

Grade K • Start Smart • Scope and Sequence

	Big Books	Shared Read	Read Alouds	Vocabulary	Comprehension	Print Concepts	Phonological Awareness	Phonics	High-Frequency Words	Writing	Weekly Project
Week 1 We Are Special Essential Question: How is everyone special?	Animals in the Park: An ABC Book Big Book of Rhymes: “Jack and Jill” “Mary Wore Her Red Dress” “Wee Willie Winkie” “Little Miss Muffet” “Humpty Dumpty”	“I Am Special” Genre: Fiction “Look at Me!” Genre: Informational Text	Interactive Read Aloud: “The Ugly Duckling” Genre: Fairy Tale Teacher’s Edition: “The Three Sisters” Genre: Folktale	Category Words: Names	Details	Parts of a Book Book Handling Reading From Left to Right	Sentence Segmentation Identify Rhyme	Letter Recognition: <i>Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh</i>	<i>/</i>	Write About the Text	Project: I Am Special!
Week 2 My Family and Me Essential Question: Who is in your family?	Animals in the Park: An ABC Book Big Book of Rhymes: “Twinkle, Twinkle Little Star” “1, 2, Buckle My Shoe” “Mix a Pancake” “Chook, Chook, Chook” “1, 2, 3, 4, 5”	“Family Fun!” Genre: Fiction “Fun Together!” Genre: Fiction	Interactive Read Aloud: “Mama Mouse and El Gato” Genre: Fable Teacher’s Edition: “Teddy’s Week” Genre: Fiction	Category Words: Numbers	Details	Parts of a Book Distinguish Letters from Words Reading from Left to Right	Sentence Segmentation Identify Rhyme	Letter Recognition: <i>Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr</i>	<i>can</i>	Write About the Text	Project: My Family and Me
Week 3 I Can! Essential Question: What can you do?	Animals in the Park: An ABC Book Big Book of Rhymes: “Sing a Song of Sixpence” “Pat-a-Cake” “Hickory, Dickory, Dock” “Hey, Diddle, Diddle” “As I Was Going to St. Ives”	“At School” Genre: Fiction “What Can I Do?” Genre: Informational Text	Interactive Read Aloud: “Kindergartners Can!” Genre: Informational Text Teacher’s Edition: “We Can Help” Genre: Folktale	Category Words: Days of the Week	Details	Parts of a Book Distinguish Letters from Words Space Between Words	Recognize Syllables Blend Syllables	Letter Recognition: <i>Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz</i>	<i>I, can</i>	Write About the Text	Project: I Can!

Grade K • Unit 1 • Scope and Sequence

Unit 1: Take a New Step	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
The Big Idea: What can we learn when we try new things?												
Week 1 Make New Friends Essential Question: How can we get along with new friends? Genre Focus: Fiction	Anchor Text: <i>What About Bear?</i> Genre: Fiction Paired Selection: “How to Be a Friend” Genre: Informational Text	Shared Read: “I Can” Lexile: BR Shared Read: “Can I?” Lexile: BR	“The Lion and the Mouse” Genre: Fable	Genre: Fiction A: <i>The Tree House</i> Lexile: BR O: <i>The Mouse and The Moose</i> Lexile: BR ELL: <i>The Mouse and The Moose</i> Lexile: BR B: <i>Come and Play!</i> Lexile: 90L	Oral Vocabulary Words: <i>friend</i> <i>problem</i> <i>grasped</i> <i>escape</i> <i>rescue</i> Category Words: Feeling Words	Ask and Answer Questions Main Story Elements: Character Photographs	Left to Right Tracking Hold Book Right Side Up	Phonological Awareness: Sentence Segmentation Phonemic Awareness: Phoneme Isolation, Phoneme Identity, Phoneme Blending	Phonics: /m/m (initial/final) Spelling: Words with <i>m</i> ; <i>the</i> Handwriting: Upper and Lowercase <i>Mm</i> Decodable Readers: “I Can” “Can I?”	<i>the</i> Build Your Word Bank: <i>out</i>	Write About the Text: Expository Writing Skill: Left-to-Right Progression Writing Trait: Details Grammar: Naming Words (Nouns)	Project: How to Be a Good Friend
Week 2 Get Up and Go! Essential Question: How do baby animals move? Genre Focus: Fiction	Anchor Text: <i>Pouch!</i> Genre: Fiction Paired Selection: “Baby Animals on the Move!” Genre: Informational Text	Shared Read: “We Can!” Lexile: BR Shared Read: “I Can, We Can” Lexile: BR	“The Tortoise and the Hare” Genre: Fable	Genre: Fiction A: <i>Hop!</i> Lexile: BR O: <i>We Hop!</i> Lexile: BR ELL: <i>We Hop!</i> Lexile: BR B: <i>We Can Move!</i> Lexile: 140L	Oral Vocabulary Words: <i>adventure</i> <i>movement</i> <i>exhausted</i> <i>excited</i> <i>arrived</i> Category Words: Family Words	Ask and Answer Questions Main Story Elements: Character Labels	Parts of a Book Left to Right, Top to Bottom Tracking	Phonological Awareness: Identify Rhyme Phonemic Awareness: Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Identity	Phonics: /a/a (initial/medial) Consonant Review: /m/m Spelling: Words with <i>a</i> ; <i>we</i> Handwriting: Upper and Lowercase <i>Aa</i> Decodable Readers: “I Am” “We Can”	<i>we</i> Build Your Word Bank: <i>down</i>	Write About the Text: Expository Writing Skill: Left-to-Right Progression Writing Trait: Details Grammar: Naming Words (Nouns)	Project: How Baby Animals Move
Week 3 Use Your Senses Essential Question: How can your senses help you learn? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>Senses at the Seashore</i> Genre: Informational Text Paired Selection: “I Smell Springtime,” “Taste of Purple,” “Rain” Genre: Poetry	Shared Read: “Sam Can See” Lexile: BR Shared Read: “I Can See” Lexile: BR	“A Feast of the Senses” Genre: Informational Text	Genre: Informational Text A: <i>The Beach</i> Lexile: BR O: <i>At School</i> Lexile: BR ELL: <i>At School</i> Lexile: BR B: <i>See It Grow!</i> Lexile: BR	Oral Vocabulary Words: <i>explore</i> <i>senses</i> <i>feast</i> <i>finished</i> <i>kneads</i> Category Words: Sensory Words	Ask and Answer Questions Topic and Details Sensory Words	Parts of a Book Left to Right, Top to Bottom Tracking	Phonological Awareness: Onset and Rime Blending Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization	Phonics: /s/s (initial) Consonant/Vowel Review: /a/a, /m/m Spelling: Words with <i>s</i> ; <i>see</i> Handwriting: Upper and Lowercase <i>Ss</i> Decodable Readers: “Sam Can See” “Sam”	<i>see</i> Build Your Word Bank: <i>will</i> <i>jump</i>	Write About the Text: Opinion Writing Skill: Words Are Made up of Letters Writing Trait: Details Grammar: Naming Words (Nouns)	Project: The Senses

Grade K • Unit 2 • Scope and Sequence

Unit 2: Let's Explore The Big Idea: What can you find out when you explore?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 1 Tools We Use Essential Question: How do tools help us to explore? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>The Handiest Things in the World</i> Genre: Informational Text Paired Selection: "Discover with Tools" Genre: Informational Text	Shared Read: "Pam Can See" Lexile: BR Shared Read: "We Can See!" Lexile: BR	"Timimoto" Genre: Folktale	Genre: Informational Text A: <i>We Need Tools</i> Lexile: BR O: <i>A Trip</i> Lexile: BR ELL: <i>A Trip</i> Lexile: BR B: <i>What Can You See?</i> Lexile: 90L	Oral Vocabulary Words: <i>tools</i> <i>discover</i> <i>defeated</i> <i>fetch</i> <i>rumble</i> Category Words: Color Words	Ask and Answer Questions Topic and Details Headings	Left to Right, Top to Bottom Tracking Locate Printed Word	Phonological Awareness: Identify Alliteration Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Categorization	Phonics: /p/p (initial/final) Consonant/Vowel/Review: /a/a, /m/m, /s/s Spelling: Words with <i>p</i> ; <i>a</i> , <i>there</i> Handwriting: Upper and Lowercase <i>Pp</i> Decodable Readers: "A Sap Map" "Pam Can See"	<i>we</i> Build Your Word Bank: <i>there</i> <i>our</i>	Write About the Text: Opinion Writing Skill: Stretch Sounds to Write Words Writing Trait: Details Grammar: Action Words (Verbs: Present Tense)	Project: Tools for Exploring
Week 2 Shapes All Around Us Essential Question: What shapes do you see around you? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>Shapes All Around</i> Genre: Informational Text Paired Selection: "Find the Shapes" Genre: Informational Text	Shared Read: "We Like Tam!" Lexile: BR Shared Read: "I Like Sam" Lexile: BR	"Kites in Flight" Genre: Informational Text	Genre: Informational Text A: <i>Shapes!</i> Lexile: BR O: <i>Play with Shapes!</i> Lexile: BR ELL: <i>Play with Shapes!</i> Lexile: BR B: <i>Use a Shape!</i> Lexile: 140L	Oral Vocabulary Words: <i>materials</i> <i>nature</i> <i>decoration</i> <i>games</i> <i>world</i> Category Words: Shape Words	Ask and Answer Questions Topic and Details Bold Print	Locate Printed Word Distinguish Letters from Words Parts of a Book Left to Right, Top to Bottom Tracking	Phonological Awareness: Onset and Rime Blending Phonemic Awareness: Phoneme Isolation, Phoneme Blending (initial/final), Phoneme Identity	Phonics: /t/t (initial/final) Consonant/Vowel/Review: /a/a, /m/m, /s/s Spelling: Words with <i>t</i> , long: <i>a_e</i> ; <i>like</i> Handwriting: Upper and Lowercase <i>Tt</i> Decodable Readers: "Tap the Mat" "I Am Pat"	<i>like</i> Build Your Word Bank: <i>two</i> <i>well</i>	Write About the Text: Expository Writing Skill: Use Word Bank Writing Trait: Details Extended Writing: Expository Text: Nonfiction Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Action Words (Verbs: Present Tense)	Project: Shapes Survey

Grade K • Unit 2 • Scope and Sequence

Unit 2: Let's Explore The Big Idea: What can you find out when you explore?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 World of Bugs Essential Question: What kind of bugs do you know about? Genre Focus: Poetry	Anchor Text: <i>I Love Bugs!</i> Genre: Poetry Paired Selection: "Bugs All Around" Genre: Informational Text	"Pat" Lexile: BR "Tap! Tap! Tap!" Lexile: BR	"From Caterpillar to Butterfly" Genre: Informational Text	Genre: Fiction A: <i>We Like Bugs!</i> Lexile: BR O: <i>The Bugs Run</i> Lexile: BR ELL: <i>The Bugs Run</i> Lexile: BR B: <i>I See a Bug!</i> Lexile: BR	Oral Vocabulary Words: <i>curious</i> <i>observe</i> <i>attaches</i> <i>process</i> <i>slender</i> Category Words: Texture words	Ask and Answer Questions Poetry: Rhyme Captions	Distinguish Letters from Words Left to Right, Top to Bottom Tracking Parts of a Book	Phonological Awareness: Count and Segment Syllables Phonemic Awareness: Phoneme Segmentation, Phoneme Blending Long Vowel Awareness: Long <i>a</i>	Phonics: Review /m/m, a/a, /s/s, /p/p, /t/t Spelling Pattern: <i>at</i> pattern (<i>at, mat, sat</i>); <i>the, a, see, we like</i> Handwriting: Write sentences with <i>Mm, Aa, Ss, Pp, Tt</i> Decodable Readers: "We See Tam"	<i>the</i> <i>a</i> <i>see</i> <i>we</i> <i>like</i> Build Your Word Bank: <i>for</i> <i>out</i> <i>down</i> <i>will</i> <i>jump</i> <i>there</i> <i>our</i> <i>two</i> <i>well</i>	Write About the Text: Opinion Writing Skill: Spaces Between Words Writing Trait: Descriptive Details Grammar: Action Words (Verbs: Present Tense)	Project: Bugs

Units 1 and 2	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	Genre Read-Aloud "Look and Learn" Activities Learn About Tools Observe with Tools	Choose Your Own Book

Grade K • Unit 3 • Scope and Sequence

Unit 3: Going Places The Big Idea: What can you learn by going to different places?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 1 Rules to Go By Essential Question: What rules do we follow in different places? Genre Focus: Fiction	Anchor Text: <i>How Do Dinosaurs Go to School?</i> Genre: Fiction: Fantasy Paired Selection: "Be Safe!" Genre: Informational Text	"Can I Pat It?" Lexile: BR "Tim Can Tip It" Lexile: 300L	"The Boy Who Cried Wolf " Genre: Fable	Genre: Fantasy A: <i>We Run</i> Lexile: BR O: <i>Go, Nat!</i> Lexile: BR ELL: <i>Go, Nat!</i> Lexile: BR B: <i>The Birdhouse</i> Lexile: BR	Oral Vocabulary Words: <i>rules</i> <i>cooperate</i> <i>guard</i> <i>prank</i> <i>responsible</i> Category Words: Action Words	Visualize Main Story Elements: Character Lists	Left to Right, Top to Bottom Tracking Locate Printed Word	Phonological Awareness: Identify Rhyme Phonemic Awareness: Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization	Phonics: /i/i (medial) Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t Extend the Lesson: final double letters: ss, tt Spelling: Words with <i>i</i> ; <i>to</i> Handwriting: Upper and Lowercase <i>li</i> Decodable Readers: "Tim Can Sit" "We Like It"	<i>to</i> Build Your Word Bank: <i>her</i> <i>one</i> <i>say</i>	Write About the Text: Narrative Writing Skill: Sentences Are Made up of Words Writing Trait: Descriptive Details Grammar: Sentences	Project: Rules for Safety
Week 2 Sounds Around Us Essential Question: What are the different sounds we hear? Genre Focus: Fiction	Anchor Text: <i>Clang! Clang! Beep! Beep!</i> <i>Listen to the City</i> Genre: Fiction Paired Selection: "Sounds Are Everywhere!" Genre: Informational Text	"Nat and Tip" Lexile: 250L "Tim and Nan" Lexile: 250L	"The Turtle and the Flute" Genre: Tale	Genre: Fiction A: <i>City Sounds</i> Lexile: BR O: <i>Farm Sounds</i> Lexile: 280L ELL: <i>Farm Sounds</i> Lexile: BR B: <i>A Noisy Night</i> Lexile: 190L	Oral Vocabulary Words: <i>listen</i> <i>volume</i> <i>chat</i> <i>exclaimed</i> <i>familiar</i> Category Words: Sound Words	Visualize Main Story Elements: Setting Captions	Locate Printed Word Left to Right, Top to Bottom Tracking Parts of a Book	Phonological Awareness: Onset and Rime Blending Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Categorization	Phonics: /n/n Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t Spelling: Words with <i>n</i> ; <i>and</i> Handwriting: Upper and Lowercase <i>Nn</i> Decodable Readers: "Nat and Nan" "Nan and Nat See"	<i>and</i> Build Your Word Bank: <i>then</i> <i>new</i> <i>saw</i>	Write About the Text: Expository Writing Skill: Sentence Capitalization Writing Trait: Descriptive Details Grammar: Sentences	Project: Experiment with Sounds

Grade K • Unit 3 • Scope and Sequence

Unit 3: Going Places The Big Idea: What can you learn by going to different places?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 The Places We Go Essential Question: What places do you go to during the week? Genre Focus: Fiction	Anchor Text: <i>Please Take Me for a Walk</i> Genre: Fiction Paired Selection: "A Neighborhood" Genre: Informational Text	"We Go to See Nan" Lexile: 140L "Can We Go?" Lexile: 60L	"Field Trips" Genre: Informational Text	Genre: Fiction A: <i>We Can Go</i> Lexile: BR O: <i>Going by Cab</i> Lexile: 160L ELL: <i>Going by Cab</i> Lexile: BR B: <i>Cal's Busy Week</i> Lexile: 110L	Oral Vocabulary Words: <i>local</i> <i>routine</i> <i>neighborhood</i> <i>volunteer</i> <i>intelligent</i> Category Words: Sequence Words	Visualize Main Story Elements: Character Map	Left to Right, Top to Bottom Tracking Parts of a Book	Phonological Awareness: Count and Segment Syllables Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation Long Vowel Awareness: Long <i>i</i>	Phonics: /k/c Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t Spelling Pattern: <i>an</i> pattern (<i>an, can, ran, pan, man</i>) Handwriting: Upper and Lowercase Cc Decodable Readers: "Cam Cat" "See the Cat"	<i>go</i> Build Your Word Bank: <i>could</i> <i>place</i> <i>white</i>	Write About the Text: Expository Writing Skill: End Punctuation Writing Trait: Descriptive Details Grammar: Sentences	Project: School Places Interview

Grade K • Unit 4 • Scope and Sequence

Unit 4: Around the Neighborhood	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
The Big Idea: What do you know about the people and the places in your neighborhood?												
Week 1 Time for Work Essential Question: What do people use to do their jobs? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>Whose Shoes? A Shoe for Every Job</i> Genre: Informational Text Paired Selection: “Workers and Their Tools” Genre: Informational Text	“Tom on Top!” Lexile: 70L	“Little Juan and the Cooking Pot” Genre: Tale	Genre: Informational Text A: <i>You Cook</i> Lexile: BR O: <i>On the Job</i> Lexile: BR ELL: <i>On the Job</i> Lexile: BR B: <i>The Neighborhood</i> Lexile: 120L	Oral Vocabulary Words: <i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i> Category Words: Jobs	Ask and Answer Questions Topic and Details Labels	Parts of a Book Match Speech to Print	Phonological Awareness: Onset and Rime Segmentation Phonemic Awareness: Phoneme Isolation (initial), Phoneme Isolation (initial, medial), Phoneme Blending, Phoneme Categorization	Phonics: /o/o (initial/medial) Consonant/Vowel Review: /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t Spelling: Words with o; you Handwriting: Upper and Lowercase Oo Decodable Readers: “Tom Can” “Mom and Nan”	<i>you</i> Build Your Word Bank: <i>all</i> <i>that</i> <i>four</i>	Write About the Text: Expository Writing Skill: Return Sweep Writing Trait: Supporting Details Grammar: Describing Words (Adjectives: Color, Shape, Size)	Project: Workers and Their Tools
Week 2 Meet Your Neighbors Essential Question: Who are your neighbors? Genre Focus: Realistic Fiction	Anchor Text: <i>What Can You Do with a Paleta?</i> Genre: Realistic Fiction Paired Selection: “My Great Neighborhood!” Genre: Personal Narrative	“Sid” Lexile: 340L	“Cultural Festivals” Genre: Informational Text	Genre: Fiction A: <i>My Neighbors</i> Lexile: BR O: <i>Neighborhood Party</i> Lexile: 100L ELL: <i>Neighborhood Party</i> Lexile: BR B: <i>Parade Day</i> Lexile: 100L	Oral Vocabulary Words: <i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i> Category Words: Food Words	Ask and Answer Questions Main Story Elements: Character, Setting Illustrations	Parts of a Book Match Speech to Print	Phonological Awareness: Sentence Segmentation Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation Long Vowel Awareness: Long o	Phonics: /d/d (initial/final) Consonant/Vowel Review: /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t Spelling: Words with d, long o: o_e; do Handwriting: Upper and Lowercase Dd Decodable Readers: “Did Dan?” “Did Sid See Don?”	<i>do</i> Build Your Word Bank: <i>day</i> <i>long</i> <i>blue</i>	Write About the Text: Expository Writing Skill: Stretch Sounds to Write Words Writing Trait: Supporting Details Extended Writing: Personal Narrative Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Describing Words (Adjectives)	Project: Neighbors Interview

Grade K • Unit 4 • Scope and Sequence

Unit 4: Around the Neighborhood	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>The Big Idea: What do you know about the people and the places in your neighborhood?</p> <p>Week 3</p> <p>Pitch In</p> <p>Essential Question: How can people help to make your community better?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Anchor Text: <i>Roadwork</i> Genre: Informational Text</p> <p>Paired Selection: “A Community Garden” Genre: Informational Text</p>	<p>“I Can, You Can!” Lexile: 180L</p>	<p>“The Bundle of Sticks” Genre: Fable</p>	<p>Genre: Informational Text A: <i>We Clean!</i> Lexile: BR O: <i>Can You Fix It?</i> Lexile: 60L ELL: <i>Can You Fix It?</i> Lexile: BR B: <i>Helping Mom</i> Lexile: 290L</p>	<p>Oral Vocabulary Words: <i>community</i> <i>improve</i> <i>confused</i> <i>harvest</i> <i>quarrel</i></p> <p>Category Words: Position Words</p>	<p>Ask and Answer Questions</p> <p>Details: Time Order</p> <p>Captions</p>	<p>First Word in Sentence Is Capitalized</p> <p>Left to Right, Top to Bottom Tracking</p> <p>Parts of a Book</p>	<p>Phonological Awareness: Identify Rhyme</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics: Review /l/i, n/n, /k/c, /o/o, /d/d; s-Blends (<i>sn, sp, st</i>)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p>Long Vowel Express (optional): Long <i>a</i> (<i>a_e</i>)</p> <p>Spelling Pattern: <i>ot</i> pattern (<i>not, cot, dot, pot, tot</i>)</p> <p>Handwriting: Write sentences with <i>i, n, c, o, d, s</i>-Blends (<i>sn, sp, st</i>)</p> <p>Decodable Readers: “Tip It” “Stop the Top!”</p>	<p><i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i></p> <p>Build Your Word Bank: <i>her</i> <i>one</i> <i>say</i> <i>then</i> <i>new</i> <i>saw</i> <i>could</i> <i>place</i> <i>white</i> <i>all</i> <i>that</i> <i>four</i> <i>day</i> <i>long</i> <i>blue</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: Use Word Bank</p> <p>Writing Trait: Focus on One Idea</p> <p>Grammar: Describing Words (Adjectives)</p>	<p>Project: Interview About School</p>

Units 3 and 4	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	<p>Genre Read-Aloud “Firefighters Help Out”</p> <p>Activities Find Out About Firefighters Make a Job Poster</p>	Choose Your Own Book

Grade K • Unit 5 • Scope and Sequence

Unit 5: Wonders of Nature	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
The Big Idea: What kinds of things can you find growing in nature?												
Week 1 How Does Your Garden Grow? Essential Question: What do living things need to grow? Genre Focus: Realistic Fiction	Anchor Text: <i>My Garden</i> Genre: Realistic Fiction Paired Selection: "Tommy," "Maytime Magic," "The Seed," "Garden" Genre: Poetry	"Hop Can Hop!" Lexile: 110L	"Growing Plants" Genre: Informational Text	Genre: Fiction A: <i>My Garden</i> Lexile: BR O: <i>My Garden Grows</i> Lexile: 100L ELL: <i>My Garden Grows</i> Lexile: BR B: <i>The Mystery Seeds</i> Lexile: 240L	Oral Vocabulary Words: <i>require</i> <i>plant</i> <i>harmful</i> <i>soak</i> <i>crowd</i> Category Words: Size Words Plurals with -s	Reread Main Story Elements: Character, Setting, Events Rhyme and Repetition	Locate Printed Word Parts of a Book	Phonological Awareness: Count and Blend Syllables Phonemic Awareness: Phoneme Isolation Phoneme Blending, Phoneme Categorization	Phonics: /h/h (initial) Consonant/Vowel Review: <i>/a/a, /k/c, /d/d, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</i> Extend the Lesson: Final /z/s Spelling: Words with <i>h</i> ; <i>my</i> Handwriting: Upper and Lowercase <i>Hh</i> Decodable Readers: "Hap Hid the Ham" "Hip Hop"	<i>my</i> Build Your Word Bank: <i>than</i> <i>his</i> <i>three</i>	Write About the Text: Opinion Writing Skill: End Punctuation Writing Trait: Focus on One Idea Grammar: Pronouns (Subjective)	Project: Parts of a Plant
Week 2 Trees Essential Question: How do living things change as they grow? Genre Focus: Informational Text	Anchor Text: <i>A Grand Old Tree</i> Genre: Informational Text Paired Selection: "From a Seed to a Tree" Genre: Informational Text	"Ed and Ned" Lexile: 230L	"The Pine Tree" Genre: Fairy Tale	Genre: Informational Text A: <i>The Tree</i> Lexile: BR O: <i>Many Trees</i> Lexile: 70L ELL: <i>Many Trees</i> Lexile: BR B: <i>Our Apple Tree</i> Lexile: 250L	Oral Vocabulary Words: <i>develop</i> <i>amazing</i> <i>content</i> <i>enormous</i> <i>imagine</i> Category Words: Tree Parts Inflectional Ending -ed	Reread Topic and Details Diagram	Left to Right, Top to Bottom Tracking; Return Sweep Parts of a Book	Phonological Awareness: Onset and Rime Blending Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation	Phonics: /e/e (initial/medial) Consonant/Vowel Review: <i>/a/a, /k/c, /d/d, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</i> Spelling: Words with /e/e; <i>are</i> Handwriting: Upper and Lowercase <i>Ee</i> Decodable Readers: "Ed and Ted Can Go" "Not a Pet"	<i>are</i> Build Your Word Bank: <i>when</i> <i>which</i> <i>soon</i>	Write About the Text: Opinion Writing Skill: Return Sweep Writing Trait: Words That Connect Ideas Grammar: Pronouns (Subjective)	Project: How Trees Grow

Grade K • Unit 5 • Scope and Sequence

Unit 5: Wonders of Nature	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
The Big Idea: What kinds of things can you find growing in nature?												
<p>Week 3</p> <p>Fresh from the Farm</p> <p>Essential Question: What kinds of things grow on a farm?</p> <p>Genre Focus: Informational Text; Nonfiction</p>	<p>Anchor Text: <i>An Orange in January</i> Genre: Informational Text</p> <p>Paired Selection: “Farmers’ Market” Genre: Informational Text</p>	<p>“Ron With Red” Lexile: 170L</p>	<p>“Farms Around the World” Genre: Informational Text</p>	<p>Genre: Informational Text A: <i>The Farmer</i> Lexile: BR O: <i>Let’s Make a Salad!</i> Lexile: BR ELL: <i>Let’s Make a Salad!</i> Lexile: BR B: <i>Farm Fresh Finn</i> Lexile: 260L</p>	<p>Oral Vocabulary Words: <i>fresh</i> <i>delicious</i> <i>beneath</i> <i>raise</i> <i>special</i></p> <p>Category Words: Food Words Sentence Clues</p>	<p>Reread Topic and Details Lists</p>	<p>Parts of a Book Match Speech to Print</p>	<p>Phonological Awareness: Identify Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition</p> <p>Long Vowel Awareness: Long e: ee</p>	<p>Phonics: /f/ (initial/final), r/r (initial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p>Spelling Pattern: en pattern (<i>pen, ten, men, den, hen</i>)</p> <p>Handwriting: Upper and Lowercase <i>Ff</i> and <i>Rr</i></p> <p>Decodable Readers: “Ron Ram” “Red and Ron”</p>	<p><i>with</i> <i>he</i></p> <p>Build Your Word Bank: <i>many</i> <i>them</i> <i>eat</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: Stretch Sounds to Write Words</p> <p>Writing Trait: Sequence</p> <p>Grammar: Pronouns (Subjective)</p>	<p>Project: Plants on a Farm</p>

Grade K • Unit 6 • Scope and Sequence

Unit 6: Weather for All Seasons The Big Idea: How do weather and seasons affect us?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 1 The Four Seasons Essential Question: How are the seasons different? Genre Focus: Realistic Fiction	Anchor Text: <i>Mama, Is It Summer Yet?</i> Genre: Realistic Fiction Paired Selection: “New Snow,” “Rain Song,” “Covers,” excerpt from “Honey I Love” Genre: Poetry	“Is It Hot?” Lexile: 200L	“A Tour of the Seasons “ Genre: Informational Text	Genre: Fiction A: <i>It Is Hot!</i> Lexile: BR O: <i>Little Bear</i> Lexile: 300L ELL: <i>Little Bear</i> Lexile: 300L B: <i>Ant and Grasshopper</i> Lexile: 280L	Oral Vocabulary Words: <i>weather</i> <i>seasons</i> <i>migrate</i> <i>active</i> <i>spot</i> Category Words: Seasons Sentence Clues	Visualize Events: Sequence Rhyme	Left to Right, Top to Bottom Tracking Parts of a Book	Phonological Awareness: Onset and Rime Segmentation Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation	Phonics: /b/b (initial/final), /l/l (initial) Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t Extend the Lesson: Final double letters: /l Spelling: Words with <i>b, l; is, little</i> Handwriting: Upper and Lowercase <i>Bb, Ll</i> Decodable Readers: “Bob and Ben” “Ben, Deb, Lin”	<i>is</i> <i>little</i> Build Your Word Bank: <i>by</i> <i>some</i> <i>brown</i>	Write About the Text: Opinion Writing Skill: Left-to-Right Progression Writing Trait: Focus on One Idea Grammar: Nouns (Singular and Plural)	Project: The Seasons
Week 2 What’s the Weather? Essential Question: What happens in different kinds of weather? Genre Focus: Fantasy	Anchor Text: <i>Rain</i> Genre: Fantasy Paired Selection: “Cloud Watch” Genre: Informational Text	“Kim and Nan” Lexile: 120L	“The Battle of Wind and Rain” Genre: Tale	Genre: Fiction A: <i>The Rain</i> Lexile: BR O: <i>Weather Is Fun</i> Lexile: BR ELL: <i>Weather Is Fun</i> Lexile: BR B: <i>Kate and Tuck</i> Lexile: 280L	Oral Vocabulary Words: <i>predict</i> <i>temperature</i> <i>drought</i> <i>clever</i> <i>storm</i> Category Words: Weather Words Shades of Meaning	Visualize Events: Sequence Speech Bubbles	First Word in Sentence Is Capitalized Periods and Exclamation Marks Parts of a Book	Phonological Awareness: Identify Rhyme Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation	Phonics: /k/k (initial), /k/ck (final) Consonant/Vowel Review: /a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t Spelling: Words with <i>k, ck; she, was</i> Handwriting: Upper and Lowercase <i>Kk</i> Decodable Readers: “Pack It, Kim” “Kick It, Nick!”	<i>she</i> <i>was</i> Build Your Word Bank: <i>now</i> <i>way</i> <i>under</i>	Write About the Text: Narrative Writing Skill: Spaces Between Words Writing Trait: Sequence Grammar: Proper Nouns	Project: Kinds of Weather

Grade K • Unit 6 • Scope and Sequence

Unit 6: Weather for All Seasons The Big Idea: How do weather and seasons affect us?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 Stormy Weather Essential Question: How can you stay safe in bad weather? Genre Focus: Realistic Fiction	Anchor Text: <i>Waiting Out the Storm</i> Genre: Realistic Fiction Paired Selection: “Be Safe in Bad Weather” Genre: Informational Text	“Mack and Ben” Lexile: 210L	“The Storm that Shook the Signs” Genre: Fairy Tale	Genre: Realistic Fiction A: <i>Bad Weather</i> Lexile: BR O: <i>Getting Ready</i> Lexile: 30L ELL: <i>Getting Ready</i> Lexile: BR B: <i>The Storm</i> Lexile: 170L	Oral Vocabulary Words: <i>safe</i> <i>prepare</i> <i>notice</i> <i>celebration</i> <i>enough</i> Category Words: Question Words Question Words	Visualize Events: Sequence Directions	Locate Printed Word First Word in Sentence Is Capitalized Parts of a Book	Phonological Awareness: Identify Alliteration Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Addition	Phonics: Review /h/h, e/e, f/f, /r/r, /b/b, /l/l, /k/k, /k/ck, /-Blends (bl, cl, fl, sl) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t Long Vowel Express (optional): Long <i>i</i> (i_e) Spelling Pattern: <i>ack</i> pattern (<i>pack, rack, sack, back, stack</i>) Handwriting: Write sentences with <i>h, e, f, r, b, l, k, ck; /-Blends (bl, cl, fl, sl)</i> Decodable Readers: “Rock Ken” “Flip, Flop, Flip!”	<i>are</i> <i>he</i> <i>is</i> <i>little</i> <i>my</i> <i>she</i> <i>was</i> <i>with</i> Build Your Word Bank: <i>than</i> <i>his</i> <i>three</i> <i>when</i> <i>which</i> <i>soon</i> <i>many</i> <i>them</i> <i>eat</i> <i>by</i> <i>some</i> <i>brown</i> <i>now</i> <i>way</i> <i>under</i>	Write About the Text: Narrative Writing Skill: Write on the Lines Writing Trait: Descriptive Words Extended Writing: Realistic Fiction Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Nouns (Singular and Plural)	Project: Stormy Weather

