the Lake</i><br><br><i>Blake and Shane Play</i>       | <b>Mentor Read-Alouds:</b><br>“Robots at Work”<br><br>“What a Great Idea!” | End Punctuation<br><br>Punctuation in Context: Commas | Phoneme Categorization<br><br>Phoneme Blending<br><br>Phoneme Substitution | <b>Primary Skill:</b><br>long a (final -e)<br><br><b>Secondary Skill and Word Families:</b><br>-ame, -ake<br><br><b>Spiral Review:</b><br>three-letter blends; consonant digraphs; closed syllables; plural (-es) | <i>why</i><br><i>many</i><br><i>right</i><br><i>start</i> |  | Pausing                | Metacognitive:<br>Draw Inferences<br><br>Metacognitive:<br>Determine Text Importance<br><br>Fix-Up: Stop and Think About the Author’s Purpose | Use Illustrations and Details to Describe Key Ideas<br><br>Describe Characters, Settings, and Major Events in a Story (Draw Inferences)<br><br>Identify Main Topic and Retell Key Details                                                                                            | Sort Words into Categories                | <b>Domain-Specific Listening &amp; Speaking:</b><br><i>machines</i><br><i>programmed</i><br><i>computer</i><br><i>programmer</i><br><i>invention</i> | <b>My Reading and Writing Words:</b><br><i>robot</i><br><i>human</i><br><i>tasks</i> | Explanatory Process Writing | Sentence Types                     |
| Week 2 | “We’re Going to the Moon”<br><br>“The Moon”<br><br>“The Drinking Fountain”      | <b>I Read:</b><br>“You Can Find It”<br><br><b>Decodable Readers:</b><br><i>Around the Globe</i><br><br><i>All Kinds of Holes</i> | <b>Extended Read-Aloud 1:</b><br><i>Working with Technology</i>            | Return Sweep Directionality                           | Phoneme Categorization<br><br>Phoneme Blending<br><br>Phoneme Substitution | <b>Primary Skill:</b><br>long o (final -e)<br><br><b>Secondary Skill and Word Families:</b><br>-ope, -ape<br><br><b>Spiral Review:</b><br>long vowel a (final -e); short vowel a; consonant digraphs and blends   | <i>find</i><br><i>how</i><br><i>over</i><br><i>under</i>  |  | Expression<br><br>Rate | Metacognitive:<br>Draw Inferences<br><br>Fix-Up: Stop and Think About the Author’s Purpose                                                    | Know and Use Text Features to Locate Key Facts or Information<br><br>Use Illustrations and Details to Describe Key Ideas<br><br>Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text<br><br>Identify Main Topic and Retell Key Details | Sort Words into Categories                | <b>Domain-Specific Listening &amp; Speaking:</b><br><i>communicate</i><br><i>solve problems</i><br><i>cure</i><br><i>career</i>                      | <b>My Reading and Writing Words:</b><br><i>moon</i><br><i>landed</i><br><i>study</i> | Explanatory Process Writing | Prepositions                       |
| Week 3 | “I Wonder”<br><br>“Picture This”<br><br>“The Drinking Fountain”                 | <b>I Read:</b><br>“Dear Family”<br><br><b>Decodable Readers:</b><br><i>Mole City</i><br><br><i>We Live in Space</i>              | <b>Extended Read-Aloud 2:</b><br><i>Technology Breakdown</i>               | Upper-Case Letters                                    | Phoneme Categorization<br><br>Phoneme Blending<br><br>Phoneme Substitution | <b>Primary Skill:</b><br>soft c, g<br><br><b>Secondary Skill and Word Families:</b><br>contractions with “not”; -ace, -age<br><br><b>Spiral Review:</b><br>long vowels o, a (final -e); short vowels o, a         | <i>try</i><br><i>give</i><br><i>far</i><br><i>too</i>     |  | Expression<br><br>Mood | Metacognitive:<br>Determine Text Importance<br><br>Fix-Up: Stop and Think About the Author’s Purpose                                          | Describe Characters, Settings, and Major Events in a Story (Draw Inferences)                                                                                                                                                                                                         | Distinguish Shades of Meaning Among Verbs | <b>General Academic Listening &amp; Speaking:</b><br><i>high-tech</i><br><i>on the blink</i><br><i>capacity</i><br><i>blurry</i>                     | <b>My Reading and Writing Words:</b><br><i>e-mail</i><br><i>change</i>               | Explanatory Process Writing | Sentence Types<br><br>Prepositions |

Essential Question: What can we learn from a mistake?

- Enduring Understandings:
- Stories, such as fables, folktales, and realistic fiction, can teach the reader a moral or lesson.
  - Teamwork can help people solve problems that they may not have been able to solve on their own.

