

# Policy 706.7.23

## English Language-Arts Curriculum



### Rationale based on Scripture

God is the Creator of all things, including English Language Arts. Our school is committed to providing students with a quality education in English Language Arts so they can function effectively as Christians in their church, community, and country. A quality education in English Language Arts will help students succeed in high school, in the work place, and help them witness to friends, neighbors, and co-workers about our Savior.

### Exit goals for graduation

Students will demonstrate proficiency, understanding, and/or commitment to the following set of exit goals upon graduation. The level of proficiency of these exit goals will be dependent upon the individual gifts and effort of the student and at what grade the student started attending Christ the King.

- Demonstrate a positive attitude toward English Language Arts.
- Understanding the structural parts of sentences, paragraphs, and essays/stories.
- Ability to write a sentence or paragraph.
- Ability to find main ideas in paragraphs.
- Practice in taking apart long sentences to find meaning.
- Practice in looking for implied meanings in sentences and paragraphs through selection of vocab, word order and emphasis.
- Using word roots and context to identify word meanings.
- Exposure to different writing styles.
- Increased vocabulary emphasis.
- Peer proof reading exposure.
- Ability to use a bound dictionary.
- Exposure to the library.
- How to identify prejudiced writing and how to avoid it in students' own writing.
- Phonics for sounding out words.
- Introduction to how historical changes have affected writing styles and focus.
- Exposure to and practice with informational texts.
- Exposure to research and research techniques.
- Familiar with common literary terms and devices.
- Able to read using phonemic skills.

### Grade level measurable objectives

At the end of each school year, students will demonstrate proficiency, understanding, and/or commitment to the following set of grade specific measurable objectives in these classifications: knowledge, skills, and attitudes.

The level of proficiency of these measurable objectives will be dependent upon the individual gifts and effort of the student and at what time of year the student started attending Christ the King.

*(Click on a link to jump to a grade's measurable objectives)*

[Kindergarten](#)

[First Grade](#)

[Second Grade](#)

[Third Grade](#)

[Fourth Grade](#)

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## Kindergarten

Kindergarten's ELA's curriculum is combined in the new McGraw-Hill curriculum we purchased at the beginning of 2017.

See the Kindergarten's ELA weekly plans for measurable objectives.

## First Grade

### Nouns

- Definition of Nouns
- Common and Proper Nouns
- Singular and Plural Nouns

### Verbs

- Definition of Verbs
- Action and Linking Verbs
- Present and Past Verbs
- Irregular Verbs

### Adjectives

- Definition of Adjectives
- Comparative and Superlative Adjectives

### Adverbs

- Definition of Adverbs

### Pronouns

- Definition of Pronouns
- Subject Pronouns
- Object Pronouns

### Phonics

- Phonics is taught in grades 1<sup>st</sup>-2<sup>nd</sup>
- See lists of grade specific phonics lessons

### Reading

- Grades 1<sup>st</sup>-2<sup>nd</sup> use McGraw-Hill Wonders for Reading.
- Students read one or two stories a week, answer factual and application questions, and work with a variety of literary devices.

### Spelling

- Grades 1<sup>st</sup>-4<sup>th</sup> use McGraw-Hill Wonders for Spelling.

- Each week students are tested on a list of words at the beginning and end of the week.
- Students also complete several unit pages that work on vocabulary, homophones, antonyms, phonics, etc.

## Second Grade

### Nouns

- Definition of Nouns
- Common and Proper Nouns
- Singular, Plural, and Possessive Nouns

### Verbs

- Definition of Verbs
- Action and Linking Verbs
- Present and Past Verbs
- Irregular Verbs

### Adjectives

- Definition of Adjectives
- Comparative and Superlative Adjectives
- Articles: a, an, the

### Adverbs

- Definition of Adverbs

### Pronouns

- Definition of Pronouns
- Subject Pronouns
- Object Pronouns

### Phonics

- Phonics is taught in grades 1<sup>st</sup>-2<sup>nd</sup>
- See lists of grade specific phonics lessons

### Reading

- Grades 1<sup>st</sup>-2<sup>nd</sup> use McGraw-Hill Wonders for Reading.
- Students read one or two stories a week, answer factual and application questions, and work with a variety of literary devices.

### Spelling

- Grades 1<sup>st</sup>-4<sup>th</sup> use McGraw-Hill Wonders for Spelling.

- Each week students are tested on a list of words at the beginning and end of the week.
- Students also complete several unit pages that work on vocabulary, homophones, antonyms, phonics, etc.

## Third Grade

### Nouns

- Common and Proper nouns
- Names and Titles
- Place nouns
- Calendar Words

### Verbs

- Verbs with special past forms
- The Verb be
- Main verbs and helping verbs
- Using Irregular verbs
- Contractions

### Adjectives

- Adjectives that tell how many
- Adjectives that tell what kind
- Adjectives that compare
- Using a, an and the

### Adverbs

- Writing with Adverbs
- Adverbs that tell How

### Pronouns

- Subject pronouns
- Object pronouns
- Possessive pronouns
- Using I and Me

### Sentences

- Word order in sentences
- Statements and questions
- Commands and exclamations
- Sentence parts
- Subjects in sentences
- Predicates in sentences
- Nouns in sentences
- Verbs in sentences

### Reading

- Grades 3<sup>rd</sup>-8<sup>th</sup> use novels and teacher guides for Reading.
- Students read three to four novels a year, answer factual and application questions, work with a variety of literary devices, and complete projects.

### Spelling

- Grades 5<sup>th</sup>-8<sup>th</sup> use Zaner-Bloser for spelling.
- Each week students are tested on a list of words at the beginning and end of the week.
- Students also complete several unit pages that work on vocabulary, homophones, antonyms, phonics, etc.

## Fourth Grade

### Nouns

- Writing with nouns
- Singular and plural nouns
- Spelling plural nouns
- Common and proper nouns
- Using Capitals with proper nouns
- Singular possessive nouns
- Plural possessive nouns

### Verbs

- Writing with action verbs
- Linking verbs
- Using linking verbs
- Main verbs and helping verbs
- Tenses of verbs
- Spelling verbs correctly
- Using subjects and verbs that agree
- Using irregular verbs
- Contractions with verbs
- Contractions with *not*

### Adjectives

- Writing with Adjectives
- Using *a, an, the*
- Adjectives after linking verbs
- Adjectives that compare
- Using *more* and *most* with adjectives
- Adjectives and irregular comparisons

## Adverbs

- Writing with Adverbs
- Adverbs that tell *Where* and *When*
- Adverbs that compare

## Pronouns

- Writing with pronouns
- Subject pronouns
- Object pronouns
- Possessive pronouns
- Using *I, me, we, us*

## Sentences

- Declarative, Interrogative, Imperative and Exclamatory
- Subjects and predicates
- Reviewing parts of speech
- Simple subjects and simple predicates
- Compound subjects and compound predicates
- Compound sentences
- Commas in compound sentences

## Reading

- Grades 3<sup>rd</sup>-8<sup>th</sup> use novels and teacher guides for Reading.
- Students read three to four novels a year, answer factual and application questions, work with a variety of literary devices, and complete projects.

## Spelling

- Grades 3<sup>rd</sup>-8<sup>th</sup> use Zaner-Bloser for spelling.
- Each week students are tested on a list of words at the beginning and end of the week.
- Students also complete several unit pages that work on vocabulary, homophones, antonyms, phonics, etc.

# Fifth Grade

## Nouns

- Writing with nouns
- Singular & plural nouns
- Common and proper nouns
- Capitalizing proper nouns
- Abbreviations
- Possessive nouns

- Context clues

## Verbs

- Writing with action verbs
- Linking verbs
- Main verbs and helping verbs
- Direct objects
- Tenses of verbs (present, past, future)
- Using present tense (subject/verb agreement)
- Using irregular verbs
- Troublesome verb pairs ( can/may, sit/set)
- Prefixes

## Adjectives

- Writing with Adjectives
- Adjectives after linking verbs
- Adjectives that compare
- Using more or most with adjectives
- Adjective suffixes

## Adverbs

- Writing with adverbs
- Adverbs that compare
- Adverbs before adjectives and other adverbs
- Using adverbs and adjectives
- Using negative words
- Compounds

## Pronouns

- Writing with pronouns
- Subject pronouns
- Object pronouns
- Using pronouns (subject or object?)
- Contractions
- Homophones

## Prepositions

- Writing with prepositions
- Prepositional phrases
- Prepositions and adverbs
- Using prepositional phrases
- Synonyms and antonyms

## Sentences

- Writing sentences (sentence/not a sentence)
- 4 kinds of sentences

- Complete subjects & predicates
- Subjects in imperative sentences
- Compound subjects
- Subject/verb agreement
- Compound predicates
- Compound sentences
- Avoiding run-on sentences
- Homographs

### Reading

- Grades 3<sup>rd</sup>-8<sup>th</sup> use novels and teacher guides for Reading.
- Students read three to four novels a year, answer factual and application questions, work with a variety of literary devices, and complete projects.

### Spelling

- Grades 3<sup>rd</sup>-8<sup>th</sup> use Zaner-Bloser for spelling.
- Each week students are tested on a list of words at the beginning and end of the week.
- Students also complete several unit pages that work on vocabulary, homophones, antonyms, phonics, etc.

## Sixth Grade

### Nouns

- Writing with nouns
- Singular & plural nouns
- Common and proper nouns
- Capitalizing proper nouns
- Possessive nouns
- Compounds

### Verbs

- Writing with action verbs
- Linking verbs
- Main verbs and helping verbs
- Direct objects
- Tenses of verbs (present, past, future)
- Principal parts of verbs
- Using irregular verbs
- Troublesome verb pairs (can/may, sit/set, lie/lay, teach/learn)
- Prefixes

### Adjectives

- Writing with Adjectives
- Proper adjectives
- Predicate adjectives
- Demonstrative adjectives
- Adjectives that compare
- Adjective suffixes

### Adverbs

- Writing with adverbs
- Adverbs that compare
- Using adverbs and adjectives
- Avoiding double negatives
- Synonyms & antonyms

### Pronouns

- Writing with pronouns
- Antecedents
- Subject & object pronouns
- Possessive pronouns
- Using pronouns (after linking or action)
- Contractions
- Connotations

### Prepositions

- Writing with prepositions
- Prepositional phrases as adjectives
- Prepositional phrases as adverbs
- Using prepositional phrases
- Writing with conjunctions
- Homophones & homographs

### Sentences

- 4 kinds of sentences
- Complete subjects & predicates
- Simple subjects & predicates
- Finding subjects in sentences
- Compound subjects & predicates
- Compound sentences
- Subject/verb agreement
- Verbs with compound subjects
- Run-ons & fragments sentences

### Reading

- Grades 3<sup>rd</sup>-8<sup>th</sup> use novels and teacher guides for Reading.

- Students read three to four novels a year, answer factual and application questions, work with a variety of literary devices, and complete projects.

## Spelling

- Grades 3<sup>rd</sup>-8<sup>th</sup> use Zaner-Bloser for spelling.
- Each week students are tested on a list of words at the beginning and end of the week.
- Students also complete several unit pages that work on vocabulary, homophones, antonyms, phonics, etc.

## Seventh Grade

### Nouns

- Kinds of Nouns
- Compound and Collective Nouns
- Singular and Plural Nouns
- Possessive Nouns

### Verbs

- Kinds of Verbs
- Verbs Phrases
- Tenses
- Forms of be, have and do
- Irregular Verbs
- More Irregular Verbs
- Progressive Forms
- Transitive and Intransitive Verbs
- Direct and Indirect Objects
- Predicate Nouns and Adjectives
- Active and Passive Voices
- Subject-Verb Agreement
- More about Subject-Verb Agreement
- Inverted and Interrupted Order
- Lie, lay; rise, raise
- Affect, effect; accept, except

### Adjectives

- Adjectives
- Comparing with Adjectives

### Adverbs

- Adverbs
- Comparing with Adverbs

- Negatives
- Adjective or Adverb

## Pronouns

- Personal and Possessive Pronouns
- Pronoun Antecedents
- Pronoun Case
- Interrogative Pronouns
- Demonstrative Pronouns
- Indefinite Pronouns
- Reflexive and Intensive Pronouns
- Choosing the Right Pronoun

## Prepositions

- Prepositional Phrases
- Prepositional Phrases as Modifiers
- Choosing Correct Prepositions
- Verbals: Participles
- Participial Phrases
- Verbals: Gerunds
- Gerund Phrases
- Verbals: Infinitives
- Infinitive Phrases

## Interjections and Punctuation

- Interjections
- Sentences and Interjections
- Proper Nouns and Proper Adjectives
- Uses for Commas
- More Uses for Commas
- Dates, Addresses, and letters
- Quotation Marks

## Sentences

- Kinds of Sentences
- Complete Subjects and Complete Predicates
- Simple Subjects and Simple Predicates
- Finding the Subject
- Compound Subjects and Compound Predicates
- Compound Sentences
- Conjunctions
- Complex Sentence
- Fragments and Run-ons
- Titles of Long Works
- Colons and Semicolons

- Abbreviations and Numbers
- Apostrophes
- Hyphens, Dashes, and Parentheses

## Reading

- Grades 3<sup>rd</sup>-8<sup>th</sup> use novels and teacher guides for Reading.
- Students read three to four novels a year, answer factual and application questions, work with a variety of literary devices, and complete projects.

## Spelling

- Grades 3<sup>rd</sup>-8<sup>th</sup> use Zaner-Bloser for spelling.
- Each week students are tested on a list of words at the beginning and end of the week.
- Students also complete several unit pages that work on vocabulary, homophones, antonyms, phonics, etc.

# Eighth Grade

## Nouns

- Kinds of Nouns
- Compound and Collective Nouns
- Singular and Plural Nouns
- Possessive Nouns

## Verbs

- Kinds of Verbs
- Verbs Phrases
- Tenses
- Forms of be, have and do
- Irregular Verbs
- More Irregular Verbs
- Progressive Forms
- Transitive and Intransitive Verbs
- Direct and Indirect Objects
- Predicate Nouns and Adjectives
- Active and Passive Voices
- Subject-Verb Agreement
- More about Subject-Verb Agreement
- Inverted and Interrupted Order
- Lie, lay; rise, raise
- Affect, effect; accept, except

## Adjectives

- Adjectives
- Comparing with Adjectives

## Adverbs

- Adverbs
- Comparing with Adverbs
- Negatives
- Adjective or Adverb?

## Pronouns

- Personal and Possessive Pronouns
- Pronoun Antecedents
- Pronoun Case
- Interrogative Pronouns
- Demonstrative Pronouns
- Indefinite Pronouns
- Reflexive and Intensive Pronouns
- Choosing the Right Pronoun

## Prepositions

- Prepositional Phrases
- Prepositional Phrases as Modifiers
- Choosing Correct Prepositions
- Verbals: Participles
- Participial Phrases
- Verbals: Gerunds
- Gerund Phrases
- Verbals: Infinitives
- Infinitive Phrases

## Interjections and Punctuation

- Interjections
- Sentences and Interjections
- Proper Nouns and Proper Adjectives
- Uses for Commas
- More Uses for Commas
- Dates, Addresses, and letters
- Quotation Marks

## Sentences

- Kinds of Sentences
- Complete Subjects and Complete Predicates
- Simple Subjects and Simple Predicates
- Finding the Subject
- Compound Subjects and Compound Predicates

- Compound Sentences
- Conjunctions
- Complex Sentence
- Fragments and Run-ons
- Titles of Long Works
- Colons and Semicolons
- Abbreviations and Numbers
- Apostrophes
- Hyphens, Dashes, and Parentheses

### Reading

- Grades 3<sup>rd</sup>-8<sup>th</sup> use novels and teacher guides for Reading.

- Students read three to four novels a year, answer factual and application questions, work with a variety of literary devices, and complete projects.

### Spelling

- Grades 3<sup>rd</sup>-8<sup>th</sup> use Zaner-Bloser for spelling.
- Each week students are tested on a list of words at the beginning and end of the week.
- Students also complete several unit pages that work on vocabulary, homophones, antonyms, phonics, etc.

## Evidence of continuity from grade to grade

The curriculum is constructed using skill-based measurable objectives so that the knowledge, attitudes, and skills learned in each grade form building blocks for what is taught in the succeeding grades.

Following are the Scope and Sequence for Wonders (K-2), Houghton-Mifflin (3-6), Holt (7-8), and Zaner-Bloser (3-8).