Units 5 and 6	Reading Digitally	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	“Changes with the Wind” Genre: Online Article	Genre Read-Aloud “A Farm Year” Activities Seasons on a Farm Make a Seasons Poster	Choose Your Own Book

Grade K • Unit 7 • Scope and Sequence

Unit 7: The Animal Kingdom	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
The Big Idea: What are different kinds of animals?												
Week 1 Baby Animals Essential Question: How are some animals alike and how are they different? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>ZooBorns!</i> Genre: Informational Text Paired Selection: “Mischievous Goat,” “Over in the Meadow,” “Kitty Caught a Caterpillar” Genre: Poetry	“A Pup and a Cub” Lexile: 110L	“Baby Farm Animals” Genre: Informational Text	Genre: Informational Text A: <i>Two Cubs</i> Lexile: 10L O: <i>Animal Bodies</i> Lexile: 80L ELL: <i>Animal Bodies</i> Lexile: 80L B: <i>Two Kinds of Bears</i> Lexile: 420L	Oral Vocabulary Words: <i>appearance</i> <i>behavior</i> <i>exercise</i> <i>wander</i> <i>plenty</i> Category Words: Animal Parts Compound Words	Reread Fact and Opinion Alliteration	Locate Printed Word Parts of a Book	Phonological Awareness: Onset and Rime Blending Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion	Phonics: /u/u (initial/medial) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t Spelling: Words with <i>u</i> ; <i>for</i> , <i>have</i> Handwriting: Upper and Lowercase <i>Uu</i> Decodable Readers: “Sun Fun” “Pup and Cub”	<i>for</i> <i>have</i> Build Your Word Bank: <i>from</i> <i>how</i> <i>pretty</i>	Write About the Text: Expository Writing Skill: Sentence Capitalization Writing Trait: Descriptive Words Grammar: Verbs (Present Tense)	Project: Animal Features
Week 2 Pet Pals Essential Question: How do you take care of different kinds of pets? Genre Focus: Realistic Fiction	Anchor Text: <i>The Birthday Pet</i> Genre: Realistic Fiction Paired Selection: “Lola and Bella” Genre: Personal Narrative	“I Hug Gus!” Lexile: 300L	“The Family Pet” Genre: Informational Text	Genre: Fiction A: <i>My Cats</i> Lexile: BR O: <i>Their Pets</i> Lexile: 270L ELL: <i>Their Pets</i> Lexile: BR B: <i>Will’s Pet</i> Lexile: 190L	Oral Vocabulary Words: <i>responsibility</i> <i>train</i> <i>depend</i> <i>compared</i> <i>social</i> Category Words: Pets Prepositions	Make and Confirm Predictions Events: Problem and Solution Narrator	Left to Right, Top to Bottom Tracking Exclamation Point Parts of a Book	Phonological Awareness: Identify and Produce Rhyming Words Phonemic Awareness: Phoneme Isolation (initial/final <i>g</i> ; initial <i>w</i>), Phoneme Blending, Phoneme Substitution	Phonics: /g/g (initial/final), w/w (initial) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u Spelling: Words with <i>g</i> , <i>w</i> ; <i>she</i> , <i>was</i> Handwriting: Upper and Lowercase <i>Gg</i> , <i>Ww</i> Decodable Readers: “Wet Gus” “See a Bug?”	<i>of</i> <i>they</i> Build Your Word Bank: <i>water</i> <i>these</i> <i>yellow</i>	Write About the Text: Narrative Writing Skill: Left-to-Right Progression Writing Trait: Descriptive Words Grammar: Verbs (Past Tense)	Project: Caring for a Pet

Grade K • Unit 7 • Scope and Sequence

Unit 7: The Animal Kingdom The Big Idea: What are different kinds of animals?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 Animal Habitats Essential Question: Where do animals live? Genre Focus: Fantasy	Anchor Text: <i>Bear Snores On</i> Genre: Fantasy Paired Selection: “Animal Homes” Genre: Informational Text	“A Vet in a Van” Lexile: 250L	“Aunt Nancy” Genre: Tale	Genre: Fantasy A: <i>We Want Water</i> Lexile: 110L O: <i>A New Home</i> Lexile: 50L ELL: <i>A New Home</i> Lexile: 300L B: <i>Bird’s New Home</i> Lexile: 190L	Oral Vocabulary Words: <i>habitat</i> <i>wild</i> <i>complain</i> <i>join</i> <i>stubborn</i> Category Words: Animal Homes Shades of Meaning	Make and Confirm Predictions Events: Cause and Effect Glossary	Distinguish Letters from Words Parts of a Book	Phonological Awareness: Onset and Rime Segmentation Phonemic Awareness: Phoneme Isolation (initial v, final x), Phoneme Blending, Phoneme Substitution Long Vowel Awareness Long <i>u</i> : <i>u_e</i>	Phonics: /ks/x, (final), /v/v (initial) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /w/w Spelling Pattern: et pattern (<i>vet, get, pet, let, bet</i>) Handwriting: Upper and Lowercase Vv, Xx Decodable Readers: “Rex the Vet” “Fox Had a Big Box”	<i>said</i> <i>want</i> Build Your Word Bank: <i>people</i> <i>work</i> <i>funny</i>	Write About the Text: Opinion Writing Skill: Use Word Bank Writing Trait: Descriptive Words Grammar: Verbs (Future Tense)	Project: Animal Habitats

Grade K • Unit 8 • Scope and Sequence

Unit 8: From Here to There The Big Idea: Where can you go that is far and near?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 1 On the Move Essential Question: What can help you go from here to there? Genre Focus: Realistic Fiction	Anchor Text: <i>When Daddy's Truck Picks Me Up</i> Genre: Realistic Fiction Paired Selection: "From Here to There" Genre: Informational Text	"Dad Got a Job" Lexile: 190L	"The King of the Winds" Genre: Tale	Genre: Fiction A: <i>I Go Places</i> Lexile: BR O: <i>Run, Quinn!</i> Lexile: BR ELL: <i>Run, Quinn!</i> Lexile: 70L B: <i>Going to Gran's House</i> Lexile: 190L	Oral Vocabulary Words: <i>transportation</i> <i>vehicle</i> <i>journey</i> <i>fierce</i> <i>wide</i> Category Words: Vehicles Context Clues	Make and Confirm Predictions Main Story Elements: Character, Setting, Events Headings	Left to Right, Top to Bottom Tracking First Word in Sentence Is Capitalized Parts of a Book	Phonological Awareness: Syllable Addition Phonemic Awareness: Phoneme Isolation (initial <i>j</i> , <i>qu</i>), Phoneme Blending, Phoneme Segmentation	Phonics: /j/j (initial), /kw/qu (initial) Consonant/Vowel Review: <i>/a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</i> Spelling: Words with <i>j</i> , <i>qu</i> : <i>here, me</i> Handwriting: Upper and Lowercase <i>Jj, Qq</i> Decodable Readers: "Get It Quick" "Jen Is Quick!"	<i>here</i> <i>me</i> Build Your Word Bank: <i>about</i> <i>may</i> <i>away</i>	Write About the Text: Expository Writing Skill: End Punctuation Writing Trait: Use Complete Sentences Grammar: Sentences (with Prepositions)	Project: Kinds of Vehicles
Week 2 My U.S.A. Essential Question: What do you know about our country? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>Ana Goes to Washington, D.C.</i> Genre: Informational Text Paired Selection: "See Our Country" Genre: Informational Text	"Pack a Bag!" Lexile: 160L	"The Best of the West" Genre: Informational Text	Genre: Informational Text A: <i>See This!</i> Lexile: BR O: <i>Places to See</i> Lexile: BR ELL: <i>Places to See</i> Lexile: BR B: <i>My Trip to Yellowstone</i> Lexile: 370L	Oral Vocabulary Words: <i>country</i> <i>travel</i> <i>careful</i> <i>purpose</i> <i>connect</i> Category Words: Location Words Synonyms	Reread Fact and Opinion Captions	Quotation Marks Sentence Boundaries Parts of a Book	Phonological Awareness: Identify and Produce Rhyming Words Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Substitution	Phonics: /y/y (initial), /z/z (initial) Consonant/Vowel Review: <i>/a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</i> Spelling: Words with <i>y</i> , <i>z</i> : <i>she, was</i> Handwriting: Upper and Lowercase <i>Yy, Zz</i> Decodable Readers: "Yes, Zack Can Go!" "Rex, Kim, and Zig"	<i>this</i> <i>what</i> Build Your Word Bank: <i>or</i> <i>each</i> <i>please</i>	Write About the Text: Expository Writing Skill: End Punctuation Writing Trait: Sentence Length Grammar: Sentences (with Prepositions)	Project: An Important American

Grade K • Unit 8 • Scope and Sequence

Unit 8: From Here to There The Big Idea: Where can you go that is far and near?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 Look to the Sky Essential Question: What do you see in the sky? Genre Focus: Fantasy	Anchor Text: <i>Bringing Down the Moon</i> Genre: Fantasy Paired Selection: “Day and Night Sky” Genre: Informational Text	“Up, Up, Up!” Lexile: 90L	“A View from the Moon” Genre: Informational Text	Genre: Fiction A: <i>Going Up</i> Lexile: 100L O: <i>In the Clouds</i> Lexile: 50L ELL: <i>In the Clouds</i> Lexile: BR B: <i>How Sun and Moon Found Home</i> Lexile: 300L	Oral Vocabulary Words: <i>distance</i> <i>recognize</i> <i>space</i> <i>challenge</i> <i>surface</i> Category Words: Opposites Similes	Make and Confirm Predictions Events: Problem and Solution Headings	Quotation Marks Left to Right, Top to Bottom Tracking Parts of a Book	Phonological Awareness: Syllable Deletion Phonemic Awareness: Phoneme Identity, Phoneme Categorization, Phoneme Addition	Phonics: Review /u/u, /g/g, w/w, /ks/x, /v/v, /j/j, /kw/qu, /y/y, /z/z; <i>r</i> -Blends (<i>br, cr, dr, gr, tr</i>) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Long Vowel Express (optional): Long o (o_e) Spelling Pattern: <i>it</i> pattern (<i>quit, bit, lit, hit, fit</i>) Handwriting: Write sentences with <i>u, g, w, x, v, j, qu, z</i> ; <i>r</i> -Blends (<i>br, cr, dr, gr, tr</i>) Decodable Readers: “Zig-Zag Jet Can Zip” “A Big Trip for Gram”	<i>for</i> <i>have</i> <i>they</i> <i>of</i> <i>said</i> <i>want</i> <i>here</i> <i>me</i> <i>this</i> <i>what</i> Build Your Word Bank: <i>from</i> <i>how</i> <i>pretty</i> <i>water</i> <i>these</i> <i>yellow</i> <i>people</i> <i>work</i> <i>funny</i> <i>about</i> <i>may</i> <i>away</i> <i>or</i> <i>each</i> <i>please</i>	Write About the Text: Expository Extended Writing: Fantasy Writing Skill: Left-to-Right and Top-to-Bottom Progression Writing Trait: Use Complete Sentences Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Sentences (with Prepositions)	Project: Objects in the Sky

Units 7 and 8	Reading Digitally	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	“The Way We Go to School” Genre: Online Article	Genre Read-Aloud “Our Country Celebrates!” Activities Time to Celebrate! Make a Holiday Postcard	Choose Your Own Book

Grade K • Unit 9 • Scope and Sequence

Unit 9: How Things Change The Big Idea: How do things change?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 1 Growing Up Essential Question: How can you help out at home? Genre Focus: Realistic Fiction	Anchor Text: <i>Peter's Chair</i> Genre: Realistic Fiction Paired Selection: "Mom's Helpers" Genre: Drama	"Jake and Dale Help!" Lexile: 300L	"Helping Out at Home" Genre: Informational Text	Genre: Fiction A: <i>Let Me Help You</i> Lexile: 90L O: <i>How Can Jane Help?</i> Lexile: 140L ELL: <i>How Can Jane Help?</i> Lexile: 180L B: <i>I Used to Help Too</i> Lexile: 240L	Oral Vocabulary Words: <i>chores</i> <i>contribute</i> <i>member</i> <i>organize</i> <i>accomplish</i> Category Words: Household Furniture Prefixes and Suffixes	Ask and Answer Questions Events: Sequence Format of a Play	Left to Right, Top to Bottom Tracking; Return Sweep Locate Printed Word Parts of a Book	Phonological Awareness: Syllable Segmentation Phonemic Awareness: Phoneme Identify, Phoneme Blending, Phoneme Deletion	Phonics: long <i>a</i> : <i>a_e</i> Consonant/Vowel Review: /a/α, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Extend the Lesson: Digraph <i>sh</i> Spelling: Words with long <i>a</i> : <i>a_e</i> ; <i>help, too</i> Handwriting: Write sentences with <i>a_e</i> words Decodable Readers: "Jake Made Cake" "We Help Make It!"	<i>help too</i> Build Your Word Bank: <i>other</i> <i>into</i> <i>more</i>	Write About the Text: Expository Writing Skill: Stay on the Lines Writing Trait: Words That Connect Ideas Grammar: Adjectives	Project: Helping Out at Home
Week 2 Good Citizens Essential Question: What do good citizens do? Genre Focus: Fantasy	Anchor Text: <i>Hen Hears Gossip</i> Genre: Fantasy Paired Selection: "Team Up to Clean Up" Genre: Informational Text	"We Can Play" Lexile: 220L	"The Little Red Hen" Genre: Fable	Genre: Fantasy A: <i>Mike Helps Out</i> Lexile: BR O: <i>Clive and His Friend</i> Lexile: 60L ELL: <i>Clive and His Friend</i> Lexile: 110L B: <i>Farmer White's Best Friend</i> Lexile: 460L	Oral Vocabulary Words: <i>citizen</i> <i>respect</i> <i>tidy</i> <i>necessary</i> <i>hauled</i> Category Words: Farm Animals Question Words	Reread Events: Cause and Effect Captions	Left to Right, Top to Bottom Tracking First Word in Sentence Is Capitalized Parts of a Book	Phonological Awareness: Identify and Produce Rhyming Words Phonemic Awareness: Phoneme Identity Phoneme Blending, Phoneme Deletion	Phonics: long <i>i</i> : <i>i_e</i> Consonant/Vowel Review: /a/α, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Extend the Lesson: Digraph <i>ch</i> Spelling: Words with long <i>i</i> : <i>i_e</i> ; <i>of, they</i> Handwriting: Write sentences with <i>i_e</i> words Decodable Readers: "Lake Time Fun" "Pike Lane"	<i>has play</i> Build Your Word Bank: <i>find</i> <i>over</i> <i>were</i>	Write About the Text: Expository Writing Skill: Sentence Capitalization Writing Trait: Sequence Grammar: Adjectives (Including Articles)	Project: Being a Good Citizen

Grade K • Unit 9 • Scope and Sequence

Unit 9: How Things Change The Big Idea: How do things change?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 Our Natural Resources Essential Question: How can things in nature be used to make new things? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>Bread Comes to Life</i> Genre: Informational Text Paired Selection: "Nature Artists" Genre: Informational Text	"Look! A Home!" Lexile: 170L	"Nature's Art Fair" Genre: Drama	Genre: Informational Text A: <i>Look Where It Is From</i> Lexile: 40L O: <i>What's for Breakfast?</i> Lexile: 110L ELL: <i>What's for Breakfast?</i> Lexile: 30L B: <i>Nature at the Craft Fair</i> Lexile: 410L	Oral Vocabulary Words: <i>natural resources</i> <i>create</i> <i>designs</i> <i>weave</i> <i>knowledge</i> Category Words: Foods Made from Grain Sentence Clues	Reread Details: Time Order Photographs	Distinguish Letters from Words Parts of a Book	Phonological Awareness: Segment and Blend Syllables Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Substitution	Phonics: long o: o_e Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Spelling Pattern: oke pattern (<i>joke, poke, woke, spoke</i>) Handwriting: Write sentences with o_e words Decodable Readers: "Jo Made It at Home" "Joke Note"	<i>where</i> <i>look</i> Build Your Word Bank: <i>know</i> <i>would</i> <i>write</i>	Write About the Text: Expository Writing Skill: End Punctuation Writing Trait: Focus on One Idea Grammar: Adjectives	Project: Products from Trees

Grade K • Unit 10 • Scope and Sequence

Unit 10: Thinking Outside the Box	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
The Big Idea: How can new ideas help us?												
<p>Week 1</p> <p>Problem Solvers</p> <p>Essential Question: What can happen when we work together?</p> <p>Genre Focus: Fantasy</p>	<p>Anchor Text: <i>What's the Big Idea, Molly?</i> Genre: Fantasy</p> <p>Paired Selection: "Better Together" Genre: Opinion Text</p>	<p>"A Good Time for Luke!" Lexile: 270L</p>	<p>"The Elves and the Shoemaker" Genre: Fairy Tale</p>	<p>Genre: Fantasy A: <i>Animal Band</i> Lexile: BR O: <i>We Want Honey</i> Lexile: 180L ELL: <i>We Want Honey</i> Lexile: 90L B: <i>A Good Idea</i> Lexile: 290L</p>	<p>Oral Vocabulary Words: <i>decide</i> <i>opinion</i> <i>ragged</i> <i>marvel</i> <i>grateful</i></p> <p>Category Words: Directions Sentence Clues</p>	<p>Make and Confirm Predictions</p> <p>Events: Sequence</p> <p>Photographs</p>	<p>Left to Right, Top to Bottom Tracking; Return Sweep</p> <p>Parts of a Book</p>	<p>Phonological Awareness: Syllable Segmentation</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Substitution</p>	<p>Phonics: long <i>u</i>: <i>u_e</i></p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</p> <p>Spelling: Words with long <i>u</i>: <i>u_e</i>; <i>good</i>, <i>who</i></p> <p>Handwriting: Write <i>u_e</i> words</p> <p>Decodable Readers: "Tube Race" "The Sad Duke"</p>	<p><i>good</i> <i>who</i></p> <p>Build Your Word Bank: <i>part</i> <i>only</i> <i>words</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: Left-to-Right and Top-to-Bottom Progression</p> <p>Writing Trait: Descriptive Words</p> <p>Grammar: Pronouns (Subjective)</p>	<p>Project: Working Together Interview</p>
<p>Week 2</p> <p>Sort It Out</p> <p>Essential Question: In what ways are things alike? How are they different?</p> <p>Genre Focus: Poetry</p>	<p>Anchor Text: <i>All Kinds of Families!</i> Genre: Poetry</p> <p>Paired Selection: "Good for You" Genre: Opinion Text</p>	<p>"We Come on Time!" Lexile: 270L</p>	<p>"The Perfect Color" Genre: Informational Text</p>	<p>Genre: Fiction A: <i>My Box</i> Lexile: BR O: <i>Let's Make a Band</i> Lexile: 250L ELL: <i>Let's Make a Band</i> Lexile: 30L B: <i>Going Camping</i> Lexile: 300L</p>	<p>Oral Vocabulary Words: <i>sort</i> <i>similar</i> <i>perfect</i> <i>endless</i> <i>experiment</i></p> <p>Category Words: Opposites Antonyms</p>	<p>Ask and Answer Questions</p> <p>Poetry: Rhyme</p> <p>Labels</p>	<p>Left to Right, Top to Bottom Tracking; Return Sweep</p> <p>Parts of a Book</p>	<p>Phonological Awareness: Syllable Substitution</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Substitution</p>	<p>Phonics: long <i>e</i>: <i>e</i>, <i>ee</i>, <i>e_e</i></p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</p> <p>Extend the Lesson: Digraph <i>th</i></p> <p>Spelling Pattern: Words with long <i>e</i>: <i>e</i>, <i>ee</i>, <i>e_e</i>; <i>come</i>, <i>does</i></p> <p>Handwriting: Write words with <i>e</i>, <i>ee</i>, <i>e_e</i></p> <p>Decodable Readers: "Pete and Eve" "Pete Can Fix It"</p>	<p><i>come</i> <i>does</i></p> <p>Build Your Word Bank: <i>first</i> <i>sound</i> <i>their</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: Stretch Sounds to Write Words</p> <p>Writing Trait: Sentence Length</p> <p>Grammar: Pronouns (Objective)</p>	<p>Project: Name Sort</p>

Grade K • Unit 10 • Scope and Sequence

Unit 10: Thinking Outside the Box	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
The Big Idea: How can new ideas help us?												
Week 3 Protect Our Earth Essential Question: What ideas can you suggest to protect the environment? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>Panda Kindergarten</i> Genre: Informational Text Paired Selection: "Save Big Blue!" Genre: Informational Text	"Who Can Help?" Lexile: 360L	"Protect the Environment" Genre: Informational Text	Genre: Informational Text A: <i>Help Clean Up</i> Lexile: 90L O: <i>Let's Save Earth</i> Lexile: 160L ELL: <i>Let's Save Earth</i> Lexile: 110L B: <i>Babysitters for Seals</i> Lexile: 300L	Oral Vocabulary Words: <i>environment</i> <i>protect</i> <i>recycle</i> <i>wisely</i> <i>encourage</i> Category Words: Names of Baby Animals Suffixes	Reread Topic and Details Captions	Left to Right, Top to Bottom Tracking; Return Sweep Parts of a Book Distinguish Letters from Words	Phonological Awareness: Identify Alliteration Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Substitution	Phonics: long <i>a</i> , <i>i</i> , <i>o</i> , <i>u</i> , <i>e</i> , final blends (<i>st</i> , <i>nd</i> , <i>nk</i>) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /x/x, /y/y, /z/z Spelling Pattern: eep pattern (<i>deep</i> , <i>peep</i> , <i>keep</i> , <i>beep</i> , <i>sleep</i>) Handwriting: Write sentences with long <i>a</i> , <i>i</i> , <i>o</i> , <i>u</i> , <i>e</i> Decodable Readers: "We Can Save!" "We Can Use It!"	<i>help</i> <i>too</i> <i>play</i> <i>has</i> <i>where</i> <i>look</i> <i>who</i> <i>good</i> <i>come</i> <i>does</i> Build Your Word Bank: <i>other</i> <i>into</i> <i>more</i> <i>find</i> <i>over</i> <i>were</i> <i>know</i> <i>would</i> <i>write</i> <i>part</i> <i>only</i> <i>words</i> <i>first</i> <i>sound</i> <i>their</i>	Write About the Text: Expository Writing Skill: Use Word Bank Writing Trait: Descriptive Words Extended Writing: Opinion Writing Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Pronouns (Possessive)	Project: Protecting Our Planet

Units 9 and 10	Reading Digitally	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	"What's Next?" Genre: Online Article	Genre Read-Aloud "Little and Big" and "Buttons" Activities Ways to Sort Observe and Sort	Choose Your Own Book

Grade 1 • Start Smart • Scope and Sequence

	Read Alouds	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Handwriting	High-Frequency Words	Writing
<p>Week 1</p> <p>All About Me</p> <p>Essential Question: Who Am I?</p> <p>Genre Focus: Nursery Rhyme</p>	<p>Genre Read Aloud: “1, 2, Buckle My Shoe”</p> <p>Teacher’s Edition: “Mary Had a Little Lamb”</p> <p>Genre: Nursery Rhyme</p>	<p>Ask and Answer Questions</p> <p>Character</p>	<p>Directionality</p> <p>Concept of a Sentence</p> <p>Concept of a Word</p> <p>Parts of a Book, Capitalization, End Punctuation, Word Spaces</p> <p>Parts of a Book, Periods, Pronoun <i>I</i></p>	<p>Phonological Awareness: Onset and Rime Syllable Segmentation Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation Phoneme Identity</p>	<p>Phonics: Identify and Blend: <i>m, s, a, p, t, n, r, i</i></p> <p>Handwriting: Writing position, pencil grip <i>m, s, a, p, t, n, r, i</i></p>	<p>Review: <i>a, can, do, go, has, he, I, like, to, you</i></p>	<p>Write About the Text: Nursery Rhyme</p>
<p>Week 2</p> <p>Let’s Pretend</p> <p>Essential Question: What can you imagine?</p> <p>Genre Focus: Fairy Tale</p>	<p>Genre Read Aloud: “Jack and the Beanstalk”</p> <p>Teacher’s Edition: “The Three Billy Goats Gruff”</p> <p>Genre: Fairy Tale</p>	<p>Reread, Ask and Answer Questions</p> <p>Character</p>	<p>Return Sweep, Capitalization</p> <p>Word Spaces, Punctuation, Pronoun <i>I</i>, Title Page</p> <p>Match Print to Speech, Word Length, Sentence Boundaries</p> <p>Sentences, Quotation Marks, Title Page</p> <p>Sentences, Italics, Repeated Letters</p>	<p>Phonological Awareness: Onset and Rime Syllable Segmentation Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation Phoneme Blending</p>	<p>Phonics: Identify and Blend: <i>c, f, o, d, h, s, e, b, l, ll</i></p> <p>Handwriting: <i>c, f, o, d, h, e, b, l</i></p>	<p>Review: <i>this, is, my, look, little, where, here, play, the, we</i></p>	<p>Write About the Text: Fairy Tale</p>
<p>Week 3</p> <p>Let’s Do Things Together</p> <p>Essential Question: What happens during my day?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Genre Read Aloud: “Work, Play, and Learn Together”</p> <p>Teacher’s Edition: “How Do We Get Around Today?”</p> <p>Genre: Informational Text: Nonfiction</p>	<p>Visualize, Ask and Answer Questions</p> <p>Character</p>	<p>Capitalize <i>I</i>, Punctuation</p> <p>Sentence Boundaries</p> <p>Sentences, Directionality, Return Sweep</p> <p>Sound-Letter Correspondence, Directionality</p> <p>Sound-Letter Correspondence, Sentence Lengths</p>	<p>Phonological Awareness: Rhyme</p> <p>Phonemic Awareness: Phoneme Blending Phoneme Segmentation</p>	<p>Phonics: Identify and Blend: <i>k, ck, u, g, w, x, v, qu, j, y, z</i></p> <p>Handwriting: <i>k, u, g, w, x, v, q, j, y, z</i></p>	<p>Review: <i>are, me, she, with, for, and, have, said, see, was</i></p>	<p>Write About the Text: Informational Text</p>

Grade 1 • Unit 1 • Scope and Sequence

Getting to Know Us Big Idea: What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>At School</p> <p>Essential Question: What do you do at your school?</p> <p>Genre Focus: Realistic Fiction</p>	<p><i>This School Year Will Be the Best!</i> Genre: Realistic Fiction</p>	<p>“School Around the World” Genre: Informational Text</p>	<p>“Jack Can” Genre: Realistic Fiction Lexile: BR</p>	<p>Anchor Text: <i>Nat and Sam</i> Genre: Realistic Fiction Lexile: BR</p> <p>Paired Selection: “Rules at School” Genre: Informational Text Lexile: 180L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>A Fun Day</i> Lexile: BR O: <i>We Like to Share</i> Lexile: 60L ELL: <i>We Like to Share</i> Lexile: 100L B: <i>Class Party</i> Lexile: 360L</p> <p>Paired Selections: Genre: Informational Text A: “We Share” O: “Look at Signs” ELL: “Look at Signs” B: “Our Classroom Rules”</p>	<p>Oral Vocabulary Words: <i>learn</i> <i>subjects</i> <i>common</i> <i>object</i> <i>recognize</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p>	<p>Visualize Main Story Elements: Character Photographs</p>	<p>Book Handling</p>	<p>Phonological Awareness: Identify Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short <i>a</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Aa</i></p> <p>Structural Analysis: Inflectional Ending -s</p> <p>Decodable Readers: <i>Pam Can; Pack a Bag!</i></p>	<p><i>does</i> <i>not</i> <i>school</i> <i>what</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Stretch Sounds to Write Words</p> <p>Writing Trait: Focus on a Topic</p> <p>Grammar: Sentences</p> <p>Mechanics: Sentence Capitalization</p>	<p>Project: Take a Poll about School</p>
<p>Week 2</p> <p>Where I Live</p> <p>Essential Question: What is it like where you live?</p> <p>Genre Focus: Fantasy</p>	<p><i>Alicia’s Happy Day</i> Genre: Realistic Fiction</p>	<p>“City Mouse, Country Mouse” Genre: Fable</p>	<p>“Six Kids” Genre: Fantasy Lexile: 250L</p>	<p>Anchor Text: <i>Go, Pip!</i> Genre: Fantasy Lexile: 30L</p> <p>Paired Selection: “A Surprise in the City” Genre: Personal Narrative Lexile: 50L</p>	<p>Main Selections: Genre: Fantasy A: <i>What Can We See?</i> Lexile: BR O: <i>A Trip to the City</i> Lexile: 30L ELL: <i>A Trip to the City</i> Lexile: BR B: <i>Harvest Time</i> Lexile: 330L</p> <p>Paired Selections: Genre: Informational Text A: “My Home” O: “Where I Live” ELL: “Where I Live” B: “Where We Live”</p>	<p>Oral Vocabulary Words: <i>city</i> <i>country</i> <i>bored</i> <i>feast</i> <i>scurried</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p>	<p>Visualize Main Story Elements: Character Bold Print</p>	<p>Book Handling</p>	<p>Phonemic Awareness: Phoneme Blending, Alliteration, Categorization, Phoneme Segmentation</p>	<p>Phonics/Spelling: short <i>i</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>li</i></p> <p>Structural Analysis: Double Final Consonants</p> <p>Decodable Readers: <i>Kim and Nick Zip!; Jill and Jim</i></p>	<p><i>down</i> <i>out</i> <i>up</i> <i>very</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Sentence Capitalization</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Word Order</p> <p>Mechanics: Sentence Punctuation (periods)</p>	<p>Project: Interview About a Neighborhood</p>

Grade 1 • Unit 1 • Scope and Sequence

Getting to Know Us Big Idea: What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Our Pets</p> <p>Essential Question: What makes a pet special?</p> <p>Genre Focus: Fantasy</p>	<p><i>Cool Dog, School Dog</i> Genre: Fantasy</p>	<p>“Our Pets” Genre: Informational Text</p>	<p>“A Pig for Cliff” Genre: Fantasy Lexile: 280L</p>	<p>Anchor Text: <i>Flip</i> Genre: Fantasy Lexile: 30L</p> <p>Paired Selection: “What Pets Need” Genre: Nonfiction Lexile: 370L</p>	<p>Main Selections: Genre: Fantasy A: <i>Mouse’s Moon Party</i> Lexile: 120L O: <i>Pet Show</i> Lexile: 200L ELL: <i>Pet Show</i> Lexile: 20L B: <i>Polly the Circus Star</i> Lexile: 280L</p> <p>Paired Selections: Genre: Informational Text A: “A Mouse in the House” O: “Love That Llama!” ELL: “Love That Llama!” B: “Birds That Talk”</p>	<p>Oral Vocabulary Words: <i>care</i> <i>train</i> <i>groom</i> <i>companion</i> <i>popular</i></p> <p>Oral Vocabulary: Use a Dictionary</p>	<p>Visualize</p> <p>Main Story Elements: Character, Setting and Events</p> <p>Labels</p>	<p>Track Print and Return Sweep, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Contrast Vowel Sounds, Phoneme Segmentation</p>	<p>Phonics/Spelling: Beginning Consonant Blends: /l-blends <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>LI</i></p> <p>Structural Analysis: -s (plural nouns)</p> <p>Decodable Readers: <i>Cliff Has a Plan; A Good Black Cat</i></p>	<p><i>be</i> <i>come</i> <i>good</i> <i>pull</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Use Word Bank</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Statements and Questions</p> <p>Mechanics: Capitalization and Punctuation (periods & question marks)</p>	<p>Project: Plan for a Pet’s Home</p>
<p>Week 4</p> <p>Let’s Be Friends</p> <p>Essential Question: What do friends do together?</p> <p>Genre Focus: Informational Text</p>	<p><i>Friends All Around</i> Genre: Informational Text</p>	<p>“Games Long Ago” Genre: Informational Text</p>	<p>“Toss! Kick! Hop!” Genre: Informational Text Lexile: 290L</p>	<p>Anchor Text: <i>Friends</i> Genre: Informational Text Lexile: 60L</p> <p>Paired Selection: “There Are Days and There Are Days” Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Informational Text A: <i>Friends Are Fun</i> Lexile: 130L O: <i>Friends Are Fun</i> Lexile: 110L ELL: <i>Friends Are Fun</i> Lexile: 100L B: <i>Friends Are Fun</i> Lexile: 350L</p> <p>Paired Selections: Genre: Poetry A: “I Like to Play” O: “I Like to Play” ELL: “I Like to Play” B: “I Like to Play”</p>	<p>Oral Vocabulary Words: <i>cooperate</i> <i>relationship</i> <i>deliver</i> <i>chore</i> <i>collect</i></p> <p>Oral Vocabulary: Word Categories</p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Rhyme</p>	<p>Book Handling and Labels, Title, Author</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Identify and Produce Rhyme, Phoneme Blending</p>	<p>Phonics/Spelling: Short o <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Oo</i></p> <p>Structural Analysis: Alphabetical Order (one letter)</p> <p>Decodable Readers: <i>Bob Is a Fun Pal; Dog and Fox</i></p>	<p><i>fun</i> <i>make</i> <i>they</i> <i>too</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Personal Narrative</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Writing Skill: Left-to-right progression</p> <p>Writing Trait: Supporting Details</p> <p>Grammar: Exclamations and Interjections</p> <p>Mechanics: Exclamation Marks (in exclamations and interjections)</p>	<p>Project: Take a Poll about Friends</p>

