# Grade 1 • Unit 1

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</table>

**Week 1**
**At School**

**Essential Question:** What do you do at your school?

**Genre Focus:** Realistic Fiction

**Oral Vocabulary Words:** learn, subjects, common, object, recognize

**Oral Vocabulary Strategy:** Context Clues: Sentence Clues

**Strategy:** Visualize

**Skill:** Key Details

**Test Feature:** Photographs

**Author’s Craft**

**Phonemic Awareness:** Identity Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation

**Skills:** Identify Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation

**Structural Analysis:** Decodable Readers: “Pam Can”, “Pack a Bag!”

**Write About the Text:** Informational Text

**Grammar:** Sentences

**Mechanics:** Sentence Capitalization

**Week 2**
**Where I Live**

**Essential Question:** What is it like where you live?

**Genre Focus:** Fantasy

**Oral Vocabulary Words:** city, country, bored, feast, scurried

**Oral Vocabulary Strategy:** Context Clues: Sentence Clues

**Strategy:** Visualize

**Skill:** Key Details

**Test Feature:** Bold Print

**Author’s Craft**

**Phonemic Awareness:** Phoneme Blending, Alliteration, Phoneme Categorization, Phoneme Segmentation

**Skills:** Identify Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation

**Structural Analysis:** Double Final Consonants, Decodable Readers: “Kim and Nick Zip!”, “Jill and Jim”

**Write About the Text:** Informational Text

**Grammar:** Word Order

**Mechanics:** Sentence Capitalization and Punctuation (periods)

**Week 3**
**Our Pets**

**Essential Question:** What makes a pet special?

**Genre Focus:** Fantasy

**Oral Vocabulary Words:** care, train, groom, companion, popular

**Oral Vocabulary Strategy:** Use a Dictionary

**Strategy:** Visualize

**Skill:** Key Details

**Test Feature:** Labels

**Author’s Craft**

**Phonemic Awareness:** Phoneme Blending, Phoneme Substitution, Contrast Vowel Sounds, Phoneme Segmentation

**Skills:** Identify Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation

**Structural Analysis:** Plural Nouns, -s

**Decodable Readers:** “Cliff Has a Plan”, “A Good Black Cat”

**Write About the Text:** Narrative

**Grammar:** Statements

**Mechanics:** Capitalization and Punctuation (periods)

**Writing and Grammar Standards**

**Reading and Language Standards**

**Phonemic Awareness Standards**

**Phonics/Spelling/Handwriting/Structural Analysis Standards**

**Writing and Grammar Standards**

**Grade 1 • Unit 1**
**Week 4**

**Let's Be Friends**

**Essential Question:** What do friends do together?

**Genre Focus:** Informational Text

**Oral Vocabulary Words:**
- cooperate
- relationship
- deliver
- chore
- collect

**Oral Vocabulary Strategy:** Word Categories

1. FL.VA.7b iii.

**Skill:** Key Details

**Text Feature:** Bold Print

1. FL.K.I.

**Provenance Awareness:**
- Phoneme Categorization
- Phoneme Segmentation
- Phoneme Deletion
- Phoneme Blending

1. FL.RA.2b
1. FL.RA.2c
1. FL.RA.2d
1. FL.RA.2a

**Phonics/Spelling:** Short o

1. FL.PA.2b
1. FL.PA.2c
1. FL.PA.2d
1. FL.PA.2a

**Handwriting:** Upper and lowercase Oo

1. FL.WC.4
1. FL.WC.4a
1. FL.WC.4
1. FL.WC.4

**Structural Analysis:**
- Alphabetical order (one letter)

1. FL.PA.2d
1. FL.PWR.3
1. FL.PWR.3b
1. FL.PWR.3g
1. FL.F.5

**Write About the Text:**
- Informational Text

1. W.TTP.2
1. W.TTP.3
1. W.PDW.5
1. W.PDW.6
1. W.RBPK.8
1. W.RBPK.9

**Grammar:**
- Questions and exclamations

1. FL.SC.6
1. FL.SC.6k
1. FL.SC.6k
1. FL.SC.6

**Mechanics:**
- Capitalization and punctuation (periods, question marks, and exclamation marks)

1. 1.FL.WC.4
1. 1.SL.CC.3
1. 1.FL.SC.6j

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**Week 5**

**Let's Move!**

**Essential Question:** How does your body move?

**Genre Focus:** Informational Text

**Oral Vocabulary Words:**
- physical
- exercise
- agree
- exhausted
- difficult

**Oral Vocabulary Strategy:** Context Clues: Sentence Clues

1. FL.VA.7a
1. FL.VA.7a i

**Skill:** Key Details

**Text Feature:** Bold Print

1. FL.K.I.

**Provenance Awareness:**
- Phoneme Categorization
- Phoneme Segmentation
- Phoneme Deletion
- Phoneme Blending

1. FL.RA.2b
1. FL.RA.2c
1. FL.RA.2d
1. FL.RA.2a

**Phonics/Spelling:** Beginning consonant blends: r-blends and s-blends

1. FL.PA.2b
1. FL.PA.2c
1. FL.PA.2d
1. FL.PA.2a

**Handwriting:** Upper and lowercase Ss

1. FL.WC.4
1. FL.WC.4a
1. FL.WC.4
1. FL.WC.4

**Structural Analysis:**
- Possessives

1. FL.PA.2d
1. FL.PWR.3
1. FL.PWR.3b
1. FL.PWR.3g
1. FL.F.5

**Write About the Text:**
- Informational Text

1. W.TTP.2
1. W.TTP.3
1. W.PDW.5
1. W.PDW.6
1. W.RBPK.8
1. W.RBPK.9

**Grammar:**
- Writing sentences

1. FL.SC.6
1. FL.SC.6k
1. FL.SC.6k
1. FL.SC.6

**Mechanics:**
- Capitalization and punctuation (periods, question marks, and exclamation marks)

1. 1.FL.WC.4
1. 1.SL.CC.3
1. 1.FL.SC.6j

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**Week 6**

**Reading Digitally**

**Fluency**

**Show What You Learned**

**Extend Your Learning**

**Review, Extend, and Assess**

"World Games"