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
<b>Week 1</b>  <b>We Are Special</b>  <b>Essential Question:</b> How is everyone special?	<b>Animals in the Park:</b> <b>An ABC Book</b>  <b>Big Book of Rhymes:</b> “Jack and Jill” “Mary Wore Her Red Dress” “Wee Willie Winkie” “Little Miss Muffet” “Humpty Dumpty”	“I Am Special” <b>Genre:</b> Fiction  “Look at Me!” <b>Genre:</b> Informational Text	<b>Interactive Read Aloud:</b> “The Ugly Duckling” <b>Genre:</b> Fairy Tale  <b>Teacher’s Edition:</b> “The Three Sisters” <b>Genre:</b> Folktale	<b>Category Words:</b> Names	Details	Parts of a Book  Book Handling  Reading From Left to Right	Sentence Segmentation  Identify Rhyme	<b>Letter Recognition:</b> <i>Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh</i>	<i>/</i>	<b>Write About the Text</b>	<b>Project:</b> I Am Special!
<b>Week 2</b>  <b>My Family and Me</b>  <b>Essential Question:</b> Who is in your family?	<b>Animals in the Park:</b> <b>An ABC Book</b>  <b>Big Book of Rhymes:</b> “Twinkle, Twinkle Little Star” “1, 2, Buckle My Shoe” “Mix a Pancake” “Chook, Chook, Chook” “1, 2, 3, 4, 5”	“Family Fun!” <b>Genre:</b> Fiction  “Fun Together!” <b>Genre:</b> Fiction	<b>Interactive Read Aloud:</b> “Mama Mouse and El Gato” <b>Genre:</b> Fable  <b>Teacher’s Edition:</b> “Teddy’s Week” <b>Genre:</b> Fiction	<b>Category Words:</b> Numbers	Details	Parts of a Book  Distinguish Letters from Words  Reading from Left to Right	Sentence Segmentation  Identify Rhyme	<b>Letter Recognition:</b> <i>Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr</i>	<i>can</i>	<b>Write About the Text</b>	<b>Project:</b> My Family and Me
<b>Week 3</b>  <b>I Can!</b>  <b>Essential Question:</b> What can you do?	<b>Animals in the Park:</b> <b>An ABC Book</b>  <b>Big Book of Rhymes:</b> “Sing a Song of Sixpence” “Pat-a-Cake” “Hickory, Dickory, Dock” “Hey, Diddle, Diddle” “As I Was Going to St. Ives”	“At School” <b>Genre:</b> Fiction  “What Can I Do?” <b>Genre:</b> Informational Text	<b>Interactive Read Aloud:</b> “Kindergartners Can!” <b>Genre:</b> Informational Text  <b>Teacher’s Edition:</b> “We Can Help” <b>Genre:</b> Folktale	<b>Category Words:</b> Days of the Week	Details	Parts of a Book  Distinguish Letters from Words  Space Between Words	Recognize Syllables  Blend Syllables	<b>Letter Recognition:</b> <i>Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz</i>	<i>I, can</i>	<b>Write About the Text</b>	<b>Project:</b> 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?												
<b>Week 1</b>  <b>Make New Friends</b>  <b>Essential Question:</b> How can we get along with new friends?  <b>Genre Focus:</b> Fiction	<b>Anchor Text:</b> <i>What About Bear?</i> <b>Genre:</b> Fiction  <b>Paired Selection:</b> “How to Be a Friend” <b>Genre:</b> Informational Text	<b>Shared Read:</b> “I Can” <b>Lexile:</b> BR  <b>Shared Read:</b> “Can I?” <b>Lexile:</b> BR	“The Lion and the Mouse” <b>Genre:</b> Fable	<b>Genre:</b> Fiction <b>A:</b> <i>The Tree House</i> <b>Lexile:</b> BR <b>O:</b> <i>The Mouse and The Moose</i> <b>Lexile:</b> BR <b>ELL:</b> <i>The Mouse and The Moose</i> <b>Lexile:</b> BR <b>B:</b> <i>Come and Play!</i> <b>Lexile:</b> 90L	<b>Oral Vocabulary Words:</b> <i>friend</i> <i>problem</i> <i>grasped</i> <i>escape</i> <i>rescue</i>  <b>Category Words:</b> Feeling Words	Ask and Answer Questions  Main Story Elements: Character  Photographs	Left to Right Tracking  Hold Book Right Side Up	<b>Phonological Awareness:</b> Sentence Segmentation  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Identity, Phoneme Blending	<b>Phonics:</b> /m/m (initial/final) <b>Spelling:</b> Words with <i>m</i> ; <i>the</i> <b>Handwriting:</b> Upper and Lowercase <i>Mm</i>  <b>Decodable Readers:</b> “I Can” “Can I?”	<i>the</i>  <b>Build Your Word Bank:</b> <i>out</i>	<b>Write About the Text:</b> Expository  <b>Writing Skill:</b> Left-to-Right Progression  <b>Writing Trait:</b> Details  <b>Grammar:</b> Naming Words (Nouns)	<b>Project:</b> How to Be a Good Friend
<b>Week 2</b>  <b>Get Up and Go!</b>  <b>Essential Question:</b> How do baby animals move?  <b>Genre Focus:</b> Fiction	<b>Anchor Text:</b> <i>Pouch!</i> <b>Genre:</b> Fiction  <b>Paired Selection:</b> “Baby Animals on the Move!” <b>Genre:</b> Informational Text	<b>Shared Read:</b> “We Can!” <b>Lexile:</b> BR  <b>Shared Read:</b> “I Can, We Can” <b>Lexile:</b> BR	“The Tortoise and the Hare” <b>Genre:</b> Fable	<b>Genre:</b> Fiction <b>A:</b> <i>Hop!</i> <b>Lexile:</b> BR <b>O:</b> <i>We Hop!</i> <b>Lexile:</b> BR <b>ELL:</b> <i>We Hop!</i> <b>Lexile:</b> BR <b>B:</b> <i>We Can Move!</i> <b>Lexile:</b> 140L	<b>Oral Vocabulary Words:</b> <i>adventure</i> <i>movement</i> <i>exhausted</i> <i>excited</i> <i>arrived</i>  <b>Category Words:</b> Family Words	Ask and Answer Questions  Main Story Elements: Character  Labels	Parts of a Book  Left to Right, Top to Bottom Tracking	<b>Phonological Awareness:</b> Identify Rhyme  <b>Phonemic Awareness:</b> Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Identity	<b>Phonics:</b> /a/a (initial/medial) <b>Consonant Review:</b> /m/m <b>Spelling:</b> Words with <i>a</i> ; <i>we</i> <b>Handwriting:</b> Upper and Lowercase <i>Aa</i>  <b>Decodable Readers:</b> “I Am” “We Can”	<i>we</i>  <b>Build Your Word Bank:</b> <i>down</i>	<b>Write About the Text:</b> Expository  <b>Writing Skill:</b> Left-to-Right Progression  <b>Writing Trait:</b> Details  <b>Grammar:</b> Naming Words (Nouns)	<b>Project:</b> How Baby Animals Move
<b>Week 3</b>  <b>Use Your Senses</b>  <b>Essential Question:</b> How can your senses help you learn?  <b>Genre Focus:</b> Informational Text: Nonfiction	<b>Anchor Text:</b> <i>Senses at the Seashore</i> <b>Genre:</b> Informational Text  <b>Paired Selection:</b> “I Smell Springtime,” “Taste of Purple,” “Rain” <b>Genre:</b> Poetry	<b>Shared Read:</b> “Sam Can See” <b>Lexile:</b> BR  <b>Shared Read:</b> “I Can See” <b>Lexile:</b> BR	“A Feast of the Senses” <b>Genre:</b> Informational Text	<b>Genre:</b> Informational Text <b>A:</b> <i>The Beach</i> <b>Lexile:</b> BR <b>O:</b> <i>At School</i> <b>Lexile:</b> BR <b>ELL:</b> <i>At School</i> <b>Lexile:</b> BR <b>B:</b> <i>See It Grow!</i> <b>Lexile:</b> BR	<b>Oral Vocabulary Words:</b> <i>explore</i> <i>senses</i> <i>feast</i> <i>finished</i> <i>kneads</i>  <b>Category Words:</b> Sensory Words	Ask and Answer Questions  Topic and Details  Sensory Words	Parts of a Book  Left to Right, Top to Bottom Tracking	<b>Phonological Awareness:</b> Onset and Rime Blending  <b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization	<b>Phonics:</b> /s/s (initial) <b>Consonant/Vowel Review:</b> /a/a, /m/m <b>Spelling:</b> Words with <i>s</i> ; <i>see</i> <b>Handwriting:</b> Upper and Lowercase <i>Ss</i>  <b>Decodable Readers:</b> “Sam Can See” “Sam”	<i>see</i>  <b>Build Your Word Bank:</b> <i>will</i> <i>jump</i>	<b>Write About the Text:</b> Opinion  <b>Writing Skill:</b> Words Are Made up of Letters  <b>Writing Trait:</b> Details  <b>Grammar:</b> Naming Words (Nouns)	<b>Project:</b> 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
<b>Week 1</b>  <b>Tools We Use</b>  <b>Essential Question:</b> How do tools help us to explore?  <b>Genre Focus:</b> Informational Text: Nonfiction	<b>Anchor Text:</b> <i>The Handiest Things in the World</i> <b>Genre:</b> Informational Text  <b>Paired Selection:</b> "Discover with Tools" <b>Genre:</b> Informational Text	<b>Shared Read:</b> "Pam Can See" <b>Lexile:</b> BR  <b>Shared Read:</b> "We Can See!" <b>Lexile:</b> BR	"Timimoto" <b>Genre:</b> Folktale	<b>Genre:</b> Informational Text <b>A:</b> <i>We Need Tools</i> <b>Lexile:</b> BR <b>O:</b> <i>A Trip</i> <b>Lexile:</b> BR <b>ELL:</b> <i>A Trip</i> <b>Lexile:</b> BR <b>B:</b> <i>What Can You See?</i> <b>Lexile:</b> 90L	<b>Oral Vocabulary Words:</b> <i>tools</i> <i>discover</i> <i>defeated</i> <i>fetch</i> <i>rumble</i>  <b>Category Words:</b> Color Words	Ask and Answer Questions  Topic and Details  Headings	Left to Right, Top to Bottom Tracking  Locate Printed Word	<b>Phonological Awareness:</b> Identify Alliteration  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Categorization	<b>Phonics:</b> /p/p (initial/final) <b>Consonant/Vowel/Review:</b> /a/a, /m/m, /s/s  <b>Spelling:</b> Words with <i>p</i> ; <i>a</i> , <i>there</i>  <b>Handwriting:</b> Upper and Lowercase <i>Pp</i>  <b>Decodable Readers:</b> "A Sap Map" "Pam Can See"	<i>we</i>  <b>Build Your Word Bank:</b> <i>there</i> <i>our</i>	<b>Write About the Text:</b> Opinion  <b>Writing Skill:</b> Stretch Sounds to Write Words  <b>Writing Trait:</b> Details  <b>Grammar:</b> Action Words (Verbs: Present Tense)	<b>Project:</b> Tools for Exploring
<b>Week 2</b>  <b>Shapes All Around Us</b>  <b>Essential Question:</b> What shapes do you see around you?  <b>Genre Focus:</b> Informational Text: Nonfiction	<b>Anchor Text:</b> <i>Shapes All Around</i> <b>Genre:</b> Informational Text  <b>Paired Selection:</b> "Find the Shapes" <b>Genre:</b> Informational Text	<b>Shared Read:</b> "We Like Tam!" <b>Lexile:</b> BR  <b>Shared Read:</b> "I Like Sam" <b>Lexile:</b> BR	"Kites in Flight" <b>Genre:</b> Informational Text	<b>Genre:</b> Informational Text <b>A:</b> <i>Shapes!</i> <b>Lexile:</b> BR <b>O:</b> <i>Play with Shapes!</i> <b>Lexile:</b> BR <b>ELL:</b> <i>Play with Shapes!</i> <b>Lexile:</b> BR <b>B:</b> <i>Use a Shape!</i> <b>Lexile:</b> 140L	<b>Oral Vocabulary Words:</b> <i>materials</i> <i>nature</i> <i>decoration</i> <i>games</i> <i>world</i>  <b>Category Words:</b> 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	<b>Phonological Awareness:</b> Onset and Rime Blending  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending (initial/final), Phoneme Identity	<b>Phonics:</b> /t/t (initial/final) <b>Consonant/Vowel/Review:</b> /a/a, /m/m, /s/s  <b>Spelling:</b> Words with <i>t</i> , long: <i>a_e</i> ; <i>like</i>  <b>Handwriting:</b> Upper and Lowercase <i>Tt</i>  <b>Decodable Readers:</b> "Tap the Mat" "I Am Pat"	<i>like</i>  <b>Build Your Word Bank:</b> <i>two</i> <i>well</i>	<b>Write About the Text:</b> Expository  <b>Writing Skill:</b> Use Word Bank  <b>Writing Trait:</b> Details  <b>Extended Writing:</b> Expository Text: Nonfiction  <b>Writing Process:</b> Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate  <b>Grammar:</b> Action Words (Verbs: Present Tense)	<b>Project:</b> 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
<b>Week 3</b>  <b>World of Bugs</b>  <b>Essential Question:</b> What kind of bugs do you know about?  <b>Genre Focus:</b> Poetry	<b>Anchor Text:</b> <i>I Love Bugs!</i> <b>Genre:</b> Poetry  <b>Paired Selection:</b> "Bugs All Around" <b>Genre:</b> Informational Text	"Pat" <b>Lexile:</b> BR  "Tap! Tap! Tap!" <b>Lexile:</b> BR	"From Caterpillar to Butterfly" <b>Genre:</b> Informational Text	<b>Genre:</b> Fiction <b>A:</b> <i>We Like Bugs!</i> <b>Lexile:</b> BR <b>O:</b> <i>The Bugs Run</i> <b>Lexile:</b> BR <b>ELL:</b> <i>The Bugs Run</i> <b>Lexile:</b> BR <b>B:</b> <i>I See a Bug!</i> <b>Lexile:</b> BR	<b>Oral Vocabulary Words:</b> <i>curious</i> <i>observe</i> <i>attaches</i> <i>process</i> <i>slender</i>  <b>Category Words:</b> Texture words	Ask and Answer Questions  Poetry: Rhyme  Captions	Distinguish Letters from Words  Left to Right, Top to Bottom Tracking  Parts of a Book	<b>Phonological Awareness:</b> Count and Segment Syllables  <b>Phonemic Awareness:</b> Phoneme Segmentation, Phoneme Blending  <b>Long Vowel Awareness:</b> Long <i>a</i>	<b>Phonics:</b> Review /m/m, a/a, /s/s, /p/p, /t/t  <b>Spelling Pattern:</b> <i>at</i> pattern ( <i>at, mat, sat</i> ); <i>the, a, see, we like</i>  <b>Handwriting:</b> Write sentences with <i>Mm, Aa, Ss, Pp, Tt</i>  <b>Decodable Readers:</b> "We See Tam"	<i>the</i> <i>a</i> <i>see</i> <i>we</i> <i>like</i>  <b>Build Your Word Bank:</b> <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>	<b>Write About the Text:</b> Opinion  <b>Writing Skill:</b> Spaces Between Words  <b>Writing Trait:</b> Descriptive Details  <b>Grammar:</b> Action Words (Verbs: Present Tense)	<b>Project:</b> Bugs

Units 1 and 2	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	<b>Genre Read-Aloud</b> "Look and Learn"  <b>Activities</b> 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
<b>Week 1</b>  <b>Rules to Go By</b>  <b>Essential Question:</b> What rules do we follow in different places?  <b>Genre Focus:</b> Fiction	<b>Anchor Text:</b> <i>How Do Dinosaurs Go to School?</i> <b>Genre:</b> Fiction: Fantasy  <b>Paired Selection:</b> "Be Safe!" <b>Genre:</b> Informational Text	"Can I Pat It?" <b>Lexile:</b> BR  "Tim Can Tip It" <b>Lexile:</b> 300L	"The Boy Who Cried Wolf " <b>Genre:</b> Fable	<b>Genre:</b> Fantasy <b>A:</b> <i>We Run</i> <b>Lexile:</b> BR <b>O:</b> <i>Go, Nat!</i> <b>Lexile:</b> BR <b>ELL:</b> <i>Go, Nat!</i> <b>Lexile:</b> BR <b>B:</b> <i>The Birdhouse</i> <b>Lexile:</b> BR	<b>Oral Vocabulary Words:</b> <i>rules</i> <i>cooperate</i> <i>guard</i> <i>prank</i> <i>responsible</i>  <b>Category Words:</b> Action Words	Visualize  Main Story Elements: Character  Lists	Left to Right, Top to Bottom Tracking  Locate Printed Word	<b>Phonological Awareness:</b> Identify Rhyme  <b>Phonemic Awareness:</b> Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization	<b>Phonics:</b> /i/i (medial) <b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s, /t/t  <b>Extend the Lesson:</b> final double letters: ss, tt  <b>Spelling:</b> Words with <i>i</i> ; <i>to</i>  <b>Handwriting:</b> Upper and Lowercase <i>li</i>  <b>Decodable Readers:</b> "Tim Can Sit" "We Like It"	<i>to</i>  <b>Build Your Word Bank:</b> <i>her</i> <i>one</i> <i>say</i>	<b>Write About the Text:</b> Narrative  <b>Writing Skill:</b> Sentences Are Made up of Words  <b>Writing Trait:</b> Descriptive Details  <b>Grammar:</b> Sentences	<b>Project:</b> Rules for Safety
<b>Week 2</b>  <b>Sounds Around Us</b>  <b>Essential Question:</b> What are the different sounds we hear?  <b>Genre Focus:</b> Fiction	<b>Anchor Text:</b> <i>Clang! Clang! Beep! Beep!</i> <i>Listen to the City</i> <b>Genre:</b> Fiction  <b>Paired Selection:</b> "Sounds Are Everywhere!" <b>Genre:</b> Informational Text	"Nat and Tip" <b>Lexile:</b> 250L  "Tim and Nan" <b>Lexile:</b> 250L	"The Turtle and the Flute" <b>Genre:</b> Tale	<b>Genre:</b> Fiction <b>A:</b> <i>City Sounds</i> <b>Lexile:</b> BR <b>O:</b> <i>Farm Sounds</i> <b>Lexile:</b> 280L <b>ELL:</b> <i>Farm Sounds</i> <b>Lexile:</b> BR <b>B:</b> <i>A Noisy Night</i> <b>Lexile:</b> 190L	<b>Oral Vocabulary Words:</b> <i>listen</i> <i>volume</i> <i>chat</i> <i>exclaimed</i> <i>familiar</i>  <b>Category Words:</b> Sound Words	Visualize  Main Story Elements: Setting  Captions	Locate Printed Word  Left to Right, Top to Bottom Tracking  Parts of a Book	<b>Phonological Awareness:</b> Onset and Rime Blending  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Categorization	<b>Phonics:</b> /n/n <b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s, /t/t  <b>Spelling:</b> Words with <i>n</i> ; <i>and</i>  <b>Handwriting:</b> Upper and Lowercase <i>Nn</i>  <b>Decodable Readers:</b> "Nat and Nan" "Nan and Nat See"	<i>and</i>  <b>Build Your Word Bank:</b> <i>then</i> <i>new</i> <i>saw</i>	<b>Write About the Text:</b> Expository  <b>Writing Skill:</b> Sentence Capitalization  <b>Writing Trait:</b> Descriptive Details  <b>Grammar:</b> Sentences	<b>Project:</b> 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
<b>Week 3</b>  <b>The Places We Go</b>  <b>Essential Question:</b> What places do you go to during the week?  <b>Genre Focus:</b> Fiction	<b>Anchor Text:</b> <i>Please Take Me for a Walk</i> <b>Genre:</b> Fiction  <b>Paired Selection:</b> "A Neighborhood" <b>Genre:</b> Informational Text	"We Go to See Nan" <b>Lexile:</b> 140L  "Can We Go?" <b>Lexile:</b> 60L	"Field Trips" <b>Genre:</b> Informational Text	<b>Genre:</b> Fiction <b>A:</b> <i>We Can Go</i> <b>Lexile:</b> BR <b>O:</b> <i>Going by Cab</i> <b>Lexile:</b> 160L <b>ELL:</b> <i>Going by Cab</i> <b>Lexile:</b> BR <b>B:</b> <i>Cal's Busy Week</i> <b>Lexile:</b> 110L	<b>Oral Vocabulary Words:</b> <i>local</i> <i>routine</i> <i>neighborhood</i> <i>volunteer</i> <i>intelligent</i>  <b>Category Words:</b> Sequence Words	Visualize  Main Story Elements: Character  Map	Left to Right, Top to Bottom Tracking  Parts of a Book	<b>Phonological Awareness:</b> Count and Segment Syllables  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation  <b>Long Vowel Awareness:</b> Long <i>i</i>	<b>Phonics:</b> /k/c  <b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s, /t/t  <b>Spelling Pattern:</b> <i>an</i> pattern ( <i>an, can, ran, pan, man</i> )  <b>Handwriting:</b> Upper and Lowercase Cc  <b>Decodable Readers:</b> "Cam Cat" "See the Cat"	<i>go</i>  <b>Build Your Word Bank:</b> <i>could</i> <i>place</i> <i>white</i>	<b>Write About the Text:</b> Expository  <b>Writing Skill:</b> End Punctuation  <b>Writing Trait:</b> Descriptive Details  <b>Grammar:</b> Sentences	<b>Project:</b> 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?												
<b>Week 1</b>  <b>Time for Work</b>  <b>Essential Question:</b> What do people use to do their jobs?  <b>Genre Focus:</b> Informational Text: Nonfiction	<b>Anchor Text:</b> <i>Whose Shoes? A Shoe for Every Job</i> <b>Genre:</b> Informational Text  <b>Paired Selection:</b> “Workers and Their Tools” <b>Genre:</b> Informational Text	“Tom on Top!” <b>Lexile:</b> 70L	“Little Juan and the Cooking Pot” <b>Genre:</b> Tale	<b>Genre:</b> Informational Text <b>A:</b> <i>You Cook</i> <b>Lexile:</b> BR <b>O:</b> <i>On the Job</i> <b>Lexile:</b> BR <b>ELL:</b> <i>On the Job</i> <b>Lexile:</b> BR <b>B:</b> <i>The Neighborhood</i> <b>Lexile:</b> 120L	<b>Oral Vocabulary Words:</b> <i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i>  <b>Category Words:</b> Jobs	Ask and Answer Questions  Topic and Details  Labels	Parts of a Book  Match Speech to Print	<b>Phonological Awareness:</b> Onset and Rime Segmentation  <b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Isolation (initial, medial), Phoneme Blending, Phoneme Categorization	<b>Phonics:</b> /o/o (initial/medial) <b>Consonant/Vowel Review:</b> /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t <b>Spelling:</b> Words with o; <i>you</i> <b>Handwriting:</b> Upper and Lowercase Oo  <b>Decodable Readers:</b> “Tom Can” “Mom and Nan”	<i>you</i>  <b>Build Your Word Bank:</b> <i>all</i> <i>that</i> <i>four</i>	<b>Write About the Text:</b> Expository <b>Writing Skill:</b> Return Sweep <b>Writing Trait:</b> Supporting Details  <b>Grammar:</b> Describing Words (Adjectives: Color, Shape, Size)	<b>Project:</b> Workers and Their Tools
<b>Week 2</b>  <b>Meet Your Neighbors</b>  <b>Essential Question:</b> Who are your neighbors?  <b>Genre Focus:</b> Realistic Fiction	<b>Anchor Text:</b> <i>What Can You Do with a Paleta?</i> <b>Genre:</b> Realistic Fiction  <b>Paired Selection:</b> “My Great Neighborhood!” <b>Genre:</b> Personal Narrative	“Sid” <b>Lexile:</b> 340L	“Cultural Festivals” <b>Genre:</b> Informational Text	<b>Genre:</b> Fiction <b>A:</b> <i>My Neighbors</i> <b>Lexile:</b> BR <b>O:</b> <i>Neighborhood Party</i> <b>Lexile:</b> 100L <b>ELL:</b> <i>Neighborhood Party</i> <b>Lexile:</b> BR <b>B:</b> <i>Parade Day</i> <b>Lexile:</b> 100L	<b>Oral Vocabulary Words:</b> <i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i>  <b>Category Words:</b> Food Words	Ask and Answer Questions  Main Story Elements: Character, Setting  Illustrations	Parts of a Book  Match Speech to Print	<b>Phonological Awareness:</b> Sentence Segmentation  <b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation  <b>Long Vowel Awareness:</b> Long o	<b>Phonics:</b> /d/d (initial/final) <b>Consonant/Vowel Review:</b> /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t <b>Spelling:</b> Words with d, long o: o_e; <i>do</i> <b>Handwriting:</b> Upper and Lowercase Dd  <b>Decodable Readers:</b> “Did Dan?” “Did Sid See Don?”	<i>do</i>  <b>Build Your Word Bank:</b> <i>day</i> <i>long</i> <i>blue</i>	<b>Write About the Text:</b> Expository <b>Writing Skill:</b> Stretch Sounds to Write Words <b>Writing Trait:</b> Supporting Details  <b>Extended Writing:</b> Personal Narrative  <b>Writing Process:</b> Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate  <b>Grammar:</b> Describing Words (Adjectives)	<b>Project:</b> 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><b>Week 3</b></p> <p><b>Pitch In</b></p> <p><b>Essential Question:</b> How can people help to make your community better?</p> <p><b>Genre Focus:</b> Informational Text: Nonfiction</p>	<p><b>Anchor Text:</b> <i>Roadwork</i> <b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> “A Community Garden” <b>Genre:</b> Informational Text</p>	<p>“I Can, You Can!” <b>Lexile:</b> 180L</p>	<p>“The Bundle of Sticks” <b>Genre:</b> Fable</p>	<p><b>Genre:</b> Informational Text <b>A:</b> <i>We Clean!</i> <b>Lexile:</b> BR <b>O:</b> <i>Can You Fix It?</i> <b>Lexile:</b> 60L <b>ELL:</b> <i>Can You Fix It?</i> <b>Lexile:</b> BR <b>B:</b> <i>Helping Mom</i> <b>Lexile:</b> 290L</p>	<p><b>Oral Vocabulary Words:</b> <i>community</i> <i>improve</i> <i>confused</i> <i>harvest</i> <i>quarrel</i></p> <p><b>Category Words:</b> 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><b>Phonological Awareness:</b> Identify Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p>	<p><b>Phonics:</b> Review /l/i, n/n, /k/c, /o/o, /d/d; s-Blends (<i>sn, sp, st</i>)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p><b>Long Vowel Express (optional):</b> Long <i>a</i> (<i>a_e</i>)</p> <p><b>Spelling Pattern:</b> <i>ot</i> pattern (<i>not, cot, dot, pot, tot</i>)</p> <p><b>Handwriting:</b> Write sentences with <i>i, n, c, o, d, s</i>-Blends (<i>sn, sp, st</i>)</p> <p><b>Decodable Readers:</b> “Tip It” “Stop the Top!”</p>	<p><i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i></p> <p><b>Build Your Word Bank:</b> <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><b>Write About the Text:</b> Expository</p> <p><b>Writing Skill:</b> Use Word Bank</p> <p><b>Writing Trait:</b> Focus on One Idea</p> <p><b>Grammar:</b> Describing Words (Adjectives)</p>	<p><b>Project:</b> Interview About School</p>