Grade 1 • Unit 1 • Scope and Sequence

Getting to Know Us Big Idea: What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Let’s Move!</p> <p>Essential Question: How does your body move?</p> <p>Genre Focus: Informational Text</p>	<p><i>Move!</i> Genre: Informational Text</p>	<p>“The Monkey’s Fiddle” Genre: Folktale</p>	<p>“Move and Grin!” Genre: Informational Text Lexile: 370L</p>	<p>Anchor Text: <i>Move It!</i> Genre: Informational Text Lexile: 60L</p> <p>Paired Selection: “My Family Hike” Genre: Personal Narrative Lexile: 210L</p>	<p>Main Selections: Genre: Informational Text A: <i>We Can Move!</i> Lexile: 170L O: <i>We Can Move!</i> Lexile: 200L ELL: <i>We Can Move!</i> Lexile: 190L B: <i>We Can Move!</i> Lexile: 390L</p> <p>Paired Selections: Genre: Poetry A: “What’s Under Your Skin?” O: “What’s Under Your Skin?” ELL: “What’s Under Your Skin?” B: “What’s Under Your Skin?”</p>	<p>Oral Vocabulary Words: <i>physical</i> <i>exercise</i> <i>agree</i> <i>exhausted</i> <i>difficult</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Bold Print</p>	<p>Special Text Treatments, Title, Author</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending</p>	<p>Phonics/Spelling: Beginning Consonant Blends: <i>r</i>-blends and <i>s</i>-blends</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Ss</i></p> <p>Structural Analysis: Possessives</p> <p>Decodable Readers: <i>Snap, Skip, Trot!; Snip and Trip Can Move</i></p>	<p><i>jump</i> <i>move</i> <i>run</i> <i>two</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Personal Narrative</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Writing Skill: Spacing between Words</p> <p>Writing Trait: Supporting Details</p> <p>Grammar: Writing Sentences</p> <p>Mechanics: Capitalization and Punctuation (periods, question and exclamation marks)</p>	<p>Project: How We Move in Sports</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	<p>“Time for Kids: World Games” Genre: Online Article</p>	<p>Reader’s Theater: “Look at Me Now”</p>	<p>Genre Read-Aloud: “Playground Pushes and Pulls on the Playground”</p> <p>Activities: Experiment with Motion Write a Letter</p>	<p>Choose Your Own Book</p>

Grade 1 • Unit 2 • Scope and Sequence

Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Jobs Around Town</p> <p>Essential Question: What jobs need to be done in a community?</p> <p>Genre Focus: Realistic Fiction</p>	<p><i>Millie Waits for the Mail</i> Genre: Fantasy</p>	<p>“Jobs Around Town” Genre: Nonfiction</p>	<p>“Good Job, Ben!” Genre: Realistic Fiction Lexile: 130L</p>	<p>Anchor Text: <i>The Red Hat</i> Genre: Realistic Fiction Lexile: BR</p> <p>Paired Selection: “Firefighters at Work” Genre: Nonfiction Lexile: 290L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>Pick Up Day</i> Lexile: 70L O: <i>Ben Brings the Mail</i> Lexile: 200L ELL: <i>Ben Brings the Mail</i> Lexile: 70L B: <i>At Work with Mom</i> Lexile: 330L</p> <p>Paired Selections: Genre: Informational Text A: “The Recycling Center” O: “At the Post Office” ELL: “At the Post Office” B: “Tools for the School Nurse”</p>	<p>Oral Vocabulary Words: <i>occupation</i> <i>community</i> <i>equipment</i> <i>fortunately</i> <i>astonishing</i></p> <p>Oral Vocabulary: Morphology: Suffixes</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Labels</p>	<p>Ellipses and Dashes, Title, Author</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Isolation, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short e spelled e and ea <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ee</p> <p>Structural Analysis: Inflectional Ending -ed (no spelling change)</p> <p>Decodable Readers: <i>Ted Gets a Job;</i> <i>I Sell Crabs</i></p>	<p><i>again</i> <i>help</i> <i>new</i> <i>there</i> <i>use</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Opinion</p> <p>Writing Skill: Write on the Lines</p> <p>Writing Trait: Ideas: Focus on an Idea</p> <p>Grammar: Nouns</p> <p>Mechanics: Commas in a Series</p>	<p>Project: Interview a Community Worker</p>
<p>Week 2</p> <p>Buildings All Around</p> <p>Essential Question: What buildings do you know? What are they made of?</p> <p>Genre Focus: Fantasy</p>	<p><i>Three Little Dassies</i> Genre: Fantasy</p>	<p>“Three Little Pigs” Genre: Folktale</p>	<p>“Cubs in a Hut” Genre: Fantasy Lexile: 390L</p>	<p>Anchor Text: <i>The Pigs, the Wolf, and the Mud</i> Genre: Fantasy Lexile: 320L</p> <p>Paired Selection: “Homes Around the World” Genre: Informational Text Lexile: 370L</p>	<p>Main Selections: Genre: Fantasy A: <i>What a Nest!</i> Lexile: 170L O: <i>Staying Afloat</i> Lexile: 150L ELL: <i>Staying Afloat</i> Lexile: 10L B: <i>City Armadillo, Country Armadillo</i> Lexile: 330L</p> <p>Paired Selections: Genre: Informational Text A: “Stone Castles” O: “A Day on a Houseboat” ELL: “A Day on a Houseboat” B: “City or Country?”</p>	<p>Oral Vocabulary Words: <i>shelter</i> <i>materials</i> <i>collapsed</i> <i>furious</i> <i>refused</i></p> <p>Oral Vocabulary: Shades of Meaning/Intensity</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Captions</p>	<p>Quotations, Title, Author</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short u <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Uu</p> <p>Structural Analysis: Contractions with ’s</p> <p>Decodable Readers: <i>Can Bud Stop Bug?;</i> <i>It’s Up to Us</i></p>	<p><i>could</i> <i>live</i> <i>one</i> <i>then</i> <i>three</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Return Sweep</p> <p>Writing Trait: Ideas: Descriptive Details</p> <p>Grammar: Singular and Plural Nouns</p> <p>Mechanics: Apostrophes with Contractions</p>	<p>Project: Choose a Building</p>

Grade 1 • Unit 2 • Scope and Sequence

Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>A Community in Nature</p> <p>Essential Question: Where do animals live together?</p> <p>Genre Focus: Informational Text</p>	<p><i>Babies in the Bayou</i> Genre: Informational Text</p>	<p>“Animals in the Desert” Genre: Informational Text</p>	<p>“The Best Spot” Genre: Informational Text Lexile: 160L</p>	<p>Anchor Text: <i>At a Pond</i> Genre: Informational Text Lexile: 190L</p> <p>Paired Selection: “Way Down Deep” Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Informational Text A: <i>Meerkat Family</i> Lexile: 170L O: <i>Meerkat Family</i> Lexile: 210L ELL: <i>Meerkat Family</i> Lexile: 170L B: <i>Meerkat Family</i> Lexile: 370L</p> <p>Paired Selections: Genre: Poetry A: “I Live in a House!” O: “I Live in a House!” ELL: “I Live in a House!” B: “I Live in a House!”</p>	<p>Oral Vocabulary Words: <i>habitat</i> <i>depend</i> <i>hibernate</i> <i>tranquil</i> <i>tolerate</i></p> <p>Oral Vocabulary: Multiple Meanings</p>	<p>Reread</p> <p>Author’s Purpose</p> <p>Poetry: Repetition and Alliteration</p>	<p>Distinguish Sentences, Title, Author</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Phoneme Categorization, Phoneme Segmentation</p>	<p>Phonics/Spelling: Ending Consonant Blends</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Tt</p> <p>Structural Analysis: Inflectional Ending -ing (no spelling change)</p> <p>Decodable Readers: <i>In a Land of Grass;</i> <i>Stomp and Romp</i></p>	<p><i>eat</i> <i>no</i> <i>of</i> <i>under</i> <i>who</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Sentence Capitalization</p> <p>Writing Trait: Ideas: Focus on a Topic</p> <p>Grammar: Singular and Plural Possessive Nouns</p> <p>Mechanics: Apostrophe with Possessive Nouns (singular and plural possessives)</p>	<p>Project: Where Animals Live</p>
<p>Week 4</p> <p>Let’s Help</p> <p>Essential Question: How do people help out in the community?</p> <p>Genre Focus: Fantasy</p>	<p><i>The Story of Martin Luther King Jr.</i> Genre: Biography</p>	<p>“Luis’s Library” Genre: Informational Text (Biography)</p>	<p>“Thump Thump Helps Out” Genre: Fantasy Lexile: 510L</p>	<p>Anchor Text: <i>Nell’s Books</i> Genre: Fantasy Lexile: 200L</p> <p>Paired Selection: “Kids Can Help!” Genre: Informational Text Lexile: 350L</p>	<p>Main Selections: Genre: Fantasy A: <i>The Sick Tree</i> Lexile: 40L O: <i>Squirrels Help</i> Lexile: 200L ELL: <i>Squirrels Help</i> Lexile: 190L B: <i>Wow, Kitty!</i> Lexile: 390L</p> <p>Paired Selections: Genre: Nonfiction A: “Beach Clean-Up” O: “Food Drive” ELL: “Food Drive” B: “Sharing Skills”</p>	<p>Oral Vocabulary Words: <i>leadership</i> <i>admire</i> <i>enjoy</i> <i>rely</i> <i>connections</i></p> <p>Oral Vocabulary: Inflectional Endings</p>	<p>Reread</p> <p>Main Story Elements: Character, Setting, Events</p> <p>List</p>	<p>Special Text Treatments, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Consonant Digraphs sh, th, -ng</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ff</p> <p>Structural Analysis: Closed Syllables</p> <p>Decodable Readers: <i>Dash Has a Wish;</i> <i>Help in a Flash;</i> <i>The Helping Gang;</i> <i>Send a Big Thanks!</i></p>	<p><i>all</i> <i>call</i> <i>day</i> <i>her</i> <i>want</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Extended Writing: Fantasy</p> <p>Writing Skill: End Punctuation</p> <p>Writing Trait: Organization: Beginning, Middle, End</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Common and Proper Nouns</p> <p>Mechanics: Capitalize Proper Nouns (people, pets, places, and things)</p>	<p>Project: Interview a Helper</p>

Grade 1 • Unit 2 • Scope and Sequence

Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 5 Follow the Map Essential Question: How can you find your way around? Genre Focus: Informational Text	<i>Me on the Map</i> Genre: Realistic Fiction	“Map It!” Genre: Informational Text	“Which Way on the Map?” Genre: Informational Text Lexile: 160L	Anchor Text: <i>Fun with Maps</i> Genre: Informational Text Lexile: NP Paired Selection: “North, East, South, or West?” Genre: Informational Text Lexile: 360L	Main Selections: Genre: Informational Text A: <i>How Maps Help</i> Lexile: 130L O: <i>How Maps Help</i> Lexile: 230L ELL: <i>How Maps Help</i> Lexile: 60L B: <i>How Maps Help</i> Lexile: 420L Paired Selections: Genre: Informational Text A: “On the Map” O: “On the Map” ELL: “On the Map” B: “On the Map”	Oral Vocabulary Words: <i>locate</i> <i>route</i> <i>height</i> <i>model</i> <i>separate</i> Oral Vocabulary: Prefixes	Reread Topic and Relevant Details Maps	Reading Sentences Across Pages, Title, Author, Illustrator	Phonemic Awareness: Phoneme Segmentation, Phoneme Addition, Phoneme Blending	Phonics/Spelling: Consonant Digraphs <i>ch, -tch, wh, ph</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper- and Lowercase Cc Structural Analysis: -es (plural nouns) Decodable Readers: <i>A Map Match; A Fun Chest; Phil and Steph Get Lost; Maps and Graphs</i>	<i>around</i> <i>by</i> <i>many</i> <i>place</i> <i>walk</i>	Accuracy and Rate	Write About the Text: Informational Text Extended Writing: Fantasy Writing Skill: Capitalize Proper Nouns Writing Trait: Ideas: Supporting Details Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Irregular Plural Nouns Mechanics: Capital Letters and Periods (in sentences)	Project: Make a School Map

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	“Time for Kids: Help Your Community!” Genre: Online Article	Reader’s Theater: “I Speak, I Say, I Talk”	Genre Read-Aloud: “Follow the Map” Activities: Make a Community Map Write a Letter	Choose Your Own Book

Grade 1 • Unit 3 • Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>What Time Is It?</p> <p>Essential Question: How do we measure time?</p> <p>Genre Focus: Fantasy</p>	<p><i>A Second Is a Hiccup</i> Genre: Poetry</p>	<p>“Measuring Time” Genre: Informational Text</p>	<p>“Nate the Snake Is Late” Genre: Fantasy Lexile: 460L</p>	<p>Anchor Text: <i>On My Way to School</i> Genre: Fantasy Lexile: 330L</p> <p>Paired Selection: “It’s About Time!” Genre: Informational Text Lexile: 270L</p>	<p>Main Selections: Genre: Fantasy A: <i>Busy’s Watch</i> Lexile: 40L O: <i>Kate Saves the Date!</i> Lexile: 220L ELL: <i>Kate Saves the Date!</i> Lexile: 330L B: <i>Uncle George Is Coming</i> Lexile: 320L</p> <p>Paired Selections: Genre: Informational Text A: “Make a Clock” O: “Use a Calendar” ELL: “Use a Calendar” B: “So Many Clocks!”</p>	<p>Oral Vocabulary Words: <i>schedule</i> <i>immediately</i> <i>weekend</i> <i>calendar</i> <i>occasion</i></p> <p>Oral Vocabulary: Antonyms</p>	<p>Make and Confirm Predictions</p> <p>Events: Beginning, Middle, End</p> <p>Bold Print</p>	<p>Capitalization and Punctuation, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Long <i>a</i> spelled <i>a_e</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Dd</i></p> <p>Structural Analysis: Contractions with <i>not</i></p> <p>Decodable Readers: <i>Dave Was Late; Is It Late?</i></p>	<p><i>away</i> <i>now</i> <i>some</i> <i>today</i> <i>way</i> <i>why</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Return Sweep</p> <p>Writing Trait: Word Choice: Strong Verbs</p> <p>Grammar: Verbs</p> <p>Mechanics: Commas in Series</p>	<p>Project: Interview About Your Day</p>
<p>Week 2</p> <p>Watch It Grow!</p> <p>Essential Question: How do plants change as they grow?</p> <p>Genre Focus: Drama</p>	<p><i>Mystery Vine</i> Genre: Realistic Fiction</p>	<p>“The Great Big Gigantic Turnip” Genre: Folktale (Russian)</p>	<p>“Time to Plant!” Genre: Drama Lexile: NP</p>	<p>Anchor Text: <i>The Big Yuca Plant</i> Genre: Drama Lexile: NP</p> <p>Paired Selection: “How Plants Grow” Genre: Informational Text Lexile: 400L</p>	<p>Main Selections: Genre: Drama A: <i>Corn Fun</i> Lexile: NP O: <i>Yum, Strawberries!</i> Lexile: NP ELL: <i>Yum, Strawberries!</i> Lexile: NP B: <i>A Tree’s Life</i> Lexile: NP</p> <p>Paired Selections: Genre: Informational Text A: “Ear of Corn” O: “Strawberry Plant” ELL: “Strawberry Plant” B: “Inside Trees”</p>	<p>Oral Vocabulary Words: <i>assist</i> <i>bloom</i> <i>grasped</i> <i>spied</i> <i>sprout</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Sequence of Events</p> <p>Diagram</p>	<p>Punctuation within Sentences, Title, Author</p>	<p>Phonological Awareness: Alliteration</p> <p>Phonemic Awareness: Phoneme Deletion, Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Long <i>i</i> spelled <i>i_e</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Vv</i></p> <p>Structural Analysis: Plurals (with CVCe words)</p> <p>Decodable Readers: <i>A Fine Plant; Plants Take Time to Grow</i></p>	<p><i>green</i> <i>grow</i> <i>pretty</i> <i>should</i> <i>together</i> <i>water</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Capitalize “I”</p> <p>Writing Trait: Word Choice: Sensory Details</p> <p>Grammar: Present-Tense Verbs</p> <p>Mechanics: Capitalize and Underline Titles of Plays</p>	<p>Project: From Seed to Plant</p>

Grade 1 • Unit 3 • Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Tales Over Time</p> <p>Essential Question: What is a folktale?</p> <p>Genre Focus: Folktale</p>	<p><i>Interrupting Chicken</i> Genre: Fantasy</p>	<p>“The Foolish, Timid Rabbit” Genre: Folktale (India)</p>	<p>“The Nice Mitten” Genre: Folktale Lexile: 460L</p>	<p>Anchor Text: <i>The Gingerbread Man</i> Genre: Folktale Lexile: 320L</p> <p>Paired Selection: “Drakestail” Genre: Folktale Lexile: 430L</p>	<p>Main Selections: Genre: Folktale A: <i>How Coquí Got Her Voice</i> (Puerto Rico) Lexile: 300L O: <i>The Magic Paintbrush</i> (China) Lexile: 230L ELL: <i>The Magic Paintbrush</i> (China) Lexile: 240L B: <i>Rabbit Tricks Crocodile</i> Lexile: 420L</p> <p>Paired Selections: Genre: Poetry/Song A: “El Coquí/The Coquí” O: “Make New Friends” ELL: “Wanted: A Friend” B: “Fish School”</p>	<p>Oral Vocabulary Words: <i>eventually</i> <i>foolish</i> <i>hero</i> <i>tale</i> <i>timid</i></p> <p>Oral Vocabulary: Compound Words</p>	<p>Make and Confirm Predictions</p> <p>Moral</p> <p>Descriptive Words and Phrases</p>	<p>Quotation Marks/Text Styles, Title, Author</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Soft c, g/dge <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Yy</p> <p>Structural Analysis: Inflectional Endings: -ed and -ing (drop final e)</p> <p>Decodable Readers: <i>The King and Five Mice; Tales from a Past Age</i></p>	<p><i>any</i> <i>from</i> <i>happy</i> <i>once</i> <i>so</i> <i>upon</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Word endings: -ed, -ing</p> <p>Writing Trait: Word Choice: Specific Words</p> <p>Grammar: Past- and Future-Tense Verbs</p> <p>Mechanics: Commas in Series</p>	<p>Project: All About a Folktale</p>
<p>Week 4</p> <p>Now and Then</p> <p>Essential Question: How is life different than it was long ago?</p> <p>Genre Focus: Informational Text</p>	<p><i>The Last Train</i> Genre: Song</p>	<p>“Let’s Look at Video Games!” Genre: Informational Text</p>	<p>“Life at Home” Genre: Informational Text Lexile: 490L</p>	<p>Anchor Text: <i>Long Ago and Now</i> Genre: Informational Text Lexile: 480L</p> <p>Paired Selection: “From Horse to Plane” Genre: Informational Text Lexile: 370L</p>	<p>Main Selections: Genre: Informational Text A: <i>Schools Then and Now</i> Lexile: 170L O: <i>Schools Then and Now</i> Lexile: 220L ELL: <i>Schools Then and Now</i> Lexile: 270L B: <i>Schools Then and Now</i> Lexile: 380L</p> <p>Paired Selections: Genre: Informational Text A: “School Days” O: “School Days” ELL: “School Days” B: “School Days”</p>	<p>Oral Vocabulary Words: <i>century</i> <i>past</i> <i>present</i> <i>future</i> <i>entertainment</i></p> <p>Oral Vocabulary: Base Words</p>	<p>Reread</p> <p>Details: Compare and Contrast</p> <p>Captions</p>	<p>Reading Sentences Across Pages, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Isolation, Phoneme Blending</p>	<p>Phonics/Spelling: Long o spelled o_e; Long u spelled u_e; Long e spelled e_e <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ww</p> <p>Structural Analysis: CVCe Syllables</p> <p>Decodable Readers: <i>Those Old Classes; That Old Globe</i></p>	<p><i>ago</i> <i>boy</i> <i>girl</i> <i>how</i> <i>old</i> <i>people</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Opinion</p> <p>Extended Writing: Expository Text</p> <p>Writing Skill: Use Word Bank</p> <p>Writing Trait: Ideas: Focus on an Idea</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Irregular Verbs: Is and Are</p> <p>Mechanics: Commas in Dates</p>	<p>Project: Interview About Long Ago</p>

Grade 1 • Unit 3 • Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>From Farm to Table</p> <p>Essential Question: How do we get our food?</p> <p>Genre Focus: Informational Text</p>	<i>Where Does Food Come From?</i> Genre: Informational Text	"The Little Red Hen" Genre: Folktale	"A Look at Breakfast" Genre: Informational Text Lexile: 340L	Anchor Text: <i>From Cows to You</i> Genre: Informational Text Lexile: 500L Paired Selection: "The Five Food Groups" Genre: Informational Text Lexile: 450L	Main Selections: Genre: Informational Text A: <i>Apples from Farm to Table</i> Lexile: 330L O: <i>Apples from Farm to Table</i> Lexile: 550L ELL: <i>Apples from Farm to Table</i> Lexile: 430L B: <i>Apples from Farm to Table</i> Lexile: 580L Paired Selections: Genre: Informational Text A: "A Dairy Treat" O: "A Dairy Treat" ELL: "A Dairy Treat" B: "A Dairy Treat"	Oral Vocabulary Words: <i>delicious nutritious responsibility enormous delighted</i> Oral Vocabulary: Synonyms	Reread Details: Time-Order Diagram	Special Text Treatments, Title, Author	Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Deletion	Phonics/Spelling: Variant Vowel Spellings with Digraphs: <i>oo, u</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper- and Lowercase <i>Bb</i> Structural Analysis: Inflectional Endings: <i>-ed</i> and <i>-ing</i> (double final consonant) Decodable Readers: <i>A Good Cook; That Looks Good</i>	<i>after buy done every soon work</i>	Accuracy and Rate	Write About the Text: Opinion Extended Writing: Expository Text Writing Skill: Stretch Sounds to Write Words Writing Trait: Ideas: Give Reasons for an Opinion Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Contractions with <i>not</i> Mechanics: Apostrophes in Contractions	Project: Investigate a Food

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	"Time for Kids: Seasons Bring Change" Genre: Online Article	Reader's Theater: <i>Shadow Dance</i>	Genre Read-Aloud: "Twinsies" Activities: Observe a Plant Write a Letter	Choose Your Own Book

Grade 1 • Unit 4 • Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Animal Features</p> <p>Essential Question: How do animals' bodies help them?</p> <p>Genre Focus: Folktale</p>	"The Elephant's Child" Genre: Folktale	"Snail and Frog Race" Genre: Folktale Lexile: 270L	<p>Anchor Text: <i>Little Rabbit</i> Genre: Folktale Lexile: 180L</p> <p>Paired Selection: "Animals Can Go Fast!" Genre: Informational Text Lexile: 300L</p>	<p>Main Selections: Genre: Folktale A: <i>The King of the Animals</i> (Africa) Lexile: 350L O: <i>Snail's Clever Idea</i> Lexile: 450L ELL: <i>Snail's Clever Idea</i> Lexile: 400L B: <i>Plop!</i> Lexile: 540L</p> <p>Paired Selections: Genre: Informational Text A: "Lions and Elephants" O: "Snails: Small, Slow, and Slimy" ELL: "Snails: Small, Slow, and Slimy" B: "Animal Traits"</p>	<p>Oral Vocabulary Words: <i>feature</i> <i>appearance</i> <i>determined</i> <i>predicament</i> <i>relief</i></p> <p>Academic Vocabulary: <i>special</i> <i>splendid</i></p> <p>Vocabulary: Use a Dictionary</p>	Ask and Answer Questions Main Story Elements: Sequence of Events Chart	Glossary Title	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Long <i>a</i> spelled <i>a, ai, ay</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Nn</i></p> <p>Structural Analysis: Alphabetical Order (two letters)</p> <p>Decodable Readers: <i>April the Agent; A Basic Dog; Snail Mail; Tails</i></p>	<i>about</i> <i>animal</i> <i>carry</i> <i>eight</i> <i>give</i> <i>our</i>	Accuracy	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Word Choice: Descriptive Words</p> <p>Review Trait: Ideas: Focus on a Topic</p> <p>Grammar: Irregular Verbs: <i>Was</i> and <i>Were</i></p> <p>Mechanics: Apostrophe with Contractions</p>	Project: Animal Bodies
<p>Week 2</p> <p>Animals Together</p> <p>Essential Question: How do animals help each other?</p> <p>Genre Focus: Informational Text</p>	"Animals Working Together" Genre: Informational Text	"A Team of Fish" Genre: Informational Text Lexile: 340L	<p>Anchor Text: <i>Animal Teams</i> Genre: Informational Text Lexile: 480L</p> <p>Paired Selection: "Busy as a Bee" Genre: Informational Text Lexile: 500L</p>	<p>Main Selections: Genre: Informational Text A: <i>Penguins All Around</i> Lexile: 340L O: <i>Penguins All Around</i> Lexile: 450L ELL: <i>Penguins All Around</i> Lexile: 340L B: <i>Penguins All Around</i> Lexile: 610L</p> <p>Paired Selections: Genre: Informational Text A: "Animals Work Together!" O: "Animals Work Together!" ELL: "Animals Work Together!" B: "Animals Work Together!"</p>	<p>Oral Vocabulary Words: <i>behavior</i> <i>beneficial</i> <i>dominant</i> <i>instinct</i> <i>endangered</i></p> <p>Academic Vocabulary: <i>partner</i> <i>danger</i></p> <p>Vocabulary: Context Clues/ Sentence Clues</p>	Ask and Answer Questions Topic and Relevant Details Captions	Glossary Title	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Long <i>e</i> spelled <i>e, ee, ea, ie</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Gg</i></p> <p>Structural Analysis: Prefixes <i>re-, un-, pre-</i></p> <p>Decodable Readers: <i>The Green Eel; Clean Up the Team</i></p>	<i>because</i> <i>blue</i> <i>into</i> <i>or</i> <i>other</i> <i>small</i>	Phrasing	<p>Write About the Text: Opinion</p> <p>Writing Trait: Organization: Introduce the Topic</p> <p>Review Trait: Ideas: Give Reasons for an Opinion</p> <p>Grammar: Irregular Verbs: <i>Has</i> and <i>Have</i></p> <p>Mechanics: Capitalization and End Punctuation</p>	Project: Animal Teams

Grade 1 • Unit 4 • Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>In the Wild</p> <p>Essential Question: How do animals survive in nature?</p> <p>Genre Focus: Informational Text</p>	“Animals in Winter” Genre: Informational Text	“Go Wild!” Genre: Informational Text Lexile: 540L	Anchor Text: <i>Vulture View</i> Genre: Informational Text Lexile: 70L Paired Selection: “When It’s Snowing” Genre: Poetry Lexile: NP	Main Selections: Genre: Informational Text A: <i>Go, Gator!</i> Lexile: 320L O: <i>Go, Gator!</i> Lexile: 510L ELL: <i>Go, Gator!</i> Lexile: 270L B: <i>Go, Gator!</i> Lexile: 590L Paired Selections: Genre: Poetry A: “Ducklings” O: “Ducklings” ELL: “Ducklings” B: “Ducklings”	Oral Vocabulary Words: <i>communicate</i> <i>provide</i> <i>superior</i> <i>survive</i> <i>wilderness</i> Academic Vocabulary: <i>search</i> <i>seek</i> Vocabulary: Word Categories	Ask and Answer Questions Topic and Relevant Details Poetry: Stanzas and Line Breaks	Author Illustrator	Phonemic Awareness: Phoneme Categorization, Phoneme Blending, Contrast Vowel Sounds, Phoneme Substitution	Phonics/Spelling: Long o spelled o, oa, ow, oe <i>Differentiated Spelling Lists available</i> Handwriting: Upper- and Lowercase Pp Structural Analysis: Open Syllables Decodable Readers: <i>Toads; Joan and Elmo Swim; A Doe and a Buck; Joe Goes Slow</i>	<i>find</i> <i>food</i> <i>more</i> <i>over</i> <i>start</i> <i>warm</i>	Rate	Write About the Text: Informational Text Extended Writing: Poetry Writing Trait: Ideas: Main Ideas Review Trait: Ideas: Supporting Details Writing Process: Expert and Student Models; Plan; Draft Grammar: Irregular Verbs: Go and Do Mechanics: Capitalize Proper Nouns	Project: Animal Life Cycle
<p>Week 4</p> <p>Insects!</p> <p>Essential Question: What insects do you know about? How are they alike and different?</p> <p>Genre Focus: Fantasy</p>	“Insect Hide and Seek” Genre: Informational Text	“Creep Low, Fly High” Genre: Fantasy Lexile: 290L	Anchor Text: <i>Hill Fly Guy</i> Genre: Fantasy Lexile: 200L Paired Selection: “Meet the Insects” Genre: Informational Text Lexile: 400L	Main Selections: Genre: Fantasy A: <i>Where Is My Home?</i> Lexile: 170L O: <i>The Hat</i> Lexile: 290L ELL: <i>The Hat</i> Lexile: 230L B: <i>Come One, Come All</i> Lexile: 330L Paired Selections: Genre: Informational Text A: “Wings” O: “Let’s Look at Insects!” ELL: “Let’s Look at Insects!” B: “Compare Insects”	Oral Vocabulary Words: <i>different</i> <i>flutter</i> <i>imitate</i> <i>resemble</i> <i>protect</i> Academic Vocabulary: <i>beautiful</i> <i>fancy</i> Vocabulary: Context Clues/ Sentence Clues	Visualize Narrator Headings	Table of Contents	Phonemic Awareness: Phoneme Categorization, Phoneme Identity, Phoneme Segmentation, Phoneme Substitution	Phonics/Spelling: Long i spelled i, igh, y, ie <i>Differentiated Spelling Lists available</i> Handwriting: Upper- and Lowercase Zz Structural Analysis: Inflectional Endings (change y to i) Decodable Readers: <i>Jay Takes Flight; Be Kind to Bugs; Why Hope Flies; Glowing Bugs Fly By</i>	<i>caught</i> <i>flew</i> <i>know</i> <i>laugh</i> <i>listen</i> <i>were</i>	Appropriate Phrasing	Write About the Text: Informational Text Extended Writing: Poetry Writing Trait: Organization: Concluding Statement Review Trait: Ideas: Descriptive Details Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Irregular Verbs: See and Saw Mechanics: Underline Titles of Books	Project: Compare Two Insects

Grade 1 • Unit 4 • Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 5 Working with Animals Essential Question: How do people work with animals? Genre Focus: Informational Text	"Ming's Teacher" Genre: Folktale (China)	"Time for Kids: From Puppy to Guide Dog" Genre: Informational Text Lexile: 680L	Anchor Text: <i>Time for Kids: Koko and Penny</i> Genre: Informational Text Lexile: 370L Paired Selection: "Save Our Bees!" Genre: Opinion Text Lexile: 450L	Main Selections: Genre: Informational Text A: <i>Teach a Dog!</i> Lexile: 270L O: <i>Teach a Dog!</i> Lexile: 330L ELL: <i>Teach a Dog!</i> Lexile: 220L B: <i>Teach a Dog!</i> Lexile: 440L Paired Selections: Genre: Informational Text A: "Working with Dolphins" O: "Working with Dolphins" ELL: "Working with Dolphins" B: "Working with Dolphins"	Oral Vocabulary Words: <i>advice</i> <i>career</i> <i>remarkable</i> <i>soothe</i> <i>trust</i> Academic Vocabulary: <i>clever</i> <i>signal</i> Vocabulary: Base Words	Visualize Details: Time-Order Graph	Table of Contents	Phonemic Awareness: Phoneme Categorization, Phoneme Deletion, Phoneme Blending, Phoneme Addition	Phonics/Spelling: Long e spelled y, ey <i>Differentiated Spelling Lists available</i> Handwriting: Upper- and Lowercase Mm Structural Analysis: Compound Words Decodable Readers: <i>Race Pony!</i> ; <i>Study with Animals</i>	<i>found</i> <i>hard</i> <i>near</i> <i>woman</i> <i>would</i> <i>write</i>	Intonation	Write About the Text: Informational Text Writing Trait: Organization: Introduce the Topic Review Trait: Word Choice: Specific Words Grammar: Adverbs That Tell When Mechanics: Commas in a Series	Project: Caring for Animals