**Genre:** Online Article

1. RI.RRTC.10

**Reader's Theater:** "Look At Me Now"

1. FL.K.I.

**Passage 1:** "Sad Fran, Glad Fran"

**Genre:** Fantasy

1. RL.RI.3
1. RL.RI.1
1. RL.RI.1
1. RL.RI.1

**Focus on Fables**

1. RL.RI.3
1. RL.RI.3
1. RL.RI.3
1. RL.RI.3

**Passage 2:** "Move At School"

**Genre:** Informational Text

1. RI.K.I.
1. RI.RI.3
1. RI.RI.3
1. RI.RI.3

**Focus on Text Features**

1. RI.K.I.
1. RI.K.I.
1. RI.K.I.
1. RI.K.I.

**Focus on Vocabulary**

1. FL.WR.7a
1. FL.WR.7a
1. FL.WR.7a
1. FL.WR.7a

**Choose Your Own Book**

1. W.TTP.3

---

**Writing and Grammar**

1. W.TTP.2
1. W.TTP.3
1. W.WR.5
1. W.WR.5
1. W.WR.5

**Grammar:**
- Questions and exclamations

1. FL.SC.6j
1. FL.SC.6
1. FL.SC.6k
1. FL.SC.6
1. FL.SC.6k

**Mechanics:**
- Capitalization and punctuation (periods, question marks, and exclamation marks)

1. 1.FL.WC.4
1. 1.SL.CC.3
1. 1.FL.SC.6j
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<td></td>
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<td>fortunately</td>
<td>1.FL.KI 6</td>
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<td>Decodable Readers: “Cat But Stop Bug”</td>
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<td>astonishing</td>
<td>1.FL.KI 6</td>
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<td>“It’s Up to Us”</td>
<td>1.FL.WC 4</td>
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**Week 1**

**Jobs Around Town**

**Essential Question:** What jobs need to be done in a community?

**Genre Focus:** Realistic Fiction

**Oral Vocabulary Words:** occupation, community equipment, fortunately, astonishing

**Oral Vocabulary Strategy:** Prefixes

**1.FL.VA.7b iii.**

**1.FL.VA.7a ii.**

**Strategy:** Make and Confirm Predictions

**Skill:** Character, Setting, Events

**Test Feature:** Labels

**Author’s Craft**

**Phonemic Awareness:** Phonoeme Blending, Phoneme Isolation, Phoneme Segmentation

**Phonics/Spelling/Handwriting/Structural Analysis:** Inflectional Ending:ed

**Decodable Readers:** “Cat But Stop Bug”, “It’s Up to Us”

**Write About the Text:** Opinion

**Grammar:** Nouns

**Mechanics:** Apostrophes with Contractions

**Week 2**

**Buildings All Around**

**Essential Question:** What buildings do you know? What are they made of?

**Genre Focus:** Fantasy

**Oral Vocabulary Words:** shelter, materials, collapsed, fateful, refused

**Oral Vocabulary Strategy:** Shades of Meaning

**1.FL.VA.7b iv.**

**1.FL.VA.7a i**

**Strategy:** Make and Confirm Predictions

**Skill:** Character, Setting, Events

**Test Feature:** Captions

**Author’s Craft**

**Phonemic Awareness:** Identify and Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation

**Phonics/Spelling/Handwriting/Structural Analysis:** Inflectional Ending:ed, Decodable Readers: “Cat But Stop Bug”, “It’s Up to Us”

**Write About the Text:** Opinion

**Grammar:** Singular and Plural Nouns

**Mechanics:** Apostrophes with Contractions

**Week 3**

**A Community in Nature**

**Essential Question:** Where do animals live together?

**Genre Focus:** Informational Text

**Oral Vocabulary Words:** habitat, depend, transper, tranquil, tolerate

**Oral Vocabulary Strategy:** Context Clues

**1.FL.VA.7a**

**1.FL.VA.7a i**

**Strategy:** Read

**Skill:** Main Topic and Key Details

**Literacy Elements:** Repetition and Alliteration

**Author’s Craft**

**Phonemic Awareness:** Phonoeme Blending, Phoneme Substitution, Phoneme Categorization, Phoneme Segmentation

**Phonics/Spelling/Handwriting/Structural Analysis:** Inflectional Ending:ing, Decodable Readers: “Cat But Stop Bug”, “Stamp and Romp”