Units 3 and 4	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	<p><b>Genre Read-Aloud</b> “Firefighters Help Out”</p> <p><b>Activities</b> 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?												
<p><b>Week 1</b></p> <p><b>How Does Your Garden Grow?</b></p> <p><b>Essential Question:</b> What do living things need to grow?</p> <p><b>Genre Focus:</b> Realistic Fiction</p>	<p><b>Anchor Text:</b> <i>My Garden</i> <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection:</b> "Tommy," "Maytime Magic," "The Seed," "Garden" <b>Genre:</b> Poetry</p>	<p>"Hop Can Hop!" <b>Lexile:</b> 110L</p>	<p>"Growing Plants" <b>Genre:</b> Informational Text</p>	<p><b>Genre:</b> Fiction <b>A:</b> <i>My Garden</i> <b>Lexile:</b> BR <b>O:</b> <i>My Garden Grows</i> <b>Lexile:</b> 100L <b>ELL:</b> <i>My Garden Grows</i> <b>Lexile:</b> BR <b>B:</b> <i>The Mystery Seeds</i> <b>Lexile:</b> 240L</p>	<p><b>Oral Vocabulary Words:</b> <i>require</i> <i>plant</i> <i>harmful</i> <i>soak</i> <i>crowd</i></p> <p><b>Category Words:</b> Size Words Plurals with -s</p>	<p>Reread</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Rhyme and Repetition</p>	<p>Locate Printed Word</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Count and Blend Syllables</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation Phoneme Blending, Phoneme Categorization</p>	<p><b>Phonics:</b> /h/h (initial)</p> <p><b>Consonant/Vowel Review:</b> <i>/a/a, /k/c, /d/d, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</i></p> <p><b>Extend the Lesson:</b> Final /z/s</p> <p><b>Spelling:</b> Words with <i>h</i>; <i>my</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Hh</i></p> <p><b>Decodable Readers:</b> "Hap Hid the Ham" "Hip Hop"</p>	<p><i>my</i></p> <p><b>Build Your Word Bank:</b> <i>than</i> <i>his</i> <i>three</i></p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Writing Skill:</b> End Punctuation</p> <p><b>Writing Trait:</b> Focus on One Idea</p> <p><b>Grammar:</b> Pronouns (Subjective)</p>	<p><b>Project:</b> Parts of a Plant</p>
<p><b>Week 2</b></p> <p><b>Trees</b></p> <p><b>Essential Question:</b> How do living things change as they grow?</p> <p><b>Genre Focus:</b> Informational Text</p>	<p><b>Anchor Text:</b> <i>A Grand Old Tree</i> <b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> "From a Seed to a Tree" <b>Genre:</b> Informational Text</p>	<p>"Ed and Ned" <b>Lexile:</b> 230L</p>	<p>"The Pine Tree" <b>Genre:</b> Fairy Tale</p>	<p><b>Genre:</b> Informational Text <b>A:</b> <i>The Tree</i> <b>Lexile:</b> BR <b>O:</b> <i>Many Trees</i> <b>Lexile:</b> 70L <b>ELL:</b> <i>Many Trees</i> <b>Lexile:</b> BR <b>B:</b> <i>Our Apple Tree</i> <b>Lexile:</b> 250L</p>	<p><b>Oral Vocabulary Words:</b> <i>develop</i> <i>amazing</i> <i>content</i> <i>enormous</i> <i>imagine</i></p> <p><b>Category Words:</b> Tree Parts Inflectional Ending -ed</p>	<p>Reread</p> <p>Topic and Details Diagram</p>	<p>Left to Right, Top to Bottom Tracking; Return Sweep</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Onset and Rime Blending</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation</p>	<p><b>Phonics:</b> /e/e (initial/medial)</p> <p><b>Consonant/Vowel Review:</b> <i>/a/a, /k/c, /d/d, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</i></p> <p><b>Spelling:</b> Words with /e/e; <i>are</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Ee</i></p> <p><b>Decodable Readers:</b> "Ed and Ted Can Go" "Not a Pet"</p>	<p><i>are</i></p> <p><b>Build Your Word Bank:</b> <i>when</i> <i>which</i> <i>soon</i></p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Writing Skill:</b> Return Sweep</p> <p><b>Writing Trait:</b> Words That Connect Ideas</p> <p><b>Grammar:</b> Pronouns (Subjective)</p>	<p><b>Project:</b> How Trees Grow</p>

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
<p>The Big Idea: What kinds of things can you find growing in nature?</p>												
<p><b>Week 3</b></p> <p><b>Fresh from the Farm</b></p> <p><b>Essential Question:</b> What kinds of things grow on a farm?</p> <p><b>Genre Focus:</b> Informational Text; Nonfiction</p>	<p><b>Anchor Text:</b> <i>An Orange in January</i> <b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> “Farmers’ Market” <b>Genre:</b> Informational Text</p>	<p>“Ron With Red” <b>Lexile:</b> 170L</p>	<p>“Farms Around the World” <b>Genre:</b> Informational Text</p>	<p><b>Genre:</b> Informational Text <b>A:</b> <i>The Farmer</i> <b>Lexile:</b> BR <b>O:</b> <i>Let’s Make a Salad!</i> <b>Lexile:</b> BR <b>ELL:</b> <i>Let’s Make a Salad!</i> <b>Lexile:</b> BR <b>B:</b> <i>Farm Fresh Finn</i> <b>Lexile:</b> 260L</p>	<p><b>Oral Vocabulary Words:</b> <i>fresh</i> <i>delicious</i> <i>beneath</i> <i>raise</i> <i>special</i></p> <p><b>Category Words:</b> Food Words Sentence Clues</p>	<p>Reread Topic and Details Lists</p>	<p>Parts of a Book Match Speech to Print</p>	<p><b>Phonological Awareness:</b> Identify Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition</p> <p><b>Long Vowel Awareness:</b> Long e: ee</p>	<p><b>Phonics:</b> /f/ (initial/final), r/r (initial)</p> <p><b>Consonant/Vowel Review:</b> /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><b>Spelling Pattern:</b> en pattern (<i>pen, ten, men, den, hen</i>)</p> <p><b>Handwriting:</b> Upper and Lowercase <i>Ff</i> and <i>Rr</i></p> <p><b>Decodable Readers:</b> “Ron Ram” “Red and Ron”</p>	<p><i>with</i> <i>he</i></p> <p><b>Build Your Word Bank:</b> <i>many</i> <i>them</i> <i>eat</i></p>	<p><b>Write About the Text:</b> Expository</p> <p><b>Writing Skill:</b> Stretch Sounds to Write Words</p> <p><b>Writing Trait:</b> Sequence</p> <p><b>Grammar:</b> Pronouns (Subjective)</p>	<p><b>Project:</b> 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
<b>Week 1</b>  <b>The Four Seasons</b>  <b>Essential Question:</b> How are the seasons different?  <b>Genre Focus:</b> Realistic Fiction	<b>Anchor Text:</b> <i>Mama, Is It Summer Yet?</i> <b>Genre:</b> Realistic Fiction  <b>Paired Selection:</b> “New Snow,” “Rain Song,” “Covers,” excerpt from “Honey I Love” <b>Genre:</b> Poetry	“Is It Hot?” <b>Lexile:</b> 200L	“A Tour of the Seasons “ <b>Genre:</b> Informational Text	<b>Genre:</b> Fiction <b>A:</b> <i>It Is Hot!</i> <b>Lexile:</b> BR <b>O:</b> <i>Little Bear</i> <b>Lexile:</b> 300L <b>ELL:</b> <i>Little Bear</i> <b>Lexile:</b> 300L <b>B:</b> <i>Ant and Grasshopper</i> <b>Lexile:</b> 280L	<b>Oral Vocabulary Words:</b> <i>weather</i> <i>seasons</i> <i>migrate</i> <i>active</i> <i>spot</i>  <b>Category Words:</b> Seasons Sentence Clues	Visualize Events: Sequence Rhyme	Left to Right, Top to Bottom Tracking  Parts of a Book	<b>Phonological Awareness:</b> Onset and Rime Segmentation  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Segmentation	<b>Phonics:</b> /b/b (initial/final), /l/l (initial)  <b>Consonant/Vowel Review:</b> /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  <b>Extend the Lesson:</b> Final double letters: /l  <b>Spelling:</b> Words with <i>b, l; is, little</i>  <b>Handwriting:</b> Upper and Lowercase <i>Bb, Ll</i>  <b>Decodable Readers:</b> “Bob and Ben” “Ben, Deb, Lin”	<i>is</i> <i>little</i>  <b>Build Your Word Bank:</b> <i>by</i> <i>some</i> <i>brown</i>	<b>Write About the Text:</b> Opinion  <b>Writing Skill:</b> Left-to-Right Progression  <b>Writing Trait:</b> Focus on One Idea  <b>Grammar:</b> Nouns (Singular and Plural)	<b>Project:</b> The Seasons
<b>Week 2</b>  <b>What’s the Weather?</b>  <b>Essential Question:</b> What happens in different kinds of weather?  <b>Genre Focus:</b> Fantasy	<b>Anchor Text:</b> <i>Rain</i> <b>Genre:</b> Fantasy  <b>Paired Selection:</b> “Cloud Watch” <b>Genre:</b> Informational Text	“Kim and Nan” <b>Lexile:</b> 120L	“The Battle of Wind and Rain” <b>Genre:</b> Tale	<b>Genre:</b> Fiction <b>A:</b> <i>The Rain</i> <b>Lexile:</b> BR <b>O:</b> <i>Weather Is Fun</i> <b>Lexile:</b> BR <b>ELL:</b> <i>Weather Is Fun</i> <b>Lexile:</b> BR <b>B:</b> <i>Kate and Tuck</i> <b>Lexile:</b> 280L	<b>Oral Vocabulary Words:</b> <i>predict</i> <i>temperature</i> <i>drought</i> <i>clever</i> <i>storm</i>  <b>Category Words:</b> Weather Words Shades of Meaning	Visualize Events: Sequence Speech Bubbles	First Word in Sentence Is Capitalized  Periods and Exclamation Marks  Parts of a Book	<b>Phonological Awareness:</b> Identify Rhyme  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Segmentation	<b>Phonics:</b> /k/k (initial), /k/ck (final)  <b>Consonant/Vowel Review:</b> /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  <b>Spelling:</b> Words with <i>k, ck; she, was</i>  <b>Handwriting:</b> Upper and Lowercase <i>Kk</i>  <b>Decodable Readers:</b> “Pack It, Kim” “Kick It, Nick!”	<i>she</i> <i>was</i>  <b>Build Your Word Bank:</b> <i>now</i> <i>way</i> <i>under</i>	<b>Write About the Text:</b> Narrative  <b>Writing Skill:</b> Spaces Between Words  <b>Writing Trait:</b> Sequence  <b>Grammar:</b> Proper Nouns	<b>Project:</b> 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
<b>Week 3</b>  <b>Stormy Weather</b>  <b>Essential Question:</b> How can you stay safe in bad weather?  <b>Genre Focus:</b> Realistic Fiction	<b>Anchor Text:</b> <i>Waiting Out the Storm</i> <b>Genre:</b> Realistic Fiction  <b>Paired Selection:</b> “Be Safe in Bad Weather” <b>Genre:</b> Informational Text	“Mack and Ben” <b>Lexile:</b> 210L	“The Storm that Shook the Signs” <b>Genre:</b> Fairy Tale	<b>Genre:</b> Realistic Fiction <b>A:</b> <i>Bad Weather</i> <b>Lexile:</b> BR <b>O:</b> <i>Getting Ready</i> <b>Lexile:</b> 30L <b>ELL:</b> <i>Getting Ready</i> <b>Lexile:</b> BR <b>B:</b> <i>The Storm</i> <b>Lexile:</b> 170L	<b>Oral Vocabulary Words:</b> <i>safe</i> <i>prepare</i> <i>notice</i> <i>celebration</i> <i>enough</i>  <b>Category Words:</b> Question Words Question Words	Visualize  Events: Sequence  Directions	Locate Printed Word  First Word in Sentence Is Capitalized  Parts of a Book	<b>Phonological Awareness:</b> Identify Alliteration  <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Addition	<b>Phonics:</b> Review /h/h, e/e, f/f, /r/r, /b/b, /l/l, /k/k, /k/ck, /-Blends (bl, cl, fl, sl)  <b>Consonant/Vowel Review:</b> /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  <b>Long Vowel Express (optional):</b> Long <i>i</i> (i_e)  <b>Spelling Pattern:</b> <i>ack</i> pattern ( <i>pack, rack, sack, back, stack</i> )  <b>Handwriting:</b> Write sentences with <i>h, e, f, r, b, l, k, ck; /-Blends (bl, cl, fl, sl)</i>  <b>Decodable Readers:</b> “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>  <b>Build Your Word Bank:</b> <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>	<b>Write About the Text:</b> Narrative  <b>Writing Skill:</b> Write on the Lines  <b>Writing Trait:</b> Descriptive Words  <b>Extended Writing:</b> Realistic Fiction  <b>Writing Process:</b> Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate  <b>Grammar:</b> Nouns (Singular and Plural)	<b>Project:</b> Stormy Weather