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	"Time for Kids: Teeth at Work" Genre: Online Article	Reader's Theater: <i>Fooba Wooba John</i>	Passages: "Crocodiles" "Sloths" Activities Two-Column Chart Observe Animal Needs	Choose Your Own Book

Grade 1 • Unit 5 • Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>See It, Sort It</p> <p>Essential Question: How can we classify and categorize things?</p> <p>Genre Focus: Fantasy</p>	<p>“Goldilocks” Genre: Folktale</p>	<p>“A Barn Full of Hats” Genre: Fantasy Lexile: 320L</p>	<p>Anchor Text: <i>A Lost Button (from Frog and Toad Are Friends)</i> Genre: Fantasy Lexile: 340L</p> <p>Paired Selection: “Sort It Out” Genre: Informational Text Lexile: 210L</p>	<p>Main Selections:</p> <p>Genre: Fantasy A: <i>Nuts for Winter</i> Lexile: 170L O: <i>Dog Bones</i> Lexile: 360L ELL: <i>Dog Bones</i> Lexile: 260L B: <i>Spark’s Toys</i> Lexile: 390L</p> <p>Paired Selections:</p> <p>Genre: Informational Text A: “Sort by Color!” O: “Sorting Balls” ELL: “Sorting Balls” B: “Sorting Fruit”</p>	<p>Oral Vocabulary Words: <i>distinguish</i> <i>classify</i> <i>organize</i> <i>entire</i> <i>startled</i></p> <p>Academic Vocabulary: <i>trouble</i> <i>whole</i></p> <p>Strategy: Context Clues: Multiple Meanings</p>	<p>Make and Confirm Predictions</p> <p>Narrator</p> <p>Photographs and Illustrations</p>	<p>Glossary</p>	<p>Phonemic Awareness: Contrast Vowel Sounds, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowel <i>ar</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Hh</i></p> <p>Structural Analysis: Plurals: Change -y to -ies</p> <p>Decodable Readers: <i>Charm Scarves; Car Parts</i></p>	<p><i>four</i> <i>large</i> <i>none</i> <i>only</i> <i>put</i> <i>round</i></p>	<p>Automaticity</p>	<p>Write About the Text: Opinion</p> <p>Writing Trait: Sentence Fluency: Vary Sentence Length</p> <p>Review Trait: Word Choice: Descriptive Words</p> <p>Grammar: Words That Join</p> <p>Mechanics: Capitalize Proper Nouns (places)</p>	<p>Project: Sort a Collection</p>
<p>Week 2</p> <p>Up in the Sky</p> <p>Essential Question: What can you see in the sky?</p> <p>Genre Focus: Fantasy</p>	<p>“Why the Sun and Moon Are in the Sky” Genre: Folktale: Pourquoi (Nigerian)</p>	<p>“A Bird Named Fern” Genre: Fantasy Lexile: 360L</p>	<p>Anchor Text: <i>Kitten’s First Full Moon</i> Genre: Fantasy Lexile: 550L</p> <p>Paired Selection: “The Moon” Genre: Informational Text Lexile: 440L</p>	<p>Main Selections:</p> <p>Genre: Fantasy A: <i>Little Blue’s Dream</i> Lexile: 280L O: <i>Hide and Seek</i> Lexile: 310L ELL: <i>Hide and Seek</i> Lexile: 310L B: <i>The Foxes Build a Home</i> Lexile: 420L</p> <p>Paired Selections:</p> <p>Genre: Informational Text A: “Hello, Little Dipper!” O: “Our Sun Is a Star!” ELL: “Our Sun Is a Star!” B: “Sunrise and Sunset”</p>	<p>Oral Vocabulary Words: <i>certain</i> <i>observe</i> <i>remained</i> <i>thoughtful</i> <i>vast</i></p> <p>Academic Vocabulary: <i>leaped</i> <i>stretched</i></p> <p>Vocabulary: Shades of Meaning/Intensity</p>	<p>Make and Confirm Predictions</p> <p>Events: Cause and Effect</p> <p>Descriptive Words and Phrases</p>	<p>Table of Contents</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Substitution, Phoneme Blending, Phoneme Deletion</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowels <i>or, ir, ur, er</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Kk</i></p> <p>Structural Analysis: Suffix -er</p> <p>Decodable Readers: <i>Sir Worm and Bird Girl; Bird in the Sky; Ginger and the Stars; Bats Under the Dark Sky</i></p>	<p><i>another</i> <i>climb</i> <i>full</i> <i>great</i> <i>poor</i> <i>through</i></p>	<p>Intonation</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Word Choice: Strong Verbs</p> <p>Review Trait: Ideas: Focus on an Idea</p> <p>Grammar: Adjectives</p> <p>Mechanics: Capitalization and End Marks</p>	<p>Project: The Sun Helps Us</p>

Grade 1 • Unit 5 • Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Great Inventions</p> <p>Essential Question: What inventions do you know about?</p> <p>Genre Focus: Biography</p>	<p>“Great Inventions” Genre: Informational Text</p>	<p>“The Story of a Robot Inventor” Genre: Biography Lexile: 420L</p>	<p>Anchor Text: <i>Thomas Edison, Inventor</i> Genre: Biography Lexile: 510L</p> <p>Paired Selection: “Windshield Wipers” and “Scissors” Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Biography A: <i>The Wright Brothers</i> Lexile: 410L O: <i>The Wright Brothers</i> Lexile: 500L ELL: <i>The Wright Brothers</i> Lexile: 430L B: <i>The Wright Brothers</i> Lexile: 660L</p> <p>Paired Selections: Genre: Poetry A: “Fly Away, Butterfly” O: “Fly Away, Butterfly” ELL: “Fly Away, Butterfly” B: “Fly Away, Butterfly”</p>	<p>Oral Vocabulary Words: <i>complicated</i> <i>curious</i> <i>device</i> <i>imagine</i> <i>improve</i></p> <p>Academic Vocabulary: <i>idea</i> <i>unusual</i></p> <p>Vocabulary: Prefixes</p>	<p>Ask and Answer Questions</p> <p>Details: Problem and Solution</p> <p>Descriptive Words and Phrases</p>	Author	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Substitution, Phoneme Blending, Phoneme Addition</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowels <i>or</i>, <i>ore</i>, <i>oar</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Rr</i></p> <p>Structural Analysis: Abbreviations</p> <p>Decodable Readers: <i>Born to Learn; Sport Stars; A Board That Can Soar; Hard Chores</i></p>	<p><i>began</i> <i>better</i> <i>guess</i> <i>learn</i> <i>right</i> <i>sure</i></p>	Automaticity	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Organization: Order of Events</p> <p>Review Trait: Fluency: Varying Sentence Length</p> <p>Grammar: Adjectives That Compare (-er and -est)</p> <p>Mechanics: Capitalize Days, Months, and Holidays</p>	<p>Project: Find out About an Inventor</p>
<p>Week 4</p> <p>Sounds All Around</p> <p>Essential Question: What sounds can you hear? How are they made?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“The Squeaky Bed” Genre: Folktale (Puerto Rico)</p>	<p>“Now, What’s That Sound?” Genre: Realistic Fiction Lexile: 240L</p>	<p>Anchor Text: <i>Whistle for Willie</i> Genre: Realistic Fiction Lexile: 520L</p> <p>Paired Selection: “Shake! Strike! Strum!” Genre: How-To Text Lexile: 290L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>Thump, Jangle, Crash</i> Lexile: 180L O: <i>Down on the Farm</i> Lexile: 390L ELL: <i>Down on the Farm</i> Lexile: 170L B: <i>Going on a Bird Walk</i> Lexile: 420L</p> <p>Paired Selections: Genre: How-To (Procedural) A: “How to Make Maracas” O: “How to Make a Rain Stick” ELL: “How to Make a Rain Stick” B: “How to Make a Wind Chime”</p>	<p>Oral Vocabulary Words: <i>distract</i> <i>nervous</i> <i>senses</i> <i>squeaky</i> <i>volume</i></p> <p>Academic Vocabulary: <i>suddenly</i> <i>scrambled</i></p> <p>Vocabulary: Suffixes</p>	<p>Ask and Answer Questions</p> <p>Events: Problem and Solution</p> <p>Directions</p>	Title	<p>Phonemic Awareness: Phoneme Substitution, Phoneme Isolation, Phoneme Blending</p>	<p>Phonics/Spelling: Diphthongs <i>ou</i>, <i>ow</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>Xx</i></p> <p>Structural Analysis: Comparative Inflectional Endings -<i>er</i>, -<i>est</i></p> <p>Decodable Readers: <i>Up or Down Sounds; Sounds Around Us</i></p>	<p><i>color</i> <i>early</i> <i>instead</i> <i>nothing</i> <i>oh</i> <i>thought</i></p>	Expression	<p>Write About the Text: Narrative</p> <p>Extended Writing: How-To Article</p> <p>Writing Trait: Sentence Fluency: Vary Sentence Beginnings</p> <p>Review Trait: Organization: Beginning/Middle/End</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Using <i>a</i>, <i>an</i>, <i>this</i>, and <i>that</i></p> <p>Mechanics: Capitalize/Underline Book Titles</p>	<p>Project: Experiment with Sounds</p>

Grade 1 • Unit 5 • Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 5 Build It! Essential Question: How do things get built? Genre Focus: Informational Text	“The Sheep, the Pig, and the Goose Who Set Up House” Genre: Folktale (from Norway)	“Time for Kids: The Joy of a Ship” Genre: Informational Text Lexile: 560L	Anchor Text: <i>Time for Kids: Building Bridges</i> Genre: Informational Text Lexile: 550L Paired Selection: “Small Joy” Genre: Informational Text Lexile: 490L	Main Selections: Genre: Informational Text A: <i>What Is a Yurt?</i> Lexile: 430L O: <i>What Is a Yurt?</i> Lexile: 440L ELL: <i>What Is a Yurt?</i> Lexile: 390L B: <i>What Is a Yurt?</i> Lexile: 620L Paired Selections: Genre: Informational Text A: “Treehouses” O: “Treehouses” ELL: “Treehouses” B: “Treehouses”	Oral Vocabulary Words: <i>contented</i> <i>intend</i> <i>marvelous</i> <i>project</i> <i>structure</i> Academic Vocabulary: <i>balance</i> <i>section</i> Vocabulary: Inflectional Endings	Ask and Answer Questions Details: Cause and Effect Captions	Table of Contents Title	Phonemic Awareness: Phoneme Blending, Phoneme Segmentation, Phoneme Categorization	Phonics/Spelling: Diphthongs <i>oi, oy</i> <i>Differentiated Spelling</i> <i>Lists available</i> Handwriting: Upper- and Lowercase <i>Jj</i> Structural Analysis: Final Stable Syllables Decodable Readers: <i>Joy’s Birdhouse; Beavers Make Noise</i>	<i>above</i> <i>build</i> <i>fall</i> <i>knew</i> <i>money</i> <i>toward</i>	Intonation and Phrasing	Write About the Text: Opinion Extended Writing: How-To Article Writing Trait: Ideas: Give Reasons for an Opinion Review Trait: Organization: Concluding Statement Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Prepositions/Prepositional Phrases Mechanics: Abbreviations (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)	Project: How to Build a(n)

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	“Time for Kids: Great Ideas!” Genre: Online Article	Reader’s Theater: <i>Supper with the Queen</i>	Passages: “The Night Sky” “Billions of Stars” Activities: Venn Diagram Observe the Sky	Choose Your Own Book

Grade 1 • Unit 6 • Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Taking Action</p> <p>Essential Question: How can we work together to make our lives better?</p> <p>Genre Focus: Fantasy</p>	<p>“The Cat’s Bell” Genre: Fable</p>	<p>“Super Tools” Genre: Fantasy Lexile: 430L</p>	<p>Anchor Text: <i>Click, Clack, Moo: Cows That Type</i> Genre: Fantasy Lexile: 380L</p> <p>Paired Selection: “Be a Volunteer!” Genre: Opinion Text Lexile: 520L</p>	<p>Main Selections: Genre: Fantasy A: <i>Two Hungry Elephants</i> Lexile: 290L O: <i>What a Feast!</i> Lexile: 500L ELL: <i>What a Feast!</i> Lexile: 350L B: <i>Beware of the Lion!</i> Lexile: 480L</p> <p>Paired Selections: Genre: Informational Text A: “Dogs Helping People” O: “Helpers Bring Food” ELL: “Helpers Bring Food” B: “Pete Seeger”</p>	<p>Oral Vocabulary Words: <i>fair</i> <i>conflict</i> <i>shift</i> <i>risk</i> <i>argument</i></p> <p>Academic Vocabulary: <i>demand</i> <i>emergency</i></p> <p>Vocabulary: Synonyms</p>	<p>Reread Theme Captions</p>	<p>Glossary</p>	<p>Phonological Awareness: Identify and Produce Rhyme, Syllable Deletion</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Variant Vowel Spellings oo, ou, u_e, ew, ui, ue, u <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Qq</p> <p>Structural Analysis: Suffixes -full and -less</p> <p>Decodable Readers: <i>Rooster and Goose; Choose a Room; The Flute Youth; Group Rules; Lewis and His New Suit; A Cruise Crew; Sue and Lucy; A True Team</i></p>	<p><i>answer</i> <i>brought</i> <i>busy</i> <i>door</i> <i>enough</i> <i>eyes</i></p>	<p>Expression</p>	<p>Write About the Text: Write a Letter</p> <p>Writing Trait: Organization: Paragraph</p> <p>Review Trait: Word Choice: Strong Verbs</p> <p>Grammar: Pronouns <i>I, you, he, she, it, we, they</i></p> <p>Mechanics: Capitalize <i>I</i></p>	<p>Project: Poll about Taking Action</p>
<p>Week 2</p> <p>My Team</p> <p>Essential Question: Who helps you?</p> <p>Genre Focus: Informational Text</p>	<p>“Anansi’s Sons” Genre: Folktale (Trickster Tale)</p>	<p>“All kinds of Helpers” Genre: Informational Text Lexile: 530L</p>	<p>Anchor Text: <i>Meet Rosina</i> Genre: Informational Text Lexile: 420L</p> <p>Paired Selection: “Abuelita’s Lap” Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Informational Text A: <i>Helping Me, Helping You!</i> Lexile: 310L O: <i>Helping Me, Helping You!</i> Lexile: 400L ELL: <i>Helping Me, Helping You!</i> Lexile: 290L B: <i>Helping Me, Helping You!</i> Lexile: 540L</p> <p>Paired Selections: Genre: Informational Text A: “Fire!” O: “Fire!” ELL: “Fire!” B: “Fire!”</p>	<p>Oral Vocabulary Words: <i>decision</i> <i>distance</i> <i>inspire</i> <i>respect</i> <i>swiftly</i></p> <p>Academic Vocabulary: <i>accept</i> <i>often</i></p> <p>Vocabulary: Antonyms</p>	<p>Reread Author’s Purpose Stanzas and Line Breaks</p>	<p>Author</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Reversal, Phoneme Blending, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Variant Vowel Spellings with Digraphs: <i>au, aw, a, augh, al</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: A Story</p> <p>Structural Analysis: Vowel-Team Syllables</p> <p>Decodable Readers: <i>Paul’s Paw; Thank You Authors!; Not Too Small; My Baseball Coach; A Walk with Mayor Moose; Teacher Talk</i></p>	<p><i>brother</i> <i>father</i> <i>friend</i> <i>love</i> <i>mother</i> <i>picture</i></p>	<p>Intonation</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Voice: Use Own Voice</p> <p>Review Trait: Organization: Introduce the Topic</p> <p>Grammar: Possessive Pronouns</p> <p>Mechanics: Capitalize Days, Months, and Holidays</p>	<p>Project: Interview a Helper</p>

Grade 1 • Unit 6 • Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Weather Together</p> <p>Essential Question: How can weather affect us?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“Paul Bunyan and the Popcorn Blizzard” Genre: Folktale (Tall Tale)</p>	<p>“Wrapped in Ice” Genre: Realistic Fiction Lexile: 320L</p>	<p>Anchor Text: <i>Rain School</i> Genre: Realistic Fiction Lexile: 440L</p> <p>Paired Selection: “Rainy Weather” Genre: Informational Text Lexile: 470L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>Snow Day</i> Lexile: 390L O: <i>Heat Wave</i> Lexile: 460L ELL: <i>Heat Wave</i> Lexile: 370L B: <i>Rainy Day Fun</i> Lexile: 420L</p> <p>Paired Selections: Genre: Informational Text A: “A Mountain of Snow” O: “Stay Safe When It’s Hot” ELL: “Stay Safe When It’s Hot” B: “Let’s Stay Dry!”</p>	<p>Oral Vocabulary Words: <i>creative</i> <i>cycle</i> <i>frigid</i> <i>predict</i> <i>scorching</i></p> <p>Academic Vocabulary: <i>country</i> <i>gathers</i></p> <p>Vocabulary: Similes</p>	<p>Visualize</p> <p>Events: Cause and Effect</p> <p>Headings</p>	<p>Table of Contents</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Silent Letter Consonant Digraphs: <i>wr, kn, gn</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: A Story</p> <p>Structural Analysis: Compound Words</p> <p>Decodable Readers: <i>Miss Wright’s Job; A Lighthouse Stops Wrecks; Know About Snowstorms; The Rusty Knight</i></p>	<p><i>been</i> <i>children</i> <i>month</i> <i>question</i> <i>their</i> <i>year</i></p>	<p>Intonation</p>	<p>Write About the Text: Write to Sources</p> <p>Extended Writing: Opinion</p> <p>Writing Trait: Ideas: Main Idea</p> <p>Review Trait: Ideas: Descriptive Details</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Special Pronouns (anyone, everyone, anything, everything, nothing)</p> <p>Mechanics: Commas in Dates and Letters</p>	<p>Project: The Weather in My State</p>
<p>Week 4</p> <p>Sharing Traditions</p> <p>Essential Question: What traditions do you know about?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“Let’s Dance!” Genre: Informational Text</p>	<p>“A Spring Birthday” Genre: Realistic Fiction Lexile: 380L</p>	<p>Anchor Text: <i>Lissy’s Friends</i> Genre: Realistic Fiction Lexile: 460L</p> <p>Paired Selection: “Making Paper Shapes” Genre: How-To Text Lexile: 520L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>The Quilt</i> Lexile: 380L O: <i>Latkes for Sam</i> Lexile: 410L ELL: <i>Latkes for Sam</i> Lexile: 290L B: <i>Patty Jumps!</i> Lexile: 440L</p> <p>Paired Selections: Genre: How-To (Procedural) A: “Making a Quilt Square” O: “What Is a Taco?” ELL: “What Is a Taco?” B: “How to Play Four Square”</p>	<p>Oral Vocabulary Words: <i>ancient</i> <i>drama</i> <i>effort</i> <i>movement</i> <i>tradition</i></p> <p>Academic Vocabulary: <i>difficult</i> <i>nobody</i></p> <p>Vocabulary: Compound Words</p>	<p>Visualize</p> <p>Theme</p> <p>Directions</p>	<p>Author</p>	<p>Phonological Awareness Syllable Addition</p> <p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p>	<p>Phonics/Spelling: Three-Letter Consonant Blends: <i>scr, spl, spr, str, thr, shr</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Dates</p> <p>Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i></p> <p>Decodable Readers: <i>Three Shrimp; A Thrilling Dance</i></p>	<p><i>before</i> <i>front</i> <i>heard</i> <i>push</i> <i>tomorrow</i> <i>your</i></p>	<p>Phrasing</p>	<p>Write About the Text: Write a Letter</p> <p>Extended Writing: Opinion</p> <p>Writing Trait: Sentence Fluency: Varying Sentence Types</p> <p>Review Trait: Organization: Beginning/Middle/End</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Subjective and Objective Pronouns</p> <p>Mechanics: Commas in Dates and Letters</p>	<p>Project: Interview about Traditions</p>

Grade 1 • Unit 6 • Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 5 Celebrate America! Essential Question: Why do we celebrate holidays? Genre Focus: Informational Text	“Celebrate the Flag” Genre: Informational Text	“Share the Harvest and Give Thanks” Genre: Informational Text Lexile: 650L	Anchor Text: <i>Time for Kids: Happy Birthday, U.S.A.!</i> Genre: Informational Text Lexile: 490L Paired Selection: “Time for Kids: Martin Luther King, Jr. Day” Genre: Informational Text Lexile: 500L	Main Selections: Genre: Informational Text A: <i>It’s Labor Day!</i> Lexile: 440L O: <i>It’s Labor Day!</i> Lexile: 620L ELL: <i>It’s Labor Day!</i> Lexile: 360L B: <i>It’s Labor Day!</i> Lexile: 660L Paired Selections: Genre: Informational Text A: “A Celebration of Trees” O: “A Celebration of Trees” ELL: “A Celebration of Trees” B: “A Celebration of Trees”	Oral Vocabulary Words: <i>design</i> <i>display</i> <i>pride</i> <i>purpose</i> <i>represent</i> Academic Vocabulary: <i>nation</i> <i>unite</i> Vocabulary: Metaphors	Reread Author’s Purpose Captions	Table of Contents	Phonological Awareness Syllable Deletion, Syllable Addition Phonemic Awareness: Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition	Phonics/Spelling: <i>r</i> -Controlled Vowels <i>air, are, ear</i> <i>Differentiated Spelling Lists available</i> Handwriting: Letter Structural Analysis: <i>r</i> -Controlled Vowel Syllables Decodable Readers: <i>A Pair at the Fair; Lights in the Air; The Bears Prepare a Feast; Leaders Care</i>	<i>favorite</i> <i>few</i> <i>gone</i> <i>surprise</i> <i>wonder</i> <i>young</i>	Phrasing	Write About the Text: Opinion Writing Trait: Voice: Author’s Voice Review Trait: Ideas: Give Reason’s for Opinion Grammar: Adverbs That Tell How Mechanics: Abbreviations (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)	Project: Find Out About a Holiday

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	“Time for Kids: This Land Is Our Land” Genre: Online Article	Reader’s Theater: <i>That Goat Has GOT to Go!</i>	Passages: “Max’s Plan” “Let’s Recycle!” Activities: Venn Diagram Take Action Poster	Choose Your Own Book

Grade 2 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How are families around the world the same and different?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Dinner at Alejandro’s”</p>	<p>“Maria Celebrates Brazil” Genre: Realistic Fiction Lexile: 460L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Big Red Lollipop</i> Genre: Realistic Fiction Lexile: 410L</p> <p>Paired Selection “A Look at Families” Genre: Informational Text Lexile: 480L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Music in My Family</i> Lexile: 250L O: <i>Happy New Year!</i> Lexile: 350L ELL: <i>Happy New Year!</i> Lexile: 300L B: <i>I’m Down Under</i> Lexile: 560L</p> <p>Paired Selections Genre: Informational Text A: “Making Music” O: “New Year’s Eve” ELL: “New Year’s Eve” B: “Perfect Pavlova”</p>	<p>Academic Vocabulary: <i>aside, culture, fair, invited, language, plead, scurries, share</i></p> <p>Inflectional Endings</p> <p>Context Clues</p>	<p>Visualize</p> <p>Plot: Beginning, Middle, End</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Text Features: Captions</p>	<p>Week 1 Phonemic Awareness: Blending, Categorization, Segmentation Phonics/Spelling*: short <i>a</i>, short <i>i</i> Structural Analysis: Plural Nouns with -s, -es High-Frequency Words: <i>ball, blue, both, even, for, help, put, there, why, yellow</i></p> <p>Week 2 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Isolation, Blending Phonics/Spelling*: short <i>e</i>, short <i>o</i>, short <i>u</i> Structural Analysis: Inflectional Endings -s, -es (Nouns and Verbs) High-Frequency Words: <i>could, find, funny, green, how, little, one, or, see, sounds</i></p>	<p>Week 1 Accuracy and Intonation</p> <p>Week 2 Rate and Expression</p>	<p>Respond to Reading Writing Process Realistic Fiction Expert Model: Realistic Fiction Story Plan: Sequence Draft: Descriptive Details</p> <p>Grammar and Mechanics Week 1: Statements and Questions; Sentence Capitalization/Punctuation Week 2: Commands and Exclamations; Sentence Capitalization/Punctuation</p>	<p>Project: Food from Other Countries</p> <p>Product: Poster</p> <p>Blast: “Welcome to Our Home”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do friends depend on each other?</p> <p>Genre: Fantasy</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The New Kid”</p>	<p>“Little Flap Learns to Fly” Genre: Fantasy Lexile: 390L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Help! A Story of Friendship</i> Genre: Fiction/Fantasy Lexile: 410L</p> <p>Paired Selection “The Enormous Turnip” Genre: Folktale Lexile: 500L</p>	<p>Main Selections Genre: Fantasy A: <i>Cat and Dog</i> Lexile: 230L O: <i>The Quest</i> Lexile: 340L ELL: <i>The Quest</i> Lexile: 300L B: <i>Class Pets</i> Lexile: 500L</p> <p>Paired Selections Genre: Poetry A: “Uncle Max and I” O: “Together” ELL: “It Takes a Friend” B: “What Friends Do”</p>	<p>Academic Vocabulary: <i>actions, afraid, depend, nervously, peered, perfectly, rescue, secret</i></p> <p>Base Words</p> <p>Prefixes</p>	<p>Visualize</p> <p>Story Elements: Illustrations</p> <p>Theme</p> <p>Character</p>	<p>Week 3 Phonemic Awareness: Categorization, Substitution, Blending Phonics/Spelling*: Two-Letter Blends: <i>r</i>-blends (<i>br, cr, dr, fr, gr</i>); <i>s</i>-blends (<i>sc, sk, sl, sm, sn, sp, st, sw</i>); <i>t</i>-blends (<i>tr, tw, -nt</i>); <i>l</i>-blends (<i>bl, cl, fl, gl, pl, -lk, -lt</i>) Structural Analysis: Closed Syllables High-Frequency Words: <i>boy, by, girl, he, here, she, small, want, were, what</i></p> <p>Week 4 Phonemic Awareness: Segmentation, Categorization, Blending Phonics/Spelling*: short <i>a</i>; long <i>a</i>: <i>a_e</i> Structural Analysis: Inflectional Endings -ed, -ing High-Frequency Words: <i>another, done, into, move, now, show, too, water, year, your</i></p>	<p>Week 3 Expression</p> <p>Week 4 Intonation</p>	<p>Respond to Reading Writing Process Realistic Fiction Revise: Precise Language Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Subjects; Quotation Marks with Dialogue Week 4: Predicates; Quotation Marks with Dialogue</p>	<p>Project: We Depend on Friends</p> <p>Product: Poster</p> <p>Blast: “We Celebrate Our Friends”</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What happens when families work together?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Families Today”</p>	<p>“Families Work!” Genre: Expository Text Lexile: 500L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Families Working Together</i> Genre: Expository Text Lexile: 560L</p> <p>Paired Selection “Can Kids Help at Home?” Genre: Expository Text Lexile: 520L</p>	<p>Main Selections Genre: Expository Text A: <i>Families at Work</i> Lexile: 300L O: <i>Families at Work</i> Lexile: 400L P: <i>Families at Work</i> Lexile: 370L B: <i>Families at Work</i> Lexile: 630L</p> <p>Paired Selections Genre: Expository Text A: “A Family Sawmill” O: “A Family Sawmill” P: “A Family Sawmill” B: “A Family Sawmill”</p>	<p>Academic Vocabulary: <i>checks, choose, chores, cost, customers, jobs, spend, tools</i></p> <p>Synonyms</p>	<p>Ask and Answer Questions</p> <p>Text Features: Charts</p> <p>Central Topic and Relevant Details</p> <p>Author’s Opinion</p>	<p>Week 5 Phonemic Awareness: Isolation, Categorization, Blending Phonics/Spelling*: short <i>i</i>; long <i>i</i>: <i>i_e</i> Structural Analysis: Possessives High-Frequency Words: <i>all, any, goes, new, number, other, right, says, understands, work</i></p>	<p>Week 5 Phrasing and Accuracy</p>	<p>Respond to Reading Writing Process Expository Essay Expert Model: Expository Essay Plan: Generate Questions Draft: Sentence Types and Lengths</p> <p>Grammar and Mechanics Week 5: Expanding and Combining Sentences; Commas in a Series</p>	<p>Project: Interesting Jobs</p> <p>Product: Job Description Sheet</p> <p>Blast: “A Job for Everyone”</p>

**Differentiated Spelling Lists available*

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Super Skiers”</p>	<p>Reader's Theater: <i>Room for More</i></p>	<p>Passages Genre: Narrative Nonfiction “Freddy the Rabbit” Genre: Expository Text “Busy Bees”</p> <p>Activity Write a Pet Owner Handbook</p>	<p>Passages Genre: Expository Text “Community Heroes” Genre: Realistic Fiction “Dad for Mayor!”</p> <p>Activities Helping Your School Community Letter to the Principal</p>	<p>Writing Process Expository Essay Revise: Descriptive Details Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader's Theater Writing</p>

Grade 2 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How are offspring like their parents?</p> <p>Genre: Informational Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Wild Animal Families”</p>	<p>“Eagles and Eaglets” Genre: Expository Text (Temporal) Lexile: 520L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Baby Bears</i> Genre: Informational Text Lexile: 590L</p> <p>Paired Selection “From Caterpillar to Butterfly” Genre: Informational Text Lexile: 600L</p>	<p>Main Selections Genre: Expository Text A: <i>Animal Families</i> Lexile: 320L O: <i>Animal Families</i> Lexile: 490L P: <i>Animal Families</i> Lexile: 390L B: <i>Animal Families</i> Lexile: 600L</p> <p>Paired Selections Genre: Expository Text A: “Tadpoles into Frogs” O: “Tadpoles into Frogs” P: “Tadpoles into Frogs” B: “Tadpoles into Frogs”</p>	<p>Academic Vocabulary: <i>adult, alive, covered, fur, giant, groom, mammal, offspring</i></p> <p>Homographs</p> <p>Using a Glossary</p>	<p>Reread</p> <p>Text Features: Diagrams and Labels</p> <p>Central Idea and Relevant Details</p> <p>Text Features: Diagrams</p>	<p>Week 1 Phonemic Awareness: Addition, Substitution, Blending Phonics/Spelling*: short o; long o: o_e Structural Analysis: Inflectional Endings -ed, -ing High-Frequency Words: <i>because, cold, family, friends, have, know, off, picture, school, took</i></p> <p>Week 2 Phonemic Awareness: Deletion, Segmentation, Blending Phonics/Spelling*: short u; long u: u_e Structural Analysis: CVCe Syllables High-Frequency Words: <i>change, cheer, fall, five, look, open, should, their, won, yes</i></p>	<p>Week 1 Intonation</p> <p>Week 2 Accuracy and Phrasing</p>	<p>Respond to Reading Writing Process Research Report Expert Model: Research Report Plan: Generate Questions for Formal Inquiry Draft: Order Ideas</p> <p>Grammar and Mechanics Week 1: Nouns; Commas in a Series and with Direct Address Week 2: Singular and Plural Nouns; Abbreviations</p>	<p>Project: Life Cycle Diagram</p> <p>Product: Diagram</p> <p>Blast: “Amazing Animal Parents”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What can animals in stories teach us?</p> <p>Genre: Fable</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Fox and the Crane”</p>	<p>“The Boy Who Cried Wolf” Genre: Fable Lexile: 460L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Wolf! Wolf!</i> Genre: Fable Lexile: 580L</p> <p>Paired Selection “Cinderella and Friends” Genre: Informational Text Lexile: 520L</p>	<p>Main Selections Genre: Fable A: <i>The Cat and the Mice</i> Lexile: 200L O: <i>The Dog and the Bone</i> Lexile: 440L P: <i>The Dog and the Bone</i> Lexile: 320L B: <i>The Spider and the Honey Tree</i> Lexile: 590L</p> <p>Paired Selections Genre: Poetry A: “Beware of Tiger!” O: “The Dingo and His Shadow” P: “The Dingo and His Shadow” B: “The Girl and the Spider”</p>	<p>Academic Vocabulary: <i>believe, delicious, feast, fond, lessons, remarkable, snatch, stories</i></p> <p>Antonyms</p> <p>Base Words</p>	<p>Make, Confirm, Revise Predictions</p> <p>Main Story Elements: Character</p> <p>Plot: Sequence of Events</p> <p>Author's Purpose</p>	<p>Week 3 Phonemic Awareness: Segmentation, Substitution, Blending Phonics/Spelling*: Words with Soft c and g Structural Analysis: Prefixes re-, un-, dis- High-Frequency Words: <i>almost, buy, food, out, pull, saw, sky, straight, under, wash</i></p> <p>Week 4 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Segmentation, Blending Phonics/Spelling*: Consonant Digraphs Structural Analysis: Suffixes -ful, -less High-Frequency Words: <i>baby, early, eight, isn't, learn, seven, start, these, try, walk</i></p>	<p>Week 3 Expression</p> <p>Week 4 Phrasing and Rate</p>	<p>Respond to Reading Writing Process Research Report Revise: Vary Sentence Types/Lengths Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Kinds of Nouns: Common Nouns, Proper Nouns, Collective Nouns; Capital Letters Week 4: More Plural Nouns: Irregular Plural Nouns; Quotation Marks with Dialogue</p>	<p>Project: Food Chain Diagram</p> <p>Product: Diagram</p> <p>Blast: “Creatures as Teachers: Aesop's Fables”</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What do we love about animals?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Furry Alarm Clock”</p>	<p>“Cats and Kittens,” “Desert Camels,” “A Bat Is Not a Bird” Genre: Poetry Lexile: N/A</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Beetles,” “The Little Turtle” Genre: Poetry Lexile: N/A</p> <p>Paired Selection “Gray Goose” Genre: Poetry Lexile: N/A</p>	<p>Main Selections Genre: Fiction A: <i>Amira’s Petting Zoo</i> Lexile: 250L O: <i>Alice’s New Pet</i> Lexile: 570L ELL: <i>Alice’s New Pet</i> Lexile: 350L B: <i>Ava’s Animals</i> Lexile: 570L</p> <p>Paired Selections Genre: Informational Text A: “Sheep Season” O: “Baby Joey” ELL: “Four Little Ducklings” B: “Nanook”</p>	<p>Academic Vocabulary: <i>behave, express, feathers, flapping</i></p> <p>Suffixes -ly, -y</p>	<p>Figurative Language: Alliteration</p> <p>Rhyme Schemes</p> <p>Theme</p> <p>Poetry: Lines and Line Breaks</p>	<p>Week 5 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Substitution, Blending Phonics/Spelling*: Three-Letter Blends <i>scr, spr, str, thr, spl, shr</i> Structural Analysis: Compound Words High-Frequency Words: <i>bird, far, field, flower, grow, leaves, light, orange, ready, until</i></p>	<p>Week 5 Expression</p>	<p>Respond to Reading Writing Process Rhyming Poem Expert Model: Rhyming Poem Plan: Precise Language Draft: Specific Details</p> <p>Grammar and Mechanics Week 5: Possessive Nouns; Apostrophes</p>	<p>Project: Animal Information Cards</p> <p>Product: Information Cards</p> <p>Blast: “Dogs on the Job”</p>