Build Knowledge Word Bank: *problem, teamwork, moral, cooperation*

Research & Inquiry Project: Comparing Messages in Fables

Unit Readings

Read-Alouds: Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

*Sam Can't Sleep* (BR)  
*Ajay's Big Move* (170L)  
*The Shepherd and the Wolf* (390L)  
*The King's Elephant* (430L)  
*Beware of the Wolf!* (420L)  
*Postcards From Luis* (420L)

*Sam Walks on the Ceiling* (400L)  
*No More Bananas for Moncho* (420L)  
*The Race of the Little Turtles* (490L)  
*Rosita and the Rooster* (470L)  
*Julia and the Plants* (420L)  
*The Neighbors Next Door* (460L)

Reader's Theater Scripts:

*The Purple Cow*  
*Why Mosquitoes Buzz in People's Ears*



|        | Weekly Readings                                                 |                                                                                                                         |                                                                                        | Weekly Skills and Strategies                                                                                                                |                                                                            |                                                                                                                                                                                                                                                                                               |                                                           |  |                                             |                                                                                                                                                     |                                                                                                                                                                                  |                                       |                                                                                                                                                                                |                                                                                                            |                         |                                                                                    |
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|        | Shared Readings (We Read)                                       | Decodable Readings                                                                                                      | Short- and Extended Read-Alouds (Complex Anchor Texts)                                 | Concepts About Print                                                                                                                        | Phonological Awareness                                                     | Phonics                                                                                                                                                                                                                                                                                       | High-Frequency Words                                      |  | Fluency Skill                               | Metacognitive & Fix-Up Strategies                                                                                                                   | Comprehension Strategies                                                                                                                                                         | Vocabulary Strategies                 | Oral Vocabulary Words (Tier 2 and Tier 3)                                                                                                                                      | My Reading and Writing Words                                                                               | Writing                 | Grammar                                                                            |
| Week 1 | “Lunch”<br>“No Tiger Hunt Today”<br>“Friends”                   | <b>I Read:</b><br>“Mike Can Fix It”<br><br><b>Decodable Readers:</b><br><i>Five Kittens</i><br><br><i>Fox Jumps</i>     | <b>Mentor Read-Alouds:</b><br>“The Boy Who Cried Wolf”<br><br>“The Ant and the Pigeon” | Punctuation in Context: Dashes, Colons, Quotation Marks<br><br>Punctuation: Periods, Question Marks, Exclamation Points                     | Phoneme Categorization<br><br>Phoneme Blending<br><br>Phoneme Substitution | <b>Primary Skill:</b><br>long i (final -e)<br><br><b>Secondary Skill and Word Families:</b><br>VCe syllables; -ine, -ife, -ide<br><br><b>Spiral Review:</b><br>soft c and g; contractions with “not”; long vowels a, o (final -e)                                                             | <i>after</i><br><i>call</i><br><i>large</i><br><i>her</i> |  | Self-Correcting<br><br>Pausing              | Metacognitive: Make Connections<br><br>Metacognitive: Summarize and Synthesize<br><br>Fix-Up: Confirm or Correct Word Recognition and Understanding | Describe Characters, Settings, and Major Events Using Key Details<br><br>Understand the Central Message<br><br>Compare and Contrast the Adventures and Experiences of Characters | Use Context as a Clue to Word Meaning | <b>General Academic Listening &amp; Speaking:</b><br><i>angry</i><br><i>furious</i><br><br><b>Domain-Specific Listening &amp; Speaking:</b><br><i>weary</i><br><i>grateful</i> | <b>My Reading and Writing Words:</b><br><i>forgot</i><br><i>mistake</i><br><i>learned</i><br><i>lesson</i> | Opinion Process Writing | Use Frequently Occurring Conjunctions                                              |
| Week 2 | “When I Hurry”<br>“The Ant and the Grasshopper”<br>“Friends”    | <b>I Read:</b><br>“Steve’s House”<br><br><b>Decodable Readers:</b><br><i>A Hat for Pete</i><br><br><i>Zeke’s Garden</i> | <b>Extended Read-Aloud 1:</b><br><i>When Turtle Grew Feathers</i>                      | Punctuation in Context: Dashes, Colons, Quotation Marks<br><br>Uppercase Letters                                                            | Phoneme Categorization<br><br>Phoneme Blending<br><br>Phoneme Substitution | <b>Primary Skill:</b><br>long e (final -e), long u (final -e)<br><br><b>Secondary Skill and Word Families:</b><br>inflectional endings (-ed, -ing, dropping final -e); -ale, -ane, -une<br><br><b>Spiral Review:</b><br>soft c and g; long VCe syllables with a, i, o                         | <i>house</i><br><i>long</i><br><i>off</i><br><i>small</i> |  | Rate<br><br>Phrasing<br><br>Self-Correcting | Metacognitive: Make Connections<br><br>Fix-Up: Confirm or Correct Word Recognition and Understanding                                                | Describe Characters, Settings, and Major Events Using Key Details<br><br>Understand the Central Message<br><br>Compare and Contrast the Adventures and Experiences of Characters | Use Affixes as a Clue to Word Meaning | <b>General Academic Listening &amp; Speaking:</b><br><i>blame</i><br><i>fault</i><br><i>shattered</i><br><i>truce</i>                                                          | <b>My Reading and Writing Words:</b><br><i>hurry</i><br><i>learned</i>                                     | Opinion Process Writing | Produce Simple and Compound Sentences<br><br>Use Frequently Occurring Conjunctions |
| Week 3 | “Five Brown Bears”<br>“Stories That Teach Lessons”<br>“Friends” | <b>I Read:</b><br>“Which Train?”<br><br><b>Decodable Readers:</b><br><i>Painting in May</i><br><br><i>Gail and Gram</i> | <b>Extended Read-Aloud 2:</b><br><i>Tall and Small Play Ball</i>                       | Punctuation in Context: Dashes, Colons, Quotation Marks<br><br>Punctuation: Periods, Question Marks, Exclamation Points<br><br>Return Sweep | Phoneme Categorization<br><br>Phoneme Blending<br><br>Phoneme Substitution | <b>Primary Skill:</b><br>long a spellings (a, ai, ay)<br><br><b>Secondary Skill and Word Families:</b><br>inflectional endings (-ed, -ing, double final consonant); -ail, -ain, -ay<br><br><b>Spiral Review:</b><br>long Vce syllables with a, i, o, e, and u; inflectional endings (drop -e) | <i>brown</i><br><i>work</i><br><i>year</i><br><i>live</i> |  | Self-Correcting<br><br>Expression           | Metacognitive: Summarize and Synthesize<br><br>Fix-Up: Confirm or Correct Word Recognition and Understanding                                        | Describe Characters, Settings, and Major Events Using Key Details<br><br>Understand the Central Message                                                                          | Use Affixes as a Clue to Word Meaning | <b>General Academic Listening &amp; Speaking:</b><br><i>tease</i><br><i>block</i><br><i>height</i><br><i>dribbled</i>                                                          | <b>My Reading and Writing Words:</b><br><i>sorry</i><br><i>teach</i><br><i>moral</i>                       | Opinion Process Writing | Produce Simple and Compound Sentences<br><br>Use Frequently Occurring Conjunctions |