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

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?												
<b>Week 1</b>  <b>Baby Animals</b>  <b>Essential Question:</b> How are some animals alike and how are they different?  <b>Genre Focus:</b> Informational Text; Nonfiction	<b>Anchor Text:</b> <i>ZooBorns!</i> <b>Genre:</b> Informational Text  <b>Paired Selection:</b> “Mischievous Goat,” “Over in the Meadow,” “Kitty Caught a Caterpillar” <b>Genre:</b> Poetry	“A Pup and a Cub” <b>Lexile:</b> 110L	“Baby Farm Animals” <b>Genre:</b> Informational Text	<b>Genre:</b> Informational Text <b>A:</b> <i>Two Cubs</i> <b>Lexile:</b> 10L <b>O:</b> <i>Animal Bodies</i> <b>Lexile:</b> 80L <b>ELL:</b> <i>Animal Bodies</i> <b>Lexile:</b> 80L <b>B:</b> <i>Two Kinds of Bears</i> <b>Lexile:</b> 420L	<b>Oral Vocabulary Words:</b> <i>appearance</i> <i>behavior</i> <i>exercise</i> <i>wander</i> <i>plenty</i>  <b>Category Words:</b> Animal Parts Compound Words	Reread  Fact and Opinion  Alliteration	Locate Printed Word  Parts of a Book	<b>Phonological Awareness:</b> Onset and Rime Blending  <b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion	<b>Phonics:</b> /u/u (initial/medial)  <b>Consonant/Vowel Review:</b> /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  <b>Spelling:</b> Words with <i>u</i> ; <i>for</i> , <i>have</i>  <b>Handwriting:</b> Upper and Lowercase <i>Uu</i>  <b>Decodable Readers:</b> “Sun Fun” “Pup and Cub”	<i>for</i> <i>have</i>  <b>Build Your Word Bank:</b> <i>from</i> <i>how</i> <i>pretty</i>	<b>Write About the Text:</b> Expository  <b>Writing Skill:</b> Sentence Capitalization  <b>Writing Trait:</b> Descriptive Words  <b>Grammar:</b> Verbs (Present Tense)	<b>Project:</b> Animal Features
<b>Week 2</b>  <b>Pet Pals</b>  <b>Essential Question:</b> How do you take care of different kinds of pets?  <b>Genre Focus:</b> Realistic Fiction	<b>Anchor Text:</b> <i>The Birthday Pet</i> <b>Genre:</b> Realistic Fiction  <b>Paired Selection:</b> “Lola and Bella” <b>Genre:</b> Personal Narrative	“I Hug Gus!” <b>Lexile:</b> 300L	“The Family Pet” <b>Genre:</b> Informational Text	<b>Genre:</b> Fiction <b>A:</b> <i>My Cats</i> <b>Lexile:</b> BR <b>O:</b> <i>Their Pets</i> <b>Lexile:</b> 270L <b>ELL:</b> <i>Their Pets</i> <b>Lexile:</b> BR <b>B:</b> <i>Will’s Pet</i> <b>Lexile:</b> 190L	<b>Oral Vocabulary Words:</b> <i>responsibility</i> <i>train</i> <i>depend</i> <i>compared</i> <i>social</i>  <b>Category Words:</b> Pets Prepositions	Make and Confirm Predictions  Events: Problem and Solution  Narrator	Left to Right, Top to Bottom Tracking  Exclamation Point  Parts of a Book	<b>Phonological Awareness:</b> Identify and Produce Rhyming Words  <b>Phonemic Awareness:</b> Phoneme Isolation (initial/final <i>g</i> ; initial <i>w</i> ), Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> /g/g (initial/final), w/w (initial)  <b>Consonant/Vowel Review:</b> /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  <b>Spelling:</b> Words with <i>g</i> , <i>w</i> ; <i>she</i> , <i>was</i>  <b>Handwriting:</b> Upper and Lowercase <i>Gg</i> , <i>Ww</i>  <b>Decodable Readers:</b> “Wet Gus” “See a Bug?”	<i>of</i> <i>they</i>  <b>Build Your Word Bank:</b> <i>water</i> <i>these</i> <i>yellow</i>	<b>Write About the Text:</b> Narrative  <b>Writing Skill:</b> Left-to-Right Progression  <b>Writing Trait:</b> Descriptive Words  <b>Grammar:</b> Verbs (Past Tense)	<b>Project:</b> 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
<b>Week 3</b>  <b>Animal Habitats</b>  <b>Essential Question:</b> Where do animals live?  <b>Genre Focus:</b> Fantasy	<b>Anchor Text:</b> <i>Bear Snores On</i> <b>Genre:</b> Fantasy  <b>Paired Selection:</b> “Animal Homes” <b>Genre:</b> Informational Text	“A Vet in a Van” <b>Lexile:</b> 250L	“Aunt Nancy” <b>Genre:</b> Tale	<b>Genre:</b> Fantasy <b>A:</b> <i>We Want Water</i> <b>Lexile:</b> 110L <b>O:</b> <i>A New Home</i> <b>Lexile:</b> 50L <b>ELL:</b> <i>A New Home</i> <b>Lexile:</b> 300L <b>B:</b> <i>Bird’s New Home</i> <b>Lexile:</b> 190L	<b>Oral Vocabulary Words:</b> <i>habitat</i> <i>wild</i> <i>complain</i> <i>join</i> <i>stubborn</i>  <b>Category Words:</b> Animal Homes Shades of Meaning	Make and Confirm Predictions  Events: Cause and Effect  Glossary	Distinguish Letters from Words  Parts of a Book	<b>Phonological Awareness:</b> Onset and Rime Segmentation  <b>Phonemic Awareness:</b> Phoneme Isolation (initial v, final x), Phoneme Blending, Phoneme Substitution  <b>Long Vowel Awareness</b> Long <i>u</i> : <i>u_e</i>	<b>Phonics:</b> /ks/x, (final), /v/v (initial)  <b>Consonant/Vowel Review:</b> /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  <b>Spelling Pattern:</b> et pattern ( <i>vet, get, pet, let, bet</i> )  <b>Handwriting:</b> Upper and Lowercase Vv, Xx  <b>Decodable Readers:</b> “Rex the Vet” “Fox Had a Big Box”	<i>said</i> <i>want</i>  <b>Build Your Word Bank:</b> <i>people</i> <i>work</i> <i>funny</i>	<b>Write About the Text:</b> Opinion  <b>Writing Skill:</b> Use Word Bank  <b>Writing Trait:</b> Descriptive Words  <b>Grammar:</b> Verbs (Future Tense)	<b>Project:</b> 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
<b>Week 1</b>  <b>On the Move</b>  <b>Essential Question:</b> What can help you go from here to there?  <b>Genre Focus:</b> Realistic Fiction	<b>Anchor Text:</b> <i>When Daddy's Truck Picks Me Up</i> <b>Genre:</b> Realistic Fiction  <b>Paired Selection:</b> "From Here to There" <b>Genre:</b> Informational Text	"Dad Got a Job" <b>Lexile:</b> 190L	"The King of the Winds" <b>Genre:</b> Tale	<b>Genre:</b> Fiction <b>A:</b> <i>I Go Places</i> <b>Lexile:</b> BR <b>O:</b> <i>Run, Quinn!</i> <b>Lexile:</b> BR <b>ELL:</b> <i>Run, Quinn!</i> <b>Lexile:</b> 70L <b>B:</b> <i>Going to Gran's House</i> <b>Lexile:</b> 190L	<b>Oral Vocabulary Words:</b> <i>transportation</i> <i>vehicle</i> <i>journey</i> <i>fierce</i> <i>wide</i>  <b>Category Words:</b> 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	<b>Phonological Awareness:</b> Syllable Addition  <b>Phonemic Awareness:</b> Phoneme Isolation (initial <i>j</i> , <i>qu</i> ), Phoneme Blending, Phoneme Segmentation	<b>Phonics:</b> /j/ (initial), /kw/qu (initial)  <b>Consonant/Vowel Review:</b> <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>  <b>Spelling:</b> Words with <i>j</i> , <i>qu</i> ; <i>here</i> , <i>me</i>  <b>Handwriting:</b> Upper and Lowercase <i>Jj</i> , <i>Qq</i>  <b>Decodable Readers:</b> "Get It Quick" "Jen Is Quick!"	<i>here</i> <i>me</i>  <b>Build Your Word Bank:</b> <i>about</i> <i>may</i> <i>away</i>	<b>Write About the Text:</b> Expository  <b>Writing Skill:</b> End Punctuation  <b>Writing Trait:</b> Use Complete Sentences  <b>Grammar:</b> Sentences (with Prepositions)	<b>Project:</b> Kinds of Vehicles
<b>Week 2</b>  <b>My U.S.A.</b>  <b>Essential Question:</b> What do you know about our country?  <b>Genre Focus:</b> Informational Text; Nonfiction	<b>Anchor Text:</b> <i>Ana Goes to Washington, D.C.</i> <b>Genre:</b> Informational Text  <b>Paired Selection:</b> "See Our Country" <b>Genre:</b> Informational Text	"Pack a Bag!" <b>Lexile:</b> 160L	"The Best of the West" <b>Genre:</b> Informational Text	<b>Genre:</b> Informational Text <b>A:</b> <i>See This!</i> <b>Lexile:</b> BR <b>O:</b> <i>Places to See</i> <b>Lexile:</b> BR <b>ELL:</b> <i>Places to See</i> <b>Lexile:</b> BR <b>B:</b> <i>My Trip to Yellowstone</i> <b>Lexile:</b> 370L	<b>Oral Vocabulary Words:</b> <i>country</i> <i>travel</i> <i>careful</i> <i>purpose</i> <i>connect</i>  <b>Category Words:</b> Location Words Synonyms	Reread  Fact and Opinion  Captions	Quotation Marks  Sentence Boundaries  Parts of a Book	<b>Phonological Awareness:</b> Identify and Produce Rhyming Words  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> /y/y (initial), /z/z (initial)  <b>Consonant/Vowel Review:</b> <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>  <b>Spelling:</b> Words with <i>y</i> , <i>z</i> ; <i>she</i> , <i>was</i>  <b>Handwriting:</b> Upper and Lowercase <i>Yy</i> , <i>Zz</i>  <b>Decodable Readers:</b> "Yes, Zack Can Go!" "Rex, Kim, and Zig"	<i>this</i> <i>what</i>  <b>Build Your Word Bank:</b> <i>or</i> <i>each</i> <i>please</i>	<b>Write About the Text:</b> Expository  <b>Writing Skill:</b> End Punctuation  <b>Writing Trait:</b> Sentence Length  <b>Grammar:</b> Sentences (with Prepositions)	<b>Project:</b> An Important American



Grade K • Unit 8 • Scope and Sequence

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

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



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
<b>Week 1</b>  <b>Growing Up</b>  <b>Essential Question:</b> How can you help out at home?  <b>Genre Focus:</b> Realistic Fiction	<b>Anchor Text:</b> <i>Peter's Chair</i> <b>Genre:</b> Realistic Fiction  <b>Paired Selection:</b> "Mom's Helpers" <b>Genre:</b> Drama	"Jake and Dale Help!" <b>Lexile:</b> 300L	"Helping Out at Home" <b>Genre:</b> Informational Text	<b>Genre:</b> Fiction <b>A:</b> <i>Let Me Help You</i> <b>Lexile:</b> 90L <b>O:</b> <i>How Can Jane Help?</i> <b>Lexile:</b> 140L <b>ELL:</b> <i>How Can Jane Help?</i> <b>Lexile:</b> 180L <b>B:</b> <i>I Used to Help Too</i> <b>Lexile:</b> 240L	<b>Oral Vocabulary Words:</b> <i>chores</i> <i>contribute</i> <i>member</i> <i>organize</i> <i>accomplish</i>  <b>Category Words:</b> 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	<b>Phonological Awareness:</b> Syllable Segmentation  <b>Phonemic Awareness:</b> Phoneme Identify, Phoneme Blending, Phoneme Deletion	<b>Phonics:</b> long <i>a</i> : <i>a_e</i>  <b>Consonant/Vowel Review:</b> /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  <b>Extend the Lesson:</b> Digraph <i>sh</i>  <b>Spelling:</b> Words with long <i>a</i> : <i>a_e</i> ; <i>help, too</i>  <b>Handwriting:</b> Write sentences with <i>a_e</i> words  <b>Decodable Readers:</b> "Jake Made Cake" "We Help Make It!"	<i>help too</i>  <b>Build Your Word Bank:</b> <i>other</i> <i>into</i> <i>more</i>	<b>Write About the Text:</b> Expository <b>Writing Skill:</b> Stay on the Lines  <b>Writing Trait:</b> Words That Connect Ideas  <b>Grammar:</b> Adjectives	<b>Project:</b> Helping Out at Home
<b>Week 2</b>  <b>Good Citizens</b>  <b>Essential Question:</b> What do good citizens do?  <b>Genre Focus:</b> Fantasy	<b>Anchor Text:</b> <i>Hen Hears Gossip</i> <b>Genre:</b> Fantasy  <b>Paired Selection:</b> "Team Up to Clean Up" <b>Genre:</b> Informational Text	"We Can Play" <b>Lexile:</b> 220L	"The Little Red Hen" <b>Genre:</b> Fable	<b>Genre:</b> Fantasy <b>A:</b> <i>Mike Helps Out</i> <b>Lexile:</b> BR <b>O:</b> <i>Clive and His Friend</i> <b>Lexile:</b> 60L <b>ELL:</b> <i>Clive and His Friend</i> <b>Lexile:</b> 110L <b>B:</b> <i>Farmer White's Best Friend</i> <b>Lexile:</b> 460L	<b>Oral Vocabulary Words:</b> <i>citizen</i> <i>respect</i> <i>tidy</i> <i>necessary</i> <i>hauled</i>  <b>Category Words:</b> 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	<b>Phonological Awareness:</b> Identify and Produce Rhyming Words  <b>Phonemic Awareness:</b> Phoneme Identity Phoneme Blending, Phoneme Deletion	<b>Phonics:</b> long <i>i</i> : <i>i_e</i>  <b>Consonant/Vowel Review:</b> /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  <b>Extend the Lesson:</b> Digraph <i>ch</i>  <b>Spelling:</b> Words with long <i>i</i> : <i>i_e</i> ; <i>of, they</i>  <b>Handwriting:</b> Write sentences with <i>i_e</i> words  <b>Decodable Readers:</b> "Lake Time Fun" "Pike Lane"	<i>has play</i>  <b>Build Your Word Bank:</b> <i>find</i> <i>over</i> <i>were</i>	<b>Write About the Text:</b> Expository <b>Writing Skill:</b> Sentence Capitalization  <b>Writing Trait:</b> Sequence  <b>Grammar:</b> Adjectives (Including Articles)	<b>Project:</b> 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
<p><b>Week 3</b></p> <p><b>Our Natural Resources</b></p> <p><b>Essential Question:</b> How can things in nature be used to make new things?</p> <p><b>Genre Focus:</b> Informational Text: Nonfiction</p>	<p><b>Anchor Text:</b> <i>Bread Comes to Life</i> <b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> "Nature Artists" <b>Genre:</b> Informational Text</p>	<p>"Look! A Home!" <b>Lexile:</b> 170L</p>	<p>"Nature's Art Fair" <b>Genre:</b> Drama</p>	<p><b>Genre:</b> Informational Text <b>A:</b> <i>Look Where It Is From</i> <b>Lexile:</b> 40L <b>O:</b> <i>What's for Breakfast?</i> <b>Lexile:</b> 110L <b>ELL:</b> <i>What's for Breakfast?</i> <b>Lexile:</b> 30L <b>B:</b> <i>Nature at the Craft Fair</i> <b>Lexile:</b> 410L</p>	<p><b>Oral Vocabulary Words:</b> <i>natural resources</i> <i>create</i> <i>designs</i> <i>weave</i> <i>knowledge</i></p> <p><b>Category Words:</b> Foods Made from Grain  Sentence Clues</p>	<p>Reread Details: Time Order Photographs</p>	<p>Distinguish Letters from Words  Parts of a Book</p>	<p><b>Phonological Awareness:</b> Segment and Blend Syllables</p> <p><b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Substitution</p>	<p><b>Phonics:</b> long o: o_e</p> <p><b>Consonant/Vowel Review:</b> /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><b>Spelling Pattern:</b> oke pattern (<i>joke, poke, woke, spoke</i>)</p> <p><b>Handwriting:</b> Write sentences with o_e words</p> <p><b>Decodable Readers:</b> "Jo Made It at Home" "Joke Note"</p>	<p><i>where</i> <i>look</i></p> <p><b>Build Your Word Bank:</b> <i>know</i> <i>would</i> <i>write</i></p>	<p><b>Write About the Text:</b> Expository <b>Writing Skill:</b> End Punctuation <b>Writing Trait:</b> Focus on One Idea <b>Grammar:</b> Adjectives</p>	<p><b>Project:</b> Products from Trees</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?												
<b>Week 1</b>  <b>Problem Solvers</b>  <b>Essential Question:</b> What can happen when we work together?  <b>Genre Focus:</b> Fantasy	<b>Anchor Text:</b> <i>What's the Big Idea, Molly?</i> <b>Genre:</b> Fantasy  <b>Paired Selection:</b> "Better Together" <b>Genre:</b> Opinion Text	"A Good Time for Luke!" <b>Lexile:</b> 270L	"The Elves and the Shoemaker" <b>Genre:</b> Fairy Tale	<b>Genre:</b> Fantasy <b>A:</b> <i>Animal Band</i> <b>Lexile:</b> BR <b>O:</b> <i>We Want Honey</i> <b>Lexile:</b> 180L <b>ELL:</b> <i>We Want Honey</i> <b>Lexile:</b> 90L <b>B:</b> <i>A Good Idea</i> <b>Lexile:</b> 290L	<b>Oral Vocabulary Words:</b> <i>decide</i> <i>opinion</i> <i>ragged</i> <i>marvel</i> <i>grateful</i>  <b>Category Words:</b> Directions  Sentence Clues	Make and Confirm Predictions  Events: Sequence  Photographs	Left to Right, Top to Bottom Tracking; Return Sweep  Parts of a Book	<b>Phonological Awareness:</b> Syllable Segmentation  <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> long <i>u</i> : <i>u_e</i>  <b>Consonant/Vowel Review:</b> /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  <b>Spelling:</b> Words with long <i>u</i> : <i>u_e</i> ; <i>good</i> , <i>who</i>  <b>Handwriting:</b> Write <i>u_e</i> words  <b>Decodable Readers:</b> "Tube Race" "The Sad Duke"	<i>good</i> <i>who</i>  <b>Build Your Word Bank:</b> <i>part</i> <i>only</i> <i>words</i>	<b>Write About the Text:</b> Expository  <b>Writing Skill:</b> Left-to-Right and Top-to-Bottom Progression  <b>Writing Trait:</b> Descriptive Words  <b>Grammar:</b> Pronouns (Subjective)	<b>Project:</b> Working Together Interview
<b>Week 2</b>  <b>Sort It Out</b>  <b>Essential Question:</b> In what ways are things alike? How are they different?  <b>Genre Focus:</b> Poetry	<b>Anchor Text:</b> <i>All Kinds of Families!</i> <b>Genre:</b> Poetry  <b>Paired Selection:</b> "Good for You" <b>Genre:</b> Opinion Text	"We Come on Time!" <b>Lexile:</b> 270L	"The Perfect Color" <b>Genre:</b> Informational Text	<b>Genre:</b> Fiction <b>A:</b> <i>My Box</i> <b>Lexile:</b> BR <b>O:</b> <i>Let's Make a Band</i> <b>Lexile:</b> 250L <b>ELL:</b> <i>Let's Make a Band</i> <b>Lexile:</b> 30L <b>B:</b> <i>Going Camping</i> <b>Lexile:</b> 300L	<b>Oral Vocabulary Words:</b> <i>sort</i> <i>similar</i> <i>perfect</i> <i>endless</i> <i>experiment</i>  <b>Category Words:</b> Opposites  Antonyms	Ask and Answer Questions  Poetry: Rhyme  Labels	Left to Right, Top to Bottom Tracking; Return Sweep  Parts of a Book	<b>Phonological Awareness:</b> Syllable Substitution  <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> long <i>e</i> : <i>e</i> , <i>ee</i> , <i>e_e</i>  <b>Consonant/Vowel Review:</b> /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  <b>Extend the Lesson:</b> Digraph <i>th</i>  <b>Spelling Pattern:</b> Words with long <i>e</i> : <i>e</i> , <i>ee</i> , <i>e_e</i> ; <i>come</i> , <i>does</i>  <b>Handwriting:</b> Write words with <i>e</i> , <i>ee</i> , <i>e_e</i>  <b>Decodable Readers:</b> "Pete and Eve" "Pete Can Fix It"	<i>come</i> <i>does</i>  <b>Build Your Word Bank:</b> <i>first</i> <i>sound</i> <i>their</i>	<b>Write About the Text:</b> Expository  <b>Writing Skill:</b> Stretch Sounds to Write Words  <b>Writing Trait:</b> Sentence Length  <b>Grammar:</b> Pronouns (Objective)	<b>Project:</b> Name Sort

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?												
<b>Week 3</b>  <b>Protect Our Earth</b>  <b>Essential Question:</b> What ideas can you suggest to protect the environment?  <b>Genre Focus:</b> Informational Text: Nonfiction	<b>Anchor Text:</b> <i>Panda Kindergarten</i> <b>Genre:</b> Informational Text  <b>Paired Selection:</b> “Save Big Blue!” <b>Genre:</b> Informational Text	“Who Can Help?” <b>Lexile:</b> 360L	“Protect the Environment” <b>Genre:</b> Informational Text	<b>Genre:</b> Informational Text <b>A:</b> <i>Help Clean Up</i> <b>Lexile:</b> 90L <b>O:</b> <i>Let’s Save Earth</i> <b>Lexile:</b> 160L <b>ELL:</b> <i>Let’s Save Earth</i> <b>Lexile:</b> 110L <b>B:</b> <i>Babysitters for Seals</i> <b>Lexile:</b> 300L	<b>Oral Vocabulary Words:</b> <i>environment</i> <i>protect</i> <i>recycle</i> <i>wisely</i> <i>encourage</i>  <b>Category Words:</b> 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	<b>Phonological Awareness:</b> Identify Alliteration  <b>Phonemic Awareness:</b> Phoneme Segmentation, Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> long <i>a, i, o, u, e</i> , final blends ( <i>st, nd, nk</i> )  <b>Consonant/Vowel Review:</b> /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  <b>Spelling Pattern:</b> eep pattern ( <i>deep, peep, keep, beep, sleep</i> )  <b>Handwriting:</b> Write sentences with long <i>a, i, o, u, e</i>  <b>Decodable Readers:</b> “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>  <b>Build Your Word Bank:</b> <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>	<b>Write About the Text:</b> Expository <b>Writing Skill:</b> Use Word Bank <b>Writing Trait:</b> Descriptive Words  <b>Extended Writing:</b> Opinion Writing  <b>Writing Process:</b> Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate  <b>Grammar:</b> Pronouns (Possessive)	<b>Project:</b> Protecting Our Planet