**Differentiated Spelling Lists available*

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Under the Sea”</p>	<p>Reader’s Theater: <i>The Secret Song</i></p>	<p>Passages Genre: Narrative Nonfiction “A Prairie Guard” Genre: Realistic Fiction “A Visit to the Desert”</p> <p>Activities Habitat Poster Informative Paragraph</p>	<p>Passages Genre: Expository Text “Florida Panther National Wildlife Refuge” Genre: Expository Text “Monarch Butterflies on the Move”</p> <p>Activity Map of Your School Neighborhood</p>	<p>Writing Process Rhyming Poem Revise: Rhyme Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater Writing</p>

Grade 2 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How can people help out their community?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Color Your Community”</p>	<p>“Lighting Lives” Genre: Narrative Nonfiction Lexile: 650L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Biblioburro: A True Story from Columbia</i> Genre: Narrative Nonfiction Lexile: 700L</p> <p>Paired Selection “Landing on Your Feet” Genre: Personal Narrative Lexile: 610L</p>	<p>Main Selections Genre: Narrative Nonfiction A: <i>City Communities</i> Lexile: 290L O: <i>City Communities</i> Lexile: 470L ELL: <i>City Communities</i> Lexile: 400L B: <i>City Communities</i> Lexile: 620L</p> <p>Paired Selections Genre: Folktale A: “Magic Anansi” O: “Magic Anansi” ELL: “Magic Anansi” B: “Magic Anansi”</p>	<p>Academic Vocabulary: <i>across, borrow, countryside, ideas, insists, lonely, solution, villages</i></p> <p>Synonyms Homophones</p>	<p>Ask and Answer Questions</p> <p>Text Features: Photos and Captions</p> <p>Author's Purpose</p>	<p>Week 1 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Categorization, Blending Phonics/Spelling*: long <i>a</i>: <i>a, ai, ay, ea, ei, eigh, ey</i> Structural Analysis: Contractions with ‘s, ‘re, ‘ll, ‘ve High-Frequency Words: <i>about, around, good, great, idea, often, part, second, two, world</i></p> <p>Week 2 Phonemic Awareness: Isolation, Blending, Substitution, Categorization Phonics/Spelling*: long <i>i</i>: <i>i, y, igh, ie</i> Structural Analysis: Open Syllables High-Frequency Words: <i>also, apart, begin, either, hundred, over, places, those, which, without</i></p>	<p>Week 1 Accuracy and Expression</p> <p>Week 2 Phrasing</p>	<p>Respond to Reading Writing Process Personal Narrative Expert Model: Personal Narrative Plan: Sequence Draft: Focus on an Event</p> <p>Grammar and Mechanics Week 1: Action Verbs; Book Titles Week 2: Present Tense Verbs; Commas in a Series</p>	<p>Project: History Picture Book Product: Flipbook Blast: “Making Our Lives Better...Together”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What can we see in the sky?</p> <p>Genre: Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Hidden Sun”</p>	<p>“Starry Night” Genre: Fiction Lexile: 540L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Mr. Putter and Tabby See the Stars</i> Genre: Fiction Lexile: 580L</p> <p>Paired Selection “Day to Night” Genre: Expository Text Lexile: 550L</p>	<p>Main Selections Genre: Fiction A: <i>A Special Sunset</i> Lexile: 200L O: <i>A Different Set of Stars</i> Lexile: 390L ELL: <i>A Different Set of Stars</i> Lexile: 330L B: <i>Shadows in the Sky</i> Lexile: 540L</p> <p>Paired Selections Genre: Expository Text A: “Shadows and Sundials” O: “Stars” ELL: “Stars” B: “Eclipses”</p>	<p>Academic Vocabulary: <i>adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime</i></p> <p>Compound Words Multiple-Meaning Words</p>	<p>Reread</p> <p>Character Perspective</p> <p>Plot: Sequence of Events</p> <p>Text Features: Headings (Subheadings)</p>	<p>Week 3 Phonemic Awareness: Deletion, Substitution, Addition, Blending Phonics/Spelling*: long <i>o</i>: <i>o, oa, ow, oe</i> Structural Analysis: Contractions with <i>not</i> High-Frequency Words: <i>better, group, long, more, only, our, started, three, who, won't</i></p> <p>Week 4 Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: long <i>e</i>: <i>e, ee, ea, ie, y, ey, e_e</i> Structural Analysis: Plurals with -s, -es (change <i>y</i> to <i>i</i>) High-Frequency Words: <i>after, before, every, few, first, hear, hurt, old, special, would</i></p>	<p>Week 3 Intonation</p> <p>Week 4 Rate and Expression</p>	<p>Respond to Reading Writing Process Personal Narrative Revise: Conclusion Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Past and Future Tense Verbs; Letter Punctuation Week 4: Subject-Verb Agreement; Abbreviations</p>	<p>Project: Seasons Product: Report Blast: “When the Night Sky Dances”</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do you express yourself?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Why People Drum”</p>	<p>“They’ve Got the Beat!” Genre: Expository Text Lexile: 620L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Many Ways to Enjoy Music</i> Genre: Expository Text Lexile: 680L</p> <p>Paired Selection “A Musical Museum” Genre: Expository Text Lexile: 640L</p>	<p>Main Selections Genre: Expository Text A: <i>The Sounds of Trash</i> Lexile: 410L O: <i>The Sounds of Trash</i> Lexile: 530L ELL: <i>The Sounds of Trash</i> Lexile: 380L B: <i>The Sounds of Trash</i> Lexile: 590L</p> <p>Paired Selections Genre: Expository Text A: “Talking Underwater” O: “Talking Underwater” ELL: “Talking Underwater” B: “Talking Underwater”</p>	<p>Academic Vocabulary: <i>cheered, concert, instrument, movements, music, rhythm, sounds, understand</i></p> <p>Prefixes</p>	<p>Ask and Answer Questions</p> <p>Figurative Language: Idioms</p> <p>Central Idea and Relevant Details</p> <p>Text Features: Diagrams</p>	<p>Week 5 Phonological Awareness: Identify and Generate Alliteration Phonemic Awareness: Addition and Deletion, Blending Phonics/Spelling*: long <i>u</i>: <i>u_e, ue, u, ew</i> Structural Analysis: Comparative Endings -<i>er, -est</i> High-Frequency Words: <i>America, beautiful, began, climbed, come, country, didn’t, give, live, turned</i></p>	<p>Week 5 Intonation</p>	<p>Respond to Reading Writing Process Expository Essay Expert Model: Expository Essay Plan: Choose and Evaluate Sources Draft: Paragraphs</p> <p>Grammar and Mechanics Week 5: The Verb <i>have</i>; Sentence Punctuation</p>	<p>Project: National Symbols Product: Collage Blast: “Show Yourself Through Art”</p>

**Differentiated Spelling Lists available*

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Antarctica Bound!”</p>	<p>Reader’s Theater: <i>I’ll Be the Dragon</i></p>	<p>Passages Genre: Expository Text “Electric Cars” Genre: Expository Text “Powering Homes”</p> <p>Activities Lab: Learn More About the Sun’s Energy Write About Your Results</p>	<p>Passages Genre: Expository Text “Flying Firsts” Genre: Expository Text “Landing the Eagle”</p> <p>Activity Create a Timeline</p>	<p>Writing Process Expository Essay Revise: Strong Opening Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater Writing</p>

Grade 2 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How are kids around the world different?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “My New School”</p>	<p>“Happy New Year!” Genre: Realistic Fiction Lexile: 590L</p> <p><i>ELL Scaffolded</i> <i>Shared Read available</i></p>	<p>Anchor Text <i>Dear Primo: A Letter to My Cousin</i> Genre: Realistic Fiction Lexile: 610L</p> <p>Paired Selection “Games Around the World” Genre: Expository Text Lexile: 600L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Sharing Cultures</i> Lexile: 350L O: <i>A New Life in India</i> Lexile: 480L P: <i>A New Life in India</i> Lexile: 440L B: <i>Akita and Carlo</i> Lexile: 620L</p> <p>Paired Selections Genre: Expository Text A: “Music Around the World” O: “Dress Around the World” P: “Dress Around the World” B: “Food Around the World”</p>	<p>Academic Vocabulary: <i>common, costume, customs, favorite, parade, surrounded, travels, wonder</i></p> <p>Similes</p> <p>Suffixes (-er, -est)</p>	<p>Visualize</p> <p>Main Story Elements: Setting</p> <p>Plot: Compare and Contrast</p> <p>Text Features: Maps</p>	<p>Week 1 Phonemic Awareness: Identity, Categorization, Blending Phonics/Spelling*: Silent Letters <i>wr, kn, gn, mb, sc</i> Structural Analysis: Prefixes <i>re-, un-, dis-</i>; Suffixes <i>-ful, -less</i> High-Frequency Words: <i>below, colors, don’t, down, eat, many, morning, sleep, through, very</i></p> <p>Week 2 Phonemic Awareness: Substitution, Blending, Addition Phonics/Spelling*: <i>r</i>-controlled vowel /ûr/: <i>er, ir, ur, or</i> Structural Analysis: Inflectional Endings <i>-s, -es, -ed, -ing</i> High-Frequency Words: <i>animal, away, building, found, from, Saturday, thought, today, toward, watch</i></p>	<p>Week 1 Intonation</p> <p>Week 2 Rate and Expression</p>	<p>Respond to Reading Writing Process Realistic Fiction Expert Model: Realistic Fiction Plan: Details Draft: Compare and Contrast</p> <p>Grammar and Mechanics Week 1: Linking Verbs; Letter Punctuation Week 2: Helping Verbs; Book Titles</p>	<p>Project: Celebrations Around the World</p> <p>Product: Chart</p> <p>Blast: “What in the World Is for Dinner?”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How does Earth change?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Earth Changes”</p>	<p>“Into the Sea” Genre: Expository Text Lexile: 650L</p> <p><i>ELL Scaffolded</i> <i>Shared Read available</i></p>	<p>Anchor Text <i>Volcanoes</i> Genre: Expository Text Lexile: 680L</p> <p>Paired Selection “To The Rescue” Genre: Expository Text Lexile: 750L</p>	<p>Main Selections Genre: Expository Text A: <i>Earthquakes</i> Lexile: 350L O: <i>Earthquakes</i> Lexile: 530L P: <i>Earthquakes</i> Lexile: 430L B: <i>Earthquakes</i> Lexile: 630L</p> <p>Paired Selections Genre: Expository Text A: “Glaciers” O: “Glaciers” P: “Glaciers” B: “Glaciers”</p>	<p>Academic Vocabulary: <i>active, Earth, explode, island, local, properties, solid, steep</i></p> <p>Sentence (Context) Clues</p> <p>Homographs</p>	<p>Reread</p> <p>Text Features: Headings and Bold Print</p> <p>Author’s Purpose</p> <p>Text Features: Titles and Headings</p>	<p>Week 3 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Substitution, Blending Phonics/Spelling*: <i>r</i>-controlled vowels /ôr/: <i>or, ore, oar and /âr/: ar</i> Structural Analysis: Plurals (Irregular) High-Frequency Words: <i>ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</i></p> <p>Week 4 Phonological Awareness: Identify Syllables Phonemic Awareness: Blending Phonics/Spelling*: <i>r</i>-controlled vowel /îr/: <i>eer, ere, ear</i> Structural Analysis: Abbreviations High-Frequency Words: <i>again, behind, eyes, gone, happened, house, inside, neither, stood, young</i></p>	<p>Week 3 Phrasing</p> <p>Week 4 Intonation</p>	<p>Respond to Reading Writing Process Realistic Fiction Revise: Point of View Peer Conference; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Irregular Verbs; Capitalization of Proper Nouns Week 4: Progressive Tense; Apostrophes</p>	<p>Project: Earth Changes</p> <p>Product: Before and After Pictures of Earth Changes</p> <p>Blast: “How Mountains Form”</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What excites us about nature?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Redwood National Forest,” “The Amazing Meadow,” “The Sahara Desert”</p>	<p>“Snow Shape,” “Nature Walk,” “In the Sky” Genre: Poetry Lexile: N/A</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “April Rain Song,” “Rain Poem” Genre: Poetry Lexile: N/A</p> <p>Paired Selection “Helicopters,” “Windy Tree” Genre: Poetry Lexile: N/A</p>	<p><u>Main Selections</u></p> <p>Genre: Fiction A: <i>A Hike in the Woods</i> Lexile: 340L O: <i>A Little World</i> Lexile: 500L ELL: <i>A Little World</i> Lexile: 400L B: <i>Star Party</i> Lexile: 590L</p> <p><u>Paired Selections</u></p> <p>Genre: Poetry A: “The Woods” O: “See a Star” ELL: “By the Sea” B: “Moon”</p>	<p>Academic Vocabulary: <i>drops, excite, outdoors, pale</i></p> <p>Antonyms</p>	<p>Figurative Language: Similes</p> <p>Poetry: Free Verse</p> <p>Theme</p> <p>Rhyme Schemes</p>	<p>Week 5 Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: <i>r</i>-controlled vowel /âi/: <i>are, air, ear, ere</i> Structural Analysis: <i>r</i>-Controlled Vowel Syllables High-Frequency Words: <i>among, bought, knew, never, once, soon, sorry, talk, touch, upon</i></p>	<p>Week 5 Phrasing</p>	<p>Respond to Reading Writing Process Free Verse Poem Expert Model: Free Verse Poem Plan: Sensory Words Draft: Visual Patterns</p> <p>Grammar and Mechanics Week 5: Forming Compound Sentences; Avoiding Run-Ons; Use Comma with Coordinating Conjunction When Joining Two Sentences</p>	<p>Project: Water Cycle</p> <p>Product: Diagram</p> <p>Blast: “From the Oceans to the Skies”</p>

**Differentiated Spelling Lists available*

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Hope for the Everglades!”</p>	<p>Reader's Theater: <i>A Whale of a Story</i></p>	<p>Passages Genre: Expository Text “Tornado!” Genre: Expository Text “Landslides”</p> <p>Activities Classifying Rocks Write About Your Results</p>	<p>Passages Genre: Expository Text “Island of Hope” Genre: Expository Text “Lighting the Way”</p> <p>Activity National Monument Brochure</p>	<p>Writing Process Free Verse Poem Revise: Strong Words/Precise Words Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader's Theater Writing</p>

Grade 2 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What do heroes do?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “A Hero On and Off Skis”</p>	<p>“Cesar Chavez” Genre: Biography Lexile: 600L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Brave Bessie</i> Genre: Biography (Temporal) Lexile: 650L</p> <p>Paired Selection “The Prince’s Frog” Genre: Fairy Tale Lexile: 650L</p>	<p>Main Selections Genre: Biography A: <i>Rudy Garcia-Tolson</i> Lexile: 380L O: <i>Rudy Garcia-Tolson</i> Lexile: 550L ELL: <i>Rudy Garcia-Tolson</i> Lexile: 490L B: <i>Rudy Garcia-Tolson</i> Lexile: 640L</p> <p>Paired Selections Genre: Biography A: “The Unsinkable Molly Brown” O: “The Unsinkable Molly Brown” ELL: “The Unsinkable Molly Brown” B: “The Unsinkable Molly Brown”</p>	<p>Academic Vocabulary: <i>agree, challenging, discover, heroes, interest, perform, study, succeed</i></p> <p>Synonyms</p> <p>Using a Print or Online Dictionary</p>	<p>Summarize</p> <p>Text Features: Bold Print and Timelines</p> <p>Author’s Purpose</p> <p>Character Perspective</p>	<p>Week 1 Phonemic Awareness: Reversal, Substitution, Blending Phonics/Spelling*: Diphthongs <i>ou, ow</i> Structural Analysis: Plurals (Irregular) High-Frequency Words: <i>answer, been, body, build, head [body part], heard, minutes, myself, pretty, pushed</i></p> <p>Week 2 Phonemic Awareness: Blending, Substitution, Segmentation, Deletion Phonics/Spelling*: Diphthongs <i>oy, oi</i> Structural Analysis: Consonant + <i>le</i> Syllables (<i>el, al, tion, sion</i>) High-Frequency Words: <i>brought, busy, else, happy, I’ll, laugh, love, maybe, please, several</i></p>	<p>Week 1 Phrasing</p> <p>Week 2 Accuracy and Intonation</p>	<p>Respond to Reading Writing Process Write to Sources: Opinion Essay Analyze the Rubric Rubric Minilesson: Opinion Statement Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Pronouns (Singular, Plural); Capitalizing the pronoun <i>I</i> Week 2: Subjective, Objective, Possessive Pronouns; Commas in Dates</p>	<p>Project: American Hero</p> <p>Product: Poster</p> <p>Blast: “What Makes a Hero?”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What do good citizens do?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “A Colorful Problem”</p>	<p>“A Difficult Decision” Genre: Realistic Fiction Lexile: 510L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Grace for President</i> Genre: Realistic Fiction Lexile: 580L</p> <p>Paired Selection “Helping to Make Smiles” Genre: Narrative Nonfiction Lexile: 520L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Fixing the Playground</i> Lexile: 340L O: <i>The Food Crew</i> Lexile: 480L ELL: <i>The Food Crew</i> Lexile: 430L B: <i>How Many Greats?</i> Lexile: 620L</p> <p>Paired Selections Genre: Narrative Nonfiction A: “Hero” O: “A School Feeds Others” ELL: “A School Feeds Others” B: “Freedom Walk”</p>	<p>Academic Vocabulary: <i>champion, determined, issues, promises, responsibility, right, volunteered, votes</i></p> <p>Suffixes -ful, -less</p> <p>Idioms</p>	<p>Make and Confirm Predictions</p> <p>Plot: Beginning, Middle, End</p> <p>Character Perspective</p> <p>Text Features: Graphic Features/ Callouts</p>	<p>Week 3 Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: Variant Vowels /<i>ū</i>: <i>oo, u, u_e, ew, ue, ui</i> and /<i>ū</i>: <i>oo, ou, u</i> Structural Analysis: Contractions with <i>not</i> High-Frequency Words: <i>air, along, always, draw, during, ever, meant, nothing, story, strong</i></p> <p>Week 4 Phonological Awareness: Identify Syllables Phonemic Awareness: Deletion, Blending, Addition Phonics/Spelling*: Variant Vowel /<i>ô</i>: <i>a, aw, au, augh, al, ough</i> Structural Analysis: Vowel Team Syllables High-Frequency Words: <i>city, father, mother, o’clock, own, questions, read, searching, sure, though</i></p>	<p>Week 3 Phrasing</p> <p>Week 4 Expression and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Opinion Essay Analyze the Prompt Analyze the Sources: “Future Volunteers”; “Kids Volunteer” Plan: Organize Ideas Draft: Relevant Evidence Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Pronoun-Verb Agreement; Capitalization of Proper Nouns (days of week, months, locations, names, holiday [Election Day], name of school) Week 4: Possessive Pronouns and Reflexive Pronouns; Letter Punctuation</p>	<p>Project: Government Leader</p> <p>Product: Pamphlet</p> <p>Blast: “I Can Be a Good Citizen, Too!”</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: Why are rules important?</p> <p>Genre: Persuasive Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Towns Need Rules!”</p>	<p>“The Problem with Plastic Bags” Genre: Persuasive Text Lexile: 560L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>A Call to Compost</i> Genre: Persuasive Text Lexile: 660L</p> <p>Paired Selection “Should Students Wear Uniforms?” Genre: Expository Text Lexile: 600L</p>	<p>Main Selections Genre: Persuasive Text A: <i>Do People Need Rules?</i> Lexile: 510L O: <i>Do People Need Rules?</i> Lexile: 620L ELL: <i>Do People Need Rules?</i> Lexile: 610L B: <i>Do People Need Rules?</i> Lexile: 710L</p> <p>Paired Selections Genre: Expository Text A: “Pool Rules” O: “Pool Rules” ELL: “Pool Rules” B: “Pool Rules”</p>	<p>Academic Vocabulary: <i>exclaimed, finally, form, history, public, rules, united, writers</i></p> <p>Multiple- Meaning Words</p>	<p>Summarize</p> <p>Text Features: Charts</p> <p>Author's Purpose</p> <p>Author's Opinion</p>	<p>Week 5 Phonemic Awareness: Deletion, Segmentation, Reversal, Blending Phonics/Spelling*: Short Vowel Digraphs /e/ea; /u/ou; /i/y</p> <p>Structural Analysis: Alphabetical Order High-Frequency Words: <i>anything, children, everybody, instead, paper [piece of paper], person, voice, whole, woman, words</i></p>	<p>Week 5 Intonation</p>	<p>Respond to Reading Writing Process Write to Sources: Opinion Essay Analyze the Rubric Rubric Minilesson: Transitional Words Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Contractions; Contractions with Pronouns/ Possessive Pronouns</p>	<p>Project: Recycling</p> <p>Product: Chart</p> <p>Blast: “Rules of Respect: Making School Safe for All”</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Good Deeds Add Up”</p>	<p>Reader's Theater: <i>The Search for the Magic Lake</i></p>	<p>Passages Genre: Expository Essay “Compost: Food for Your Soil!” Genre: Realistic Fiction “Spreading the Garden Love”</p>	<p>Passages Genre: Biography “George Washington Carver” Genre: Biography “Jacqueline Cochran: American Flier”</p>	<p>Writing Process Write to Sources: Opinion Essay Analyze the Prompt Analyze the Sources: “Smart Screens”; “No More Screen Time” Plan: Organize Ideas Draft: Supporting Reason Revise: Peer Conferences</p>	<p>Reader's Theater Writing</p>

Grade 2 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do we use money?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Keep the Change!”</p>	<p>“The Life of a Dollar Bill” Genre: Expository Text (Temporal) Lexile: 660L</p> <p><i>ELL Scaffolded</i> <i>Shared Read available</i></p>	<p>Anchor Text <i>Money Madness</i> Genre: Expository Text Lexile: 780L</p> <p>Paired Selection “King Midas and the Golden Touch” Genre: Myth Lexile: 720L</p>	<p>Main Selections Genre: Expository Text A: <i>How to Be a Smart Shopper</i> Lexile: 450L O: <i>How to Be a Smart Shopper</i> Lexile: 540L ELL: <i>How to Be a Smart Shopper</i> Lexile: 500L B: <i>How to Be a Smart Shopper</i> Lexile: 680L</p> <p>Paired Selections Genre: Myth A: “The Golden Fleece” O: “The Golden Fleece” ELL: “The Golden Fleece” B: “The Golden Fleece”</p>	<p>Academic Vocabulary: <i>invented, money, prices, purchase, record, system, value, worth</i></p> <p>Paragraph Clues</p> <p>Greek/Latin Roots</p>	<p>Summarize</p> <p>Text Features: Bar Graphs</p> <p>Central Idea and Relevant Details</p> <p>Main Story Elements: Character and Events</p>	<p>Week 1 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Addition, Blending, Deletion Phonics/Spelling*: Closed and Open Syllables Structural Analysis: Compound Words High-Frequency Words: <i>door, front, order, probably, remember, someone, tomorrow, what's, worry, yesterday</i></p> <p>Week 2 Phonemic Awareness: Addition, Segmentation, Substitution, Blending Phonics/Spelling*: CVCe Syllables Structural Analysis: Review prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i> and suffixes <i>-ful</i>, <i>-less</i> High-Frequency Words: <i>alone, became, beside, four, hello, large, notice, round, suppose, surprised</i></p>	<p>Week 1 Intonation</p> <p>Week 2 Phrasing and Accuracy</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Essay Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Adjectives (including articles); Abbreviations Week 2: Articles and <i>this, that, these, and those</i>; Commas in Dates</p>	<p>Project: Producers and Consumers</p> <p>Product: Flowchart</p> <p>Blast: “Making Dollars and Cents”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What do myths help us understand?</p> <p>Genre: Drama/Myth</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Queen of Flowers”</p>	<p>“The Starry Asters” Genre: Drama/Myth Lexile: NP</p> <p><i>ELL Scaffolded</i> <i>Shared Read available</i></p>	<p>Anchor Text <i>The Contest of Athena and Poseidon</i> Genre: Drama/Myth Lexile: NP</p> <p>Paired Selection “Poseidon's Gift” Genre: Myth Lexile: 600L</p>	<p>Main Selections Genre: Drama/Myth A: <i>The Apples of Idun</i> Lexile: 400L O: <i>Hercules and the Golden Apples</i> Lexile: 550L ELL: <i>Hercules and the Golden Apples</i> Lexile: 440L B: <i>Demeter and Persephone</i> Lexile: 630L</p> <p>Paired Selections Genre: Expository Text A: “Tomatoes” O: “Apples” ELL: “Apples” B: “Pomegranates”</p>	<p>Academic Vocabulary: <i>appeared, crops, develop, edge, golden, rustled, shining, stages</i></p> <p>Idioms</p> <p>Greek/Latin Roots</p>	<p>Reread</p> <p>Elements of a Drama</p> <p>Theme</p> <p>Figurative Language</p>	<p>Week 3 Phonological Awareness: Identify Syllables Phonemic Awareness: Segmentation, Blending, Addition, Deletion Phonics/Spelling*: Final Stable Syllables: words with consonant + <i>le</i> (<i>el, al, tion, sion</i>) Structural Analysis: Contractions and Possessives High-Frequency Words: <i>above, brother, follow, listen, month, soft, something, song, who's, wind</i></p> <p>Week 4 Phonemic Awareness: Segmentation, Substitution, Reversal, Blending Phonics/Spelling*: Vowel Team Syllables Structural Analysis: Comparative endings <i>-er, -est</i> (with spelling changes) High-Frequency Words: <i>against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</i></p>	<p>Week 3 Expression</p> <p>Week 4 Intonation and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Essay Analyze the Prompt Analyze the Sources: “Meet Cara from South Florida”; “America's Winter Salad Bowl”; “The Business of Citrus” Plan: Organize Ideas Draft: Elaborative Techniques Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Adjectives That Compare; Apostrophes Week 4: Adverbs; Names and Titles</p>	<p>Project: Plants</p> <p>Product: Diagram with labels</p> <p>Blast: “Plants and Flowers That Grow into Myths”</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: Where can your imagination take you?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Give Me a Brown Box,” “Music Sends Me”</p>	<p>“A Box of Crayons,” “What Story is This?,” “The Ticket” Genre: Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Books to the Ceiling,” “I’ve Got This Covered,” “Eating While Reading” Genre: Poetry (Lyrical) Lexile: NP</p> <p>Paired Selection “Clay Play,” “Crayons” Genre: Poetry Lexile: NP</p>	<p>Main Selections Genre: Fiction A: <i>Matt’s Journey</i> Lexile: 430L O: <i>A Fantastic Day!</i> Lexile: 560L ELL: <i>A Fantastic Day!</i> Lexile: 470L B: <i>A Day in Ancient Rome</i> Lexile: 640L</p> <p>Paired Selections Genre: Poetry A: “Autumn Leaves”/ “The Orchestra” O: “A Butterfly Life”/ “Circus Day” ELL: “Pablo and I”/ “My Tiny Friend” B: “Lost and Found”/ “My Magic Car”</p>	<p>Academic Vocabulary: <i>create, dazzling, imagination, seconds</i></p> <p>Metaphors</p>	<p>Rhyme Schemes</p> <p>Text Features: Stanzas</p> <p>Character Perspective</p> <p>Poetry: Rhythm and Rhyme</p>	<p>Week 5 Phonemic Awareness: Addition, Substitution, Segmentation Phonics/Spelling*: Words with <i>r</i>-Controlled Vowel Syllables Structural Analysis: Words with Three or More Syllables High-Frequency Words: <i>afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever</i></p>	<p>Week 5 Expression</p>	<p>Writing Process Write to Sources: Expository Essay Analyze the Rubric Rubric Minilesson: Conclusion Analyze the Student Model</p> <p>Week 5 Grammar Skill: Prepositions and Prepositional Phrases Grammar Mechanics: Quoting Sources</p>	<p>Project: Authors and Artists</p> <p>Product: Oral Report</p> <p>Blast: “Set Your Imagination Free!”</p>

**Differentiated Spelling Lists available*

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Whispering Whales”</p>	<p>Reader’s Theater: <i>Mother Goose to the Rescue</i></p>	<p>Passages Genre: Expository Text “Galileo and the Telescope” Genre: Expository Text “The Shoulders of Giants”</p> <p>Activity Gravity Experiment</p>	<p>Passages Genre: Expository Text “Building a Career” Genre: Historical Fiction “The Busy Bee Bakery”</p> <p>Activities Role-Play an Interview Write a Magazine Article</p>	<p>Reader’s Theater Writing</p> <p>Writing Process Write to Sources: Expository Essay Analyze the Prompt Analyze the Sources: “Otis Boykin”; “Nikola Tesla”; “Lewis Latimer” Plan: Organize Ideas Draft: Academic Vocabulary Revise: Peer Conferences</p>	