Essential Question: Why is the past important?

- Enduring Understandings:
- Knowledge of the past is important to understand the present and plan for the future.
  - People use tools, such as time lines and maps, to help organize and understand events of the past.

Build Knowledge Word Bank: *future, past, present, events*

Research & Inquiry Project: Honoring History

Unit Readings

Read-Alouds: Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

*Good Friends* (90L)  
*The Mayflower* (BR)  
*The Maya Calendar* (520L)  
*We All Help* (460L)  
*Flag Day* (430L)  
*Lake Maracaibo* (480L)

*Abraham Lincoln* (450L)  
*Cinco de Mayo* (530L)  
*Mary McLeod Bethune: An Educator* (500L)  
*Rules and Laws* (520L)  
*Before or After?* (450L)  
*My Town Long Ago* (540L)



Reader’s Theater Scripts:

*London Bridge Has Fallen Down*  
*The Time Capsule*

|        | Weekly Readings                                                                  |                                                                                                                                 |                                                                                   | Weekly Skills and Strategies                                                                                       |                                                                                                             |                                                                                                                                                                                                                             |                                                               |  |                                |                                                                                                                    |                                                                                                                                                                                                                                       |                                                                            |                                                                                                                                                                                          |                                                                                                         |                        |                                                                            |
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|        | Shared Readings (We Read)                                                        | Decodable Readings                                                                                                              | Short- and Extended Read-Alouds (Complex Anchor Texts)                            | Concepts About Print                                                                                               | Phonological Awareness                                                                                      | Phonics                                                                                                                                                                                                                     | High-Frequency Words                                          |  | Fluency Skill                  | Metacognitive & Fix-Up Strategies                                                                                  | Comprehension Strategies                                                                                                                                                                                                              | Vocabulary Strategies                                                      | Oral Vocabulary Words (Tier 2 and Tier 3)                                                                                                                                                | My Reading and Writing Words                                                                            | Writing                | Grammar                                                                    |
| Week 1 | “Let’s Go, Go, Go!”<br><br>“Long Ago on the Go”<br><br>“Now We Are Six”          | <b>I Read:</b><br>“From Place to Place”<br><br><b>Decodable Readers:</b><br><i>How We Go</i><br><br><i>Toad’s Big Boat</i>      | <b>Mentor Read-Alouds:</b><br>“School Days”<br><br>“The Story of the White House” | Literary Element: Onomatopoeia and Sound Words<br><br>End Punctuation: Periods, Question Marks, Exclamation Points | Phoneme Isolation<br><br>Add Syllables in Compound Words<br><br>Substitute Syllables in Compound Words      | <b>Primary Skill:</b><br>long o spellings (o, oa, ow, oe)<br><br><b>Secondary Skill and Word Families:</b><br>-ow, -oat, -old<br><br><b>Spiral Review:</b><br>long a vowel teams; long VCe syllables with a, i, o, e, and u | <i>found</i><br><i>your</i><br><i>know</i><br><i>always</i>   |  | Rate<br><br>Self-Correcting    | Metacognitive: Apply Cumulative Metacognitive Strategies<br><br>Fix-Up: Reread to Clarify or Confirm Understanding | Identify Main Topic and Retell Key Details<br><br>Use Text Features to Locate Information: Captions, Glossaries, Time Lines                                                                                                           | Use Context Clues to Determine or Clarify the Meaning of Words and Phrases | <b>General Academic Listening &amp; Speaking:</b><br><i>discover</i><br><i>modern</i><br><i>improvements</i><br><br><b>Domain-Specific Listening &amp; Speaking:</b><br><i>factories</i> | <b>My Reading and Writing Words:</b><br><i>today</i><br><i>past</i><br><i>long ago</i><br><i>slower</i> | How-To Process Writing | Possessive Nouns                                                           |
| Week 2 | “Playing Games”<br><br>“Sounds of a School Day Long Ago”<br><br>“Now We Are Six” | <b>I Read:</b><br>“Fun and Games”<br><br><b>Decodable Readers:</b><br><i>Bees, Bees, Bees!</i><br><br><i>Lee, Dee, and Zees</i> | <b>Extended Read-Aloud 1:</b><br><i>Using Time Lines</i>                          | Punctuation in Context: Dashes, Ellipses, Hyphens                                                                  | Phoneme Categorization<br><br>Add Syllables in Compound Words<br><br>Substitute Syllables in Compound Words | <b>Primary Skill:</b><br>long e spellings (e, ee, ea, ie)<br><br><b>Secondary Skill and Word Families:</b><br>prefixes un-, re-; -eat, -eet, -eed<br><br><b>Spiral Review:</b><br>long o and a vowel teams                  | <i>all</i><br><i>people</i><br><i>where</i><br><i>draw</i>    |  | Accuracy<br><br>Pausing        | Metacognitive: Apply Cumulative Metacognitive Strategies<br><br>Fix-Up: Use Pictures to Understand the Text        | Identify Main Topic and Retell Key Details<br><br>Use Text Features to Locate Information: Captions, Glossaries, Time Lines<br><br>Distinguish Between Information in Pictures and Text                                               | Use Context Clues to Determine or Clarify the Meaning of Words and Phrases | <b>General Academic Listening &amp; Speaking:</b><br><i>event</i><br><i>happen(ed)</i>                                                                                                   | <b>My Reading and Writing Words:</b><br><i>passed down</i>                                              | How-To Process Writing | Noun-Verb Agreement with Singular and Plural Nouns                         |
| Week 3 | “Hooray for Heroes”<br><br>“Who Was Harriet Tubman?”<br><br>“Now We Are Six”     | <b>I Read:</b><br>“Our Flag”<br><br><b>Decodable Readers:</b><br><i>Way Up High</i><br><br><i>Bright Lights</i>                 | <b>Extended Read-Aloud 2:</b><br><i>Statues and Monuments</i>                     | End Punctuation: Periods, Question Marks, Exclamation Points<br><br>Text Features: Italics                         | Phoneme Isolation<br><br>Add Syllables in Compound Words<br><br>Substitute Syllables in Compound Words      | <b>Primary Skill:</b><br>long i spellings (i, y, igh)<br><br><b>Secondary Skill and Word Families:</b><br>open syllables; -ight, -ice, -ile<br><br><b>Spiral Review:</b><br>long o, a, and e vowel teams                    | <i>again</i><br><i>round</i><br><i>they</i><br><i>country</i> |  | Pausing<br><br>Self-Correcting | Metacognitive: Apply Cumulative Metacognitive Strategies<br><br>Fix Up: Read More Slowly and Think About the Words | Use Text Features to Locate Information: Captions, Glossaries, Time Lines<br><br>Distinguish Between Information in Pictures and Text<br><br>Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information | Use Context Clues to Determine or Clarify the Meaning of Words and Phrases | <b>General Academic Listening &amp; Speaking:</b><br><i>honor</i><br><br><b>Domain-Specific Listening &amp; Speaking:</b><br><i>structures</i><br><i>protests</i><br><i>pioneers</i>     | <b>My Reading and Writing Words:</b><br><i>remember</i><br><i>present</i><br><i>brave</i>               | How-To Process Writing | Possessive Nouns<br><br>Noun-Verb Agreement with Singular and Plural Nouns |

Essential Question: Why do the sun and moon capture our imagination?

- Enduring Understandings:
- By observing and exploring, we develop knowledge about Earth, the sun, the moon, and the stars.
  - In many cultures, people tell stories to explain what they observe in the night sky.

Build Knowledge Word Bank: *observe , explore , sky, planet*

Research & Inquiry Project: Investigating the Sky

Unit Readings

Read-Alouds: Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

*In My Country* (120L)  
*What Is the Sun?* (180L)  
*Let’s Explore the Caves* (360L)  
*How Bear Lost Her Tail* (290L)  
*It’s Raining Ice Cream!* (430L)  
*How We Use Soil* (400L)

*Rivers* (430L)  
*The Grand Canyon* (530L)  
*Paw Prints* (380L)  
*Puerto Rico Is an Island* (480L)  
*The Little Raindrop* (440L)  
*Living Dinosaurs* (670L)

Reader’s Theater Scripts:

*The Twinkling Stars*  
*Why the Moon Changes in the Night Sky*



|        | Weekly Readings                      |                                                          |                                                                  | Weekly Skills and Strategies                                 |                                    |                                                                                        |                                                                          |                 |                                                                         |                                                             |                                                                                          |                                           |                                                                                                                          |                                                                                                       |                         |                                                  |
|--------|--------------------------------------|----------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------|
|        | Shared Readings (We Read)            | Decodable Readings                                       | Short- and Extended Read-Alouds (Complex Anchor Texts)           | Concepts About Print                                         | Phonological Awareness             | Phonics                                                                                | High-Frequency Words                                                     |                 | Fluency Skill                                                           | Metacognitive & Fix-Up Strategies                           | Comprehension Strategies                                                                 | Vocabulary Strategies                     | Oral Vocabulary Words (Tier 2 and Tier 3)                                                                                | My Reading and Writing Words                                                                          | Writing                 | Grammar                                          |
| Week 1 | “Twinkle, Twinkle, Little Star”      | <b>I Read:</b><br>“The Night Sky”                        | <b>Mentor Read-Alouds:</b><br>“Why Sun and Moon Live in the Sky” | Punctuation in Context: Commas, Quotation Marks              | Phoneme Identification             | <b>Primary Skill:</b><br>/är/ (farm)                                                   | <i>four</i><br><i>great</i><br><i>boy</i><br><i>city</i>                 |                 | Rate                                                                    | Metacognitive:<br>Apply Cumulative Metacognitive Strategies | Describe Characters, Settings, and Major Events Using Key Details                        | Use Context as a Clue to Word Meaning     | <b>General Academic Listening &amp; Speaking:</b><br><i>lovely</i><br><i>invited</i><br><i>star</i><br><i>sky</i>        | <b>My Reading and Writing Words:</b><br><i>star</i><br><i>sky</i><br><i>sunlight</i><br><i>bright</i> | Opinion Process Writing | Pronouns                                         |
|        | “Stars in the Night Sky”             | <b>Decodable Readers:</b><br><i>Mark and the Stars</i>   | “A Walk on the Moon”                                             | Uppercase Letters                                            | Phoneme Blending                   | <b>Secondary Skill and Word Families:</b><br>compound words; -ar, -all                 |                                                                          | Self-Correcting | Metacognitive:<br>Read Out Loud to Support Comprehension                | Distinguish Between Information in Pictures and Text        | Explain Differences Between Stories and Informational Text                               |                                           | <b>Domain-Specific Listening &amp; Speaking:</b><br><i>craters</i><br><i>gravity</i>                                     |                                                                                                       |                         |                                                  |
|        | “The Moon’s The North Wind’s Cookie” | <i>Sparkling Stars</i>                                   |                                                                  |                                                              |                                    | Delete Syllables in Compound Words                                                     | <b>Spiral Review:</b><br>open syllables; long o, a, e, and I vowel teams |                 |                                                                         |                                                             |                                                                                          |                                           |                                                                                                                          |                                                                                                       |                         |                                                  |
| Week 2 | “Zoom, Zoom, Zoom”                   | <b>I Read:</b><br>“The Sun and Moon”                     | <b>Extended Read-Aloud 1:</b><br><i>Night and Day</i>            | Punctuation in Context: Commas, Quotation Marks              | Phoneme Categorization             | <b>Primary Skill:</b><br>/ôr/ (for, ore, oar)                                          | <i>laugh</i><br><i>move</i><br><i>change</i><br><i>away</i>              |                 | Rate                                                                    | Metacognitive:<br>Apply Cumulative Metacognitive Strategies | Distinguish Between Information in Pictures and Text                                     | Use Context as a Clue to Word Meaning     | <b>Domain-Specific Listening &amp; Speaking:</b><br><i>meteors</i><br><i>planets</i><br><i>rotate</i><br><i>reflects</i> | <b>My Reading and Writing Words:</b><br><i>rocket</i><br><i>space</i>                                 | Opinion Process Writing | Past-, Present-, and Future-Tense Verbs of Being |
|        | “An Astronaut’s Space Suit”          | <b>Decodable Readers:</b><br><i>Search for Food</i>      |                                                                  | End Punctuation: Periods, Question Marks, Exclamation Points | Phoneme Blending                   | <b>Secondary Skill and Word Families:</b><br>-orn, -ore, -oar                          |                                                                          | Intonation      | Metacognitive:<br>Stop and Think About the Author’s Purpose             | Use Illustrations and Details to Describe Key Ideas         | Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information |                                           |                                                                                                                          |                                                                                                       |                         |                                                  |
|        | “The Moon’s The North Wind’s Cookie” | <i>The Sun is Important</i>                              |                                                                  | Uppercase Letters                                            | Delete Syllables in Compound Words | <b>Spiral Review:</b><br>r-controlled words with /är/; long o, a, e, and I vowel teams |                                                                          | Self-Correcting |                                                                         | Identify Main Topic and Retell Key Details                  |                                                                                          |                                           |                                                                                                                          |                                                                                                       |                         |                                                  |
| Week 3 | “April Clouds”                       | <b>I Read:</b><br>“Cloud Shapes”                         | <b>Extended Read-Aloud 2:</b><br><i>Night Sky</i>                | Punctuation in Context: Commas, Quotation Marks              | Phoneme Identification             | <b>Primary Skill:</b><br>/ür/ (girl, herb, spur)                                       | <i>every</i><br><i>near</i><br><i>school</i><br><i>earth</i>             |                 | Expression                                                              | Metacognitive:<br>Apply Cumulative Metacognitive Strategies | Describe Characters, Settings, and Major Events Using Key Details                        | Distinguish Shades of Meaning Among Verbs | <b>General Academic Listening &amp; Speaking:</b><br><i>harm</i><br><i>faithful</i>                                      | <b>My Reading and Writing Words:</b><br><i>clouds</i><br><i>Milky Way</i>                             | Opinion Process Writing | Pronouns                                         |
|        | “Tears from the Silver River”        | <b>Decodable Readers:</b><br><i>The North Wind Blows</i> |                                                                  | Return Sweep                                                 | Phoneme Blending                   | <b>Secondary Skill and Word Families:</b><br>r-controlled syllables; -ern, -urn        |                                                                          | Self-Correcting | Metacognitive:<br>Confirm or Correct Word Recognition and Understanding | Explain Differences Between Stories and Informational Text  | Understand the Central Message                                                           |                                           | <b>Domain-Specific Listening &amp; Speaking:</b><br><i>constellations</i><br><i>observe</i>                              |                                                                                                       |                         | Past-, Present-, and Future-Tense Verbs of Being |
|        | “The Moon’s The North Wind’s Cookie” | <i>Soar to the Moon</i>                                  |                                                                  |                                                              | Delete Syllables in Compound Words | <b>Spiral Review:</b><br>long vowel teams; r-controlled words with /är/, /ôr/          |                                                                          |                 |                                                                         |                                                             |                                                                                          |                                           |                                                                                                                          |                                                                                                       |                         |                                                  |