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

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Big Idea: Getting to Know Us  What makes you special?	Literature Big Book	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> At School  <b>Essential Question:</b> What do you do at your school?  <b>Connect to Social Studies:</b> Explore how school is a community.	<b>Title:</b> <i>This School Year Will Be the Best!</i>  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Concepts of Print:</b> Book Handling	<b>Title:</b> "School Around the World"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>Jack Can</i>  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>Main Selection Title:</b> <i>Nat and Sam</i>  <b>Genre:</b> Realistic Fiction  <b>Paired Selection Title:</b> "Rules at School"  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Photographs	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>Main Selections Genre:</b> Realistic Fiction  A: <i>A Fun Day</i> O: <i>We Like to Share</i> E: <i>We Like to Share</i> B: <i>Class Party</i>  <b>Paired Selection Genre:</b> Nonfiction  <b>Titles:</b> A: "We Share" O: "Look at Signs" E: "Look at Signs" B: "Our Classroom Rules"  <b>Lexiles:</b> A: BR O: 60L E: 100L B: 360L	<b>Literature Big Books:</b> Organization, Connection of Ideas	<b>Additional Domain Words:</b> <i>rules</i> <i>obey</i> <i>safety</i>  <b>Additional Academic Vocabulary:</b> <i>events,</i> <i>illustrations</i>	<i>does</i> <i>not</i> <i>school</i> <i>what</i>	<i>learn</i> <i>subjects</i> <i>common</i> <i>object</i> <i>recognize</i>	<b>Phonological/Phonemic Awareness:</b> Identify Rhyme, Phoneme Isolation/ Blending/ Segmentation  <b>Phonics/ Spelling Skill:</b> short <i>a</i> Consonants reviewed throughout Unit 1  <b>Structural Analysis:</b> -s (inflectional ending)  <b>Decodable Readers:</b> <i>Pam Can; Pack a Bag</i>	<b>Appropriate Phrasing</b>	<b>Writing Trait:</b> Ideas: Focus on a Single Event  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Jack Can</i>  <b>Literature Anthology:</b> <i>Nat and Sam</i>  <b>Grammar Skill:</b> Sentences  <b>Grammar Mechanics:</b> Sentence Capitalization	<b>Proect:</b> What kinds of activities do we do at school?  Make a Page for a Class Book
<b>Week 2</b>  <b>Weekly Concept:</b> Where I Live  <b>Essential Question:</b> What is it like where you live?  <b>Connect to Social Studies:</b> Explore how our environment affects the way we live.	<b>Title:</b> <i>Alicia's Happy Day</i>  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Concepts of Print:</b> Book Handling	<b>Title:</b> "City Mouse and Country Mouse"  <b>Genre:</b> Fable  <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>Six Kids</i>  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>Main Selection Title:</b> <i>Go, Pip!</i>  <b>Genre:</b> Fantasy  <b>Paired Selection Title:</b> "I Live Here"  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Bold print	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>Main Selections Genre:</b> Fantasy  A: <i>What Can We See?</i> O: <i>A Trip to the City</i> E: <i>A Trip to the City</i> B: <i>Harvest Time</i>  <b>Paired Selection Genre:</b> Nonfiction  <b>Titles:</b> A: "My Home" O: "Where I Live" E: "Where I Live" B: "Where We Live"  <b>Lexiles:</b> A: BR O: 30L E: BR B: 330L	<b>Literature Big Books:</b> Organization, Lack of Prior Knowledge	<b>Additional Domain Words:</b> <i>building</i> <i>yard</i> <i>playground</i>  <b>Additional Academic Vocabulary:</b> <i>author</i> <i>bold print</i> <i>sequence</i>	<i>down</i> <i>out</i> <i>up</i> <i>very</i>	<i>city</i> <i>country</i> <i>bored</i> <i>feast</i> <i>scurried</i>	<b>Phonemic Awareness:</b> Alliteration, Phoneme Categorization/ Blending/ Segmentation  <b>Phonics/ Spelling Skill:</b> short <i>i</i> Consonants reviewed throughout Unit 1  <b>Structural Analysis:</b> double final consonants  <b>Decodable Readers:</b> <i>Kim and Nick; Jill and Jim</i>	<b>Intonation</b>	<b>Writing Trait:</b> Ideas: Describing Details  <b>Writing Product:</b> Informative Writing  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Six Kids</i>  <b>Literature Anthology:</b> <i>Go, Pip!</i>  <b>Grammar Skill:</b> Word Order  <b>Mechanics:</b> Sentence Punctuation (periods)	<b>Project:</b> How are places in our community similar to, or different from, places in other communities?  Venn Diagram

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Big Idea: Getting to Know Us  What makes you special?	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Our Pets  <b>Essential Question:</b> What makes a pet special?  <b>Connect to Science:</b> Explore what pets need to survive.	<b>Title:</b> <i>Cool Dog, School Dog</i> <b>Genre:</b> Fiction <b>Strategy:</b> Visualize  <b>Concepts of Print:</b> Track Print and Return Sweep	<b>Title:</b> “Our Pets” <b>Genre:</b> Nonfiction <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>A Pig for Cliff</i> <b>Genre:</b> Fantasy <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details	<b>Strategy:</b> Visualize <b>Skill:</b> Key Details <b>Main Selection Title:</b> <i>Flip</i>  <b>Genre:</b> Fantasy <b>Paired Selection Title:</b> “What Pets Need”  <b>Genre:</b> Nonfiction <b>Text Feature:</b> Labels	<b>Strategy:</b> Visualize <b>Skill:</b> Key Details <b>Main Selections Genre:</b> Fantasy  A: <i>Mouse’s Moon Party</i> O: <i>Pet Show</i> E: <i>Pet Show</i> B: <i>Polly the Circus Star</i>  <b>Paired Selection Genre:</b> Nonfiction  <b>Titles:</b> A: “A Mouse in the House” O: “Love That Llama!” E: “Love That Llama!” B: “Birds That Talk”  <b>Lexile:</b> A: 120L O: 200L E: 20L B: 280L	<b>Literature Big Books:</b> Sentence Structure, Connection of Ideas	<b>Additional Domain Words:</b> <i>living things, need, cares</i>  <b>Additional Academic Vocabulary:</b> <i>consonant, label, publish</i>  <b>Build Vocabulary:</b> <i>glad, plan</i>	<i>be, come, good, pull</i>	<i>care, train, groom, companion, popular</i>	<b>Phonemic Awareness:</b> Contrast Vowel Sounds, Phoneme Blending/ Substitution/ Segmentation  <b>Phonics/Spelling Skill:</b> beginning consonant blends: /-blends Consonants reviewed throughout Unit 1  <b>Structural Analysis:</b> -s (plural nouns)  <b>Decodable Readers:</b> <i>Cliff Has a Plan; A Good Black Cat</i>	<b>Appropriate Phrasing</b>	<b>Writing Trait:</b> Ideas: Describing Details  <b>Write About Text:</b> Narrative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>A Pig for Cliff</i>  <b>Literature Anthology:</b> <i>Flip</i>  <b>Grammar Skill:</b> <i>Statements</i>  <b>Grammar Mechanics:</b> Capitalization and Punctuation (periods)	<b>Project:</b> What are the ways to care for pets?  Create a Poster
<b>Week 4</b>  <b>Weekly Concept:</b> Let’s Be Friends  <b>Essential Question:</b> What do friends do together?  <b>Connect to Social Studies:</b> Explore why we respect the rights of others.	<b>Title:</b> <i>Friends All Around</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions  <b>Concepts of Print:</b> Book Handling and Labels	<b>Title:</b> “Games Long Ago” <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Toss! Kick! Hop!</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details <b>Main Selection Title:</b> <i>Friends</i>  <b>Genre:</b> Nonfiction <b>Paired Selection Title:</b> “There Are Days and There Are Days”  <b>Genre:</b> Poetry	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details <b>Main Selections Genre:</b> Realistic Fiction  A: <i>Friends Are Fun</i> O: <i>Friends Are Fun</i> E: <i>Friends Are Fun</i> B: <i>Friends Are Fun</i>  <b>Paired Selections Genre:</b> Poetry  <b>Titles:</b> A: “I Like to Play” O: “I Like to Play” E: “I Like to Play” B: “I Like to Play”  <b>Lexile:</b> A: 130L O: 110L E: 100L B: 350L	<b>Literature Big Books:</b> Organization, Connection of Ideas	<b>Additional Domain Words:</b> <i>poem</i>  <b>Additional Academic Vocabulary:</b> <i>evaluate, rhyme</i>  <b>Build Vocabulary:</b> <i>toss, tag, quick, make up</i>	<i>fun, make, they, too</i>	<i>cooperate, relationship, deliver, chore, collect</i>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Segmentation/ Deletion, Rhyme, Phoneme Blending  <b>Phonics/ Spelling Skill:</b> short o Consonants reviewed throughout Unit 1  <b>Structural Analysis:</b> alphabetical order (one letter))  <b>Decodable Readers:</b> <i>Bob is a Fun Pal; Dog and Fox</i>	<b>Appropriate Phrasing</b>	<b>Writing Trait:</b> Organization: Compare and Contrast  <b>Write About Text:</b> Informative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Toss! Kick! Hop!</i>  <b>Literature Anthology:</b> <i>Friends</i>  <b>Grammar Skill:</b> Questions and Exclamations  <b>Grammar Mechanics:</b> Question and Exclamation Marks	<b>Project:</b> What can we learn about our favorite games or sports?  Make a Poster

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



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Big Idea: Getting to Know Us  What makes you special?	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Let's Move!  <b>Essential Question:</b> How does your body move?  <b>Connect to Science:</b> Explore how people and animals use their body parts.	<b>Title:</b> <i>Move!</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions  <b>Concepts of Print:</b> Special Text Treatments	<b>Title:</b> "Rabbit and Coyote Race" <b>Genre:</b> Folktale <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Move and Grin!</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details  <b>Main Selection Title:</b> <i>Move It!</i> <b>Genre:</b> Nonfiction <b>Paired Selection Title:</b> "Using Diagrams" <b>Genre:</b> Nonfiction <b>Text Feature:</b> Diagram	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details  <b>Main Selections Genre:</b> Nonfiction  A: <i>We Can Move!</i> O: <i>We Can Move!</i> E: <i>We Can Move!</i> B: <i>We Can Move!</i>  <b>Paired Selections Genre:</b> Nonfiction  <b>Titles:</b> A: "What's Under Your Skin?" O: "What's Under Your Skin?" E: "What's Under Your Skin?" B: "What's Under Your Skin?"  <b>Lexile:</b> A: 170 O: 200L E: 190L B: 390L	<b>Literature Big Books:</b> Purpose Vocabulary	<b>Additional Academic Vocabulary:</b> <i>diagram</i> <i>statement</i> <i>nonfiction</i>  <b>Build Vocabulary:</b> <i>land, spin</i>	<i>jump</i> <i>move</i> <i>run</i> <i>two</i>	<i>physical</i> <i>exercise</i> <i>agree</i> <i>exhausted</i> <i>difficult</i>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Segmentation/ Deletion/Blending  <b>Phonics/ Spelling Skill:</b> Beginning consonant blends: r-blends; s-blends Consonants reviewed throughout Unit 1  <b>Structural Analysis:</b> possessives  <b>Decodable Readers:</b> <i>Snap, Skip, Trot; Snip and Fred Can Move</i>	<b>Appropriate Phrasing</b>	<b>Writing Trait:</b> Organization: Order of Events  <b>Write About the Text:</b> Informative Writing  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Move and Grin!</i>  <b>Literature Anthology:</b> <i>Move It!</i> <b>Grammar Skill:</b> Writing Sentences  <b>Mechanics:</b> Capitalization and Punctuation (periods, question and exclamation marks)	<b>Weekly:</b> How does the human body move?  Create a Visual Record  <b>Unit Level: Research Skill:</b> Selecting a Topic <b>Unit Project:</b> Self-select and develop from weekly research projects.
<b>Week 6</b>  <b>Review and Assessment</b>													

Grade 1 • Unit 2 • Scope and Sequence



Big Idea: Our Community  What makes a community?	Literature Big Book	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Jobs Around Town  <b>Essential Question:</b> What jobs need to be done in a community?  <b>Connect to Social Studies:</b> Explore the work people do.	<b>Title:</b> <i>Millie Waits for the Mail</i>  <b>Genre:</b> Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Ellipses and Dashes	<b>Title:</b> “Jobs Around Town”  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>Good Job, Ben!</i>  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>Main Selection Title:</b> <i>The Red Hat</i>  <b>Genre:</b> Realistic Fiction  <b>Paired Selection Title:</b> “ <i>Firefighters at Work</i> ”  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Labels	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>Main Selections Genre:</b> Realistic Fiction  <div><div>A:</div> <i>Pick Up Day</i></div> <div><div>O:</div> <i>Ben Brings the Mail</i></div> <div><div>E:</div> <i>Ben Brings the Mail</i></div> <div><div>B:</div> <i>At Work with Mom</i></div> <b>Paired Selections Genre:</b> nonfiction  <b>Titles:</b> <div><div>A:</div> “The Recycling Center”</div> <div><div>O:</div> “At the Post Office”</div> <div><div>E:</div> “At the Post Office”</div> <div><div>B:</div> “Tools for the School Nurse”</div> <b>Lexile:</b> <div><div>A:</div> 70</div> <div><div>O:</div> 200L</div> <div><div>E:</div> 70L</div> <div><div>B:</div> 330L</div>	<b>Literature Big Books:</b> Sentence Structure, Organization	<b>Additional Domain Words:</b> <i>firefighter</i> <i>siren</i> <i>protect</i>  <b>Additional Academic Vocabulary:</b> <i>end</i> <i>middle</i>  <b>Build Vocabulary:</b> <i>grabs</i>	<i>again</i> <i>help</i> <i>new</i> <i>there</i> <i>use</i>	<i>occupation</i> <i>community</i> <i>equipment</i> <i>fortunately</i> <i>astonishing</i>	<b>Phonemic Awareness:</b> Phoneme Blending/Isolation/Segmentation  <b>Phonics/ Spelling Skill:</b> short e spelled e and ea  <b>Structural Analysis:</b> inflectional ending -ed (no spelling change)  <b>Decodable Readers:</b> <i>Ted Gets a Job; I Sell Crabs</i>	Intonation	<b>Writing Trait:</b> Organization: Focus on an Idea  <b>Write About the Text:</b> Opinion  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Good Job, Ben!</i>  <b>Literature Anthology:</b> <i>The Red Hat</i>  <b>Grammar Skill:</b> Nouns  <b>Mechanics:</b> Commas in a Series	<b>Project:</b> What can we learn about jobs that help the community?  Write a Script
<b>Week 2</b>  <b>Weekly Concept:</b> Buildings All Around  <b>Essential Question:</b> What buildings do you know? What are they made of?  <b>Connect to Social Studies:</b> Explore how the environment affects the ways people live.	<b>Title:</b> <i>The 3 Little Dassies</i>  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Quotations	<b>Title:</b> “The Three Little Pigs”  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>Cubs in a Hut</i>  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>Main Selection Title:</b> <i>The Pigs, the Wolf, and the Mud</i>  <b>Genre:</b> Fantasy  <b>Paired Selection Title:</b> “Homes Around the World”  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Captions	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>Main Selections Genre:</b> Fantasy  <div><div>A:</div> <i>What a Nest!</i></div> <div><div>O:</div> <i>Staying Afloat</i></div> <div><div>E:</div> <i>Staying Afloat</i></div> <div><div>B:</div> <i>City Armadillo, Country Armadillo</i></div> <b>Paired Selections Genre:</b> Nonfiction  <b>Titles:</b> <div><div>A:</div> “Stone Castles”</div> <div><div>O:</div> “A Day on a Houseboat”</div> <div><div>E:</div> “A Day on a Houseboat”</div> <div><div>B:</div> “City or Country?”</div> <b>Lexile:</b> <div><div>A:</div> 170</div> <div><div>O:</div> 150L</div> <div><div>E:</div> 10L</div> <div><div>B:</div> 330L</div>	<b>Literature Big Books:</b> Vocabulary	<b>Additional Domain Words:</b> <i>homes</i> <i>build</i> <i>shelter</i>  <b>Additional Academic Vocabulary:</b> <i>apostrophe</i> <i>dialogue</i> <i>presentation</i>  <b>Build Vocabulary:</b> <i>mess</i>	<i>could</i> <i>live</i> <i>one</i> <i>then</i> <i>three</i>	<i>shelter</i> <i>materials</i> <i>collapsed</i> <i>furious</i> <i>refused</i>	<b>Phonemic Awareness:</b> Rhyme, Phoneme Identity/Blending/Segmentation  <b>Phonics/ Spelling Skill:</b> short u  <b>Structural Analysis:</b> contractions with 's  <b>Decodable Readers:</b> <i>Can Bud Stop Bug; It's Up to Us</i>	Expression	<b>Writing Trait:</b> Organization: Beginning Sentence  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Cubs in a Hut</i>  <b>Literature Anthology:</b> <i>The Pigs, The Wolf, and the Mud</i>  <b>Grammar Skill:</b> Singular and Plural Nouns  <b>Mechanics:</b> Adding -s and -es to form plural nouns	<b>Project:</b> What can we learn about the buildings in our community? What are they made of?  Draw and Label a Building



Grade 1 • Unit 2 • Scope and Sequence



Big Idea: Our Community  What makes a community?	Literature Big Book	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 3</b>  <b>Weekly Concept:</b> A Community in Nature  <b>Essential Question:</b> Where do animals live together?  <b>Connect to Science:</b> Explore how the animals adapt to different environments.	<b>Title:</b> <i>Babies in the Bayou</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Distinguish Sentences	<b>Title:</b> “Animals in the Desert” <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread	<b>Short Text:</b> <i>The Best Spot</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details	<b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details  <b>Main Selection Title:</b> <i>At a Pond</i> <b>Genre:</b> Nonfiction <b>Paired Selection Title:</b> “Way Down Deep” <b>Genre:</b> Poetry	<b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details  <b>Main Selections Genre:</b> Nonfiction <div><div>A:</div> Meerkat Family</div> <div><div>O:</div> Meerkat Family</div> <div><div>E:</div> Meerkat Family</div> <div><div>B:</div> Meerkat Family</div> <b>Paired Selections Genre:</b> Poetry  <b>Titles:</b> <div><div>A:</div> “I Live in a House!”</div> <div><div>O:</div> “I Live in a House!”</div> <div><div>E:</div> “I Live in a House!”</div> <div><div>B:</div> “I Live in a House!”</div> <b>Lexile:</b> <div><div>A:</div> 170</div> <div><div>O:</div> 210L</div> <div><div>E:</div> 170L</div> <div><div>B:</div> 370L</div>	<b>Literature Big Books:</b> Purpose, Organization	<b>Additional Domain Word:</b> <i>poem</i>  <b>Additional Academic Vocabulary:</b> <i>draft</i> <i>repetition</i> <i>rhythm</i>  <b>Build Vocabulary:</b> <i>pond</i> <i>rest</i> <i>twigs</i>	<i>eat</i> <i>no</i> <i>of</i> <i>under</i> <i>who</i>	<i>habitat</i> <i>depend</i> <i>hibernate</i> <i>tranquil</i> <i>tolerate</i>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Blending/ Substitution/ Segmentation  <b>Phonics/ Spelling Skill:</b> ending consonant blends <i>nd, nk, nt, st, sk, mp</i>  <b>Structural Analysis:</b> inflectional ending <i>-ing</i> (no spelling change); first introduction to two-syllable words  <b>Decodable Readers:</b> <i>In a Land of Grass; Stomp and Romp</i>	<b>Appropriate Phrasing</b>	<b>Writing Trait:</b> Ideas: Facts  <b>Wrie About the Text:</b> Informative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>The Best Spot</i>  <b>Literature Anthology:</b> <i>At a Pond</i>  <b>Grammar Skill:</b> Possessive Nouns  <b>Mechanics:</b> Apostrophe with Possessive Nouns	<b>Project:</b> What can we learn about a habitat? What kinds of creatures live there? Make a Collage
<b>Week 4</b>  <b>Weekly Concept:</b> Let’s Help  <b>Essential Question:</b> How do people help out in the community?  <b>Connect to Social Studies:</b> Understand respecting other’s differences.	<b>Title:</b> <i>The Story of Martin Luther King Jr.</i> <b>Genre:</b> Nonfiction/ Biography <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Special Text Treatments	<b>Title:</b> “Luis’s Library” <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Thump Thump Helps Out</i> <b>Genre:</b> Fantasy <b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Events  <b>Main Selection Title:</b> <i>Nell’s Books</i> <b>Genre:</b> Fantasy <b>Paired Selection Title:</b> “Kids Can Help!” <b>Genre:</b> Nonfiction <b>Text Feature:</b> List	<b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Events  <b>Main Selections Genre:</b> Fantasy <div><div>A:</div> The Sick Tree</div> <div><div>O:</div> Squirrels Help</div> <div><div>E:</div> Squirrels Help</div> <div><div>B:</div> Wow, Kitty!</div> <b>Paired Selections Genre:</b> Poetry  <b>Titles:</b> <div><div>A:</div> “Beach Clean-Up”</div> <div><div>O:</div> “Food Drive”</div> <div><div>E:</div> “Food Drive”</div> <div><div>B:</div> “Sharing Skills”</div> <b>Lexile:</b> <div><div>A:</div> 40L</div> <div><div>O:</div> 200L</div> <div><div>E:</div> 109L</div> <div><div>B:</div> 390L</div>	<b>Literature Big Books:</b> Genre, Prior Knowledge	<b>Additional Domain Words:</b> <i>neighborhood</i> <i>garden</i> <i>recycle</i>  <b>Additional Academic Vocabulary:</b> <i>fantasy</i> <i>imaginary</i>  <b>Build Vocabulary:</b> <i>shelf</i> <i>clang</i> <i>bang</i> <i>wish</i>	<i>all</i> <i>call</i> <i>day</i> <i>her</i> <i>want</i>	<i>leadership</i> <i>admire</i> <i>enjoy</i> <i>rely</i> <i>connections</i>	<b>Phonemic Awareness:</b> Phoneme Isolation/ Categorization/ Blending/ Segmentation  <b>Phonics/ Spelling Skill:</b> consonant digraphs <i>th, sh, -ng</i>  <b>Structural Analysis:</b> closed syllables  <b>Decodable Readers:</b> <i>Dash Has a Wish; The Helping Game; Send a Big Thanks</i>	<b>Intonation</b>	<b>Writing Trait:</b> Organization: Beginning, Middle  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Thump Thump Helps Out</i>  <b>Literature Anthology:</b> <i>Nell’s Books</i>  <b>Grammar Skill:</b> Common and Proper Nouns  <b>Mechanics:</b> Capitalize Proper Nouns (people, pets, places, and things)	<b>Weekly:</b> How can we make our classroom a better place? Make a List