Grade 3 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do people from different cultures contribute to a community?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Faith Ringgold: Telling Stories Through Art”</p>	<p>“Room to Grow” Genre: Narrative Nonfiction Lexile: 490L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Gary the Dreamer</i> Genre: Narrative Nonfiction Lexile: 500L</p> <p>Paired Selection “Sharing Cultures” Genre: Expository Text Lexile: 550L</p>	<p>Main Selections Genre: Biography A: <i>Judy Baca</i> Lexile: 560L O: <i>Judy Baca</i> Lexile: 630L ELL: <i>Judy Baca</i> Lexile: 610L B: <i>Judy Baca</i> Lexile: 750L</p> <p>Paired Selections Genre: Expository Text A: “Vibrant Los Angeles” O: “Vibrant Los Angeles” ELL: “Vibrant Los Angeles” B: “Vibrant Los Angeles”</p>	<p>Academic Vocabulary: <i>admires, classmate, community, contribute, practicing, pronounce, scared, tumbled</i></p> <p>Compound Words</p> <p>Synonyms</p>	<p>Ask and Answer Questions</p> <p>Headings and Maps</p> <p>Text Structure: Chronology</p> <p>Author’s Purpose</p>	<p>Week 1: Short vowels: <i>a, i</i></p> <p>Structural Analysis: Word Families</p> <p>Week 2: Short vowels: <i>e, o, u</i></p> <p>Structural Analysis: Inflectional Endings</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Accuracy and Expression</p> <p>Week 2: Rate</p>	<p>Respond to Reading</p> <p>Writing Process Personal Narrative Plan: Sequence of Events Draft: Descriptive Details</p> <p>Grammar and Mechanics Week 1: Sentences and Fragments; Statements and Questions; Capitalization and Punctuation Week 2: Commands and Exclamations</p>	<p>Project: Culture in Your Community</p> <p>Product: Map</p> <p>Blast: “Who Made That?”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What can traditions teach you about cultures?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Ready for Aloha”</p>	<p>“The Dream Catcher” Genre: Realistic Fiction Lexile: 470L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Yoon and the Jade Bracelet</i> Genre: Realistic Fiction Lexile: 480L</p> <p>Paired Selection “Family Traditions” Genre: Expository Text Lexile: 480L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>The Special Meal</i> Lexile: 380L O: <i>A Row of Lamps</i> Lexile: 410L ELL: <i>A Row of Lamps</i> Lexile: 310L B: <i>Dragons on the Water</i> Lexile: 700L</p> <p>Paired Selections Genre: Expository Text A: “More About Mole” O: “Diwali” ELL: “Diwali” B: “A Great Tradition”</p>	<p>Academic Vocabulary: <i>celebrate, courage, disappointment, precious, pride, remind, symbols, tradition</i></p> <p>Context Clues</p> <p>Antonyms</p>	<p>Visualize</p> <p>Character Perspective</p> <p>Plot: Character Development</p> <p>Author’s Purpose</p>	<p>Week 3: Final e</p> <p>Structural Analysis: Inflectional Endings (drop final e)</p> <p>Week 4 Long <i>a</i>: <i>ay, ai, a_e, ea, eigh, ei, ey</i></p> <p>Structural Analysis: Plurals -s and -es</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Rate</p> <p>Week 4: Expression</p>	<p>Respond to Reading</p> <p>Writing Process Personal Narrative Revise: Sentence Fluency Peer Conferencing Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Subjects Week 4: Predicates</p>	<p>Project: Cultural Traditions</p> <p>Product: Quilt</p> <p>Blast: “City of Cultures”</p>

Grade 3 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do landmarks help us understand our country's story?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "America's Landmarks and Memorials"</p>	<p>"Preserve and Protect"</p> <p>Genre: Argumentative Text Lexile: 660L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "Protecting Our Parks" Genre: Argumentative Text Lexile: 690L</p> <p>Paired Selection "5 Questions for George McDonald" Genre: Expository Text Lexile: 860L</p>	<p>Main Selections</p> <p>Genre: Argumentative Text A: <i>Preserving a Special Place</i> Lexile: 630L O: <i>Preserving a Special Place</i> Lexile: 750L ELL: <i>Preserving a Special Place</i> Lexile: 730L B: <i>Preserving a Special Place</i> Lexile: 830L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: "Gateway Arch" O: "Gateway Arch" ELL: "Gateway Arch" B: "Gateway Arch"</p>	<p>Academic Vocabulary: <i>carved, clues, grand, landmark, massive, monument, national, traces</i></p> <p>Multiple-Meaning Words</p>	<p>Ask and Answer Questions</p> <p>Captions, Maps, and Sidebars</p> <p>Central Idea and Relevant Details</p> <p>Author's Claim</p>	<p>Week 5: Long o: o, ow, o_e, oa, oe</p> <p>Structural Analysis: Compound Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Opinion Essay Plan: Identify Relevant Information Draft: Fact and Opinion</p> <p>Grammar and Mechanics Week 5: Simple and Compound Sentences; Punctuate Simple and Compound Sentences</p>	<p>Project: Landmarks in Your State</p> <p>Product: Postcard</p> <p>Blast: "Special Places"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article "Soccer Is America's Game!"</p>	<p>Reader's Theater: <i>Take Me to Your Litter</i></p>	<p>Passages Genre: Expository Text "Saving Desert Treasures"</p> <p>Genre: Expository Text "Protecting the Pronghorn"</p> <p>Activities Compare the Passages How Does a Cactus Store Water?</p>	<p>Passages Genre: Expository Text "Steel Drums of the Caribbean"</p> <p>Genre: Realistic Fiction "Career Day"</p> <p>Activities Compare the Passages Label a Map of the Caribbean Create a Caribbean Fact Sheet</p>	<p>Writing Process Opinion Essay Revise: Strong Opening Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 3 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do people make government work?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “All About Elections!”</p>	<p>“Every Vote Counts!” Genre: Expository Text Lexile: 560L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Vote!</i> Genre: Expository Text Lexile: 530L</p> <p>Paired Selection “A Plan for the People” Genre: Expository Text Lexile: 530L</p>	<p>Main Selections Genre: Expository Text A: <i>The Race for the Presidency</i> Lexile: 560L O: <i>The Race for the Presidency</i> Lexile: 720L ELL: <i>The Race for the Presidency</i> Lexile: 710L B: <i>The Race for the Presidency</i> Lexile: 890L</p> <p>Paired Selections Genre: Expository Text A: “Elementary School Lawmakers” O: “Elementary School Lawmakers” ELL: “Elementary School Lawmakers” B: “Elementary School Lawmakers”</p>	<p>Academic Vocabulary: <i>announced, candidates, convince, decisions, elect, estimate, government, independent</i></p> <p>Prefixes: re-, un-</p> <p>Using a Dictionary</p>	<p>Reread</p> <p>Headings and Bar Graphs</p> <p>Author's Claim</p> <p>Author's Purpose: Text Structure</p>	<p>Week 1 Long <i>i</i>: <i>i, ie, igh, i_e, y</i>; Long <i>u</i>: <i>u, u_e, ew</i> Structural Analysis: Plural Words with <i>y</i> to <i>l</i></p> <p>Week 2 Long <i>e</i>: <i>e, ea, ee, e_e, ie, ey, y</i> Structural Analysis: Inflectional Endings</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Intonation and Phrasing</p> <p>Week 2 Rate</p>	<p>Respond to Reading Writing Process Realistic Fiction Story Plan: Sequence of Events Draft: Dialogue</p> <p>Grammar and Mechanics Week 1: Kinds of Nouns Week 2: Singular and Plural Nouns</p>	<p>Project: Workers in Your Community</p> <p>Product: Thank-You Card</p> <p>Blast: “Let’s Vote on It”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: Why do people immigrate to new places?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Our Story Cloth”</p>	<p>“Sailing to America” Genre: Historical Fiction Lexile: 460L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Castle on Hester Street</i> Genre: Historical Fiction Lexile: 730L</p> <p>Paired Selection “Next Stop, America!” Genre: Expository Text Lexile: 510L</p>	<p>Main Selections Genre: Historical Fiction A: <i>The Promise of Gold Mountain</i> Lexile: 490L O: <i>Moving from Mexico</i> Lexile: 640L ELL: <i>Moving from Mexico</i> Lexile: 540L B: <i>Gustaf Goes to America</i> Lexile: 690L</p> <p>Paired Selections Genre: Expository Text A: “Gold in California!” O: “Mexican Revolution 1910-1920” ELL: “Mexican Revolution 1910-1920” B: “A Celebrating Swedish Culture”</p>	<p>Academic Vocabulary: <i>arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered</i></p> <p>Figurative Language</p> <p>Homographs</p>	<p>Make Predictions</p> <p>Plot: Character Development</p> <p>Theme</p> <p>Text Structure: Cause and Effect</p>	<p>Week 3 Words with Silent Letters Structural Analysis: Singular and Plural Possessives</p> <p>Week 4 Three-Letter Blends Structural Analysis: Closed Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy and Phrasing</p> <p>Week 4 Rate</p>	<p>Writing Process Realistic Fiction Story Revise: Strong Conclusion Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Special Nouns; Week 4: Combining Sentences</p>	<p>Project: Immigration to the United States</p> <p>Product: Journal Entry</p> <p>Blast: “Leaving Home”</p>

Grade 3 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do people figure things out?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “New Bike, Old Bike”</p>	<p>“Empanada Day,” “Cold Feet,” “Our Washing Machine,” “Bugged” Genre: Poetry Lexile: NP (non-prose) <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “The Inventor Thinks Up Helicopters” and “The Ornithopter” Genre: Poetry Lexile: NP (non-prose)</p> <p>Paired Selection “Montgolfier Brothers’ Hot Air Balloon” Genre: Poetry Lexile: NP (non-prose)</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Problem Solved</i> Lexile: 480L O: <i>The Long Walk</i> Lexile: 560L ELL: <i>The Long Walk</i> Lexile: 490L B: <i>Two Up, One Down</i> Lexile: 610L</p> <p>Paired Selections Genre: Poetry A: “Rainy Day” O: “The Forgetful Girl” and “The Friendly Frog” ELL: “Thomas the Mess Monster” B: “I Listen” and “The Nesting Box”</p>	<p>Academic Vocabulary: <i>bounce, imagine, inventor, observer</i></p> <p>Poetry Terms: <i>alliteration, free verse, limerick, rhyme</i></p> <p>Figurative Language</p>	<p>Alliteration and Rhymed Verse</p> <p>Text Structure: Limerick and Free Verse</p> <p>Character Perspective</p> <p>Rhyme Scheme</p>	<p>Week 5 Digraphs</p> <p>Structural Analysis: Open Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Poetry Plan: Ideas Draft: Rhythm and Rhyme</p> <p>Grammar and Mechanics Week 5: Possessive Nouns</p>	<p>Project: Famous Inventors</p> <p>Product: Interview</p> <p>Blast: “I Spy with My Little Eye”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “A Hunt to Help Frogs”</p>	<p>Reader’s Theater: <i>Name That Character!</i></p>	<p>Passages Genre: Expository Text “Lighting for Less”</p> <p>Genre: Realistic Fiction “Someday”</p> <p>Activities Compare Passages Explore How Light Moves Write a Lab Report</p>	<p>Passages Genre: Expository Text “Solving Local Problems”</p> <p>Genre: Expository Text “What Constitutes a Constitution?”</p> <p>Activities Compare Passages Create a Classroom Constitution</p>	<p>Writing Process Poetry Revise: Figurative Language Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 3 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What do we know about Earth and its neighbors?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Our Home in the Solar System”</p>	<p>“Earth and Its Neighbors” Genre: Expository Text Lexile: 660L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Earth</i> Genre: Expository Text Lexile: 630L</p> <p>Paired Selection “Why the Sun is Red” Genre: Legend Lexile: 500L</p>	<p>Main Selections Genre: Expository Text A: <i>Destination Saturn</i> Lexile: 500L O: <i>Destination Saturn</i> Lexile: 700L ELL: <i>Destination Saturn</i> Lexile: 660L B: <i>Destination Saturn</i> Lexile: 780L</p> <p>Paired Selections Genre: Legend A: “Why the Stars Twinkle” O: “Why the Stars Twinkle” ELL: “Why the Stars Twinkle” B: “Why the Stars Twinkle”</p>	<p>Academic Vocabulary: <i>amount, astronomy, globe, solar system, support, surface, temperature, warmth</i></p> <p>Suffixes: -y, -ly</p> <p>Using a Dictionary</p>	<p>Summarize</p> <p>Key Words and Charts</p> <p>Central Idea and Relevant Details</p> <p>Personification</p>	<p>Week 1 <i>r</i>-Controlled Vowels</p> <p>Structural Analysis: Contractions</p> <p>Week 2 <i>r</i>-Controlled Vowels</p> <p>Structural Analysis: Prefixes: <i>un-</i>, <i>re-</i>, <i>pre-</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression</p> <p>Week 2 Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Opinion Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Action Verbs; Quotation Marks with Dialogue Week 2: Subject-Verb Agreement</p>	<p>Project: The Sun and Stars</p> <p>Product: Genre Writing</p> <p>Blast: “Eyes in the Sky”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What makes different animals unique?</p> <p>Genre: Folktale</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Bear, Beaver, and Bee”</p>	<p>“Anansi Learns a Lesson” Genre: Folktale Lexile: 560L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Martina the Beautiful Cockroach</i> Genre: Folktale Lexile: 570L</p> <p>Paired Selection “Get a Backbone!” Genre: Expository Text Lexile: 510L</p>	<p>Main Selections Genre: Folktale A: <i>The Clever Rabbit</i> Lexile: 550L O: <i>King of the Birds</i> Lexile: 600L ELL: <i>King of the Birds</i> Lexile: 550L B: <i>Sheep and Pig Set Up Housekeeping</i> Lexile: 680L</p> <p>Paired Selections Genre: Expository Text A: “All About Bats” O: “The Real Quetzal” ELL: “The Real Quetzal” B: “Sheep and Wolves”</p>	<p>Academic Vocabulary: <i>disbelief, dismay, fabulous, features, offered, splendid, unique, watchful</i></p> <p>Synonyms</p> <p>Idioms</p>	<p>Visualize</p> <p>Theme</p> <p>Character Perspective</p> <p>Text Structure: Compare and Contrast</p>	<p>Week 3 <i>r</i>-Controlled Vowels</p> <p>Structural Analysis: Suffixes: -y and -ly</p> <p>Week 4 Prefixes: <i>pre-</i>, <i>dis-</i>, <i>mis-</i></p> <p>Structural Analysis: Final-e Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy</p> <p>Week 4 Phrasing and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Writing Analyze the Prompt Analyze the Sources: “Space is the Place,” “Robots in Space,” “A Team That Works!” Plan: Organize Ideas Draft: Introductions Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Past-Tense Verbs Week 4: Future-Tense Verbs</p>	<p>Project: Animal Life Cycles</p> <p>Product: Life Cycle</p> <p>Blast: “The Perfect Predator”</p>

Grade 3 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How is each event in history unique?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The California Gold Rush”</p>	<p>“Moving America Forward” Genre: Expository Text Lexile: 720L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Birth of an Anthem” Genre: Expository Text Lexile: 700L</p> <p>Paired Selection “Discovering life Long Ago” Genre: Expository Text Lexile: 740L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: <i>Wheels to Wings</i> Lexile: 590L O: <i>Wheels to Wings</i> Lexile: 650L ELL: <i>Wheels to Wings</i> Lexile: 620L B: <i>Wheels to Wings</i> Lexile: 730L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: “Keeping History Alive” O: “Keeping History Alive” ELL: “Keeping History Alive” B: “Keeping History Alive”</p>	<p>Academic Vocabulary <i>agreeable, appreciate, boomed, descendants, population, resources, transportation, vehicles</i></p> <p>Suffixes: -able, -ful, -less</p>	<p>Summarize</p> <p>Timelines and Captions</p> <p>Text Structure: Chronology</p> <p>Author's Purpose</p>	<p>Week 5 Diphthongs /oi/ and /ou/</p> <p>Structural Analysis: Prefixes: <i>un-, non-, dis-</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Relevant Evidence Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Combining Sentences with Verbs</p>	<p>Project: Important Events in History</p> <p>Product: Newspaper Article</p> <p>Blast: “The Caddo”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Saving Our Oceans”</p>	<p>Reader's Theater: <i>Weather . . . whether you like it or not</i></p>	<p>Passages Genre: Expository Text “Fascinating Facts About Our Amazing Sun”</p> <p>Genre: Expository Text “Sun Storms”</p> <p>Activities Compare the Passages Explore Sun Prints</p>	<p>Passage Genre: Expository Text “On the Moon”</p> <p>Activities Determine Central Idea and Relevant Details Conduct an Interview Write a Summary</p>	<p>Writing Process Write to Sources: Opinion Writing Analyze the Prompt Analyze the Sources: “Driving Toward a Future,” “A Safer Way to Drive?,” “Driverless Cars: Not So Fast!” Plan: Organize Ideas Draft: Strong Conclusion Revise: Peer Conferences</p>	<p>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 3 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How can you use what you know to help others?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Dancing La Raspa”</p>	<p>“The Impossible Pet Show” Genre: Realistic Fiction Lexile: 600L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Talented Clementine</i> Genre: Realistic Fiction Lexile: 660L</p> <p>Paired Selection “Clementine and the Family Meeting” Genre: Realistic Fiction Lexile: 630L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Every Picture Tells a Story</i> Lexile: 470L O: <i>A Chef in the Family</i> Lexile: 530L PLL: <i>A Chef in the Family</i> Lexile: 440L B: <i>Stepping Forward</i> Lexile: 700L</p> <p>Paired Selections Genre: Realistic Fiction A: “Hidden Treasure” O: “The Perfect Sandwich” PLL: “The Perfect Sandwich” B: “Rigel to the Rescue”</p>	<p>Academic Vocabulary: <i>achievement, apologized, attention, audience, confidence, embarrassed, realized, talents</i></p> <p>Prefixes: <i>un-, non-, im-, pre-</i></p> <p>Base Words</p>	<p>Ask and Answer Questions</p> <p>Character Perspective</p> <p>Plot: Character Development</p> <p>Figurative Language</p>	<p>Week 1 <i>/û/: oo, ew, u_e, ue, u, ui, ou;</i> <i>/û/: oo, ou</i></p> <p>Structural Analysis: Base Words in Related Words</p> <p>Week 2 Plural Words</p> <p>Structural Analysis: Vowel Team Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression and Rate</p> <p>Week 2 Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Linking Verbs; Principal Modals Week 2: Contractions with <i>Not</i></p>	<p>Project: Skills and Talents</p> <p>Product: Blog</p> <p>Blast: “Clara Barton”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do animals adapt to challenges in their habitat?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “African Lions”</p>	<p>“Gray Wolf! Red Fox!” Genre: Expository Text Lexile: 750L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Amazing Wildlife of the Mojave</i> Genre: Expository Text Lexile: 720L</p> <p>Paired Selection “Little Half Chick” Genre: Fable Lexile: 690L</p>	<p>Main Selections Genre: Expository Text A: <i>Life in a Tide Pool</i> Lexile: 550L O: <i>Life in a Tide Pool</i> Lexile: 730L PLL: <i>Life in a Tide Pool</i> Lexile: 610L B: <i>Life in a Tide Pool</i> Lexile: 860L</p> <p>Paired Selections Genre: Folktale A: “Bluebird and Coyote” O: “Bluebird and Coyote” PLL: “Bluebird and Coyote” B: “Bluebird and Coyote”</p>	<p>Academic Vocabulary: <i>alert, competition, environment, excellent, prefer, protection, related, shelter</i></p> <p>Sentence Clues</p> <p>Greek and Latin Roots</p>	<p>Reread</p> <p>Maps and Captions</p> <p>Text Structure: Compare and Contrast</p> <p>Theme</p>	<p>Week 3 Variant Vowel /ô/ Structural Analysis: Greek and Latin Roots</p> <p>Week 4 Homophones</p> <p>Structural Analysis: <i>r</i>-Controlled Vowel Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Intonation</p> <p>Week 4 Accuracy</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Woof! Rrrread to Me, Please?” “Parrot Pals,” “A Dog’s Super Power” Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Main and Helping Verbs Week 4: Complex Sentences</p>	<p>Project: Animal Behaviors</p> <p>Product: Collage</p> <p>Blast: “Creatures of the Deep”</p>

Grade 3 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How can others inspire us?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “My Grandpa”</p>	<p>“Ginger’s Fingers,” “The Giant,” “Captain’s Log,” “Moon,” “Whale” Genre: Narrative Poetry, Free-Verse Poetry, and Haiku Lexile: NP (non-prose) <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones” Genre: Narrative and Free-Verse Poetry Lexile: NP (non-prose)</p> <p>Paired Selection “Narcissa” Genre: Poetry Lexile: NP (non-prose)</p>	<p><u>Main Selections</u> Genre: Realistic Fiction A: <i>A Speech to Remember</i> Lexile: 480L O: <i>Melanie’s Mission</i> Lexile: 590L ELL: <i>Melanie’s Mission</i> Lexile: 510L B: <i>In the Running</i> Lexile: 700L</p> <p><u>Paired Selections</u> Genre: Poetry A: “Let the Lion Roar” O: “In the Land of the Lions” ELL: “The Greedy Puppy” B: “Everybody’s Surfing”</p>	<p>Academic Vocabulary: <i>adventurous, courageous, extremely, weird</i></p> <p>Poetry Terms: <i>free verse, narrative poem, repetition, rhyme</i></p> <p>Metaphor</p>	<p>Repetition and Rhymed Verse</p> <p>Narrative, Free Verse, and Haiku</p> <p>Theme</p> <p>Imagery</p>	<p>Week 5 Soft c and g</p> <p>Structural Analysis: Words with -er and -est</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Relevant Evidence Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Irregular Verbs</p>	<p>Project: Inspirational Figures</p> <p>Product: Acrostic Poem</p> <p>Blast: “An Inspirational Poet”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Forbidden Foods”</p>	<p>Reader’s Theater: <i>The Baker’s Neighbor</i></p>	<p>Passages Genre: Expository Text “Armadillo: Little Armored One”</p> <p>Genre: Expository Text “Big Sticky Feet”</p> <p>Activities Compare the Passages Explore the Advantages of Adaptations</p>	<p>Passages Genre: Expository Text “Balto the Hero”</p> <p>Genre: Expository Text “A Great Race”</p> <p>Activities Compare the Passages Read a Map Write About an Animal Hero</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “A Tough Two Minutes,” “An Interview with Firefighter Grant,” “A Firefighter’s Duties” Plan: Organize Ideas Draft: Strong Conclusion Revise: Peer Conferences</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 3 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What do good citizens do?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Jimmy Carter: A Good Citizen”</p>	<p>“Dolores Huerta: Growing Up Strong” Genre: Biography Lexile: 670L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Elizabeth Stanton Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i> Genre: Biography Lexile: 700L</p> <p>Paired Selection “Susan B. Anthony Takes Action!” Genre: Biography Lexile: 730L</p>	<p>Main Selections Genre: Expository Text A: <i>Eunice Kennedy Shriver</i> Lexile: 600L O: <i>Eunice Kennedy Shriver</i> Lexile: 690L ELL: <i>Eunice Kennedy Shriver</i> Lexile: 600L B: <i>Eunice Kennedy Shriver</i> Lexile: 860L</p> <p>Paired Selections Genre: Biography A: “The Lifesaver” O: “The Lifesaver” ELL: “The Lifesaver” B: “The Lifesaver”</p>	<p>Academic Vocabulary: <i>citizenship, continued, daring, horrified, participate, proposed, unfairness, waver</i></p> <p>Prefixes and Suffixes Antonyms</p>	<p>Ask and Answer Questions Captions and Timelines Author’s Claim Text Structure: Cause and Effect</p>	<p>Week 1 Compound Words Structural Analysis: Consonant + /e Syllables Week 2 Inflectional Endings Structural Analysis: Suffixes: <i>-ful, -less, -able</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Intonation Week 2 Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Logical Progression of Ideas Analyze the Student Model Grammar and Mechanics Week 1: Singular and Plural Pronouns Week 2: Subject and Object Pronouns</p>	<p>Project: Volunteers in Your Community Product: Poster Blast: “The Generous Grower”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do we get what we need?</p> <p>Genre: Fairy Tale</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Wei and the Golden Goose”</p>	<p>“Juanita and the Beanstalk” Genre: Fairy Tale Lexile: 610L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Clever Jack Takes the Cake</i> Genre: Fairy Tale Lexile: 600L</p> <p>Paired Selection “Money Then and Now” Genre: Expository Text Lexile: 680L</p>	<p>Main Selections Genre: Fairy Tale A: <i>The Chickpea Boy</i> Lexile: 510L O: <i>The Golden Goose</i> Lexile: 590L ELL: <i>The Golden Goose</i> Lexile: 440L B: <i>A Gift for Mario</i> Lexile: 800L</p> <p>Paired Selections Genre: Expository Text A: “Forgotten Gold” O: “Gold, Gold, Gold!” ELL: “Gold, Gold, Gold!” B: “The Golden Land”</p>	<p>Academic Vocabulary: <i>admit, barter, considered, creation, humble, magnificent, payment, reluctantly</i></p> <p>Base Words Homographs</p>	<p>Summarize Theme Character Perspective Author’s Purpose</p>	<p>Week 3 Syllabication: Closed Syllables Structural Analysis: Base Words in Related Words Week 4 Inflectional Endings: <i>y to i</i> Structural Analysis: Suffixes: <i>-ful, -ness, -less</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Phrasing and Rate Week 4 Phrasing and Rate</p>	<p>Writing Process Write to Sources: Opinion Writing Analyze the Prompt Analyze the Sources: “Volunteering is a Choice,” “Serving and Learning,” “Getting Involved” Plan: Organize Ideas Draft: Elaborative Techniques Revise: Peer Conferences Grammar and Mechanics Week 3: Pronoun-Verb Agreement Week 4: Possessive Pronouns</p>	<p>Project: Business Plans Product: Business Plan Blast: “Strictly Business”</p>

Grade 3 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What are different kinds of energy?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Using Power”</p>	<p>“Here Comes Solar Power” Genre: Argumentative Text Lexile: 800L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “It’s All in the Wind” Genre: Argumentative Text Lexile: 750L</p> <p>Paired Selection “Power for All” Genre: Expository Text Lexile: 780L</p>	<p>Main Selections</p> <p>Genre: Argumentative Text A: <i>The Fuel of the Future</i> Lexile: 680L O: <i>The Fuel of the Future</i> Lexile: 750L ELL: <i>The Fuel of the Future</i> Lexile: 680L B: <i>The Fuel of the Future</i> Lexile: 800L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: “Saving Energy” O: “Saving Energy” ELL: “Saving Energy” B: “Saving Energy”</p>	<p>Academic Vocabulary: <i>energy, natural, pollution, produce, renewable, replace, sources, traditional</i></p> <p>Homophones</p>	<p>Ask and Answer Questions</p> <p>Author’s Claim</p> <p>Text Structure: Cause and Effect</p> <p>Text Features</p>	<p>Week 5 Open Syllables</p> <p>Structural Analysis: Prefixes and Suffixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Transitional Strategies Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Pronoun-Verb Contractions</p>	<p>Project: Sources of Energy</p> <p>Product: Chart</p> <p>Blast: “Can You Hear Me?”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Rising to the Challenge”</p>	<p>Reader’s Theater: <i>The Memory Quilt</i></p>	<p>Passages Genre: Expository Text “Catching the Cold”</p> <p>Genre: Expository Text “Watery Science”</p> <p>Activities Compare the Passages Exploring Watery States</p>	<p>Passages Genre: Expository Text “Leading the Dance”</p> <p>Genre: Expository Text “Sharing Culture Through Dance”</p> <p>Activities Compare the Passages Tell a Story With Dance</p>	<p>Writing Process Write to Sources: Opinion Essay Analyze the Prompt Analyze Sources: “Wind Energy is for Everyone,” “The Incredible Power of Solar Energy,” “Wind and Solar: The Perfect Combination” Plan: Organize Ideas Draft: Word Choice Revise: Peer Conferences</p>	<p>Reader’s Theater Inquiry Space Writing</p>

Grade 3 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: Why are goals important?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Mae Jamison, Astronaut”</p>	<p>“Rocketing into Space” Genre: Biography Lexile: 790L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Looking Up to Ellen Ochoa</i> Genre: Biography Lexile: 860L</p> <p>Paired Selection “A Flight to Lunar City” Genre: Fantasy Lexile: 600L</p>	<p>Main Selections Genre: Biography A: <i>Reach for the Stars</i> Lexile: 600L O: <i>Reach for the Stars</i> Lexile: 750L PLL: <i>Reach for the Stars</i> Lexile: 680L B: <i>Reach for the Stars</i> Lexile: 850L</p> <p>Paired Selections Genre: Science Fiction A: “Melina Shows Her Mettle” O: “Melina Shows Her Mettle” PLL: “Melina Shows Her Mettle” B: “Melina Shows Her Mettle”</p>	<p>Academic Vocabulary: <i>communicated, essential, goal, motivated, professional, research, serious, specialist</i></p> <p>Greek and Latin Roots</p> <p>Multiple-Meaning Words</p>	<p>Reread</p> <p>Key Words and Photographs</p> <p>Central Idea and Relevant Details</p> <p>Imagery</p>	<p>Week 1 Prefixes</p> <p>Structural Analysis: Greek and Latin Roots</p> <p>Week 2 Consonant + /e Syllables</p> <p>Structural Analysis: Latin Suffixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression and Rate</p> <p>Week 2 Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Rubric Minilesson: Academic Language Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Adjectives and Articles Week 2: Adjectives that Compare</p>	<p>Project: National Heroes</p> <p>Product: Timeline</p> <p>Blast: “Mission: Juno”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do you decide what is important?</p> <p>Genre: Drama/Myth</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Pandora Finds a Box”</p>	<p>“Athena and Arachne” Genre: Drama/Myth Lexile: NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>King Midas and the Golden Touch</i> Genre: Drama/Myth Lexile: NP (non-prose)</p> <p>Paired Selection “Carlos’s Gift” Genre: Realistic Fiction Lexile: 640L</p>	<p>Main Selections Genre: Drama A: <i>Midas and the Donkey Ears</i> Lexile: NP (non-prose) O: <i>The Naming of Athens</i> Lexile: NP (non-prose) PLL: <i>The Naming of Athens</i> Lexile: NP (non-prose) B: <i>Odysseus and King Aeolus</i> Lexile: NP (non-prose)</p> <p>Paired Selections Genre: Realistic Fiction A: “It’s Party Time!” O: “The Perfect Present” PLL: “The Perfect Present” B: “Daria’s Dream”</p>	<p>Academic Vocabulary: <i>alarmed, anguish, necessary, obsessed, possess, reward, treasure, wealth</i></p> <p>Base Words</p> <p>Compound Words</p>	<p>Make Predictions</p> <p>Elements of a Play</p> <p>Theme</p> <p>Plot: Character Development</p>	<p>Week 3 Vowel Team Syllables</p> <p>Structural Analysis: Base Words in Related Words</p> <p>Week 4 <i>r</i>-Controlled Vowel Syllables</p> <p>Structural Analysis: Latin Suffixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy</p> <p>Week 4 Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Astronauts Who Farm,” “Growing Vegetables in Space,” “Spores in Space” Plan: Organize Ideas Draft: Reference Sources Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Adverbs Week 4: Adverbs that Compare</p>	<p>Project: What We Think is Important</p> <p>Product: Bar Graph</p> <p>Blast: “Snow Leopards”</p>