Essential Question: Why do people trade with each other?

- Enduring Understandings:
- The exchange of goods and services is an essential part of living in a community.
  - There are many different ways to create goods and provide services.

Build Knowledge Word Bank: *provide, opinion, good, service*

Research & Inquiry Project: Goods and Services

Unit Readings

Read-Alouds: Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

*Making Things, Doing Things* (BR)  
*Pam’s New Puppy* (310L)  
*Same and Different Kids*  
*Around the World* (310L)  
*Let’s Save* (460L)  
*How to Spend and Save Money* (440L)  
*Choices, Choices* (320L)

*Providing Services* (400L)  
*Trading for Goods and Services* (440L)  
*I Like to Make Things* (560L)  
*One Hundred Pennies Is a Dollar!* (440L)  
*The Perfect Babysitter* (570L)  
*How to Help Others* (510L)



Reader’s Theater Scripts:

*Pies for Simple Simon*  
*Yard Sale: What Was Mine Can Be Yours*

|        | Weekly Readings                                                          |                                                                                                                              |                                                                                              | Weekly Skills and Strategies                                           |                                                                                  |                                                                                                                                                                                                                                            |                                                             |  |                                                    |                                                                                                                       |                                                                                                                                                                                                |                                                     |                                                                                                                                                                                |                                                                                    |                         |                                                       |
|--------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------|
|        | Shared Readings (We Read)                                                | Decodable Readings                                                                                                           | Short- and Extended Read-Alouds (Complex Anchor Texts)                                       | Concepts About Print                                                   | Phonological Awareness                                                           | Phonics                                                                                                                                                                                                                                    | High-Frequency Words                                        |  | Fluency Skill                                      | Metacognitive & Fix-Up Strategies                                                                                     | Comprehension Strategies                                                                                                                                                                       | Vocabulary Strategies                               | Oral Vocabulary Words (Tier 2 and Tier 3)                                                                                                                                      | My Reading and Writing Words                                                       | Writing                 | Grammar                                               |
| Week 1 | “The Breakfast Trade”<br><br>“Cushy Cow Bonny”<br><br>“The Animal Store” | <b>I Read:</b><br>“Trading Then and Now”<br><br><b>Decodable Readers:</b><br><i>Our Town</i><br><br><i>All Around Town</i>   | <b>Mentor Read-Alouds:</b><br>“From Dairy Farm to You”<br><br>“The Most Important Service”   | Locate Parts of Books<br><br>Review Previously Taught Learned Concepts | Phoneme Categorization<br><br>Phoneme Blending<br><br>Substitute Parts of Blends | <b>Primary Skill:</b><br>/ou/ (house, down)<br><br><b>Secondary Skill and Word Families:</b><br>comparative inflectional endings -er, -est; -out, -ouse, -own<br><br><b>Spiral Review:</b><br>r-controlled syllables with /är/, /ôr/, /ûr/ | <i>before</i><br><i>done</i><br><i>about</i><br><i>even</i> |  | Rate and Pausing                                   | Metacognitive:<br>Apply Cumulative Metacognitive Strategies<br><br>Fix-Up: Reread to Clarify or Confirm Understanding | Retell: Use Topic and Relevant Ideas<br><br>Identify Stanzas and Line Breaks in Poems<br><br>Identify Author’s Opinion About the Topic                                                         | Identify and Use Context Clues to Determine Meaning | <b>General Academic Listening &amp; Speaking:</b><br><i>protect</i><br><i>provide</i><br><br><b>Domain-Specific Listening &amp; Speaking:</b><br><i>service</i><br><i>good</i> | <b>My Reading and Writing Words:</b><br><i>trade</i><br><i>want</i><br><i>give</i> | Write a Research Report | Use Commas in a Series                                |
| Week 2 | “A Pet Needs a Vet”<br><br>“Rat-a-Tat-Tat”<br><br>“The Animal Store”     | <b>I Read:</b><br>“Good Boy, Scruffs!”<br><br><b>Decodable Readers:</b><br><i>Roy and Joy</i><br><br><i>Earthworm’s Soil</i> | <b>Extended Read-Aloud 1:</b><br><i>In My Opinion . . . Goods and Services Are Important</i> | Locate Parts of Books<br><br>Review Previously Taught Learned Concepts | Phoneme Isolation<br><br>Phoneme Blending<br><br>Substitute Parts of Blends      | <b>Primary Skill:</b><br>/oi/ (join, boy)<br><br><b>Secondary Skill and Word Families:</b><br>suffix -ly; -oil, -oin<br><br><b>Spiral Review:</b><br>r-controlled syllables with /är/, /ôr/, /ûr/; vowel teams with /ou/                   | <i>walk</i><br><i>buy</i><br><i>only</i><br><i>through</i>  |  | Accuracy                                           | Metacognitive:<br>Apply Cumulative Metacognitive Strategies<br><br>Fix-Up: Use Pictures to Understand the Text        | Retell: Use Topic and Relevant Ideas<br><br>Identify Stanzas and Line Breaks in Poems<br><br>Identify Author’s Opinion About the Topic<br><br>Compare and Contrast Two Texts on the Same Topic | Identify and Use Context Clues to Determine Meaning | <b>General Academic Listening &amp; Speaking:</b><br><i>energy</i><br><i>save lives</i><br><i>make life easier</i><br><i>succeed</i>                                           | <b>My Reading and Writing Words:</b><br><i>need</i><br><i>money</i>                | Write a Research Report | Form Plural Possessives                               |
| Week 3 | “Pay and Play at the Zoo”<br><br>“Crocodile”<br><br>“The Animal Store”   | <b>I Read:</b><br>“Jack’s Jobs”<br><br><b>Decodable Readers:</b><br><i>One Cool Day</i><br><br><i>Brooms Sweep</i>           | <b>Extended Read-Aloud 2:</b><br><i>The Shoemaker and the Elves</i>                          | Locate Parts of Books<br><br>Review Previously Taught Learned Concepts | Phoneme Isolation<br><br>Phoneme Blending<br><br>Substitute Parts of Blends      | <b>Primary Skill:</b><br>/oo/, /ôô/ (broom, book)<br><br><b>Secondary Skill and Word Families:</b><br>vowel team syllables; -oom, -ood<br><br><b>Spiral Review:</b><br>vowel teams with /ou/, /oi/; suffix -ly                             | <i>does</i><br><i>another</i><br><i>wash</i><br><i>some</i> |  | Phrasing<br><br>Inflection, Intonation, and Stress | Metacognitive:<br>Apply Cumulative Metacognitive Strategies<br><br>Fix-Up: Read Slowly and Think About the Words      | Identify and Describe Main Story Elements<br><br>Identify Stanzas and Line Breaks in Poems<br><br>Identify and Explain the Moral of a Story<br><br>Retell: Use Main Story Elements             | Identify and Use Base Words and Their Inflections   | <b>General Academic Listening &amp; Speaking:</b><br><i>customer</i><br><i>stitch</i><br><i>earn</i><br><i>make a living</i>                                                   | <b>My Reading and Writing Words:</b><br><i>pay</i><br><i>buy</i><br><i>dinner</i>  | Write a Research Report | Use Commas in a Series<br><br>Form Plural Possessives |