**Write About the Text:** Informational Text

**Grammar:** Possessive Nouns

**Mechanics:** Apostrophes with Possessive Nouns
### Grade 1 • Unit 2

#### Big Idea:
Our Community
What makes a community?

#### Vocabulary
**Standard**  
1.FL.VA.7a ii

**Strategy:** Read

**Skill:** Character
Setting, Events

**Text Feature:** List, Map
Author’s Craft

#### Comprehension
**Standard**  
1.FL.KD.1  
1.FL.KD.2  
1.FL.KD.3  
1.FL.KD.4  
1.FL.KD.5

**Phonemic Awareness:**  
Phoneme Isolation  
Phoneme Categorization  
Phoneme Blending  
Phoneme Segmentation

**Standard**  
1.FL.RA.2b  
1.FL.RA.2c  
1.FL.RA.2d

**Phonic/Spelling:**  
Consonant  
Digraph  
Differentiated Spelling Lists

**Handwriting:**  
Upper and Lowercase Ff

**Structural Analysis:**  
Closed Syllables

**Decodable Readers:**  
"Dash Has a Wish"  
"Help in a Flash"  
"The Helping Gang"  
"Send a Big Thanks!"

---

#### Week 4
**Let’s Help**

**Essential Question:**  
How do people help out in the community?

**Genre Focus:**  
Fantasy

**Oral Vocabulary**
**Words:**  
leadership  
admire  
enjoy  
rely  
connections

**Oral Vocabulary**
**Strategy:**  
Inflectional Endings

**1.FL.VA.7b iii**

**1.FL.VA.7a iii.**

**Strategy:**  
Reread

**Skill:**  
Character
Setting, Events

**Text Feature:**  
List, Map
Author’s Craft

**1.FL.KD.1**

**1.FL.KD.2**

**1.FL.KD.3**

**1.FL.KD.4**

**1.FL.KD.5**

**1.FL.RA.2b**

**1.FL.RA.2c**

**1.FL.RA.2d**

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#### Week 5
**Follow the Map**

**Essential Question:**  
How can you find your way around?

**Genre Focus:**  
Informational Text

**Oral Vocabulary**
**Words:**  
locate  
route  
height  
model  
separate

**Oral Vocabulary**
**Strategy:**  
Prefixes

**1.FL.VA.7a ii.**

**1.FL.VA.7b iii.**

**Strategy:**  
Reread

**Skill:**  
Main Topic and Key Details

**Text Feature:**  
Maps

**1.FL.KD.1**

**1.FL.KD.2**

**1.FL.KD.3**

**1.FL.KD.4**

**1.FL.KD.5**

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#### Week 6
**Reading Digitally**

**Fluency**

**Show What You Learned**

**Extend Your Learning**

**“Help Your Community!”**

**Genre:**  
Online Article

**1.RI.RRTC.10**

---

**Review, Extend, and Assess**

**“Help Your Community!”**

**Genre:**  
Online Article

1.RI.RRTC.10

---

**Reader’s Theater:**  
"I Speak, I Say, I Talk"

**Genre:**  
Realistic Fiction

1.FL.KD.2  
1.FL.KD.1

---

**Passage 1:**  
"Where Is Rex?"

**Genre:**  
Realistic Fiction

1.FL.KD.2  
1.FL.KD.1

---

**Passage 2:**  
"Jobs, Jobs, Jobs"

**Genre:**  
Informational Text

1.FL.KD.2  
1.FL.KD.1

---

**Focus on Poetry**

1.FL.KD.1

---

**Focus on Main Events**

1.FL.KD.3

---

**Focus on Vocabulary**

1.FL.VA.7b

---

**Focus on Writing**

1.FL.SC.6

---

**Choose Your Own Book**

1.FL.KD.1  
1.FL.KD.2

---

**1.FL.RA.2b**

**1.FL.RA.2c**

**1.FL.RA.2d**

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**1.FL.RA.2b**

**1.FL.RA.2c**

**1.FL.RA.2d**

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**1.FL.WC.4**

**1.FL.WC.4a**

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**1.W.TTP.3**

**1.W.PDW.5**
# Grade 1 • Unit 3

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<thead>
<tr>
<th><strong>Big Idea:</strong></th>
<th>Changes Over Time</th>
<th>What can happen over time?</th>
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## Week 1

**What Time Is It?**

**Essential Question:** How do we measure time?

**Genre Focus:** Fantasy

**Oral Vocabulary Words:**
- schedule
- immediately
- weekend
- calendar
- occasion

**Oral Vocabulary Strategy:** Antonyms

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<th><strong>Phonological/Phonemic Awareness Standard</strong></th>
<th><strong>Phonics/Spelling/Handwriting/Structural Analysis Standard</strong></th>
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<td>1.FL.PA.2d</td>
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**Text Feature:** Bold Print

**Author's Craft:**

**1.RL.KID.1**

**1.RL.KID.2**

**1.RL.KID.3**

**1.RL.KID.1**

**1.RI.CS.5**

**Phonemic Awareness:**
- Phoneme Identity
- Phoneme Addition
- Phoneme Substitution
- Phoneme Blending
- Phoneme Segmentation

**Phonics/Spelling:**
- Long a

**Handwriting:**
- Upper and Lowercase
- Dd

**Structural Analysis:**
- Contractions with not

**Decodable Readers:**
- "Dave Was Late"
- "Is It Late?"

**Write About the Text:** Narrative

**Grammar:**
- Verbs

**Mechanics:**
- Commas in a Series

**Week 2

**Watch It Grow!**

**Essential Question:** How do plants change as they grow?

**Genre Focus:** Drama

**Oral Vocabulary Words:**
- assist
- bloom
- grasped
- spied
- sprout

**Oral Vocabulary Strategy:** Context Clues: Sentence Clues

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<td>1.FL.PA.2d</td>
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**Text Feature:** Diagram

**Author's Craft:**

**1.RL.KID.1**

**1.RL.KID.2**

**1.RL.KID.2**

**1.RL.KID.3**

**1.RL.KID.1**

**1.R1.FL.VA.7c**

**1.RL.KID.1**

**1.RL.IKI.7**

**Phonemic Awareness:**
- Alliteration
- Phoneme Deletion
- Phoneme Segmentation
- Phoneme Blending
- Phoneme Segmentation