Grade 1 • Unit 2 • Scope and Sequence



Big Idea: Getting to Know Us  What makes you special?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Follow the Map  <b>Essential Question:</b> How can you find your way around?  <b>Connect to Social Studies:</b> Explore maps and globes.	<b>Title:</b> <i>Me on the Map</i> <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Reading Sentences across Pages	<b>Title:</b> “Map It” <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Which Way on the Map?</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details	<b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details  <b>Main Selection Title:</b> <i>Fun with Maps</i> <b>Genre:</b> Nonfiction <b>Paired Selection Title:</b> “North, East, South, or West?” <b>Genre:</b> Nonfiction <b>Text Feature:</b> Map	<b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details  <b>Main Selections Genre:</b> Nonfiction  <div><div>A:</div> How Maps Help</div> <div><div>O:</div> How Maps Help</div> <div><div>E:</div> How Maps Help</div> <div><div>B:</div> How Maps Help</div> <b>Paired Selections Genre:</b> Nonfiction  <b>Titles:</b> <div><div>A:</div> “On the Map”</div> <div><div>O:</div> “On the Map”</div> <div><div>E:</div> “On the Map”</div> <div><div>B:</div> “On the Map”</div> <b>Lexile:</b> <div><div>A:</div> 130L</div> <div><div>O:</div> 230L</div> <div><div>E:</div> 60L</div> <div><div>B:</div> 420L</div>	<b>Literature Big Books:</b> Purpose, Organization	<b>Additional Academic Vocabulary:</b> <i>map</i> <i>proofread</i>  <b>Build Vocabulary:</b> <i>n/a</i>	<i>around</i> <i>by</i> <i>many</i> <i>place</i> <i>walk</i>	<i>locate</i> <i>route</i> <i>height</i> <i>model</i> <i>separate</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation/ Addition/ Blending  <b>Phonics/ Spelling Skill:</b> consonant digraphs <i>ch</i> , <i>-tch</i> , <i>wh</i> , <i>ph</i>  <b>Structural Analysis:</b> -es (plural nouns)  <b>Decodable Readers:</b> <i>A Map Match</i> ; <i>A Fun Chest</i> ; <i>Phil and Steph Get Lost</i> ; <i>Maps and Graphs</i>	<b>Appropriate Phrasing</b>	<b>Writing Trait:</b> Ideas: Supporting Details <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Which Way on the Map?</i>  <b>Literature Anthology:</b> <i>Fun with Maps</i>  <b>Grammar Skill:</b> Irregular Plural Nouns  <b>Mechanics:</b> Capital Letters and Periods (in sentences))	<b>Project:</b> What can we learn about maps? Make a Map  <b>Unit Level: Research Skill:</b> Collecting Information  <b>Unit Project:</b> Self-select and develop from weekly research projects
<b>Week 6</b>  <b>Review and Assessment</b>													

Grade 1 • Unit 3 • Scope and Sequence



Big Idea: Our Community  What can happen over time?	Literature Big Book	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> What Time Is It?  <b>Essential Question:</b> How do we measure time?  <b>Connect to Social Studies:</b> Explore the relativity of time.	<b>Title:</b> <i>A Second Is a Hiccup</i>  <b>Genre:</b> Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Capitalization and Punctuation	<b>Title:</b> “Measuring Time”  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>Nate the Snake Is Late</i>  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Plot  <b>Main Selection</b> <b>Title:</b> <i>On My Way to School</i>  <b>Genre:</b> Fantasy  <b>Paired Selection</b> <b>Title:</b> “It’s About Time”  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Bold print	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Plot  <b>Main Selections</b> <b>Genre:</b> Fantasy  <div><div>A:</div> <i>Busy’s Watch</i></div> <div><div>O:</div> <i>Kate Saves the Date!</i></div> <div><div>E:</div> <i>Kate Saves the Date!</i></div> <div><div>B:</div> <i>Uncle George Is Coming</i></div> <b>Paired Selections</b> <b>Genre:</b> Nonfiction  <b>Titles:</b> <div><div>A:</div> “Make a Clock”</div> <div><div>O:</div> “Use a Calendar”</div> <div><div>E:</div> “Use a Calendar”</div> <div><div>B:</div> “So Many Clocks!”</div> <b>Lexile:</b> <div><div>A:</div> 40L</div> <div><div>O:</div> 220L</div> <div><div>E:</div> 330L</div> <div><div>B:</div> 320L</div>	<b>Literature Big Books:</b> Purpose, Organization	<b>Additional Domain Words:</b> <i>clock, sundial, shadow</i>  <b>Additional Academic Vocabulary:</b> <i>capitalization, flare, rubric, timetable</i>  <b>Build Vocabulary:</b> <i>wig at last zips mop lake</i>	<i>away now some today way why</i>	<i>schedule immediately weekend calendar occasion</i>	<b>Phonemic Awareness:</b> Phoneme Identity/ Addition/ Substitution/ Blending/ Segmentation  <b>Phonics/ Spelling Skill:</b> long a: a_e  <b>Structural Analysis:</b> contractions with not (isn’t, aren’t, wasn’t, weren’t, hasn’t, haven’t, can’t)  <b>Decodable Readers:</b> <i>Dave Was Late; Is It Late?</i>	Intonation	<b>Writing Trait:</b> Word Choice: Sensory Details  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Nate the Snake Is Late</i>  <b>Literature Anthology:</b> <i>On My Way to School</i>  <b>Grammar Skill:</b> Verbs  <b>Mechanics:</b> Commas in Series	<b>Project:</b> What are the different ways to measure time?  Explore Sun Dials	
<b>Week 2</b>  <b>Weekly Concept:</b> Watch It Grow!  <b>Essential Question:</b> How do plants change as they grow?  <b>Connect to Science:</b> Explore what helps plants survive.	<b>Title:</b> <i>Mystery Vine</i>  <b>Genre:</b> Informational Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Punctuation Within Sentence	<b>Title:</b> “The Great Big, Gigantic Turnip”  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>Time to Plant!</i>  <b>Genre:</b> Drama  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Sequence  <b>Main Selection Title:</b> <i>The Big Yuca Plant</i>  <b>Genre:</b> Play  <b>Paired Selection</b> <b>Title:</b> “How Plants Grow”  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Diagram	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Sequence  <b>Main Selections</b> <b>Genre:</b> Play  <div><div>A:</div> <i>Corn Fun</i></div> <div><div>O:</div> <i>Yum, Strawberries!</i></div> <div><div>E:</div> <i>Yum, Strawberries!</i></div> <div><div>B:</div> <i>A Tree’s Life</i></div> <b>Paired Selections</b> <b>Genre:</b> Nonfiction  <b>Titles:</b> <div><div>A:</div> “Ear of Corn”</div> <div><div>O:</div> “Strawberry Plant”</div> <div><div>E:</div> “Strawberry Plant”</div> <div><div>B:</div> “Inside Trees”</div> <b>Lexile:</b> <div><div>A:</div> NP</div> <div><div>O:</div> NP</div> <div><div>E:</div> NP</div> <div><div>B:</div> NP</div>	<b>Literature Big Books:</b> Prior Knowledge, Vocabulary	<b>Additional Domain Words:</b> <i>seed root sprout</i>  <b>Additional Academic Vocabulary:</b> <i>audience vegetables</i>  <b>Build Vocabulary:</b> <i>root grab stuck vine</i>	<i>green grow pretty should together water</i>	<i>bloom sprout grasped assist spied</i>	<b>Phonemic Awareness:</b> Alliteration, Phoneme Deletion/ Segmentation/ Blending  <b>Phonics/ Spelling Skill:</b> long i: i_e  <b>Structural Analysis:</b> plurals (with CVCe words)  <b>Decodable Readers:</b> <i>A Fine Plant; Plants Take Time to Grow</i>	Appropriate Phrasing	<b>Writing Trait:</b> Word Choice: Use Specific Words  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Time to Plant!</i>  <b>Literature Anthology:</b> <i>The Big Yuca Plant</i>  <b>Grammar Skill:</b> <i>Present-Tense Verbs</i>  <b>Mechanics:</b> Capitalize and Underline Titles of Plays	<b>Project:</b> How do plants change as they grow?  Make a Flip Book	

Grade 1 • Unit 3 • Scope and Sequence



Big Idea: Getting to Know Us  What can happen over time?	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Tales Over Time  <b>Essential Question:</b> What is a folktale?  <b>Connect to Social Studies:</b> Explore the similarities in literature over time.	<b>Title:</b> <i>Interrupting Chicken</i>  <b>Genre:</b> Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Quotation Marks/ Text Styles	<b>Title:</b> “The Foolish, Timid Rabbit”  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>The Nice Mitten</i>  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect  <b>Main Selection</b>  <b>Title:</b> <i>The Gingerbread Man</i>  <b>Genre:</b> Folktale  <b>Paired Selection</b> <b>Title:</b> “Mother Goose Rhymes”  <b>Genre:</b> Rhyme	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect  <b>Main Selections</b> <b>Genre:</b> Folktale  A: <i>How Coqui Got Her Voice</i> O: <i>The Magic Paintbrush</i> E: <i>The Magic Paintbrush</i> B: <i>The Storytelling Stone</i>  <b>Paired Selections:</b> <b>Genre:</b> Poetry/Song  <b>Titles:</b> A: “El Coqui/The Coqui” O: “Make New Friends” E: “Wanted: A Friend” B: “Family Stories”  <b>Lexile:</b> A: 300L O: 230L E: 240L B: 460L	<b>Literature Big Books:</b> Organization, Connection of Ideas	<b>Additional Domain Words:</b> <i>poem</i>  <b>Additional Academic Vocabulary:</b> <i>element</i> <i>puppet</i> <i>style</i>  <b>Build Vocabulary:</b> <i>except</i> <i>raced</i> <i>passed</i> <i>wish</i> <i>edge</i>	<i>any</i> <i>from</i> <i>happy</i> <i>once</i> <i>so</i> <i>upon</i>	<i>tale</i> <i>hero</i> <i>timid</i> <i>foolish</i> <i>eventually</i>	<b>Phonemic Awareness:</b> Rhyme, Phoneme Blending/ Segmentation  <b>Phonics/ Spelling Skill:</b> soft c; soft g, dge  <b>Structural Analysis:</b> inflectional endings -ed and -ing (drop final e)  <b>Decodable Readers:</b> <i>King and Five Nice Mice</i>	<b>Expression</b>	<b>Writing Trait:</b> Word Choice: Use Strong Verbs  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>The Nice Mitten</i>  <b>Literature Anthology:</b> <i>The Gingerbread Man</i>  <b>Grammar Skill:</b> Past- and Future-Tense Verbs  <b>Mechanics:</b> Commas in Series	<b>Project:</b> What can we learn about folktales?  Make a Character Puppet
<b>Week 4</b>  <b>Weekly Concept:</b> Now and Then  <b>Essential Question:</b> How is life different than it was long ago?  <b>Connect to Social Studies:</b> Explore transportation from long ago.	<b>Title:</b> <i>The Last Train</i>  <b>Genre:</b> Fiction  <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Reading Sentences Across Pages	<b>Title:</b> “Pioneers”  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Life at Home</i>  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Compare and Contrast	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Compare and Contrast  <b>Main Selection Title:</b> <i>Long Ago and Now</i>  <b>Genre:</b> Nonfiction  <b>Paired Selection</b> <b>Title:</b> “From Horse to Plane”  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Captions	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Compare and Contrast  <b>Main Selections</b> <b>Genre:</b> Nonfiction  A: <i>Schools Then and Now</i> O: <i>Schools Then and Now</i> E: <i>Schools Then and Now</i> B: <i>Schools Then and Now</i>  <b>Paired Selections</b> <b>Genre:</b> Nonfiction  <b>Titles:</b> A: “School Days” O: “School Days” E: “School Days” B: “School Days”  <b>Lexile:</b> A: 170L O: 220L E: 270L B: 380L	<b>Literature Big Books:</b> Prior Knowledge, Vocabulary	<b>Additional Domain Words:</b> <i>transportation,</i> <i>engines</i> <i>invented</i>  <b>Additional Academic Vocabulary:</b> <i>opinion</i> <i>frontier</i> <i>caption</i>  <b>Build Vocabulary:</b> <i>wagon</i> <i>tongs</i> <i>scrub</i> <i>attend</i>	<i>ago,</i> <i>boy,</i> <i>girl,</i> <i>how,</i> <i>old,</i> <i>people</i>	<i>century,</i> <i>past,</i> <i>present,</i> <i>future,</i> <i>entertainment</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation/ Isolation/ Blending  <b>Phonics/ Spelling Skill:</b> long o: o_e; long u: u_e; long e: e_e  <b>Structural Analysis:</b> CVCe syllables  <b>Decodable Readers:</b> <i>Those Old Classes;</i> <i>That Old Globe</i>	<b>Appropriate Phrasing</b>	<b>Writing Trait:</b> Ideas: Give Reasons for an Opinion  <b>Writing About the Text:</b> Opinion  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Life at Home</i>  <b>Literature Anthology:</b> <i>Long Ago and Now</i>  <b>Grammar Skill:</b> Is and Are  <b>Mechanics:</b> Commas in Dates	<b>Project:</b> How has our way of life changed over time?  Write a Report

Grade 1 • Unit 3 • Scope and Sequence



Big Idea: Getting to Know Us  What can happen over time?	Literature Big Book (Units 1-3 Only)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 5</b>  <b>Weekly Concept:</b> From Farm to Table  <b>Essential Question:</b> How do we get our food?  <b>Connect to Social Studies:</b> Explore how people get food.	<b>Title:</b> <i>Where Does Food Come From?</i>  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Special Text Treatments	<b>Title:</b> “The Little Red Hen”  <b>Genre:</b> Folktale  <b>Strategy:</b> Reread	<b>Short Text:</b> <i>A Look at Breakfast</i>  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Sequence	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Sequence  <b>Main Selection Title:</b> <i>From Cows to You</i>  <b>Genre:</b> Nonfiction  <b>Paired Selection Title:</b> “A Food Chart”  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Chart	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Sequence  <b>Main Selections Genre:</b> Nonfiction  A: <i>Apples from Farm to Table</i> O: <i>Apples from Farm to Table</i> E: <i>Apples from Farm to Table</i> B: <i>Apples from Farm to Table</i>  <b>Paired Selections Genre:</b> Nonfiction  <b>Titles:</b> A: “A Dairy Treat” O: “A Dairy Treat” E: “A Dairy Treat” B: “A Dairy Treat”  <b>Lexile:</b> A: 330L O: 550L E: 430L B: 580L	<b>Literature Big Books:</b> Purpose, Genre	<b>Additional Academic Vocabulary:</b> <i>chart</i> <i>contraction</i> <i>facts</i>  <b>Build Vocabulary:</b> <i>graze</i> <i>spoil</i> <i>boil</i>	<i>after</i> <i>buy</i> <i>done</i> <i>every</i> <i>soon</i> <i>work</i>	<i>delicious</i> <i>nutritious</i> <i>responsibility</i> <i>enormous</i> <i>delighted</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation/ Blending/Deletion  <b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: oo, u  <b>Structural Analysis:</b> inflectional endings -ed and -ing (double final consonant)  <b>Decodable Readers:</b> <i>A Good Cook</i> ; <i>That Looks Good</i>	<b>Intonation</b>	<b>Writing Trait:</b> Ideas: Give Reasons for an Opinion  <b>Write About the Text:</b> Opinion  <b>Write to Sources: Reading/Writing Workshop:</b> <i>A Look at Breakfast</i>  <b>Literature Anthology:</b> <i>From Cows to You</i>  <b>Grammar Skill:</b> Contractions with <i>Not</i>  <b>Mechanics:</b> Apostrophes in Contractions	<b>Project:</b> Where does food come from? How is food produced? Make a Flowchart  <b>Unit Level:</b>  <b>Research Skill:</b> Using Different Resources  <b>Unit Project:</b> Self-select and develop from weekly research projects
<b>Week 6</b>  <b>Review and Assessment</b>													



Grade 1 • Unit 4 • Scope and Sequence



Big Idea: Animals Everywhere  What animals do you know about? What are they like	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Animal Features  <b>Essential Question:</b> How do animals’ bodies help them?  <b>Connect to Science:</b> Explore different animals’ body parts.	<b>Title:</b> “The Elephant’s Child” <b>Genre:</b> Fantasy <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>A Tale of a Tail</i> : “How the Beaver Got Its Flat Tail” <b>Lexile:</b> 430L <b>Genre:</b> Folktale <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Sequence	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Sequence <b>Main Selection Title:</b> <i>How Bat Got Its Wings</i> <b>Genre:</b> Folktale <b>Lexile:</b> 410L <b>Paired Selection Title:</b> “Bats! Bats! Bats!” <b>Genre:</b> Nonfiction <b>Lexile:</b> 400L <b>Text Feature:</b> Chart	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Sequence <b>Main Selections Genre:</b> Folktale  A: <i>The King of the Animals</i> O: <i>Fly to the Rescue!</i> E: <i>Fly to the Rescue!</i> B: <i>Hummingbird’s Wings</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> A: “Lions and Elephants” O: “Animal Traits” E: “Animal Traits” B: “What Is a Hummingbird?”  <b>Lexile:</b> A: 350L O: 290L E: 270L B: 520L	<b>Literature Anthology:</b> Prior Knowledge	<b>Vocabulary Words:</b> <i>special</i> <i>splendid</i>  <b>Additional Domain Words:</b> <i>mammal</i> <i>bird</i> <i>hunt</i>  <b>Additional Academic Vocabulary:</b> <i>folktale</i> <i>traditions</i> <i>unusual</i>  <b>Build Vocabulary:</b> <i>skin</i> <i>zipped</i> <i>close</i> <i>field</i>  <b>Vocabulary Strategy:</b> Use a Dictionary	<i>about</i> <i>animal</i> <i>carry</i> <i>eight</i> <i>give</i> <i>our</i>	<i>feature</i> <i>appearance</i> <i>determined</i> <i>predicament</i> <i>relief</i>	<b>Phonemic Awareness:</b> Rhyme, Phoneme Categorization/ Blending/ Segmentation  <b>Phonics/ Spelling Skill:</b> long a: a, ai, ay  <b>Structural Analysis:</b> alphabetical order (two letters)  <b>Decodable Readers:</b> <i>April the Agent</i> ; <i>Snail Mail</i> <i>Tails</i>	<b>Intonation</b>	<b>Writing Trait:</b> Word Choice: Figurative Language  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Reading/ Writing Workshop:</b> <i>A Tale of a Tail: How the Beaver Got its Flat Tail</i>  <b>Literature Anthology:</b> <i>How Bat Got Its Wings</i>  <b>Grammar Skill:</b> Was and Were  <b>Mechanics:</b> Apostrophe with Contractions	<b>Project:</b> What can we learn about animal features?  Make a Poster
<b>Week 2</b>  <b>Weekly Concept:</b> Animals Together  <b>Essential Question:</b> How do animals help each other?  <b>Connect to Social Studies:</b> Explore how animals have behaviours that help them to survive.	<b>Title:</b> “Animals Working Together” <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>A Team of Fish</i> <b>Lexile:</b> 340L <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Idea and Key Details <b>Text Feature:</b> Captions	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Idea and Key Details <b>Main Selection Title:</b> <i>Animal Teams</i> <b>Genre:</b> Nonfiction <b>Lexile:</b> 480L <b>Text Feature:</b> Captions <b>Paired Selection Title:</b> “Busy As a Bee” <b>Genre:</b> Nonfiction <b>Lexile:</b> 500L <b>Text Feature:</b> Captions	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Idea and Key Details <b>Main Selections Genre:</b> Nonfiction  A: <i>Penguins All Around</i> O: <i>Penguins All Around</i> E: <i>Penguins All Around</i> B: <i>Penguins All Around</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> A: “Animals Work Together!” O: “Animals Work Together!” E: “Animals Work Together!” B: “Animals Work Together!”  <b>Lexile:</b> A: 340L O: 450L E: 340L B: 610L	<b>Literature Anthology:</b> Purpose, Connection of Ideas	<b>Vocabulary Words:</b> <i>partner</i> <i>danger</i>  <b>Additional Domain Words:</b> <i>worker</i> <i>honey</i> <i>queen</i>  <b>Additional Academic Vocabulary:</b> <i>cooperate</i> <i>theme</i> <i>captions</i> <i>nonfiction</i>  <b>Build Vocabulary:</b> <i>odd</i> <i>deal</i> <i>flicks</i> <i>pal</i> <i>liquid</i> <i>pests</i> <i>spots</i>  <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues	<i>because</i> <i>blue</i> <i>into</i> <i>or</i> <i>other</i> <i>small</i>	<i>behavior</i> ; <i>beneficial</i> <i>dominant</i> <i>instinct</i> <i>endangered</i>	<b>Phonemic Awareness:</b> Phoneme Identity/ Segmentation, Rhyme, Phoneme Blending  <b>Phonics/ Spelling Skill:</b> long e: e, ee, ea, ie  <b>Structural Analysis:</b> prefixes re-, un-, pre-  <b>Decodable Readers:</b> <i>A Green Eel</i> ; <i>Clean Up Team</i>	<b>Appropriate Phrasing</b>	<b>Writing Trait:</b> Organization: Introduce the Topic  <b>Write About the Text:</b> Opinion  <b>Write to Sources: Reading/ Writing Workshop:</b> <i>A Team of Fish</i>  <b>Literature Anthology:</b> <i>Animal Teams</i>  <b>Grammar Skill:</b> Has and Have  <b>Mechanics:</b> Capitalization and End Punctuation	<b>Project:</b> How can animals help one another?  Write a Report