Grade 1 • Unit 10 • Exploring Sound, Light, and Heat

Essential Question: How would our lives be different without sound, light, and heat?

- Enduring Understandings:
- Living things use energy in the form of sound, light, and heat every day.
  - We can use our senses to build knowledge about light, sound, and heat.

Build Knowledge Word Bank: *energy, source, moves/movement, senses*

Research & Inquiry Project: Exploring Sound and Light

Unit Readings

Read-Alouds: Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

- My Pet* (90L)  
*Jill Explores Energy* (380L)  
*The Power of the Sun* (400L)  
*Fun Changes* (410L)  
*How Much Does It Weigh?* (430L)  
*Coal* (480L)
- Cool Waves* (410L)  
*Daylight and Night Light!* (420L)  
*A Visit to the Aquarium* (460L)  
*Carlos and the Drum* (220L)  
*Meteorites on Earth* (540L)  
*Magnets on the Move* (480L)

Reader’s Theater Scripts:

- Old MacDonald’s Noisy Farm*  
*Thomas Edison Invents the Lightbulb*



| Weekly Readings           |                                               |                                                         | Weekly Skills and Strategies                                |                                                                                        |                        |                                                                                          |                                                                |                 |                                                          |                                                                   |                                                                |                                                                                                                                  |                                                                                                 |                                                                           |                              |
|---------------------------|-----------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------|----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------|
| Shared Readings (We Read) | Decodable Readings                            | Short- and Extended Read-Alouds (Complex Anchor Texts)  | Concepts About Print                                        | Phonological Awareness                                                                 | Phonics                | High-Frequency Words                                                                     |                                                                | Fluency Skill   | Metacognitive & Fix-Up Strategies                        | Comprehension Strategies                                          | Vocabulary Strategies                                          | Oral Vocabulary Words (Tier 2 and Tier 3)                                                                                        | My Reading and Writing Words                                                                    | Writing                                                                   | Grammar                      |
| Week 1                    | “Dawn Is the Best Time of Day”                | <b>I Read:</b><br>“Do You Know Me?”                     | <b>Mentor Read-Alouds:</b><br>“Sounds I Love!”              | Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks | Phoneme Categorization | <b>Primary Skill:</b><br>Silent Letters (wr, kn, gn)                                     | <i>better</i><br><i>carry</i><br><i>learn</i><br><i>very</i>   | Pausing/Rate    | Metacognitive: Apply Cumulative Metacognitive Strategies | Draw Inferences to Identify Who is Telling the Story              | Use Context as a Clue to the Meaning of Multiple Meaning Words | <b>General Academic Listening &amp; Speaking:</b><br><i>shriek</i><br><i>clang</i>                                               | <b>My Reading and Writing Words:</b><br><i>sound</i><br><i>dark</i>                             | Poetry Process Writing                                                    | Irregular Plural Nouns       |
|                           | “Animal Talk”                                 | <b>Decodable Readers:</b><br><i>All About Storms</i>    | “Heat Is All Around”                                        | Uppercase Letters                                                                      | Phoneme Blending       | <b>Secondary Skill and Word Families:</b><br>-oon, -ool                                  |                                                                | Self-Correcting | Fix-Up: Read Out Loud to Support Comprehension           | Identify Words and Phrases That Appeal to the Senses              |                                                                | <b>Domain-Specific Listening &amp; Speaking:</b><br><i>transferred</i><br><i>matter</i>                                          |                                                                                                 |                                                                           |                              |
|                           | “I Know All the Sounds That the Animals Make” | <i>Food Grows</i>                                       |                                                             |                                                                                        | Delete Parts of Blends | <b>Spiral Review:</b><br>Vowel Team<br>Syllables with /ou/, /oi/, /oo/, /oo/; Suffix -ly |                                                                |                 |                                                          | Use Illustrations and Details to Describe Key Ideas               |                                                                |                                                                                                                                  |                                                                                                 |                                                                           |                              |