**Phonics/Spelling:**
- Long i

**Handwriting:**
- Upper and Lowercase
- Vv

**Structural Analysis:**
- Plurals (with CVCe words)

**Decodable Readers:**
- "A Fine Plant"
- "Plants Take Time to Grow"

**Write About the Text:** Narrative

**Grammar:**
- Present-Tense Verbs

**Mechanics:**
- Capitalize and Underline Titles of Plays

**Week 3

**Tales Over Time**

**Essential Question:** What is a folktale?

**Genre Focus:** Folktale

**Oral Vocabulary Words:**
- eventually
- foolish
- hero
- take
- tired

**Oral Vocabulary Strategy:** Compound Words

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<tr>
<td>1.FL.VA.7a i</td>
<td>1.LL.KID.1</td>
<td>1.FLA.2b</td>
<td>1.FLC.4</td>
<td>1.W.TTP.3</td>
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<td>1.FLA.2c</td>
<td>1.FLC.4a</td>
<td>1.FL.SC.Ed</td>
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<td>1.FLA.2d</td>
<td>1.FLC.4b</td>
<td>1.FL.SC.6</td>
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<td>1.FL.PA.2b</td>
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<td>1.FL.PA.2c</td>
<td></td>
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<td></td>
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<td></td>
<td>1.FL.PA.2d</td>
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</tr>
</tbody>
</table>

**Text Feature:** Diagram

**Author's Craft:**

**1.RL.KID.1**

**1.RL.KID.2**

**1.RL.KID.2**

**1.RL.KID.3**

**1.RL.KID.1**

**1.RL.IKI.7**

**Phonemic Awareness:**
- Alliteration
- Phoneme Deletion
- Phoneme Segmentation
- Phoneme Blending
- Phoneme Segmentation

**Phonics/Spelling:**
- Soft c, Soft g, dge

**Handwriting:**
- Upper and Lowercase

**Structural Analysis:**
- Inflectional Endings -ed and -ing

**Decodable Readers:**
- "The King and Five Mice"
- "Tales from a Past Age"

**Write About the Text:** Narrative

**Grammar:**
- Past- and Future-Tense Verbs

**Mechanics:**
- Commas in a Series
# Grade 1 • Unit 3

## Big Idea:
Changes Over Time

What can happen over time?

### Vocabulary

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</tbody>
</table>

### Week 4

**Now and Then**

**Essential Question:**
How is life different than it was long ago?

**Genre Focus:** Informational Text

**Oral Vocabulary Words:**
century, past, present, future, entertainment, entertainment

**Oral Vocabulary Strategy:** Root Words

**Text Feature:** Captions

**Author's Craft**

**Text Feature:** Chart

**Author's Craft**

**Phonemic Awareness:**
Phoneme Segmentation, Phoneme Isolation, Phoneme Blending

**Phonics/Spelling/Handwriting/Structural Analysis:**
Long o spelled o_e; Long u spelled u_e; Long e spelled e_e

**Differentiated Spelling Lists** available

**Handwriting:** Upper and Lowercase Ww

**Structural Analysis:** Inflectional Endings -ed and -ing (double final consonant)

**Decodable Readers:**
"Those Old Classes"; "That Old Globe"

### Week 5

**From Farm to Table**

**Essential Question:**
How do we get our food?

**Genre Focus:** Informational Text

**Oral Vocabulary Words:**
delicious, nutritious, responsibility, responsibility, enormous, delighted

**Oral Vocabulary Strategy:** Synonyms

**Text Feature:** Sequence

**Text Feature:** Chart

**Author's Craft**

**Phonemic Awareness:**
Phoneme Segmentation, Phoneme Isolation, Phoneme Blending

**Phonics/Spelling/Handwriting/Structural Analysis:**
Variant Vowel Spellings with Digraphs oo, u

**Differentiated Spelling Lists** available

**Handwriting:** Upper and Lowercase Bb

**Structural Analysis:** Inflectional Endings -ed and -ing (double final consonant)

**Decodable Readers:**
"A Good Cook"; "That Looks Good"

### Week 6

**Reading Digitally**

**Fluency**

**Show What You Learned**

**Extend Your Learning**

**Review, Extend, and Assess**

**Genre:** Online Article

**Focus on Drama**

**Focus on Main Events**

**Focus on Vocabulary**

**Focus on Writing**

**Choose Your Own Book**

**L1.1030834**
# Grade 1 • Unit 4

## Big Idea:
Animals Everywhere

### What animals do you know about? What are they like?

- **Week 1**
  - **Animal Features**
    - **Essential Question:** How do animals' bodies help them?
    - **Genre Focus:** Folktale
    - **Oral Vocabulary Words:** feature, appearance, determined, predicated, relief
    - **Vocabulary Words:** special, splendid, determined, predicament, relief
    - **Strategy:** Use a Dictionary
    - **Strategy:** Ask and Answer Questions
    - **Skill:** Character, Setting, Plot, Sequence
    - **Text Feature:** Chart, Author's Craft
    - **Phonemic Awareness:** Identify and Generate Rhyme
    - **Phonics/Spelling:** Long a spelled - ai, ay
    - **Writing and Grammar:** Was and Were

- **Week 2**
  - **Animals Together**
    - **Essential Question:** How do animals help each other?
    - **Genre Focus:** Informational Text
    - **Oral Vocabulary Words:** behavior, beneficial, dominant, instinct, endangered
    - **Vocabulary Words:** partner, danger, search, seek
    - **Strategy:** Context Clues: Sentence Clues
    - **Skill:** Main Idea and Key Details
    - **Text Feature:** Captions
    - **Phonemic Awareness:** Contrasts Vowel Sounds
    - **Phonics/Spelling:** Long o spelled - o, oe, oo, ow
    - **Handwriting:** Upper and Lowercase

- **Week 3**
  - **In the Wild**
    - **Essential Question:** How do animals survive in nature?
    - **Genre Focus:** Informational Text
    - **Oral Vocabulary Words:** communicate, provide, superior, surface, wilderness
    - **Vocabulary Words:** search, seek
    - **Strategy:** Word Categories
    - **Strategy:** Ask and Answer Questions
    - **Skill:** Main idea and Key Details
    - **Literary Element:** Rhythm
    - **Phonemic Awareness:** Contrast Vowel Sounds
    - **Phonics/Spelling:** Long a spelled - a, aw, ea
    - **Handwriting:** Upper and Lowercase