Grade 3 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What makes you laugh?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Show and Tell”</p>	<p>“The Camping Trip” and “Bubble Gum” Genre: Narrative Poetry Lexile: NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Ollie’s Escape” Genre: Narrative Poetry Lexile: NP (non-prose)</p> <p>Paired Selection “The Gentleman Bookworm” Genre: Narrative Poetry Lexile: NP (non-prose)</p>	<p><u>Main Selections</u></p> <p>Genre: Realistic Fiction A: <i>Funny Faces</i> Lexile: 450L O: <i>Too Many Frogs</i> Lexile: 670L ELL: <i>Too Many Frogs</i> Lexile: 600L B: <i>The Joke’s On You</i> Lexile: 780L</p> <p><u>Paired Selections</u></p> <p>Genre: Poetry A: “My Cheeky Puppy” O: “Pet Day” ELL: “Cat and Dog” B: “The Homeword Blues”</p>	<p>Academic Vocabulary: <i>entertainment, humorous, ridiculous, slithered</i></p> <p>Poetry Terms: <i>narrative poem, rhyme, rhythm, stanza</i></p> <p>Idioms</p>	<p>Rhythm and Rhymed Verse</p> <p>Text Structure: Stanzas and Events</p> <p>Character Perspective</p> <p>Figurative Language</p>	<p>Week 5 Suffixes: <i>-ful, -less, -ly</i></p> <p>Structural Analysis: Frequently Misspelled Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Phrasing and Expression</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Rubric Minilesson: Relevant Evidence Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Prepositions; Prepositional Phrases</p>	<p>Project: Tall Tales</p> <p>Product: Tall Tale</p> <p>Blast: “The Best Medicine”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Life Boats”</p>	<p>Reader’s Theater: <i>The Lion and the Ostrich Chicks</i></p>	<p>Passages Genre: Biography “Watching the Stars: The Story of Maria Mitchell”</p> <p>Genre: Expository Text “Exoplanets Are Out of This World!”</p> <p>Activities Compare the Passages Create Your Own Constellation</p>	<p>Passages Genre: Folktale “Why the Dog’s Nose is Cold”</p> <p>Genre: Expository Text “About Folktales”</p> <p>Activities Compare the Passages Plan Your Own Animal Tale Write Your Own Animal Tale</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Why Do Animals Play?”, “Playgrounds Grow Up,” “Learning from Laughing Rats” Plan: Organize Ideas Draft: Transitional Strategies Revise: Peer Conferences</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 4 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do people respond to natural disasters?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre</i> <i>Passages available</i></p>	<p>Interactive Read Aloud: “Avalanche”</p>	<p>“A World of Change” Genre: Expository Text Lexile: 790L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Earthquakes</i> Genre: Expository Text Lexile: 870L</p> <p>Paired Selection “Weathering the Storm” Genre: Personal Narrative Lexile: 770L</p>	<p>Main Selections Genre: Expository Text A: <i>Changing Landscapes</i> Lexile: 670L O: <i>Changing Landscapes</i> Lexile: 840L ELL: <i>Changing Landscapes</i> Lexile: 740L B: <i>Changing Landscapes</i> Lexile: 920L</p> <p>Paired Selections Genre: Expository Text A: “Students Save Wetlands” O: “Students Save Wetlands” ELL: “Students Save Wetlands” B: “Students Save Wetlands”</p>	<p>Academic Vocabulary: <i>alter, collapse, crisis, destruction, hazard, severe, substantial, unpredictable</i></p> <p>Multiple-Meaning Words Homographs</p>	<p>Reread Diagrams and Headings Text Structure: Compare and Contrast Author’s Perspective</p>	<p>Week 1 Short Vowels Structural Analysis: Inflectional Endings</p> <p>Week 2 Long <i>a</i> Structural Analysis: Inflectional Endings <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Accuracy and Intonation Week 2 Expression and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Make a Claim Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Sentences; Sentence Punctuation Week 2: Subjects and Predicates; Punctuate Compound Subjects and Predicates</p>	<p>Project: Natural Disasters Product: Pamphlet Blast: “Masters of Disasters”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do your actions affect others?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre</i> <i>Passages available</i></p>	<p>Interactive Read Aloud: “Say Something”</p>	<p>“The Talent Show” Genre: Realistic Fiction Lexile: 620L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Experts, Incorporated</i> Genre: Realistic Fiction Lexile: 730L</p> <p>Paired Selection “Speaking Out to Stop Bullying” Genre: Expository Text Lexile: 800L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>The Dream Team</i> Lexile: 530L O: <i>Rosa’s Garden</i> Lexile: 710L ELL: <i>Rosa’s Garden</i> Lexile: 540L B: <i>Saving Grasshopper</i> Lexile: 810L</p> <p>Paired Selections Genre: Expository Text A: “Making a Difference” O: “Fresh from the City” ELL: “Fresh from the City” B: “Backyard Bird Habitats”</p>	<p>Academic Vocabulary: <i>accountable, advise, desperately, hesitated, humiliated, inspiration, self-esteem, uncomfortably</i></p> <p>Idioms Homophones</p>	<p>Make Predictions Plot Plot: Conflict Author’s Claim</p>	<p>Week 3 Long <i>e</i> Structural Analysis: Plurals</p> <p>Week 4 Long <i>i</i> Structural Analysis: Inflectional Endings <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy Week 4 Phrasing and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “How to Build in Flood Zones”; “More Wetlands Needed”; “Debate on Flood Zones” Plan: Organize Ideas Draft: Relevant Evidence Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Compound Sentences; Punctuating Compound Sentences Week 4: Clauses and Complex Sentences; Punctuate Complex Sentences</p>	<p>Project: Solving a Community Problem Product: Formal Letter Blast: “Friends Forever”</p>

Grade 4 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How can starting a business help others?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Kids Can Help”</p>	<p>“Dollars and Sense” Genre: Argumentative Text Lexile: 800L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Kids in Business</i> Genre: Argumentative Text Lexile: 790L</p> <p>Paired Selection “Starting a Successful Business” Genre: Procedural Text Lexile: 770L</p>	<p>Main Selections</p> <p>Genre: Argumentative Text A: <i>Start Small, Think Big</i> Lexile: 660L O: <i>Start Small, Think Big</i> Lexile: 780L ELL: <i>Start Small, Think Big</i> Lexile: 710L B: <i>Start Small, Think Big</i> Lexile: 890L</p> <p>Paired Selections</p> <p>Genre: Procedural Text A: “Spending and Saving” O: “Spending and Saving” ELL: “Spending and Saving” B: “Spending and Saving”</p>	<p>Academic Vocabulary: <i>compassionate, enterprise, exceptional, funds, innovative, process, routine, undertaking</i></p> <p>Suffixes</p>	<p>Reread</p> <p>Graphs and Headings</p> <p>Central Idea and Relevant Details</p> <p>Sequence</p>	<p>Week 5 Long o</p> <p>Structural Analysis: Compound Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Phrasing and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Elaboration Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Run-On Sentences; Correcting Fragments and Run-Ons</p>	<p>Project: Businesses That Help Others</p> <p>Product: Biographical Report</p> <p>Blast: “Helping Others Is Good Business”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Bullying: It’s Against the Law”</p>	<p>Reader’s Theater: <i>Whodunit?</i> <i>Woo Knows ...</i></p>	<p>Passages Genre: Expository Text “Landforms Shaped by Weathering and Erosion”</p> <p>Genre: Narrative Nonfiction “Dust Bowl Blues”</p> <p>Activities Compare the Passages Make a Chronology Chart Write a Science Article</p>	<p>Passage Genre: Biography “Developing a Nation’s Economy”</p> <p>Activities Determining Cause and Effect Create a Fact Card</p>	<p>Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Help Wanted”; “Skills for the Future”; “Look to the Future” Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p>	<p>Reader’s Theater Inquiry Space Writing</p>

Grade 4 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What helps an animal survive?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Adaptations at Work”</p>	<p>“Animal Adaptations” Genre: Expository Text Lexile: 850L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Spiders</i> Genre: Expository Text Lexile: 820L</p> <p>Paired Selection “Anansi and the Birds” Genre: Trickster Tale Lexile: 740L</p>	<p>Main Selections Genre: Expository Text A: <i>Extreme Animals</i> Lexile: 590L O: <i>Extreme Animals</i> Lexile: 830L ELL: <i>Extreme Animals</i> Lexile: 680L B: <i>Extreme Animals</i> Lexile: 890L</p> <p>Paired Selections Genre: Trickster Tale A: “Hare and the Water” O: “Hare and the Water” ELL: “Hare and the Water” B: “Hare and the Water”</p>	<p>Academic Vocabulary: <i>camouflaged, dribbles, extraordinary, poisonous, pounce, predator, prey, vibrations</i></p> <p>Prefixes Suffixes</p>	<p>Summarize Photographs and Captions; Headings</p> <p>Central Idea and Relevant Details</p> <p>Character Development</p>	<p>Week 1 Prefixes</p> <p>Structural Analysis: Inflectional Endings</p> <p>Week 2 Digraphs</p> <p>Structural Analysis: Possessives</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression</p> <p>Week 2 Intonation</p>	<p>Respond to Reading Writing Process Write to Souces: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Common and Proper Nouns; Capitalizing Proper Nouns Week 2: Singular and Plural Nouns; Commas in a Series</p>	<p>Project: Animal Survival</p> <p>Product: Report with Life-Cycle Diagram</p> <p>Blast: “Hidden in Plain Sight”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do animal characters change familiar stories?</p> <p>Genre: Drama</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “A Grasshopper’s Sad Tale”</p>	<p>“The Ant and the Grasshopper” Genre: Drama Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Ranita, The Frog Princess</i> Genre: Drama Lexile: NP</p> <p>Paired Selection “Pecos Bill and the Bear Lake Monster” Genre: Tall Tale Lexile: 890L</p>	<p>Main Selections Genre: Drama A: <i>Saving the Green Bird</i> Lexile: NP O: <i>The Prince Who Could Fly</i> Lexile: NP ELL: <i>The Prince Who Could Fly</i> Lexile: NP B: <i>Behind the Secret Trapdoor</i> Lexile: NP</p> <p>Paired Selections Genre: Mystery A: “The Missing Pie Mystery” O: “The Mystery of the “Spotted Dogs” ELL: “The Mystery of the Spotted Dogs” B: “The Mystery of the Messy Room”</p>	<p>Academic Vocabulary: <i>annoyed, attitude, commotion, cranky, familiar, frustrated, selfish, specialty</i></p> <p>Antonyms Greek Roots</p>	<p>Ask and Answer Questions</p> <p>Theme</p> <p>Hyperbole</p> <p>Elements of a Play</p>	<p>Week 3 Three-Letter Blends</p> <p>Structural Analysis: Words Ending in -er and -est</p> <p>Week 4 <i>r</i>-Controlled Vowels /är/ and /ôr/</p> <p>Structural Analysis: Suffixes -ful and -less</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy</p> <p>Week 4 Rate</p>	<p>Respond to Reading Writing Process Write to Souces: Expository Writing Analyze the Prompt Analyze the Sources: “Life in Coral Reefs”; “Where Are the Bees?”; “Energy in the Everglades Ecosystem” Plan: Organize Ideas Draft: Transitional Strategies Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Irregular Plural Nouns; Correct Plural Forms Week 4: Possessive Nouns; Apostrophes</p>	<p>Project: Make a Food Web</p> <p>Product: Food Web</p> <p>Blast: “Cast of Animals”</p>

Grade 4 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How are writers inspired by animals?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Animal Haiku: Cricket, Lizard, Firefly, Ants, Snail”</p>	<p>“Dog,” “The Eagle,” “Chimpanzee,” “Rat” Genre: Lyric Poetry and Haiku Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk” Genre: Lyric Poem and Haiku Lexile: NP</p> <p>Paired Selection “Fog,” “White Cat Winter” Genre: Poetry Lexile: NP</p>	<p><u>Main Selections</u> Genre: Realistic Fiction A: <i>Putting on an Act</i> Lexile: 620L O: <i>The Big One</i> Lexile: 690L ELL: <i>The Big One</i> Lexile: 530L B: <i>Dolphin Cove</i> Lexile: 780L</p> <p><u>Paired Selections</u> Genre: Poetry A: “Broken Wing,” “Rat,” “Seal” O: “Catfish,” “Crow,” “Black Bull” ELL: “Peacock,” “Grass Snake,” “Robin” B: “Dolphin,” “Rabbit Field,” “Squirrel”</p>	<p>Academic Vocabulary: <i>brittle, creative, descriptive, outstretched</i></p> <p>Poetry Terms: <i>metaphor, simile, rhyme, meter</i></p> <p>Similes and Metaphors</p>	<p>Meter and Rhyme Lyric Poetry and Haiku Character Perspective Imagery and Assonance</p>	<p>Week 5 Suffixes Structural Analysis: Contractions <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Strong Conclusion Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Combining Sentences; Phrases and Interjections</p>	<p>Project: Present Fun Animal Facts Product: Bibliography Blast: “Inspiring Animals”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Sharks Under Attack”</p>	<p>Reader's Theater: <i>The Nightingale</i></p>	<p>Passages Genre: Expository Text “Everglades Mammals” Genre: Expository Text “Nine-Banded Armadillos”</p> <p>Activities Compare the Passages Create a Podcast</p>	<p>Passages Genre: Expository Text “Volunteering at National Parks” Genre: Biography “A Hero of Conservation”</p> <p>Activities Compare the Passages Make a Volunteer Poster</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “A Fight to Truly Be Heard”; “Inspiration on a Farm”; “A Writer to Celebrate” Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 4 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: In what ways can you help your community?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre</i> <i>Passages available</i></p>	<p>Interactive Read Aloud: “Books”</p>	<p>“Remembering Hurricane Katrina” Genre: Realistic Fiction Lexile: 800L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Aguinaldo</i> Genre: Realistic Fiction Lexile: 650L</p> <p>Paired Selection “Partaking in Public Service” Genre: Expository Text Lexile: 770L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Playground Buddy</i> Lexile: 590L O: <i>Brick by Brick</i> Lexile: 690L ELL: <i>Brick by Brick</i> Lexile: 500L B: <i>Standing Guard</i> Lexile: 760L</p> <p>Paired Selections Genre: Expository Text A: “Making a Difference” O: “A Big Heart” ELL: “A Big Heart” B: “The Great Big Birthday Bash”</p>	<p>Academic Vocabulary: <i>assigned, generosity, gingerly, mature, organizations, residents, scattered, selective</i></p> <p>Context Clues Suffixes</p>	<p>Visualize Plot: Flashback Point of View and Perspective Text Structure: Problem and Solution</p>	<p>Week 1 <i>r</i>-Controlled Vowels <i>er, ir, ur</i> Structural Analysis: Closed Syllables</p> <p>Week 2 Words with Silent Letters Structural Analysis: Open Syllables <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression</p> <p>Week 2 Expression</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Logical Progression Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Action Verbs; Titles Week 2: Verb Tenses; Subject-Verb Agreement</p>	<p>Project: Volunteering in Your Community Product: Public Service Announcement Blast: “Let’s Pitch In”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How can one person make a difference?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre</i> <i>Passages available</i></p>	<p>Interactive Read Aloud: “Nelson Mandela: Working for Freedom”</p>	<p>“Judy’s Appalachia” Genre: Expository Text Lexile: 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Delivering Justice: WW. Law and the Fight for Civil Rights</i> Genre: Biography Lexile: 830L</p> <p>Paired Selection “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement” Genre: Autobiography Lexile: 940L</p>	<p>Main Selections Genre: Biography A: <i>Jacob Riis: Champion of the Poor</i> Lexile: 610L O: <i>Jacob Riis: Champion of the Poor</i> Lexile: 790L ELL: <i>Jacob Riis: Champion of the Poor</i> Lexile: 650L B: <i>Jacob Riis: Champion of the Poor</i> Lexile: 870L</p> <p>Paired Selections Genre: Biography A: “The Fight for Equality” O: “The Fight for Equality” ELL: “The Fight for Equality” B: “The Fight for Equality”</p>	<p>Academic Vocabulary: <i>boycott, encouragement, fulfill, injustice, mistreated, protest, qualified, registered</i></p> <p>Synonyms and Antonyms Use a Dictionary</p>	<p>Reread Timeline Author’s Perspective Author’s Purpose</p>	<p>Week 3 Soft c and g Structural Analysis: Final e Syllables</p> <p>Week 4 Plurals Structural Analysis: Suffixes <i>-ment, -ness, -age, -ance, -ence</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy</p> <p>Week 4 Expression</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Civil Rights Pioneers”; “The Montgomery Bus Boycott”; “Freedom Summer and the Civil Rights Movement” Plan: Organize Ideas Draft: Sentence Fluency Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Main and Helping Verbs; Punctuation in Contractions Week 4: Linking Verbs; Subject-Verb Agreement</p>	<p>Project: People Who Made a Difference Product: Book Cover Blast: “The Power Is Yours”</p>

Grade 4 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: In what ways can advances in science be helpful or harmful?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre</i> <i>Passages available</i></p>	<p>Interactive Read Aloud: “All About Organic”</p>	<p>“Food Fight” Genre: Argumentative Text Lexile: 870L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “A New Kind of Corn” Genre: Argumentative Text Lexile: 910L</p> <p>Paired Selection “The Pick of the Patch” Genre: Sequence Text Lexile: 920L</p>	<p>Main Selections</p> <p>Genre: Argumentative Text A: <i>The Battle Against Pests</i> Lexile: 750L O: <i>The Battle Against Pests</i> Lexile: 880L ELL: <i>The Battle Against Pests</i> Lexile: 770L B: <i>The Battle Against Pests</i> Lexile: 910L</p> <p>Paired Selections</p> <p>Genre: Sequence A: “Making an Organic Garden” O: “Making an Organic Garden” ELL: “Making an Organic Garden” B: “Making an Organic Garden”</p>	<p>Academic Vocabulary: <i>advancements, agriculture, characteristics, concerns, disagreed, inherit, prevalent, resistance</i></p> <p>Greek Roots</p>	<p>Reread</p> <p>Maps and Headings</p> <p>Author’s Claim</p> <p>Text Structure: Sequence</p>	<p>Week 5 Compound Words</p> <p>Structural Analysis: Base Words and Related Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Transitional Strategies Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Irregular Verbs; Correct Verb Usage</p>	<p>Project: Advances in Farming Technology</p> <p>Product: Slideshow</p> <p>Blast: “Fertilizers: The Good and the Bad”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Kids Lead the Way”</p>	<p>Reader's Theater: “Nat Love, Western Hero”</p>	<p>Passages Genre: Expository Text “Flowering and Nonflowering Plants”</p> <p>Genre: Expository Text “Seasonal Changes”</p> <p>Activities Compare the Passages Compare and Contrast Flowering and Nonflowering Plants</p>	<p>Passages Genre: Expository Text “Challenging Times: The 1886 Hurricane”</p> <p>Genre: Expository Text “Earth Day Action”</p> <p>Activities Compare the Passages Read a Chart Write a Speech</p>	<p>Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “A River in Danger”; “Balancing Conservation and Energy Needs”; “A Winter Refuge for Geese” Plan: Organize Ideas Draft: Domain-Specific Vocabulary Revise: Peer Conferences</p>	<p>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 4 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: Why do we need government?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Speaking Out Against Child Labour”</p>	<p>“A World Without Rules” Genre: Narrative Nonfiction Lexile: 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>See How They Run</i> Genre: Narrative Nonfiction Lexile: 870L</p> <p>Paired Selection “The Birth of American Democracy” Genre: Expository Text Lexile: 830L</p>	<p>Main Selections Genre: Narrative Nonfiction A: <i>A Day in the Senate</i> Lexile: 680L O: <i>A Day in the Senate</i> Lexile: 820L PLL: <i>A Day in the Senate</i> Lexile: 800L B: <i>A Day in the Senate</i> Lexile: 890L</p> <p>Paired Selections Genre: Expository Text A: “A New President Takes Office” O: “A New President Takes Office” ELL: “A New President Takes Office” B: “A New President Takes Office”</p>	<p>Academic Vocabulary: <i>amendments, commitment, compromise, democracy, eventually, legislation, privilege, version</i></p> <p>Latin Roots Greek Roots</p>	<p>Ask and Answer Questions</p> <p>Headings and Pronunciations</p> <p>Text Structure: Cause-and-Effect</p> <p>Homophones and Homographs</p>	<p>Week 1 Inflectional Endings</p> <p>Structural Analysis: Vowel Team Syllables</p> <p>Week 2 Inflectional Endings: Changing y to i</p> <p>Structural Analysis: r-Controlled Vowel Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Phrasing and Rate</p> <p>Week 2 Phrasing and Expression</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Logical Text Structure Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Pronouns and Antecedents; Pronoun Capitalization and Clarity Week 2: Types of Pronouns; Subject and Object Pronouns</p>	<p>Project: Government</p> <p>Product: Slideshow</p> <p>Blast: “Vote for Me”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How does technology affect your life?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Good-bye Icebox!”</p>	<p>“A Telephone Mix-Up” Genre: Historical Fiction Lexile: 950L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Moon Over Star</i> Genre: Historical Fiction Lexile: 860L</p> <p>Paired Selection “Star Parties” Genre: Expository Text Lexile: 810L</p>	<p>Main Selections Genre: A: <i>Ron’s Radio</i> Lexile: 620L O: <i>The Freedom Machine</i> Lexile: 690L PLL: <i>The Freedom Machine</i> Lexile: 540L B: <i>A Better Way</i> Lexile: 790L</p> <p>Paired Selections Genre: Expository Text A: “Roosevelt’s Fireside Chat” O: “The Interstate Highway System” ELL: “The Interstate Highway System” B: “A History of Washing Technology”</p>	<p>Academic Vocabulary: <i>decade, directing, engineering, gleaming, scouted, squirmed, technology, tinkering</i></p> <p>Synonyms Context Clues</p>	<p>Make Predictions</p> <p>Plot: Setting</p> <p>Perspective and Point of View</p> <p>Description</p>	<p>Week 3 Words with /ü/, /û/, and /û/</p> <p>Structural Analysis: Consonant + le Syllables</p> <p>Week 4 Diphthongs /oi/ and /ou/</p> <p>Structural Analysis: Greek and Latin Roots</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression</p> <p>Week 4 Accuracy</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “State Government: The Executive Branch”; “State Government: The Legislative Branch”; “State Government: The Judicial Branch” Plan: Organize Ideas Draft: Elaboration Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Pronoun-Verb Agreement; Punctuation in Dialogue Week 4: Possessive Pronouns; Possessive Nouns and Pronouns</p>	<p>Project: Technological Advances</p> <p>Product: Chart</p> <p>Blast: “Technology Today”</p>

Grade 4 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do writers look at success in different ways?</p> <p>Genre: Narrative Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Sam’s Box”</p>	<p>“Sing to Me,” “The Climb” Genre: Narrative Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Swimming to the Rock,” “The Moondust Footprint” Genre: Narrative Poetry Lexile: NP</p> <p>Paired Selection “Genius,” “Winner” Genre: Narrative Poetry Lexile: NP</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Try, Try Again</i> Lexile: 600L O: <i>The Math-lete</i> Lexile: 740L ELL: <i>The Math-lete</i> Lexile: 510L B: <i>The Final</i> Lexile: 800L</p> <p>Paired Selections Genre: Poetry A: “Sunlight Sparkling on Chrome” O: “Cross-Country Race” ELL: “Cross-Country Race” B: “Talent Show”</p>	<p>Academic Vocabulary: <i>attain, dangling, hovering, triumph</i></p> <p>Poetry Terms: <i>connotation, denotation, repetition, stanza</i></p> <p>Connotation and Denotation</p>	<p>Poetry: Structure Narrative Poetry Theme Rhyme and Structure</p>	<p>Week 5 Variant Vowel /ô/ Structural Analysis: Frequently Confused Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Pronouns and Homophones; Contractions and Possessives</p>	<p>Project: Looking at Success Product: Interview Blast: “Defining Success”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Log On to Online Learning”</p>	<p>Reader’s Theater: “All the Money in the World”</p>	<p>Passages Genre: Expository Text “Turn Up the Heat”</p> <p>Genre: Expository Text “3...2...1: We Have Spin-Off!”</p> <p>Activities Compare the Passages Space to Earth Chart</p>	<p>Passages Genre: Expository Text “The United States Constitution and the Rights of States”</p> <p>Genre: Expository Text “A Government That Depends on Its States”</p> <p>Activities Compare the Passages Research Facts</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “How Technology Is Aiding Senior Citizens”; “The New Science of Animal Prosthetics”; “Healthcare and Drones” Plan: Organize Ideas Draft: Precise Language Revise: Peer Conferences</p>	<p>Reader’s Theater Inquiry Space Writing</p>

Grade 4 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What can you discover when you look closely at something?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Stick Like a Gecko”</p>	<p>“Your World Up Close” Genre: Expository Text Lexile: 860L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>A Drop of Water</i> Genre: Expository Text Lexile: 870L</p> <p>Paired Selection “The Incredible Shrinking Potion” Genre: Fantasy Lexile: 980L</p>	<p>Main Selections Genre: Expository Text A: <i>Secrets of the Ice</i> Lexile: 650L O: <i>Secrets of the Ice</i> Lexile: 850L ELL: <i>Secrets of the Ice</i> Lexile: 780L B: <i>Secrets of the Ice</i> Lexile: 900L</p> <p>Paired Selections Genre: Fantasy A: “Super-vision” O: “Super-vision” ELL: “Super-vision” B: “Super-vision”</p>	<p>Academic Vocabulary: <i>cling, dissolves, gritty, humid, magnify, microscope, mingle, typical</i></p> <p>Antonyms Homophones</p>	<p>Summarize Photographs and Captions Text Structure: Chronology Imagery</p>	<p>Week 1 Closed Syllables Structural Analysis: Latin Prefixes Week 2 Open Syllables Structural Analysis: Irregular Plurals <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression and Accuracy Week 2 Intonation and Phrasing</p>	<p>Respond to Reading Writing Process Personal Narrative Analyze an Expert Model Plan: Choose Your Topic Plan: Sequence of Events Draft: Sensory Details</p> <p>Grammar and Mechanics Week 1: Adjectives; Punctuation Week 2: Articles; Articles and Demonstrative Adjectives</p>	<p>Project: Looking Closely Product: Picture Book Blast: “How Old Is Your Water?”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: In what ways do people show they care about each other?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “A Special Birthday Hug”</p>	<p>“Sadie’s Game” Genre: Realistic Fiction Lexile: 850L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Mama, I’ll Give You the World</i> Genre: Realistic Fiction Lexile: 970L</p> <p>Paired Selection “Miami by Way of Fujian” Genre: Realistic Fiction Lexile: 580L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Saving Stolen Treasure</i> Lexile: 560L O: <i>The Perfect Present</i> Lexile: 690L ELL: <i>The Perfect Present</i> Lexile: 560L B: <i>First Edition</i> Lexile: 750L</p> <p>Paired Selections Genre: Realistic Fiction A: “Miguel’s Amazing Shyness Cure” O: “Fly Me to the Moon” ELL: “Fly Me to the Moon” B: “Magnolia Leaves”</p>	<p>Academic Vocabulary: <i>bouquet, emotion, encircle, express, fussy, portraits, sparkle, whirl</i></p> <p>Similes and Metaphors Idioms</p>	<p>Visualize Plot: Foreshadowing Plot: Conflict Plot: Character Development</p>	<p>Week 3 Vowel Teams Structural Analysis: Greek and Latin Roots Week 4 <i>r</i>-Controlled Vowel Syllables Structural Analysis: Frequently Misspelled Words <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression Week 4 Intonation and Phrasing</p>	<p>Respond to Reading Writing Process Personal Narrative Revise: Strong Conclusion Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Adjectives That Compare; Punctuation in Letters Week 4: Comparing with <i>More</i> and <i>Most</i>; Combining Sentences</p>	<p>Project: Community Organizations Product: Report Blast: “Lending a Helping Hand”</p>

Grade 4 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How can learning about the past help you understand the present?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Learning About the Past”</p>	<p>“The Founding of Jamestown” Genre: Expository Text Lexile: 930L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Rediscovering Our Spanish Beginnings</i> Genre: Expository Text Lexile: 940L</p> <p>Paired Selection “History’s Mysteries” Genre: Informative Article Lexile: 890L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: <i>Treks Through Time</i> Lexile: 690L O: <i>Treks Through Time</i> Lexile: 860L ELL: <i>Treks Through Time</i> Lexile: 730L B: <i>Treks Through Time</i> Lexile: 930L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: “The Ancient One” O: “The Ancient One” ELL: “The Ancient One” B: “The Ancient One”</p>	<p>Academic Vocabulary: <i>archaeology, document, era, evidence, expedition, permanent, tremendous, uncover</i></p> <p>Proverbs and Adages</p>	<p>Summarize</p> <p>Sidebars and Maps</p> <p>Text Structure: Chronology</p> <p>Author’s Perspective</p>	<p>Week 5 Consonant + /e Syllables</p> <p>Structural Analysis: Latin Suffixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Rate and Expression</p>	<p>Respond to Reading</p> <p>Writing Process Expository Writing Analyze an Expert Model Plan: Choose Your Topic Plan: Write an Outline Draft: Relevant Evidence</p> <p>Grammar and Mechanics Week 5: Comparing with <i>Good</i> and <i>Bad</i>; Combining Sentences</p>	<p>Project: Effects of Spanish Rule in Florida</p> <p>Product: Slideshow or Poster</p> <p>Blast: “Live and Learn”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Help in a Box”</p>	<p>Reader's Theater: <i>The Camera in the Attic</i></p>	<p>Passages Genre: Expository Text “Minerals and Rocks”</p> <p>Genre: Expository Text “Marvelous Magnets”</p> <p>Activities Compare the Passages Conduct a Magnet Experiment What Other Objects Are Magnetic?</p>	<p>Passages Genre: Expository Text “European Explorers”</p> <p>Genre: Biography “Estéban Dorantes”</p> <p>Activities Compare the Passages Make a Timeline</p>	<p>Writing Process Expository Writing Revise: Sentence Fluency Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 4 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How have our energy resources changed over the years?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre</i> <i>Passages available</i></p>	<p>Interactive Read Aloud: “Light Through the Ages”</p>	<p>“The Great Energy Debate” Genre: Narrative Nonfiction Lexile: 910L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Energy Island</i> Genre: Narrative Nonfiction Lexile: 840L</p> <p>Paired Selection “Of Fire and Water” Genre: Myths Lexile: 910L</p>	<p>Main Selections Genre: Narrative Nonfiction A: <i>Planet Power</i> Lexile: 700L O: <i>Planet Power</i> Lexile: 850L ELL: <i>Planet Power</i> Lexile: 770L B: <i>Planet Power</i> Lexile: 920L</p> <p>Paired Selections Genre: Myth A: “Helios and Phaeton” O: “Helios and Phaeton” ELL: “Helios and Phaeton” B: “Helios and Phaeton”</p>	<p>Academic Vocabulary: <i>coincidence, consequences, consume, converted, efficient, incredible, installed, renewable</i></p> <p>Latin and Greek Prefixes</p> <p>Prefixes</p>	<p>Ask and Answer Questions</p> <p>Sidebars</p> <p>Central Idea and Relevant Details</p> <p>Plot: Conflict</p>	<p>Week 1 Words with /ən/ Structural Analysis: Number Prefixes</p> <p>Week 2 Homophones Structural Analysis: Latin Suffixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Rate and Accuracy</p> <p>Week 2 Intonation</p>	<p>Respond to Reading Writing Process Fictional Narrative Analyze an Expert Model Plan: Choose Your Topic Plan: Sequence of Events Draft: Dialogue</p> <p>Grammar and Mechanics Week 1: Adverbs; <i>Good</i> vs. <i>Well</i> Week 2: Comparing with Adverbs; Punctuation and Capitalization</p>	<p>Project: Energy Resources</p> <p>Product: Game or Puzzle</p> <p>Blast: “Fueling the Future”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do traditions connect people?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre</i> <i>Passages available</i></p>	<p>Interactive Read Aloud: “Reading the Sky”</p>	<p>“A Surprise Reunion” Genre: Historical Fiction Lexile: 650L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Game of Silence</i> Genre: Historical Fiction Lexile: 900L</p> <p>Paired Selection “Native Americans: Yesterday and Today” Genre: Expository Text Lexile: 900L</p>	<p>Main Selections Genre: Historical Fiction A: <i>Maple Sugar Moon</i> Lexile: 620L O: <i>Grandfather's Basket</i> Lexile: 700L ELL: <i>Grandfather's Basket</i> Lexile: 600L B: <i>A Song for Marie and Ajidamo</i> Lexile: 790L</p> <p>Paired Selections Genre: Expository Text A: “Maple Sugar” O: “Penobscot Nation” ELL: “Penobscot Nation” B: “The Civilization Regulations”</p>	<p>Academic Vocabulary: <i>ancestors, despised, endurance, forfeit, honor, intensity, irritating, retreated</i></p> <p>Connotation and Denotation</p> <p>Words from Mythology</p>	<p>Reread</p> <p>Plot: Setting</p> <p>Theme</p> <p>Maps</p>	<p>Week 3 Prefixes Structural Analysis: Words from Mythology</p> <p>Week 4 Suffixes Structural Analysis: Greek and Latin Roots</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression</p> <p>Week 4 Accuracy</p>	<p>Respond to Reading Writing Process Fictional Narrative Revise: Description Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Negatives; Correcting Double Negatives Week 4: Prepositions; Review Using Quotations</p>	<p>Project: Comparing Traditions and Culture</p> <p>Product: Comparison Chart</p> <p>Blast: “Living Your Past”</p>