| Week 2                    | “I Clap My Hands”                             | <b>I Read:</b><br>“Loud All Around”                     | <b>Extended Read-Aloud 1:</b><br><i>I Hear with My Ears</i> | Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks | Phoneme Categorization | <b>Primary Skill:</b><br>/ô/ (aw, au, al, augh)                                          | <i>mother</i><br><i>father</i><br><i>never</i><br><i>below</i> | Self-Correcting | Metacognitive: Apply Cumulative Metacognitive Strategies | Draw Inferences to Describe Setting                               | Identify Real-Life Connections Between Words and Their Use     | <b>General Academic Listening &amp; Speaking:</b><br><i>handier</i><br><i>thunder</i><br><i>swishing</i><br><i>assists</i>       | <b>My Reading and Writing Words:</b><br><i>snap</i><br><i>move</i><br><i>low</i><br><i>high</i> | Poetry Process Writing                                                    | Irregularly Conjugated Verbs |
|                           | “Good Vibrations”                             | <b>Decodable Readers:</b><br><i>What Does Paul See?</i> |                                                             | Uppercase Letters                                                                      | Phoneme Blending       | <b>Secondary Skill and Word Families:</b><br>suffixes -ful, -less; -aw, -awn             |                                                                | Phrasing        | Fix-Up: Stop and Think About the Author’s Purpose        | Compare and Contrast the Adventures and Experiences of Characters |                                                                |                                                                                                                                  |                                                                                                 |                                                                           |                              |
|                           | “I Know All the Sounds That the Animals Make” | <i>Crows Caw</i>                                        |                                                             |                                                                                        | Delete Parts of Blends | <b>Spiral Review:</b><br>vowel team<br>syllables; silent letters                         |                                                                |                 |                                                          | Identify Words and Phrases That Appeal to the Senses              |                                                                |                                                                                                                                  |                                                                                                 |                                                                           |                              |
| Week 3                    | “My Shadow”                                   | <b>I Read:</b><br>“Light and Shadow”                    | <b>Extended Read-Aloud 2:</b><br><i>The Light Around Us</i> | Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks | Phoneme Isolation      | <b>Primary Skill:</b><br>long e (y, ey)                                                  | <i>blue</i><br><i>answer</i><br><i>eight</i><br><i>any</i>     | Pausing/Rate    | Metacognitive: Apply Cumulative Metacognitive Strategies | Use Text Features to Locate Key Information                       | Identify Real-Life Connections Between Words and Their Use     | <b>Domain-Specific Listening &amp; Speaking:</b><br><i>shines</i><br><i>clear</i><br><i>pass through</i><br><i>straight line</i> | <b>My Reading and Writing Words:</b><br><i>shadow</i><br><i>sunny</i>                           | Writing Reflections: Narrative, Informative/ Explanatory, Opinion, Poetry | Irregular Plural Nouns       |
|                           | “How Shadows Form”                            | <b>Decodable Readers:</b><br><i>The Hermit Crab</i>     |                                                             | Uppercase Letters                                                                      | Phoneme Blending       | <b>Secondary Skill and Word Families:</b><br>consonant -le<br>syllables; -eep, -ey       |                                                                | Self-Correcting | Fix-Up: Use Pictures to Understand the Text              | Use Illustrations and Details to Describe Key Ideas               |                                                                |                                                                                                                                  |                                                                                                 |                                                                           | Irregularly Conjugated Verbs |
|                           | “I Know All the Sounds That the Animals Make” | <i>In the Woods</i>                                     |                                                             |                                                                                        | Delete Parts of Blends | <b>Spiral Review:</b><br>vowel team<br>syllables; silent letters; suffixes               |                                                                |                 |                                                          | Explain Differences Between Stories and Informational Texts       |                                                                |                                                                                                                                  |                                                                                                 |                                                                           | Correct Noun-Verb Agreement  |