## Writing and Grammar

- **Writing and Grammar**
  - **Writing Process:** Expert and Student Models; Plan; Draft
  - **Grammar:** Has and Have
  - **Mechanics:** Capitalization and End Punctuation

## Standard

- **1.FL.VA.7a ii.**
- **1.FL.VA.7c**
- **1.FL.VA.7a i.**
- **1.FL.WC.4a**
- **1.RL.KID.1**
- **1.RL.KID.2**
- **1.RL.KID.3**
- **1.RL.KID.4**
- **1.RL.IKI.7**
- **1.FL.PA.2b**
- **1.FL.PA.2c**
- **1.FL.PA.2d**
- **1.FL.PWR.3g**
- **1.FL.VA.7b iii.**
- **1.FL.VA.7b ii.**
- **1.FL.VA.7b iv.**
- **1.FL.WC.4**
- **1.FL.SC.6**
- **1.FL.SC.6a**
- **1.FL.SC.6b**
- **1.FL.SC.6f**
- **1.FL.WC.4**
- **1.W.TTP.1**
- **1.W.TTP.3**
- **1.W.PDW.5**
- **1.FL.VA.7c**
- **1.FL.SC.6d**
- **1.FL.SC.6e**
- **1.FL.SC.6f**
- **1.FL.SC.6g**
- **1.FL.SC.6h**
- **1.FL.SC.6i**
- **1.FL.SC.6j**
- **1.FL.SC.6k**

## Decodable Readers

- **Decodable Readers:** "A Basic Dog"; "Snail Mail"; "Tails"; "Toads"; "Clean Up the Team"; "April the Agent"; "A Doe and a Buck"; "Joe Goes Slow"
# Grade 1 • Unit 4

## Week 4
**Insects!**

**Essential Question:** What insects do you know about? How are they alike and different?

**Genre Focus:** Fantasy

**Oral Vocabulary:**
- different
- flutter
- imitate
- resemble
- protect

**Vocabulary Words:**
- beautiful
- fancy

**Strategy:** Context Clues

**Skill:**
- Point of View

**Text Feature:**
- Headings

**Author’s Craft:**
- 1.RL.KID.1
- 1.RL.KID.2
- 1.RL.IKI.7
- 1.FL.VA.7b i

**Phonetic Awareness:**
- Phoneme Categorization
- Phoneme Deletion
- Phoneme Blending
- Phoneme Addition

**Phonics/Spelling:**
- Long e spelled e, ey

**Handwriting:**
- Upper and Lowercase Mm

**Structural Analysis:**
- Compound Words

**Decodable Readers:**
- “Jay Takes Flight”
- “Why Hope Flies”
- “Glowing Bugs Fly By”

**Write About the Text:**
- Informational Text

**Grammar:**
- Adverbs That Tell When

**Mechanics:**
- Commas in a Series

---

## Week 5
**Working with Animals**

**Essential Question:** How do people work with animals?

**Genre Focus:** Informational Text

**Oral Vocabulary:**
- advice
- career
- remarkable
- soothe
- trust

**Vocabulary Words:**
- clever
- signal

**Strategy:** Root Words

**Skill:**
- Connections Within Text: Sequence

**Text Feature:**
- Captions

**Author’s Craft:**
- 1.RI.KID.1
- 1.RI.KID.2
- 1.RI.KID.3
- 1.RI.IKI.7

**Phonemic Awareness:**
- Phoneme Categorization

**Phonics/Spelling:**
- Long e spelled e, ey

**Handwriting:**
- Upper and Lowercase Mm

**Structural Analysis:**
- Compound Words

**Decodable Readers:**
- “Race Pony!”
- “Study with Animals”

**Write About the Text:**
- Informational Text

**Grammar:**
- Adverbs That Tell When

**Mechanics:**
- Commas in a Series

---

## Week 6
**Reading Digitally**

**Fluency**

**Show What You Learned**

**Extend Your Learning**

---

**Review, Extend, and Assess**

**“Teeth at Work”**

**Genre:** Online Article

**Focus:**
- 1.RL.KID.1
- 1.FL.F.5

**Passage 1:**
- "The Little Red Hen"
  - Genre: Folktale
  - Focus on Main Idea

**Passage 2:**
- "Seals"
  - Genre: Informational Text

**Choose Your Own Book**
- 1.RL.KID.1
- 1.RI.KID.1

---

**L1032624**
### Grade 1 • Unit 5

#### Big Idea:
Figure It Out: How can we make sense of the world around us?

#### Vocabulary

<table>
<thead>
<tr>
<th>Week</th>
<th>Vocabulary Words:</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>See It, Sort It</td>
<td>1FL, VA.7a</td>
</tr>
<tr>
<td>Week 2</td>
<td>Up in the Sky</td>
<td>1FL, PA.2a</td>
</tr>
<tr>
<td>Week 3</td>
<td>Great Inventions</td>
<td>1FL, VA.7a</td>
</tr>
</tbody>
</table>

#### Comprehension

<table>
<thead>
<tr>
<th>Week</th>
<th>Strategy: Make and Confirm Predictions</th>
<th>Skill: Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1FL, KD.1</td>
<td>1FL, KD.2</td>
</tr>
<tr>
<td>Week 2</td>
<td>1FL, RE.3.b</td>
<td>1FL, KD.3</td>
</tr>
<tr>
<td>Week 3</td>
<td>1FL, KD.1</td>
<td>1FL, KD.7</td>
</tr>
</tbody>
</table>