Grade 1 • Unit 4 • Scope and Sequence



Big Idea: Getting to Know Us  What can happen over time?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 3</b>  <b>Weekly Concept:</b> In the Wild  <b>Essential Question:</b> How do animals survive in nature?  <b>Connect to Science:</b> Explore how animals adapt to their environment.	<b>Title:</b> “Animals in Winter”  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Go Wild!</i> <b>Lexile:</b> 530L  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Feature:</b> Illustrations/ Photographs	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selections Genre:</b> Nonfiction  <div><div>A:</div> Go, Gator!</div> <div><div>O:</div> Go, Gator!</div> <div><div>E:</div> Go, Gator!</div> <div><div>B:</div> Go, Gator!</div> <b>Paired Selections Genre:</b> Poetry  <b>Titles:</b> <div><div>A:</div> “Ducklings”</div> <div><div>O:</div> “Ducklings”</div> <div><div>E:</div> “Ducklings”</div> <div><div>B:</div> “Ducklings”</div> <b>Lexiles</b> <div><div>A:</div> 320L</div> <div><div>O:</div> 510L</div> <div><div>E:</div> 270L</div> <div><div>B:</div> 590L</div>	<b>Literature Anthology:</b> Organization, Sentence Structure	<b>Vocabulary Words:</b> <i>search seek</i>  <b>Additional Domain Words:</b> <i>poem</i>  <b>Additional Academic Vocabulary:</b> <i>wild topic sequence</i>  <b>Build Vocabulary:</b> <i>search, seek reek, fragrant spicy, stinky dine, preen glide, gather settle, heats stretch, warming tilt, soar scan</i>  <b>Vocabulary Strategy:</b> Word Categories	<i>find food more over start warm</i>	<i>survive provide wilderness communicate superior</i>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Blending, Contrast Sounds, Phoneme Segmentation  <b>Phonics/ Spelling Skill:</b> long o: o, oa, ow, oe  <b>Structural Analysis:</b> open syllables  <b>Decodable Readers:</b> <i>A Doe is a Deer; Joe Goes Slow; Toads; Joan and Elmo Swim</i>	<b>Expression</b>	<b>Writing Trait:</b> Organization: Write a Concluding Sentence  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Reading/ Writing Workshop:</b> <i>Go Wild!</i>  <b>Literature Anthology:</b> <i>Vulture View</i>  <b>Grammar Skill:</b> Go and Do  <b>Mechanics:</b> Capitalize Proper Nouns	<b>Project:</b> How do animals survive in their habitats?  Make a Diorama	
<b>Week 4</b>  <b>Weekly Concept:</b> Insects!  <b>Essential Question:</b> What insects do you know about? How are they alike and different?  <b>Connect to Science:</b> Explore how insects adapt to different environments.	<b>Title:</b> “Insect Hide and Seek”  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>Creep Low, Fly High</i> <b>Lexile:</b> 290L  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize  <b>Skill:</b> Point of View	<b>Strategy:</b> Visualize  <b>Skill:</b> Point of View  <b>Main Selections Genre:</b> Fantasy  <div><div>A:</div> Where Is My Home?</div> <div><div>O:</div> The Hat</div> <div><div>E:</div> The Hat</div> <div><div>B:</div> Come One, Come All</div> <b>Paired Selections Genre:</b> Nonfiction  <b>Titles:</b> <div><div>A:</div> “Wings”</div> <div><div>O:</div> “Let’s Look at Insects!”</div> <div><div>E:</div> “Let’s Look at Insects!”</div> <div><div>B:</div> “Compare Insects”</div> <b>Lexile:</b> <div><div>A:</div> 170L</div> <div><div>O:</div> 290L</div> <div><div>E:</div> 230L</div> <div><div>B:</div> 330L</div>	<b>Literature Anthology:</b> Organization	<b>Vocabulary Words:</b> <i>beautiful fancy</i>  <b>Additional Domain Words:</b> <i>body protects senses insects</i>  <b>Additional Academic Vocabulary:</b> <i>fantasy chapters point of view concluding statement</i>  <b>Build Vocabulary:</b> <i>tasty</i>  <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues	<i>caught flew know laugh listen were</i>	<i>flutter different resemble(s) protect(s) imitate</i>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Identity/ Segmentation/ Substitution  <b>Phonics/ Spelling Skill:</b> long i: i, y, igh, ie  <b>Structural Analysis:</b> inflectional endings (change y to i)  <b>Decodable Readers:</b> <i>Jay Takes Flight; Be Kind to Bugs; Why Hope Flies; Glowing Bugs Fly</i>	<b>Appropriate Phrasing</b>	<b>Writing Trait:</b> Organization: Write a Concluding Statement  <b>Write About the Text:</b> Informative  <b>Write to Sources: Reading/ Writing Workshop:</b> <i>Creep Low, Fly High</i>  <b>Literature Anthology:</b> <i>Hi! Fly Guy</i>  <b>Grammar Skill:</b> See and Saw  <b>Mechanics:</b> Underline Titles of Books	<b>Proct:</b> What can we learn about insects?  Make a Diagram	

Grade 1 • Unit 4 • Scope and Sequence



Big Idea: Getting to Know Us  What can happen over time?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
				A: Approaching Level O: On Level E: ELL B: Beyond Level								
Week 5  Weekly Concept: Working with Animals  Essential Question: How do people work with animals?  Connect to Science: Explore different ways that people work with Animals.	Title: “Ming’s Teacher”  Genre: Folktale  Strategy: Visualize	Short Text: Time for Kids: <i>From Puppy to Guide Dog</i>  Lexile: 680L  Genre: Nonfiction  Strategy: Visualize  Skill: Connections Within Text: Sequence  Text Feature: Captions	Strategy: Visualize  Skill: Connections Within Text: Sequence  Main Selection Title: Time for Kids: <i>Koko and Penny</i>  Genre: Nonfiction  Lexile: 370L  Paired Selection Title: “Saving Mountain Gorillas”  Genre: Nonfiction  Lexile: 450L  Text Feature: Captions	Strategy: Visualize  Skill: Connections Within Text: Sequence  Main Selections Genre: Nonfiction  A: Teach a Dog! O: Teach a Dog! E: Teach a Dog! B: Teach a Dog!  Paired Selections Genre: Nonfiction  Titles: A: “Working with Dolphins” O: “Working with Dolphins” E: “Working with Dolphins” B: “Working with Dolphins”  Lexile: A: 270L O: 330L E: 230L B: 440L	Literature Anthology: Organization, Genre	Vocabulary Words: <i>clever signal</i>  Additional Academic Vocabulary: <i>guide dog tasks time-order words adverb</i>  Build Vocabulary: <i>study pets projects hobby</i>  Vocabulary Strategy: Root Words	<i>found hard near woman would write</i>	<i>career soothe remarkable advice trust</i>	Phonemic Awareness: Phoneme Categorization/ Deletion/ Blending/ Addition  Phonics/ Spelling Skill: long e: y, ey  Structural Analysis: compound words  Decodable Readers: <i>Race Pony!</i> ; <i>Study With Animals</i>	Intonation	Writing Trait: Word Choice: Words That Tell Order  Write About the Text: Informative Text  Write to Sources: Reading/ Writing Workshop: <i>Time for Kids: From Puppy to Guide Dog</i>  Literature Anthology: <i>Time for Kids: Koko and Penny</i>  Grammar Skill: Adverbs That Tell When  Mechanics: Commas in a Series	Projects: How do people and animals work together?  Make a Poster  Unit Level: Research Skill: Asking Questions  Unit Project: Self-select and develop from weekly research projects.
Week 6  Review and Assessment												



Grade 1 • Unit 5 • Scope and Sequence



Big Idea: Figure It Out  How can we make sense of the world around us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> See It, Sort It  <b>Essential Question:</b> How can we classify and categorize things?  <b>Connect to Science:</b> Explore how animals adapt to their environment.	<b>Title:</b> “Goldilocks” <b>Genre:</b> Folktale <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>A Barn Full of Hats</i> <b>Lexile:</b> 320L <b>Genre:</b> Fantasy <b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Point of View	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Point of View <b>Main Selection Title:</b> A Lost Button (from <i>Frog and Toad Are Friends</i> ) <b>Genre:</b> Fantasy <b>Lexile:</b> 340L <b>Paired Selection Title:</b> “Sort It Out” <b>Genre:</b> Nonfiction <b>Lexile:</b> 210L <b>Text Feature:</b> Photographs	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Point of View <b>Main Selections Genre:</b> Fantasy  A: <i>Nuts for Winter</i> O: <i>Dog Bones</i> E: <i>Dog Bones</i> B: <i>Spark’s Toys</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> A: “Sort by Color!” O: “Sorting Balls” E: “Sorting Balls” B: “Sorting Fruit” <b>Lexile:</b> A: 170L O: 360L E: 260L B: 390L	<b>Literature Anthology:</b> Organization, Connection of Ideas	<b>Vocabulary Words:</b> <i>trouble</i> <i>whole</i> <b>Additional Domain Words:</b> <i>alike</i> <i>different</i> <i>sort</i> <b>Additional Academic Vocabulary:</b> <i>categorize</i> <i>directions</i> <i>conjunction</i> <i>comma</i> <b>Build Vocabulary:</b> <i>meadow, screamed, slammed</i> <b>Vocabulary Strategy:</b> Context Clues: Multiple Meanings	<i>four</i> <i>large</i> <i>none</i> <i>only</i> <i>put</i> <i>round</i>	<i>distinguish</i> <i>classify</i> <i>organize</i> <i>entire</i> <i>startled</i>	<b>Phonemic Awareness:</b> Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowel <i>ar</i> <b>Structural Analysis:</b> plurals (irregular) <b>Decodable Readers:</b> <i>Charm Scarves; Car Parts</i>	<b>Phrasing</b>	<b>Writing Trait:</b> <b>Sentence Fluency:</b> Use Complete Sentences <b>Writing About the Text:</b> Opinion <b>Write to Sources: Reading/Writing Workshop:</b> <i>A Barn Full of Hats</i> <b>Literature Anthology:</b> <i>A Lost Button</i> <b>Grammar Skill:</b> Words That Join <b>Mechanics:</b> Capitalize Proper Nouns (places)	<b>Project:</b> How do we classify and categorize objects? Make a Graph
<b>Week 2</b>  <b>Weekly Concept:</b> Up in the Sky  <b>Essential Question:</b> What can you see in the sky?  <b>Connect to Science:</b> Explore how animals respond to the things around them.	<b>Title:</b> “Why the Sun and Moon Are in the Sky” <b>Genre:</b> Folktale <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>A Bird Named Fern</i> <b>Lexile:</b> 360L <b>Genre:</b> Fantasy <b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Cause and Effect	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Cause and Effect <b>Main Selection Title:</b> <i>Kitten’s First Full Moon</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 550L <b>Paired Selection Title:</b> “The Moon” <b>Genre:</b> Nonfiction <b>Lexile:</b> 400L <b>Text Feature:</b> Captions	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Cause and Effect <b>Main Selections Genre:</b> Fantasy  A: <i>Little Blue’s Dream</i> O: <i>Hide and Seek</i> E: <i>Hide and Seek</i> B: <i>The Foxes Build a Home</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> A: “Hello, Little Dipper!” O: “Our Sun Is a Star!” E: “Our Sun Is a Star!” B: “Sunrise and Sunset” <b>Lexile:</b> A: 280L O: 310L E: 310L B: 420L	<b>Literature Anthology:</b> Connection of Ideas, Sentence Structure	<b>Vocabulary Words:</b> <i>leaped</i> <i>stretched</i> <b>Additional Domain Words:</b> <i>earth,</i> <i>telescope</i> <i>astronaut</i> <b>Additional Academic Vocabulary:</b> <i>enthusiasm</i> <i>excitement</i> <i>adjectives,</i> <i>exclamation mark</i> <b>Build Vocabulary:</b> <i>closed, wiggled, sprung, tumbled, chased, raced, might, hungry, lucky</i> <b>Vocabulary Strategy:</b> Shades of Meaning/ Intensity	<i>another,</i> <i>climb</i> <i>full</i> <i>great</i> <i>poor</i> <i>through</i>	<i>observe</i> <i>vast</i> <i>thoughtful</i> <i>certain</i> <i>remained</i>	<b>Phonological Awareness:</b> Rhyme, Phoneme Substitution/ Blending/Deletion/ Segmentation <b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowels <i>er, ir, ur, or</i> <b>Structural Analysis:</b> inflectional ending -er <b>Decodable Readers:</b> <i>Sir Worm and Bird Girl; Birds in the Sky; Ginger and the Stars; Bats Under the Dark Sky; Born to Learn; Sport Stars</i>	<b>Intonation</b>	<b>Writing Trait:</b> Word Choice: Describing Words <b>Write About the Text:</b> Informative Text <b>Write to Sources: Reading/Writing Workshop:</b> <i>A Bird Named Fern</i> <b>Literature Anthology:</b> <i>Kitten’s First Full Moon</i> <b>Grammar Skill:</b> Adjectives <b>Mechanics:</b> Capitalization and End Marks	<b>Weekly:</b> What can we see in the sky? Make a Poster

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Big Idea: Figure It Out  How can we make sense of the world around us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Great Inventions  <b>Essential Question:</b> What inventions do you know about?  <b>Connect to Social Studies:</b> Explore how inventors of the past are similar and different to today's inventors.	<b>Title:</b> "Great Inventions"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>The Story of a Robot Inventor</i>  <b>Lexile:</b> 420L  <b>Genre:</b> Nonfiction/ Biography  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Connections Within Text: Problem and Solution	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Connections Within Text: Problem and Solution  <b>Main Selection Title:</b> <i>Thomas Edison, Inventor</i>  <b>Genre:</b> Nonfiction/ Biography  <b>Lexile:</b> 510L  <b>Paired Selection Title:</b> "Windshield Wipers" and "Scissors"  <b>Genre:</b> Poetry  <b>Lexile:</b> NP	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Connections Within Text: Problem and Solution  <b>Main Selections</b> <b>Genre:</b> Biography  A: <i>The Wright Brothers</i> O: <i>The Wright Brothers</i> E: <i>The Wright Brothers</i> B: <i>The Wright Brothers</i>  <b>Paired Selections</b> <b>Genre:</b> Poetry  <b>Titles:</b> A: "Fly Away, Butterfly" O: "Fly Away, Butterfly" E: "Fly Away, Butterfly" B: "Fly Away, Butterfly"  <b>Lexiles</b> A: 410L O: 500L E: 430L B: 660L	<b>Literature Anthology:</b> Genre, Purpose, Organization	<b>Vocabulary Words:</b> <i>idea, unusual</i>  <b>Additional Domain Words:</b> <i>poem</i>  <b>Additional Academic Words:</b> <i>alliteration, problem and solution, abbreviation, biography</i>  <b>Build Vocabulary:</b> <i>hatch, lumber mill, cellar, baggage car, messages, code, brought light to</i>  <b>Vocabulary Strategy:</b> Prefixes	<i>began better, guess, learn right sure</i>	<i>curious, improve complicated imagine device</i>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Substitution/ Blending/Addition  <b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowels <i>or, ore, oar</i>  <b>Structural Analysis:</b> abbreviations  <b>Decodable Readers:</b> <i>A Board That Can Soar; Hard Chores</i>	<b>Appropriate Phrasing</b>	<b>Writing Trait:</b> Word Choice: Time-Order Words  <b>Write About the Text:</b> <i>Informative Text</i>  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>The Story of a Robot Inventor</i>  <b>Literature Anthology:</b> <i>Thomas Edison, Inventor</i>  <b>Grammar Skill:</b> Adjectives That Compare ( <i>-er</i> and <i>-est</i> )  <b>Mechanics:</b> Capitalize Days, Months, and Holidays	<b>Weekly:</b> What can we learn about an invention? Make a Collage
<b>Week 4</b>  <b>Weekly Concept:</b> Sounds All Around  <b>Essential Question:</b> What sounds can you hear? How are they made?  <b>Connect to Social Studies:</b> Explore the sounds around us.	<b>Title:</b> "The Squeaky Bed"  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Now, What's That Sound?</i>  <b>Lexile:</b> 240L  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Problem and Solution	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Problem and Solution  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  A: <i>Thump, Jangle, Crash</i> O: <i>Down on the Farm</i> E: <i>Down on the Farm</i> B: <i>Going on a Bird Walk</i>  <b>Paired Selections</b> <b>Genre:</b> How-to  <b>Titles:</b> A: "How to Make Maracas" O: "How to Make a Rain Stick" E: "How to Make a Rain Stick" B: "How to Make a Wind Chime"  <b>Lexile:</b> A: 180L O: 390L E: 170L B: 420L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Problem and Solution  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  A: <i>Thump, Jangle, Crash</i> O: <i>Down on the Farm</i> E: <i>Down on the Farm</i> B: <i>Going on a Bird Walk</i>  <b>Paired Selections</b> <b>Genre:</b> How-to  <b>Titles:</b> A: "How to Make Maracas" O: "How to Make a Rain Stick" E: "How to Make a Rain Stick" B: "How to Make a Wind Chime"  <b>Lexile:</b> A: 180L O: 390L E: 170L B: 420L	<b>Literature Anthology:</b> Organization, Sentence Structure	<b>Vocabulary Words:</b> <i>suddenly scrambled</i>  <b>Additional Domain Words:</b> <i>pitch volume instrument</i>  <b>Additional Academic Words:</b> <i>expression, patterns, suffix, articles</i>  <b>Build Vocabulary:</b> <i>carton, pretended, grocery store</i>  <b>Vocabulary Strategy:</b> Suffixes	<i>color early instead nothing oh thought</i>	<i>volume senses squeaky nervous, distract</i>	<b>Phonemic Awareness:</b> Phoneme Substitution/ Isolation/Blending  <b>Phonics/ Spelling Skill:</b> diphthongs <i>ou, ow</i>  <b>Structural Analysis:</b> comparative inflectional endings <i>-er, -est</i>  <b>Decodable Readers:</b> <i>Up and Down Sounds; Sounds Around Us</i>	<b>Expression</b>	<b>Writing Trait:</b> <b>Sentence Fluency:</b> Use Complete Sentences  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Now What's That Sound?</i>  <b>Literature Anthology:</b> <i>Whistle for Willie</i>  <b>Grammar Skill:</b> Using <i>a, an, and the</i>  <b>Mechanics:</b> Capitalize/Underline Book Titles	<b>Project:</b> What can we learn about the sounds we hear, specifically on the radio? Sound Effects Chart