Grade 4 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What shapes a person's identity?</p> <p>Genre: Free Verse</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Papa's Pastry Shop”</p>	<p>“Climbing Blue Hill,” “My Name Is Ivy,” “Collage” Genre: Free Verse Lexile: NP (non-prose) <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “the drum,” “Birdfoot's Grampa,” “My Chinatown” Genre: Free Verse Lexile: NP (non-prose)</p> <p>Paired Selection “Growing Up,” “My People” Genre: Free Verse Lexile: NP (non-prose)</p>	<p><u>Main Selections</u> Genre: Realistic Fiction A: <i>Hooked</i> Lexile: 620L O: <i>Homesick for American Samoa</i> Lexile: 740L ELL: <i>Homesick for American Samoa</i> Lexile: 570L B: <i>Saving Snowdrop</i> Lexile: 810L</p> <p><u>Paired Selections</u> Genre: Poetry A: “Let's Make Music” O: “Piecing It All Together” ELL: “Piecing It All Together” B: “I Can Do It!”</p>	<p>Academic Vocabulary: <i>gobble, individuality, mist, roots</i></p> <p>Poetry Terms: <i>free verse, imagery, metaphor, personification</i></p> <p>Figurative Language</p>	<p>Imagery and Personification</p> <p>Free Verse</p> <p>Theme</p> <p>Character Perspective</p>	<p>Week 5 Prefixes and Suffixes</p> <p>Structural Analysis: Words from Around the World</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Phrasing</p>	<p>Respond to Reading Writing Process Free Verse Poetry Analyze an Expert Model Plan: Choose Your Topic Plan: Metaphor and Simile Draft: Alliteration</p> <p>Grammar and Mechanics Week 5: Using Prepositions; Using Commas with Phrases</p>	<p>Project: Create a Podcast</p> <p>Product: Podcast</p> <p>Blast: “Becoming Bessie”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Charge!”</p>	<p>Reader's Theater: <i>Little Talk But I Wonder</i></p>	<p>Passages Genre: Expository Text “Renewable Energy”</p> <p>Genre: Expository Text “Nonrenewable Energy”</p> <p>Activities Compare the Passages Conserve Now Charge</p>	<p>Passages Genre: Expository Text “Native Americans During Times of Exploration”</p> <p>Genre: Expository Text “The Tradition of Making Baskets”</p> <p>Activities Compare the Passages Make a Basket Design</p>	<p>Writing Process Free Verse Poetry Revise: Precise Words Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 5 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How can experiencing nature change the way you think about it?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Capturing the Natural World” Genre: Narrative Nonfiction</p>	<p>“A Life in the Woods” Genre: Narrative Nonfiction Lexile: 770L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Camping with the President</i> Genre: Narrative Nonfiction Lexile: 760L</p> <p>Paired Selection “A Walk with Teddy” Genre: Autobiography Lexile: 910L</p>	<p>Main Selections Genre: Narrative Nonfiction A: <i>Save This Space!</i> Lexile: 750L O: <i>Save This Space!</i> Lexile: 960L ELL: <i>Save This Space!</i> Lexile: 730L B: <i>Save This Space!</i> Lexile: 980L</p> <p>Paired Selections Genre: Expository Text A: “The Journey of Lewis and Clark” O: “The Journey of Lewis and Clark” ELL: “The Journey of Lewis and Clark” B: “The Journey of Lewis and Clark”</p>	<p>Academic Vocabulary: <i>debris, emphasis, encounter, generations, indicated, naturalist, sheer, spectacular</i></p> <p>Homographs Prefixes</p>	<p>Ask and Answer Questions</p> <p>Primary and Secondary Sources</p> <p>Text Structure: Cause and Effect</p> <p>Author’s Perspective</p>	<p>Week 1 Short Vowels</p> <p>Week 2 Long Vowels</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Accuracy and Expression</p> <p>Week 2 Intonation and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Make a Claim Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Sentences; Punctuating Sentences Week 2: Subjects and Predicates; Commas</p>	<p>Project: Experiencing Nature</p> <p>Product: Promotional Map</p> <p>Blast: “Protecting Our Parks”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do we get the things we need?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Finding a Way” Genre: Realistic Fiction</p>	<p>“A Fresh Idea” Genre: Realistic Fiction Lexile: 760L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>One Hen</i> Genre: Realistic Fiction Lexile: 810L</p> <p>Paired Selection “Reading Between the Dots” Genre: Personal Narrative Lexile: 910L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Parker’s Plan</i> Lexile: 680L O: <i>Can-do Canines</i> Lexile: 790L ELL: <i>Can-do Canines</i> Lexile: 570L B: <i>Cleaning Up the Competition</i> Lexile: 970L</p> <p>Paired Selections Genre: Expository Text A: “Taking Care of Your Money” O: “You Can Bank on It” ELL: “You Can Bank on It” B: “Growing Money”</p>	<p>Academic Vocabulary: <i>afford, loan, profit, prosper, risk, savings, scarce, wages</i></p> <p>Context Clues: Sentence Clues Suffixes</p>	<p>Reread</p> <p>Plot: Conflict and Resolution</p> <p>Plot: Events</p> <p>Text Structure: Chronology</p>	<p>Week 3 Words with /ū/, /û/, and /ü/</p> <p>Week 4 <i>r</i>-controlled Vowels <i>/är/, /ârl/, /òr/</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression and Phrasing</p> <p>Week 4 Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Landmark Deal Approved!,” “Fund Florida Forever!,” “Revitalize Florida’s Downtowns” Plan: Organize Ideas Draft: Relevant Evidence Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Compound Sentences; Punctuation in Compound Sentences Week 4: Complex Sentences; Commas</p>	<p>Project: Meeting Needs</p> <p>Product: Compare/Contrast Chart</p> <p>Blast: “Clothing, Food, and Shelter”</p>

Grade 5 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What are the positive and negative effects of new technology?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Electronic Books: A New Way to Read” Genre: Argumentative Text</p>	<p>“Are Electronic Devices Good for Us?” Genre: Argumentative Text Lexile: 900L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Future of Transportation</i> Genre: Argumentative Text Lexile: 870L</p> <p>Paired Selection “Getting from Here to There” Genre: Technical Text Lexile: 890L</p>	<p>Main Selections Genre: Expository Text A: <i>What About Robots?</i> Lexile: 740L O: <i>What About Robots?</i> Lexile: 840L ELL: <i>What About Robots?</i> Lexile: 760L B: <i>What About Robots?</i> Lexile: 990L</p> <p>Paired Selections Genre: Persuasive Text A: “No Substitute” O: “No Substitute” ELL: “No Substitute” B: “No Substitute”</p>	<p>Academic Vocabulary: <i>access, advance, analysis, cite, counterpoint, data, drawbacks, reasoning</i></p> <p>Greek and Latin Prefixes</p>	<p>Reread</p> <p>Headings and Graphs</p> <p>Author's Claim</p> <p>Author's Purpose</p>	<p>Week 5 <i>r-controlled Vowel /ûr/</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Strong Introduction Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Run-on Sentences; Correcting Run-on Sentences</p>	<p>Project: Technology</p> <p>Product: Debate</p> <p>Blast: “Riding Technology's Rollercoaster”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Take It from Nature”</p>	<p>Reader's Theater: <i>It Couldn't Be Done</i></p>	<p>Passages Genre: Narrative Nonfiction “A Protector of Nature” Genre: Narrative Nonfiction “Children Save the Rain Forest” Genre: Realistic Fiction “Solutions, Not Complaints”</p> <p>Activities Compare the Passages Complete a Map Write an Essay</p>	<p>Passages “The NYC Subway: An Interview with a Transit Supervisor” “Solutions, Not Complaints”</p> <p>Activities Compare the Passages Write a Letter</p>	<p>Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Honoring Black Women Inventors of the Past,” “Morse Code Is Safe and Reliable,” “All Aboard on America's Rail System” Plan: Organize Ideas Draft: Elaboration Revise: Peer Conferences</p>	<p>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What do good problem solvers do?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Haudenosaunee Confederacy” Genre: Expository Text</p>	<p>“Creating a Nation” Genre: Expository Text Lexile: 690L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Who Wrote the U.S. Constitution?</i> Genre: Expository Text Lexile: 760L</p> <p>Paired Selection “Wordsmiths” Genre: Expository Text Lexile: 970L</p>	<p>Main Selections Genre: Expository Text A: <i>The Bill of Rights</i> Lexile: 820L O: <i>The Bill of Rights</i> Lexile: 920L ELL: <i>The Bill of Rights</i> Lexile: 840L B: <i>The Bill of Rights</i> Lexile: 1000L</p> <p>Paired Selections Genre: Expository Text A: “Having Your Say” O: “Having Your Say” ELL: “Having Your Say” B: “Having Your Say”</p>	<p>Academic Vocabulary: <i>committees, convention, debate, proposal, representatives, resolve, situation, union</i></p> <p>Context Clues</p> <p>Dictionary and Glossary</p>	<p>Reread</p> <p>Headings and Timelines</p> <p>Text Structure: Problem and Solution</p> <p>Print and Graphic Features</p>	<p>Week 1 Variant Vowel /ô/; Diphthongs /oi/, /ou/</p> <p>Week 2 Plurals</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Accuracy and Rate</p> <p>Week 2 Accuracy and Expression</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Kinds of Nouns; Capitalizing Proper Nouns Week 2: Singular and Plural Nouns; Forming Plural Nouns</p>	<p>Project: Founders Solve Problems</p> <p>Product: Multimedia Slideshow</p> <p>Blast: “Meet Me in the Middle”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: When has a plan helped you accomplish a task?</p> <p>Genre: Folktale</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Lost Lake and the Golden Cup” Genre: Folktale</p>	<p>“The Magical Lost Brocade” Genre: Folktale Lexile: 740L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Blancaflor</i> Genre: Folktale Lexile: 870L</p> <p>Paired Selection “From Tale to Table” Genre: Expository Text Lexile: 990L</p>	<p>Main Selections Genre: Folktale A: <i>The Lion's Whiskers</i> Lexile: 760L O: <i>The Riddle of the Drum: A Tale from Mexico</i> Lexile: 810L ELL: <i>The Riddle of the Drum: A Tale from Mexico</i> Lexile: 570L B: <i>Clever Manka</i> Lexile: 860L</p> <p>Paired Selections Genre: Expository Text A: “From Fiber to Fashion” O: “Make a Drum” ELL: “Make a Drum” B: “From Bee to You”</p>	<p>Academic Vocabulary: <i>assuring, detected, emerging, gratitude, guidance, outcome, previous, pursuit</i></p> <p>Personification</p> <p>Roots</p>	<p>Make Predictions</p> <p>Plot: Setting</p> <p>Theme</p> <p>Text Structure: Sequence</p>	<p>Week 3 Inflectional Endings</p> <p>Week 4 Contractions</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression and Phrasing</p> <p>Week 4 Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Benjamin Franklin's Bifocals,” “Margaret Knight, Engineer and Inventor,” “Henry Ford and the Model T” Plan: Organize Ideas Draft: Elaboration Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: More Plural Nouns; Plural Forms and Appositives Week 4: Possessive Nouns; Adding -s or -'s</p>	<p>Project: Accomplishing a Task</p> <p>Product: Illustrated Food Web</p> <p>Blast: “Stand by Your Plan”</p>

Grade 5 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What motivates you to accomplish a goal?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “How to Make a Friend” Genre: Narrative Poetry</p>	<p>“A Simple Plan,” “Rescue” Genre: Narrative and Free Verse Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Stage Fright,” “Catching Quiet” Genre: Narrative and Free Verse Poetry Lexile: NP</p> <p>Paired Selection “Foul Shot” Genre: Free Verse Poetry Lexile: NP</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Clearing the Jungle</i> Lexile: 650L O: <i>I Want to Ride!</i> Lexile: 730L ELL: <i>I Want to Ride!</i> Lexile: 600L B: <i>Changing Goals</i> Lexile: 860L</p> <p>Paired Selections Genre: Poetry A: “Just for Once” O: “Home Run” ELL: “Smash!” B: “Today’s Lesson”</p>	<p>Academic Vocabulary: <i>ambitious, memorized, satisfaction, shuddered</i></p> <p>Poetry Terms: <i>narrative, repetition, free verse, rhyme</i></p> <p>Homographs</p>	<p>Repetition and Rhyme</p> <p>Narrative and Free Verse</p> <p>Theme</p> <p>Form and Line Breaks</p>	<p>Week 5 Closed Syllables <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Academic Language Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Prepositional Phrases; Punctuating Titles and Letters</p>	<p>Project: Achieving Goals Product: Comic Strip Blast: “Reaching a Goal”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “The Long Road”</p>	<p>Reader's Theater: <i>A Boy Named Abe</i></p>	<p>Passages “Popover! The Ultimate Baked Bubble” “Cooking with Electricity”</p> <p>Activities Compare the Passages Make Observations Explain Your Observations</p>	<p>Passages “Searching for Freedom” “Supporting Religious Liberty”</p> <p>Activities Compare the Passages Make a Timeline</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Going Above and Beyond,” “The Turtle Lady of Juno Beach,” “Community Bird Scientist” Plan: Organize Ideas Draft: Transitions Revise: Peer Conferences</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 5 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What can learning about different cultures teach us?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Foods for Thought” Genre: Realistic Fiction</p>	<p>“A Reluctant Traveler” Genre: Realistic Fiction Lexile: 770L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>They Don’t Mean It!</i> Genre: Realistic Fiction Lexile: 870L</p> <p>Paired Selection “Where Did That Come From?” Genre: Expository Text Lexile: 940L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>All the Way from Europe</i> Lexile: 690L O: <i>Dancing the Flamenco</i> Lexile: 790L ELL: <i>Dancing the Flamenco</i> Lexile: 510L B: <i>A Vacation in Minnesota</i> Lexile: 950L</p> <p>Paired Selections Genre: Expository Text A: “A Sporting Gift” O: “Flamenco” ELL: “Flamenco” B: “The Scandinavian State?”</p>	<p>Academic Vocabulary: <i>appreciation, blurted, complimenting, congratulate, contradicted, critical, cultural, misunderstanding</i></p> <p>Context Clues: Cause and Effect</p> <p>Adages</p>	<p>Summarize</p> <p>Plot: Characterization</p> <p>Theme</p> <p>Author’s Purpose</p>	<p>Week 1 Open Syllables</p> <p>Week 2 Open Syllables (V/V) <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Intonation</p> <p>Week 2 Expression and Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Precise Language Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Action Verbs; Subject-Verb Agreement Week 2: Verb Tenses; Avoid Shifting Tenses</p>	<p>Project: Learning About Different Cultures</p> <p>Product: Pamphlet</p> <p>Blast: “A Special Day”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What benefits come from people working as a group?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Teamwork in Space” Genre: Expository Text</p>	<p>“Gulf Spill Superheroes” Genre: Expository Text Lexile: 860L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Winter’s Tail</i> Genre: Expository Text Lexile: 940L</p> <p>Paired Selection “Helping Hands” Genre: Expository Text Lexile: 1040L</p>	<p>Main Selections Genre: Expository Text A: <i>The Power of a Team</i> Lexile: 740L O: <i>The Power of a Team</i> Lexile: 900L ELL: <i>The Power of a Team</i> Lexile: 800L B: <i>The Power of a Team</i> Lexile: 1010L</p> <p>Paired Selections Genre: Expository Text A: “Hands on the Wheel” O: “Hands on the Wheel” ELL: “Hands on the Wheel” B: “Hands on the Wheel”</p>	<p>Academic Vocabulary: <i>artificial, collaborate, dedicated, flexible, function, mimic, obstacle, techniques</i></p> <p>Latin Roots</p> <p>Similes and Metaphors</p>	<p>Ask and Answer Questions</p> <p>Text Structure: Problem and Solution</p> <p>Central Idea and Relevant Details</p> <p>Literal and Figurative Language</p>	<p>Week 3 Vowel Team Syllables</p> <p>Week 4 Consonant + le Syllables <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy and Rate</p> <p>Week 4 Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Parents Say No to Study Abroad,” “The Benefits of Study Abroad Programs,” “U.S. Students Study Abroad” Plan: Organize Ideas Draft: Logical Order Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Main and Helping Verbs; Special Helping Verbs; Contractions; Troublesome Words Week 4: Linking Verbs; Punctuating Titles and Product Names</p>	<p>Project: Working Together</p> <p>Product: Television Segment</p> <p>Blast: “Two Heads Are Better Than One”</p>

Grade 5 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do we explain what happened in the past?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Stonehenge: Puzzle from the Past” Genre: Argumentative Text</p>	<p>“What Was the Purpose of the Inca’s Knotted Strings?” Genre: Argumentative Text Lexile: 920L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Machu Picchu: Ancient City</i> Genre: Argumentative Text Lexile: 990</p> <p>Paired Selection “Dig This Technology!” Genre: Expository Text Lexile: 970L</p>	<p>Main Selections Genre: Expository Text A: <i>The Ancestral Puebloans</i> Lexile: 820L O: <i>The Ancestral Puebloans</i> Lexile: 920L ELL: <i>The Ancestral Puebloans</i> Lexile: 840L B: <i>The Ancestral Puebloans</i> Lexile: 990L</p> <p>Paired Selections Genre: Persuasive Text A: “The Ancestral Puebloans Were Astronomers” O: “The Ancestral Puebloans Were Astronomers” ELL: “The Ancestral Puebloans Were Astronomers” B: “The Ancestral Puebloans Were Astronomers”</p>	<p>Academic Vocabulary: <i>archaeologist, era, fragments, historian, intact, preserved, reconstruct, remnants</i></p> <p>Sentence Clues</p>	<p>Summarize</p> <p>Text Structure: Compare and Contrast</p> <p>Author’s Claim</p> <p>Figurative Language</p>	<p>Week 5 <i>r</i>-controlled Vowel Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Strong Conclusion Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Irregular Verbs; Correct Verb Usage</p>	<p>Project: Investigating the Past</p> <p>Product: Multimedia Presentation</p> <p>Blast: “Remnants of the Past”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Connect to Content: Science	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Animal Survivors”</p>	<p>Reader's Theater: <i>A Thousand Miles to Freedom</i></p>	<p>Passages Genre: Expository Text “Teamwork and Destiny” “U.S. Space School”</p> <p>Activities Compare the Passages Share and Reflect Make a Teamwork Poster</p>	<p>Passages “To Be an Archaeologist” “Digging into the Past”</p> <p>Activities Compare the Passages Make Observations of Footprints</p>	<p>Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Remember St. Helena’s Role,” “Collaboration at Angel Mounds,” “No Digging Allowed” Plan: Organize Ideas Draft: Sentence Structure Revise: Peer Conferences</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 5 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What can people do to bring about a positive change?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Fighting for Change” Genre: Biography</p>	<p>“Frederick Douglass: Freedom’s Voice” Genre: Biography Lexile: 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Rosa</i> Genre: Biography Lexile: 860L</p> <p>Paired Selection “Our Voices, Our Votes” Genre: Expository Text Lexile: 920L</p>	<p>Main Selections Genre: Biography A: <i>Jane Addams: A Woman of Action</i> Lexile: 700L O: <i>Jane Addams: A Woman of Action</i> Lexile: 910L ELL: <i>Jane Addams: A Woman of Action</i> Lexile: 710L B: <i>Jane Addams: A Woman of Action</i> Lexile: 1000L</p> <p>Paired Selections Genre: Expository Text A: “Gus García Takes on Texas” O: “Gus García Takes on Texas” ELL: “Gus García Takes on Texas” B: “Gus García Takes on Texas”</p>	<p>Academic Vocabulary: <i>anticipation, defy, entitled, neutral, outspoken, reserved, sought, unequal</i></p> <p>Prefixes and Suffixes</p> <p>Hyperbole</p>	<p>Summarize</p> <p>Photographs and Captions</p> <p>Author’s Perspective</p> <p>Text Structure: Chronology</p>	<p>Week 1 Words with Final /əl/ and /ən/</p> <p>Week 2 Prefixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression</p> <p>Week 2 Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Relevant Evidence and Sources Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Pronouns and Antecedents; Pronoun-Antecedent Agreement Week 2: Kinds of Pronouns; Quotation Marks in Dialogue</p>	<p>Project: Positive Change</p> <p>Product: Plaque</p> <p>Blast: Liberty and Justice for All</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What can you discover when you give things a second look?</p> <p>Genre: Drama</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Mystery Riddle” Genre: Drama (Mystery Play)</p>	<p>“Where’s Brownie?” Genre: Drama (Mystery Play) Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>A Window Into History: The Mystery of the Cellar Window</i> Genre: Drama (Mystery Play) Lexile: NP</p> <p>Paired Selection “A Boy, a Horse, and a Fiddle” Genre: Legend Lexile: 950L</p>	<p>Main Selections Genre: Drama A: <i>The Mysterious Teacher</i> Lexile: NP O: <i>The Unusually Clever Dog</i> Lexile: NP ELL: <i>The Unusually Clever Dog</i> Lexile: NP B: <i>The Surprise Party</i> Lexile: NP</p> <p>Paired Selections Genre: Realistic Fiction A: “The Case of the Missing Nectarine” O: “The Gift Basket” ELL: “The Gift Basket” B: “The Clothes Thief”</p>	<p>Academic Vocabulary: <i>astounded, concealed, inquisitive, interpret, preplexed, precise, reconsider, suspicious</i></p> <p>Adages and Proverbs</p> <p>Synonyms and Antonyms</p>	<p>Visualize</p> <p>Play</p> <p>Character Perspective</p> <p>Similes and Metaphors</p>	<p>Week 3 Homographs</p> <p>Week 4 Words with /chər/ and /zhər/</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Phrasing</p> <p>Week 4 Accuracy and Expression</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Building a Better World,” “The Power of Words,” “A War at Home and Abroad” Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Pronoun-Verb Agreement; Abbreviations Week 4: Possessive Pronouns; Apostrophes, Possessives, and Reflexive Pronouns</p>	<p>Project: A Second Look</p> <p>Product: Formal Letter</p> <p>Blast: A Second Glance</p>

Grade 5 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do you express that something is important to you?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “I’m a Swimmer” Genre: Free Verse Poetry</p>	<p>“How Do I Hold the Summer?,” “Catching a Fly,” “When I Dance” Genre: Lyric and Free Verse Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Words Free as Confetti,” “Dreams” Genre: Free Verse and Lyric Poetry Lexile: NP</p> <p>Paired Selection “A Story of How a Wall Stands” Genre: Free Verse Poetry Lexile: NP</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Tell Me the Old, Old Stories</i> Lexile: 650L O: <i>From Me to You</i> Lexile: 810L ELL: <i>From Me to You</i> Lexile: 580L B: <i>Every Picture Tells a Story</i> Lexile: 990L</p> <p>Paired Selections Genre: Poetry A: “Family Ties” O: “Dear Gina” ELL: “Sssh!” B: “The Eyes of a Bird”</p>	<p>Academic Vocabulary: <i>barren, expression, meaningful, plumes</i></p> <p>Poetry Terms: <i>lyric, alliteration, meter, stanza</i></p> <p>Similes and Metaphors</p>	<p>Stanza and Meter</p> <p>Lyric and Free Verse</p> <p>Theme</p> <p>Imagery</p>	<p>Week 5 Suffixes <i>-ance</i> and <i>-ence</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Logical Text Structure Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Pronouns and Homophones; Punctuating Poetry</p>	<p>Project: What Is Important to You?</p> <p>Product: Timeline</p> <p>Blast: “Expressions of Freedom”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Connect to Content: Science	Writing	Presentation Options
Extend, Connect, and Assess	Genre: Online Article “Droughtbusters”	Reader's Theater: <i>The Golden Door</i>	<p>Passages “Cesar Chavez: Hero at Work” “Army of Helpers”</p> <p>Activities Compare the Passages Analyze a Quote Create a Brochure</p>	<p>Passages “Colorful Chameleons” “Changing Their Look”</p> <p>Activities Compare the Passages Research Mimicry</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “A Life in Color,” “The Federal Art Project,” “William Bartram: One with Nature” Plan: Organize Ideas Draft: Strong Conclusion Revise: Peer Conferences</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 5 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How can scientific knowledge change over time?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Sun: Our Star” Genre: Expository Text</p>	<p>“Changing Views of Earth” Genre: Expository Text Lexile: 910L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>When Is a Planet Not a Planet?</i> Genre: Expository Text Lexile: 980L</p> <p>Paired Selection “The Crow and the Pitcher” Genre: Fable Lexile: 640L</p>	<p>Main Selections Genre: Expository Text A: <i>Mars</i> Lexile: 700L O: <i>Mars</i> Lexile: 900L ELL: <i>Mars</i> Lexile: 700L B: <i>Mars</i> Lexile: 970L</p> <p>Paired Selections Genre: Science Fiction A: “Zach the Martian” O: “Zach the Martian” ELL: “Zach the Martian” B: “Zach the Martian”</p>	<p>Academic Vocabulary: <i>approximately, astronomical, calculation, criteria, diameter, evaluate, orbit, spheres</i></p> <p>Greek Roots Thesaurus</p>	<p>Ask and Answer Questions</p> <p>Diagrams</p> <p>Central Idea and Relevant Details</p> <p>Imagery</p>	<p>Week 1 Suffixes</p> <p>Week 2 Homophones</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression</p> <p>Week 2 Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Research Report Expert Model Plan: Relevant Evidence Draft: Elaboration</p> <p>Grammar and Mechanics Week 1: Clauses; Appositives Week 2: Complex Sentences; Commas with Clauses</p>	<p>Project: Scientific Knowledge Grows</p> <p>Product: Podcast</p> <p>Blast: “A Better World with Satellites”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do shared experiences help people adapt to change?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Starting Over” Genre: Historical Fiction</p>	<p>“The Day the Rollets Got Their Moxie Back” Genre: Historical Fiction Lexile: 900L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Bud, Not Buddy</i> Genre: Historical Fiction Lexile: 950L</p> <p>Paired Selection “Musical Impressions of the Great Depression” Genre: Expository Text Lexile: 990L</p>	<p>Main Selections Genre: Historical Fiction A: <i>The Picture Palace</i> Lexile: 710L O: <i>Hard Times</i> Lexile: 830L ELL: <i>Hard Times</i> Lexile: 520L B: <i>Woodpecker Warriors</i> Lexile: 900L</p> <p>Paired Selections Genre: Expository Text A: “The Golden Age of Hollywood” O: “Chicago: Jazz Central” ELL: “Chicago: Jazz Central” B: “A Chance to Work”</p>	<p>Academic Vocabulary: <i>assume, guarantee, nominate, obviously, rely, supportive, sympathy, weakling</i></p> <p>Idioms Puns</p>	<p>Make, Confirm, and Revise Predictions</p> <p>Plot: Characterization</p> <p>Plot: Conflict</p> <p>Text Structure: Compare and Contrast</p>	<p>Week 3 Prefixes</p> <p>Week 4 Suffixes -less and -ness</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Rate</p> <p>Week 4 Accuracy</p>	<p>Respond to Reading</p> <p>Writing Process Research Report Revise: Sentence Structure Peer Conferencing Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Adjectives; Capitalization and Punctuation Week 4: Adjectives That Compare; Using More and Most</p>	<p>Project: Supporting One Another</p> <p>Product: Collage</p> <p>Blast: “Shared Experiences”</p>

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Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do natural events and human activities affect the environment?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Dams: Harnessing the Power of Water” Genre: Argumentative Text</p>	<p>“Should Plants and Animals from Other Places Live Here?” Genre: Argumentative Text Lexile: 930L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Case of the Missing Bees</i> Genre: Argumentative Text Lexile: 950L</p> <p>Paired Selection “Busy, Beneficial Bees” Genre: Expository Text Lexile: 980L</p>	<p>Main Selections Genre: Expository Text A: <i>The Great Plains</i> Lexile: 760L O: <i>The Great Plains</i> Lexile: 910L ELL: <i>The Great Plains</i> Lexile: 830L B: <i>The Great Plains</i> Lexile: 1020L</p> <p>Paired Selections Genre: Persuasive Text A: “Save the Great Plains Wolves” O: “Save the Great Plains Wolves” ELL: “Save the Great Plains Wolves” B: “Save the Great Plains Wolves”</p>	<p>Academic Vocabulary: <i>agricultural, declined, disorder, identify, probable, thrive, unexpected, widespread</i></p> <p>Root Words</p>	<p>Ask and Answer Questions</p> <p>Charts and Headings</p> <p>Author's Perspective</p> <p>Puns</p>	<p>Week 5 Suffix <i>-ion</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Personal Narrative Expert Model Plan: Sequence Draft: Description</p> <p>Grammar and Mechanics Week 5: Comparing with Good and Bad; Irregular Comparative Forms</p>	<p>Project: Environmental Changes</p> <p>Product: Mock Blog Report</p> <p>Blast: “Leaving a Trace”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Is Anybody Out There?”</p>	<p>Reader's Theater: <i>Jane Addams and Hull House</i></p>	<p>Passages “Sir Isaac Newton” “Gravity”</p> <p>Activities Compare the Passages Investigate Newton's Laws Record Your Data</p>	<p>Passages “Wind in the Great Plains” “Dusting Off with Humor”</p> <p>Activities Compare the Passages Write a 1-2-3 Report on Environment</p>	<p>Writing Process Personal Narrative Revise: Strong Conclusion Peer Conferencing Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do different groups contribute to a cause?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Hope for the Troops” Genre: Historical Fiction</p>	<p>“Shipped Out” Genre: Historical Fiction Lexile: 810L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Unbreakable Code</i> Genre: Historical Fiction Lexile: 640L</p> <p>Paired Selection “Allies in Action” Genre: Expository Text Lexile: 870L</p>	<p>Main Selections Genre: Historical Fiction A: <i>Mrs. Gleeson’s Records</i> Lexile: 730L O: <i>Norberto’s Hat</i> Lexile: 770L ELL: <i>Norberto’s Hat</i> Lexile: 640L B: <i>The Victory Garden</i> Lexile: 900L</p> <p>Paired Selections Genre: Expository Text A: “Scrap Drives and Ration Books” O: “The Bracero Program” ELL: “The Bracero Program” B: “Gardening for Uncle Sam”</p>	<p>Academic Vocabulary: <i>bulletin, contributions, diversity, enlisted, intercept, operations, recruits, survival</i></p> <p>Homophones</p> <p>Literal and Figurative Language</p>	<p>Summarize</p> <p>Plot: Flashback</p> <p>Theme</p> <p>Print and Graphic Features</p>	<p>Week 1 Words with Greek Roots</p> <p>Week 2 Words with Latin Roots <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression and Phrasing</p> <p>Week 2 Intonation</p>	<p>Respond to Reading</p> <p>Writing Process Historical Fiction Expert Model Plan: Characters Draft: Develop Plot</p> <p>Grammar and Mechanics Week 1: Adverbs; Capitalization and Abbreviations in Letters and Formal E-mails Week 2: Adverbs That Compare; Using good, well; more, most; -er, -est</p>	<p>Project: World War II</p> <p>Product: Cause/Effect Chart</p> <p>Blast: “Outstanding Contributions”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How are living things adapted to their environment?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Bacteria: They’re Everywhere” Genre: Expository Text</p>	<p>“Mysterious Oceans” Genre: Expository Text Lexile: 980L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Survival at 40 Below</i> Genre: Expository Text Lexile: 990L</p> <p>Paired Selection “Why the Evergreen Trees Never Lose Their Leaves” Genre: Pourquoi Story Lexile: 850L</p>	<p>Main Selections Genre: Expository Text A: <i>Cave Creatures</i> Lexile: 760L O: <i>Cave Creatures</i> Lexile: 900L ELL: <i>Cave Creatures</i> Lexile: 750L B: <i>Cave Creatures</i> Lexile: 1010L</p> <p>Paired Selections Genre: Pourquoi Story A: “Why Bat Flies at Night” O: “Why Bat Flies at Night” ELL: “Why Bat Flies at Night” B: “Why Bat Flies at Night”</p>	<p>Academic Vocabulary: <i>adaptation, agile, cache, dormant, forage, frigid, hibernate, insulates</i></p> <p>Context Clues: Paragraph Clues</p> <p>Sound Devices</p>	<p>Ask and Answer Questions</p> <p>Maps</p> <p>Text Structure: Cause and Effect</p> <p>Character Perspective</p>	<p>Week 3 Words from Mythology</p> <p>Week 4 Number Prefixes <i>uni-, bi-, tri-, cent-</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy and Rate</p> <p>Week 4 Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Historical Fiction Revise: Dialogue and Pacing Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Negatives; Correct Double Negatives Week 4: Sentence Combining; Commas and Colons</p>	<p>Project: Animal Adaptations</p> <p>Product: Slideshow</p> <p>Blast: “Blending In”</p>

Grade 5 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What can our connections to the world teach us?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Beat” Genre: Lyric Poetry</p>	<p>“To Travell,” “Wild Blossoms” Genre: Lyric and Narrative Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “You Are My Music (Tú eres mi música),” “You and I” Genre: Lyric and Narrative Poetry Lexile: NP</p> <p>Paired Selection “A Time to Talk” Genre: Lyric Poetry Lexile: NP</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Your World, My World</i> Lexile: 730L O: <i>Flying Home</i> Lexile: 790L ELL: <i>Flying Home</i> Lexile: 610L B: <i>Helping Out</i> Lexile: 940L</p> <p>Paired Selections Genre: Poetry A: “Do I Know You?” O: “Tell Me, Show Me” ELL: “Fun and Play” B: “A Journalistic Journey”</p>	<p>Academic Vocabulary: <i>blares, connection, errand, exchange</i></p> <p>Poetry Terms: <i>personification, assonance, consonance, imagery</i></p> <p>Personification</p>	<p>Assonance and Consonance</p> <p>Lyric and Narrative</p> <p>Point of View and Perspective</p> <p>Imagery</p>	<p>Week 5 Suffixes <i>-ible, -able</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Narrative Poem Expert Model Plan: Characters, Setting, and Plot Draft: Figurative Language</p> <p>Grammar and Mechanics Week 5: Prepositional Phrases; Pronouns in Prepositional Phrases</p>	<p>Project: Connections</p> <p>Product: Email</p> <p>Blast: “Be Nice”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Connect to Content: Science	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “The Tortoise and the Solar Plant”</p>	<p>Reader's Theater: <i>'Round the World with Nellie Bly</i></p>	<p>Passages “Sarah Winnemucca: Word Warrior” “Sequoyah’s Gift”</p> <p>Activities Compare the Passages Research Historical Information Write About a Memory</p>	<p>Passages “Wonders of the Water Cycle” “An Ocean of Adaptations”</p> <p>Activities Compare the Passages Observe Water Molecules in Action</p>	<p>Writing Process Narrative Poem Revise: Concrete Words and Sensory Language Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</p>