#### Phonological/Phonemic Awareness

<table>
<thead>
<tr>
<th>Week</th>
<th>Strategy: Make and Confirm Predictions</th>
<th>Skill: Phonemic Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1FL, PA.2a</td>
<td>1FL, PA.2b</td>
</tr>
<tr>
<td>Week 2</td>
<td>1FL, PA.2c</td>
<td>1FL, PA.2d</td>
</tr>
<tr>
<td>Week 3</td>
<td>1FL, PA.2c</td>
<td>1FL, PA.2d</td>
</tr>
</tbody>
</table>

#### Writing and Grammar

<table>
<thead>
<tr>
<th>Week</th>
<th>Write About the Text: Opinion</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1FL, SC.6f</td>
</tr>
<tr>
<td>Week 2</td>
<td>1FL, SC.6</td>
</tr>
<tr>
<td>Week 3</td>
<td>1FL, SC.6a</td>
</tr>
</tbody>
</table>

#### Grade 1 • Unit 5

- **Big Idea:** Figure It Out: How can we make sense of the world around us?
- **Vocabulary**
  - Week 1: See It, Sort It
  - Week 2: Up in the Sky
  - Week 3: Great Inventions
- **Comprehension**
  - Week 1: Strategy: Make and Confirm Predictions, Skill: Point of View
  - Week 2: Strategy: Make and Confirm Predictions, Skill: Point of View
  - Week 3: Strategy: Make and Confirm Predictions, Skill: Point of View
- **Phonological/Phonemic Awareness**
  - Week 1: Strategy: Make and Confirm Predictions, Skill: Phonemic Awareness
  - Week 2: Strategy: Make and Confirm Predictions, Skill: Phonemic Awareness
  - Week 3: Strategy: Make and Confirm Predictions, Skill: Phonemic Awareness
- **Writing and Grammar**
  - Week 1: Write About the Text: Opinion
  - Week 2: Write About the Text: Opinion
  - Week 3: Write About the Text: Opinion

#### Grade 1 • Unit 5

- **Big Idea:** Figure It Out: How can we make sense of the world around us?
- **Vocabulary**
  - Week 1: See It, Sort It
  - Week 2: Up in the Sky
  - Week 3: Great Inventions
- **Comprehension**
  - Week 1: Strategy: Make and Confirm Predictions, Skill: Point of View
  - Week 2: Strategy: Make and Confirm Predictions, Skill: Point of View
  - Week 3: Strategy: Make and Confirm Predictions, Skill: Point of View
- **Phonological/Phonemic Awareness**
  - Week 1: Strategy: Make and Confirm Predictions, Skill: Phonemic Awareness
  - Week 2: Strategy: Make and Confirm Predictions, Skill: Phonemic Awareness
  - Week 3: Strategy: Make and Confirm Predictions, Skill: Phonemic Awareness
- **Writing and Grammar**
  - Week 1: Write About the Text: Opinion
  - Week 2: Write About the Text: Opinion
  - Week 3: Write About the Text: Opinion
### Grade 1 • Unit 5

**Big Idea:**
Figure It Out How can we make sense of the world around us?

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Sounds All Around</th>
</tr>
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<tbody>
<tr>
<td><strong>Essential Question:</strong></td>
<td>What sounds can you hear? How are they made?</td>
</tr>
<tr>
<td><strong>Genre Focus:</strong></td>
<td>Realistic Fiction</td>
</tr>
<tr>
<td><strong>Oral Vocabulary Words:</strong></td>
<td>distract, nervous, senses, squeaky, volume</td>
</tr>
<tr>
<td><strong>Strategy:</strong></td>
<td>Suffixes</td>
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<tr>
<td><strong>Phonemic Awareness:</strong></td>
<td>Phoneme Substitution, Phoneme Isolation, Phoneme Blending</td>
</tr>
<tr>
<td><strong>Skills:</strong></td>
<td>Plot/Problem and Solution</td>
</tr>
<tr>
<td><strong>Text Feature:</strong></td>
<td>Directions, Author’s Craft</td>
</tr>
<tr>
<td><strong>Author’s Craft:</strong></td>
<td>1.RI.KID.1, 1.RI.KID.2, 1.RI.KID.3, 1.RI.KID.4</td>
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<tr>
<td><strong>Writing and Grammar:</strong></td>
<td>1.W.TTP.1, 1.W.TTP.2, 1.W.PDW.3, 1.W.PDW.5, 1.W.RBPK.7</td>
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<table>
<thead>
<tr>
<th>Week 5</th>
<th>Build It!</th>
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<tbody>
<tr>
<td><strong>Essential Question:</strong></td>
<td>How do things get built?</td>
</tr>
<tr>
<td><strong>Genre Focus:</strong></td>
<td>Informational Text</td>
</tr>
<tr>
<td><strong>Oral Vocabulary Words:</strong></td>
<td>contented, intend, marvelous, project, structure</td>
</tr>
<tr>
<td><strong>Strategy:</strong></td>
<td>Inflectional Endings</td>
</tr>
<tr>
<td><strong>Phonemic Awareness:</strong></td>
<td>Phoneme Blending, Phoneme Segmentation, Phoneme Categorization</td>
</tr>
<tr>
<td><strong>Skills:</strong></td>
<td>Connections, Within Text: Cause and Effect</td>
</tr>
<tr>
<td><strong>Text Feature:</strong></td>
<td>Captions, Author’s Craft</td>
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<tr>
<td><strong>Author’s Craft:</strong></td>
<td>1.RI.KID.1, 1.RI.KID.2, 1.RI.KID.3, 1.RI.KID.4</td>
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<td><strong>Writing and Grammar:</strong></td>
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<th>Week 6</th>
<th>Reading Digitally</th>
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<tr>
<td><strong>Fluency:</strong></td>
<td>Focus on How-To Texts</td>
</tr>
<tr>
<td><strong>Show What You Learned:</strong></td>
<td>Focus on Problem and Solution</td>
</tr>
<tr>
<td><strong>Extend Your Learning:</strong></td>
<td>Focus on Vocabulary</td>
</tr>
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</table>

**Review, Extend, and Assess**

- **"Great Ideas!" Genre:** Online Article 1.RI.RRTC.10
- **Reader’s Theater:** "Dinner With the Queen" 1.RI.KID.1, 1.FL.S
- **Passage 1:** "Shelly Goes Fast!" 1.RI.KID.1, 1.RI.KID.2, 1.RI.KID.3, 1.RI.KID.4
- **Focus on How-To Texts:** 1.RI.KID.1, 1.RI.KID.2, 1.RI.KID.3, 1.RI.KID.4
- **Focus on Vocabulary:** 1.FL.VA.7b ii, 1.FL.VA.7c
- **Focus on Writing:** 1.W.RBPK.7, 1.W.RBPK.8
- **Choose Your Own Book:** 1.RI.KID.1, 1.RI.KID.2, 1.RI.KID.3, 1.RI.KID.4, 1.RI.KID.5, 1.RI.KID.6

**Writing and Grammar:** 1.FL.WC.4, 1.FL.WC.4a, 1.FL.WC.4b, 1.FL.WC.4c, 1.FL.WC.4d, 1.FL.WC.4e, 1.FL.WC.4f, 1.FL.WC.4g, 1.FL.WC.4h

**Mechanics:** 1.W.TTP.1, 1.W.TTP.2, 1.W.PDW.3, 1.W.PDW.4, 1.W.RBPK.8, 1.FL.WC.4a, 1.FL.WC.4b, 1.FL.WC.4c, 1.FL.WC.4d, 1.FL.WC.4e, 1.FL.WC.4f, 1.FL.WC.4g, 1.FL.WC.4h

**Grammar:** Prepositions/Prepositional Phrases 1.FL.WC.4a, 1.FL.WC.4b, 1.FL.WC.4c, 1.FL.WC.4d, 1.FL.WC.4e, 1.FL.WC.4f, 1.FL.WC.4g, 1.FL.WC.4h

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**Grade 1 • Unit 5**

### Grade 1 • Unit 6

#### Big Idea:
Together We Can! How does teamwork help us?

#### Vocabulary

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<tr>
<td>Taking Action</td>
<td>My Team</td>
<td>Weather Together</td>
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<tr>
<td><strong>Oral Vocabulary Words:</strong></td>
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<td>lead</td>
<td>decision</td>
<td>creative</td>
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<td>conflict</td>
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<td>predict</td>
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<td>argument</td>
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<td>predict</td>
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<td>emergency</td>
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<td>Synonyms</td>
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#### Standard

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<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<tr>
<td>LF VA.7.b.c.1</td>
<td>LF VA.7.b.c.1</td>
<td>LF VA.7.b.c.1</td>
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<td>LF PWR.3g</td>
<td>LF PWR.3g</td>
<td>LF PWR.3g</td>
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<tr>
<td>LF W.C.4</td>
<td>LF W.C.4</td>
<td>LF W.C.4</td>
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#### Comprehension

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
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<tbody>
<tr>
<td><strong>Strategy:</strong></td>
<td><strong>Strategy:</strong></td>
<td><strong>Strategy:</strong></td>
</tr>
<tr>
<td>Reread</td>
<td>Visualize</td>
<td>Visualize</td>
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<tr>
<td><strong>Skill:</strong></td>
<td><strong>Skill:</strong></td>
<td><strong>Skill:</strong></td>
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<tr>
<td>Author’s Purpose</td>
<td>Plot and Cause and Effect</td>
<td>Phrastic Structures</td>
</tr>
<tr>
<td><strong>Text Feature:</strong></td>
<td><strong>Text Feature:</strong></td>
<td><strong>Text Feature:</strong></td>
</tr>
<tr>
<td>Captions</td>
<td>Headings</td>
<td>Compound Words</td>
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<tr>
<td><strong>Author’s Craft:</strong></td>
<td><strong>Author’s Craft:</strong></td>
<td><strong>Author’s Craft:</strong></td>
</tr>
<tr>
<td>Theme</td>
<td>A Story</td>
<td>A Story</td>
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#### Phonological/Phonemic Awareness

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness:</strong></td>
<td><strong>Phonemic Awareness:</strong></td>
<td><strong>Phonemic Awareness:</strong></td>
</tr>
<tr>
<td>Identify and Generate Rhyme</td>
<td>Phrastic Structures</td>
<td>Silent Letters</td>
</tr>
<tr>
<td>Phrastic Structures</td>
<td>Substitution</td>
<td>-ck, -te, -ble, -able</td>
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<tr>
<td><strong>Syllable Deletion</strong></td>
<td><strong>Suffixes:</strong></td>
<td><strong>Decodable Readers:</strong></td>
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<tr>
<td><strong>Phoneme Categorization</strong></td>
<td><strong>Variation Vowel Spellings:</strong></td>
<td>“Miss Wright’s Job”</td>
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<td><strong>Phoneme Categorization</strong></td>
<td><strong>Decodable Readers:</strong></td>
<td>“A Lighthouse Stops Wrecks”</td>
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<td><strong>Phoneme Categorization</strong></td>
<td><strong>Decodable Readers:</strong></td>
<td>“Know About Snowstorms”</td>
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#### Phonics/Spelling/Handwriting/Structural Analysis

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<tbody>
<tr>
<td><strong>Phonics/Spelling/Handwriting/Structural Analysis:</strong></td>
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<td>Variant Vowel Spellings</td>
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<td>Variant Vowel Spellings</td>
<td>Differeintiated Spelling Lists</td>
<td>-ck, -te, -ble, -able</td>
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<td><strong>Handwriting:</strong></td>
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<tr>
<td>Cursive</td>
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#### Writing and Grammar

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Write About the Text:</strong></td>
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<td><strong>Write About the Text:</strong></td>
</tr>
<tr>
<td>Narrative</td>
<td>Informational Text</td>
<td>Informational Text</td>
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<tr>
<td><strong>Grammar:</strong></td>
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<tr>
<td>Possessive Pronouns</td>
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#### Genre Focus

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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</thead>
<tbody>
<tr>
<td>Fantasy</td>
<td>Informational Text</td>
<td>Realistic Fiction</td>
</tr>
<tr>
<td><strong>Genre Writing:</strong></td>
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<tr>
<td>Persuasive Text</td>
<td>Informative Text</td>
<td>Persuasive Text</td>
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#### Mechanicals

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
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<tbody>
<tr>
<td><strong>Mechanics:</strong></td>
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</tr>
<tr>
<td>Capitalize Personal Pronouns</td>
<td>Capitalize Days, Months, and Holidays</td>
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</table>

### Week 1
**Taking Action**

**Essential Question:** How can we work together to make our lives better?

**Genre Focus:** Fantasy

**Oral Vocabulary Words:**
- fair
- conflict
- shift
- risk
- argument

**Vocabulary Words:**
- demand
- emergency

**Strategy:** Synonyms

**Standard:**
- 1.FL.VA.7.b iii.
- 1.FL.PWR.3g
- 1.FL.WC.4a

**Text Features:**
- Captions

**Author’s Craft:**
- Theme

**Skills:**
- Theme

**Skills:**
- Decodable Readers:
  - "Rooster and Goose"
  - "Choose a Room"
  - "The Flute Youth"
  - "Group Rules"
  - "Lewis and His New Suit"
  - "A Cruise Crew"
  - "Sue and Lucy"
  - "A True Team"
### Grade 1 • Unit 6

#### Big Idea:
Together We Can!
How does teamwork help us?

#### Vocabulary

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<tbody>
<tr>
<td>1.FL.VA.7b</td>
<td>1.RD.2</td>
<td>1.FL.PAR.3a</td>
<td>1.FL.WC.4</td>
<td>1.W.WC.4</td>
<td>1.R.TTP.3</td>
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#### Week 4
**Sharing Traditions**

**Essential Question:** What traditions do you know about?

**Genre Focus:** Realistic Fiction

**Oral Vocabulary**
- ancient
- drama
- effort
- movement
- tradition

**Vocabulary Words:**
- difficult
- nobody

**Strategy:**
- Compound Words

**Text Feature:**
- Directions

**Author’s Craft:**
- 1.RL.KID.1
- 1.RL.IKI.7, 1.RL.KID.1

**Phonemic Awareness:**
- Syllable Addition
- Phoneme Segmentation
- Phoneme Blending
- Phoneme Substitution

**Phonics/Spelling/Handwriting/Structural Analysis:**
- Three-Letter Consonant Blends: scr, spl, spr, str, thr, shr
- Differentiated Spelling Lists available

**Handwriting:**
- Dates

**Structural Analysis:**
- Inflectional Endings: -ed and -ing

**Decodable Readers:**
- “Three Shrimp”
- “A Thrilling Dance”

**Write About the Text:**
- Narrative

**Grammar:**
- Subjective and Objective Pronouns

**Mechanics:**
- Commas in Dates and Letters

#### Week 5
**Celebrate America!**

**Essential Question:** Why do we celebrate holidays?

**Genre Focus:** Informational Text

**Oral Vocabulary**
- design
- display
- pride
- purpose
- represent

**Vocabulary Words:**
- nation
- unite

**Strategy:**
- Metaphors

**Text Feature:**
- Map

**Author’s Craft:**
- 1.RL.KID.1
- 1.RI.KID.2, 1.RI.IKI.8, 1.RI.KID.1
- 1.RI.CS.6, 1.RI.IKI.7

**Phonemic Awareness:**
- Phoneme Reversal
- Phoneme Blending
- Phoneme Deletion
- Phoneme Addition
- Syllable Deletion
- Syllable Addition

**Phonics/Spelling:**
- r-Controlled Vowels: air, are, ear
- Differentiated Spelling Lists available

**Handwriting:**
- Letter

**Structural Analysis:**
- r-Controlled Vowel Syllables

**Decodable Readers:**
- “A Pair at the Fair”
- “Lights in the Air”
- “The Bears Prepare a Feast”
- “Leaders Care”

**Write About the Text:**
- Opinion

**Grammar:**
- Adverbs That Tell How

**Mechanics:**
- Abbreviations (capitals and periods with Mr., Mrs., Ms., Dr.)

#### Week 6
**Reading Digitally**

**Fluency**

**Show What You Learned**

**Extend Your Learning**

**Review, Extend, and Assess**

**“This Land Is Our Land”**

**Genre:** Online Article

**Reader’s Theater:**
- “That Goat Has GOT to Go!”

**Passage 1:**
- Max’s Plan
- Genre: Realistic Fiction
- 1.RL.KID.2
- 1.RI.KID.1
- 1.RL.KID.1

**Passage 2:**
- “Let’s Recycle!”
- Genre: Persuasive Text
- 1.RI.CS.4
- 1.RI.KID.1

**Passage 3:**
- Focus on Persuasive Texts
- 1.RI.KID.1
- 1.RL.KID.1
- 1.RL.KID.3

**Passage 4:**
- Focus on Writing
- 1.RL.WC.4
- Choose Your Own Book
- 1.RL.KID.1
- 1.RI.KID.1

**L1032634**