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Big Idea: Figure It Out  How can we make sense of the world around us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Build It!  <b>Essential Question:</b> How do things get built?  <b>Connect to Science:</b> Explore engineering solutions to everyday problems.	<b>Title:</b> “The Sheep, the Pig, and the Goose Who Set Up House”  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> Time for Kids: <i>The Joy of a Ship</i>  <b>Lexile:</b> 560L  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Cause and Effect  <b>Text Features:</b> Captions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Cause and Effect  <b>Main Selections</b> <b>Genre:</b> Nonfiction  <b>A:</b> <i>What Is a Yurt?</i> <b>O:</b> <i>What Is a Yurt?</i> <b>E:</b> <i>What Is a Yurt?</i> <b>B:</b> <i>What Is a Yurt?</i>  <b>Paired Selections</b> <b>Genre:</b> Nonfiction  <b>Titles:</b> <b>A:</b> “Treehouses” <b>O:</b> “Treehouses” <b>E:</b> “Treehouses” <b>B:</b> “Treehouses”  <b>Lexile:</b> <b>A:</b> 430L <b>O:</b> 440L <b>E:</b> 390L <b>B:</b> 620L	<b>Literature Anthology:</b> Purpose	<b>Vocabulary Words:</b> <i>balance, section</i>  <b>Additional Academic Vocabulary:</b> <i>materials, preposition, reasons</i>  <b>Build Vocabulary:</b> <i>sturdy, arch, supported</i>  <b>Vocabulary Strategy:</b> Inflectional Endings	<i>above</i> <i>build</i> <i>fall</i> <i>knew</i> <i>money</i> <i>toward</i>	<i>structure</i> <i>project</i> <i>contented</i> <i>intend</i> <i>marvelous</i>	<b>Phonemic Awareness:</b> Phoneme Blending/Segmentation/ Categorization  <b>Phonics/ Spelling Skill:</b> diphthongs oi, oy  <b>Structural Analysis:</b> final stable syllables  <b>Decodable Readers:</b> <i>Joy’s Bird House;</i> <i>Beavers Make Noise</i>	<b>Intonation, Appropriate Phrasing</b>	<b>Writing Trait:</b> Organization: Topic  <b>Write About the Text:</b> <i>Opinion</i>  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Time for Kids: The Joy of a Ship</i>  <b>Literature Anthology:</b> <i>Time for Kids: Building Bridges</i>  <b>Grammar Skill:</b> Prepositions/ Prepositional Phrases  <b>Mechanics:</b> Name Titles (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i> )	<b>Project:</b> How are things built? Make a Model  <b>Unit Level: Research Skill:</b> Taking Notes <b>Unit Project:</b> Self-select and develop from weekly research projects.	
<b>Week 6</b>  <b>Review and Assessment</b>												

Grade 1 • Unit 6 • Scope and Sequence



Big Idea: Together We Can!  How does teamwork help us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Taking Action  <b>Essential Question:</b> How can we work together to make our lives better?  <b>Connect to Social Studies:</b> Explore how people can change their world.	<b>Title:</b> “The Cat’s Bell” <b>Genre:</b> Fable <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Super Tools</i> <b>Lexile:</b> 430L <b>Genre:</b> Fantasy <b>Strategy:</b> Reread <b>Skill:</b> Theme	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selection Title:</b> <i>Click, Clack, Moo: Cows That Type</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 380L <b>Paired Selection Title:</b> “March On!” <b>Genre:</b> Nonfiction <b>Lexile:</b> 510L <b>Text Feature:</b> Captions	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selections Genre:</b> Fantasy A: <i>Two Hungry Elephants</i> O: <i>What a Feast!</i> E: <i>What a Feast!</i> B: <i>Beware of the Lion!</i> <b>Paired Selections Genre:</b> Nonfiction <b>Titles:</b> A: “Dogs Helping People” O: “Helpers Bring Food” E: “Helpers Bring Food” B: “Pete Seeger” <b>Lexile:</b> A: 290L O: 500L E: 350L B: 480L	<b>Literature Anthology:</b> Organization, Connection of Ideas, Specific Vocabulary	<b>Vocabulary Words:</b> <i>demand</i> <i>emergency</i> <b>Additional Domain Words:</b> <i>rights</i> <i>protest</i> <i>improve</i> <b>Additional Academic Vocabulary:</b> <i>collaborate,</i> <i>disagreement,</i> <i>reasonable,</i> <i>persuade</i> <b>Build Vocabulary:</b> <i>problem, background,</i> <i>run, furious, snoop</i> <b>Vocabulary Strategy:</b> Synonyms	<i>answer</i> <i>brought</i> <i>busy</i> <i>door</i> <i>enough</i> <i>eyes</i>	<i>fair,</i> <i>conflict</i> <i>shift</i> <i>risk</i> <i>argument</i>	<b>Phonemic Awareness:</b> Phoneme Identity/ Segmentation/ Substitution, Rhyme, Syllable Deletion <b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: oo, u, u_e, ew, ue, ui, ou <b>Structural Analysis:</b> suffixes -ful and -less <b>Decodable Readers:</b> <i>Rooster and Goose;</i> <i>Choose a Room; The Flute Youth; Group Rules; Lewis and His New Suit; A Cruise Crew, Sue and Lucy; A True Team</i>	<b>Expression</b>	<b>Writing Trait:</b> Sentence Fluency: Varying Sentence Length <b>Write About the Text:</b> Narrative Text <b>Write to Sources: Reading/Writing Workshop:</b> <i>Super Tools</i> <b>Literature Anthology:</b> <i>Click, Clack, Moo: Cows That Type</i> <b>Grammar Skill:</b> Pronouns <i>I, you, he, she, it, we, they</i> <b>Mechanics:</b> Capitalize <i>I</i>	<b>Project:</b> How can people work together to make things better?  Make a Plan Proposal
<b>Week 2</b>  <b>Weekly Concept:</b> My Team  <b>Essential Question:</b> Who helps you?  <b>Connect to Social Studies:</b> Explore different elements of fair play and good sportsmanship.	<b>Title:</b> “Anansi’s Sons” <b>Genre:</b> Folktale <b>Strategy:</b> Reread	<b>Short Text:</b> <i>All Kinds of Helpers</i> <b>Lexile:</b> 530L <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread <b>Skill:</b> Author’s Purpose	<b>Strategy:</b> Reread <b>Skill:</b> Author’s Purpose <b>Main Selection Title:</b> <i>Meet Rosina</i> <b>Genre:</b> Nonfiction <b>Lexile:</b> 420L <b>Paired Selection Title:</b> “Abuelita’s Lap” <b>Genre:</b> Poetry <b>Lexile:</b> NP	<b>Strategy:</b> Reread <b>Skill:</b> Author’s Purpose <b>Main Selections Genre:</b> Nonfiction A: <i>Helping Me, Helping You!</i> O: <i>Helping Me, Helping You!</i> E: <i>Helping Me, Helping You!</i> B: <i>Helping Me, Helping You!</i> <b>Paired Selections Genre:</b> Poetry <b>Titles:</b> A: “Fire!” O: “Fire!” E: “Fire!” B: “Fire!” <b>Lexile:</b> A: 310L O: 400L E: 290L B: 540L	<b>Literature Anthology:</b> Purpose, Organization	<b>Vocabulary Words:</b> <i>accept</i> <i>often</i> <b>Additional Domain Words</b> <i>poem</i> <b>Additional Academic Vocabulary:</b> <i>admire</i> <i>possessive</i> <i>pronoun</i> <i>intonation</i> <b>Build Vocabulary:</b> <i>recess, librarian, trophy, coach, chop, roots</i> <b>Vocabulary Strategy:</b> Antonyms	<i>brother,</i> <i>father</i> <i>friend,</i> <i>love</i> <i>mother</i> <i>picture</i>	<i>inspire</i> <i>respect</i> <i>distance</i> <i>swiftly</i> <i>decision</i>	<b>Phonemic Awareness:</b> Phonem Categorization/ Reversal/Blending/ Segmentation/ Substitution <b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: a, aw, au, augh, al <b>Structural Analysis:</b> vowel-team syllables <b>Decodable Readers:</b> <i>Thank You Authors; Not Too Small; My Baseball Coach; A Walk With Moose; Teacher Talk</i>	<b>Intonation</b>	<b>Writing Trait:</b> Voice: Use Your Own Voice <b>Write About the Text:</b> Informative Text <b>Write to Sources: Reading/Writing Workshop:</b> <i>All Kinds of Helpers</i> <b>Literature Anthology:</b> <i>Meet Rosina</i> <b>Grammar Skill:</b> Possessive Pronouns <b>Mechanics:</b> Capitalize Days, Months, and Holidays	<b>Project:</b> What are the different parts of a newspaper?  Make a Newspaper



Grade 1 • Unit 6 • Scope and Sequence



Big Idea: Together We Can!  How does teamwork help us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader, Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Weather Together  <b>Essential Question:</b> How can weather affect us?  <b>Connect to Social Studies:</b> Explore how weather affects the way people live.	<b>Title:</b> “Paul Bunyan and the Popcorn Blizzard”  <b>Genre:</b> Folktale  <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>Wrapped in Ice</i>  <b>Lexile:</b> 320L  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Plot: Cause and Effect	<b>Strategy:</b> Visualize  <b>Skill:</b> Plot: Cause and Effect  <b>Main Selection Title:</b> <i>Rain School</i>  <b>Genre:</b> Realistic Fiction  <b>Lexile:</b> 440L  <b>Paired Selection Title:</b> “Rainy Weather”  <b>Genre:</b> Nonfiction  <b>Lexile:</b> 470L  <b>Text Feature:</b> Headings	<b>Strategy:</b> Visualize  <b>Skill:</b> Plot: Cause and Effect  <b>Main Selections Genre:</b> Realistic Fiction  A: <i>Snow Day</i> O: <i>Heat Wave</i> E: <i>Heat Wave</i> B: <i>Rainy Day Fun</i>  <b>Paired Selections Genre:</b> Nonfiction  <b>Titles:</b> A: “A Mountain of Snow” O: “Stay Safe When It’s Hot” E: “Stay Safe When It’s Hot” B: “Let’s Stay Dry!”  <b>Lexiles</b> A: 390L O: 460L E: 370L B: 420L	<b>Literature Anthology:</b> Prior Knowledge	<b>Vocabulary Words:</b> <i>country</i> <i>gathers</i>  <b>Additional Domain Words:</b> <i>storm</i> <i>damage</i> <i>predict</i>  <b>Additional Academic Vocabulary:</b> <i>affect, tall tale, snowdrift, figure of speech</i>  <b>Build Vocabulary:</b> <i>leading the way, notebook, lesson, brick, stool, blackboard, stroke, excellent, rumped, slump</i>  <b>Vocabulary Strategy:</b> Similes	<i>been</i> <i>children</i> <i>month</i> <i>question</i> <i>their</i> <i>year</i>	<i>predict</i> <i>cycle</i> <i>creative</i> <i>frigid</i> <i>scorching</i>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Segmentation/ Substitution  <b>Phonics/ Spelling Skill:</b> silent letters <i>wr, kn, gn</i>  <b>Structural Analysis:</b> compound words  <b>Decodable Readers:</b> <i>Miss Wright’s Job; A Lighthouse Stops Wrecks; Know About Snowstorms; The Rusty Knight</i>	<b>Intonation</b>	<b>Writing Trait:</b> Ideas: Main Idea  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Wrapped in Ice</i>  <b>Literature Anthology:</b> <i>Rain School</i>  <b>Grammar Skill:</b> Special Pronouns ( <i>anyone, everyone, anything, everything, nothing</i> )  <b>Mechanics:</b> Commas in Dates and Letters	<b>Weekly:</b> What can we learn about tornadoes? Make a Mini Tornado
<b>Week 4</b>  <b>Weekly Concept:</b> Sharing Traditions  <b>Essential Question:</b> What traditions do you know about?  <b>Connect to Social Studies:</b> Explore how people of different backgrounds are all part of the same world.	<b>Title:</b> “Let’s Dance”  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>A Spring Birthday</i>  <b>Lexile:</b> 380L  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Theme	<b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>Main Selection Title:</b> <i>Lissy’s Friends</i>  <b>Genre:</b> Realistic Fiction  <b>Lexile:</b> 460L  <b>Paired Selection Title:</b> “Making Paper Shapes”  <b>Genre:</b> Nonfiction  <b>Lexile:</b> 510L  <b>Text Feature:</b> Directions	<b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>Main Selections Genre:</b> Realistic Fiction  A: <i>The Quilt</i> O: <i>Latkes for Sam</i> E: <i>Latkes for Sam</i> B: <i>Patty Jumps!</i>  <b>Paired Selections Genre:</b> How-to  <b>Titles:</b> A: “Making a Quilt Square” O: “What Is a Taco?” E: “What Is a Taco?” B: “How to Play Four Square”  <b>Lexile:</b> A: 380L O: 410L E: 290L B: 440L	<b>Literature Anthology:</b> Genre, Connection of Ideas	<b>Vocabulary Words:</b> <i>difficult</i> <i>nobody</i>  <b>Additional Domain Words:</b> <i>origami</i> <i>decorations</i> <i>holiday</i>  <b>Additional Academic Vocabulary:</b> <i>celebrate, greeting, signature</i>  <b>Build Vocabulary:</b> <i>fluttered, secret, pocket, difficult, nodded</i>  <b>Vocabulary Strategy:</b> Compound Words	<i>before,</i> <i>front</i> <i>heard</i> <i>push</i> <i>tomorrow</i> <i>your</i>	<i>tradition</i> <i>effort</i> <i>ancient</i> <i>movement</i> <i>drama</i>	<b>Phonemic Awareness:</b> Syllable Addition, Phoneme Segmentation/ Blending/ Substitution  <b>Phonics/ Spelling Skill:</b> three-letter blends <i>scr, spl, spr, str, thr, shr</i>  <b>Structural Analysis:</b> inflectional endings <i>-ed, -ing</i>  <b>Decodable Readers:</b> <i>Three Shrimp; A Thrilling Dance</i>	<b>Appropriate Phrasing</b>	<b>Writing Trait:</b> Sentence Fluency: Varying Sentence Types  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>A Spring Birthday</i>  <b>Literature Anthology:</b> <i>Lissy’s Friends</i>  <b>Grammar Skill:</b> <i>I and Me</i>  <b>Mechanics:</b> Commas in Dates and Letters	<b>Weekly:</b> Why are traditions important? Make a Poster

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.

Grade 1 • Unit 6 • Scope and Sequence



Big Idea: Together We Can!  How does teamwork help us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<div>Week 5</div> <div>Weekly Concept: Celebrate America!</div> <div>Essential Question: Why do we celebrate holidays?</div> <div>Connect to Social Studies: Explore the significance of holidays.</div>	<div>Title: “Celebrate the Flag”</div> <div>Genre: Nonfiction</div> <div>Strategy: Reread</div>	<div>Short Text: <i>Time for Kids: Share the Harvest and Give Thanks</i></div> <div>Lexile: 680L</div> <div>Genre: Nonfiction</div> <div>Strategy: Reread</div> <div>Skill: Author’s Purpose</div>	<div>Strategy: Reread</div> <div>Skill: Author’s Purpose</div> <div>Main Selection Title: <i>Time for Kids: Happy Birthday, U.S.A.!</i></div> <div>Genre: Nonfiction</div> <div>Lexile: 580L</div> <div>Paired Selection Title: “A Young Nation Grows”</div> <div>Genre: Nonfiction</div> <div>Lexile: 390L</div> <div>Text Feature: Map</div>	<div>Strategy: Reread</div> <div>Skill: Author’s Purpose</div> <div>Main Selections Genre: Nonfiction</div> <div>A: <i>It’s Labor Day!</i></div> <div>O: <i>It’s Labor Day!</i></div> <div>E: <i>It’s Labor Day!</i></div> <div>B: <i>It’s Labor Day!</i></div> <div>Paired Selections Genre: Nonfiction</div> <div>Titles:</div> <div>A: “Four Voyages”</div> <div>O: “Four Voyages”</div> <div>E: “Four Voyages”</div> <div>B: “Four Voyages”</div> <div>Lexile:</div> <div>A: 440L</div> <div>O: 620L</div> <div>E: 360L</div> <div>B: 660L</div>	<div>Literature Anthology: Purpose, Organization</div>	<div>Vocabulary Words: <i>nation</i> <i>unite</i></div> <div>Additional Academic Vocabulary: <i>justice</i>, <i>adverb</i>, <i>phrasing</i></div> <div>Build Vocabulary: <i>roar</i>, <i>split</i>, <i>dared</i></div> <div>Vocabulary Strategy: Metaphors</div>	<div><i>favorite</i> <i>few</i> <i>gone</i> <i>surprise</i> <i>wonder</i> <i>young</i></div>	<div><i>pride</i> <i>display</i> <i>design</i> <i>purpose</i> <i>represent</i></div>	<div>Phonemic Awareness: Phoneme Reversal/ Blending/ Deletion/ Addition, Syllable Deletion/Addition</div> <div>Phonics/ Spelling Skill: <i>r</i>-controlled vowels <i>air</i>, <i>are</i>, <i>ear</i></div> <div>Structural Analysis: <i>r</i>-controlled vowel syllables</div> <div>Decodable Readers: <i>A Pair at the Fair</i>; <i>Lights in the Air</i>; <i>The Bears Prepare a Feast</i>; <i>Leader’s Care</i></div>	<div>Appropriate Phrasing</div>	<div>Writing Trait: Voice: Author’s Voice</div> <div>Write About Text: Opinion</div> <div>Write to Sources: Reading/ Writing Workshop: <i>Time for Kids: Share the Harvest and Give Thanks</i></div> <div>Literature Anthology: <i>Time for Kids: Happy Birthday U.S.A.!</i></div> <div>Grammar Skill: Adverbs That Tell How</div> <div>Mechanics: Name Titles (capitals and periods with <i>Mr.</i>, <i>Mrs.</i>, <i>Ms.</i>, <i>Dr.</i>)</div>	<div>Weekly: What can we learn about national holidays in other countries? Make a Japanese Children’s Day Flag</div> <div>Unit Level: Research Skill: Using Key Words</div> <div>Unit Project: Self-select and develop from weekly research projects.</div>
<div>Week 6</div> <div>Review and Assessment</div>												

A:

 “Four Voyages”

O:

 “Four Voyages”

E:

 “Four Voyages”

B:

 “Four Voyages”

A:

 440L

O:

 620L

E:

 360L

B:

 660L

Grade 2 • Unit 1 • Scope and Sequence



Big Idea: Friends and Family  How do families and friends learn, grow, and help one another?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 1: Narrative Friendly Letter; Personal Narrative	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Friends Help Friends  <b>Essential Question:</b> How do friends depend on each other?  <b>Connect to Social Studies:</b> Explore the ways in which groups depend on and help one another.	<b>Title:</b> “The New Kid”  <b>Genre:</b> Fiction/ Fantasy  <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>Little Flap Learns to Fly</i> <b>Lexile:</b> 390L  <b>Genre:</b> Fiction/ Fantasy  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details	<b>Strategy:</b> Visualize <b>Skill:</b> Key Details  <b>Main Selection</b> <b>Title:</b> <i>Help! A Story of Friendship</i>  <b>Genre:</b> Fiction/ Fantasy <b>Lexile:</b> 410L  <b>Paired Selection Title:</b> “Crayons”  <b>Genre:</b> Poetry <b>Lexile:</b> NP	<b>Strategy:</b> Visualize <b>Skill:</b> Key Details  <b>Main Selections</b> <b>Genre:</b> Fantasy  <b>Titles:</b> A: <i>Cat and Dog</i> O: <i>The Quest</i> E: <i>The Quest</i> B: <i>Class Pets</i>  <b>Paired Selections</b> <b>Genre:</b> Poem  <b>Titles:</b> A: “Uncle Max and I” O: “Together” E: “It Takes a Friend” B: “What Friends Do””  <b>Lexiles</b> A: 230L O: 340L E: 300L B: 500L	<b>Reading/Writing Workshop:</b> Genre  <b>Literature Anthology:</b> Connection of Ideas; Genre; Specific Vocabulary	<b>Vocabulary Words:</b> <i>actions, afraid, depend, nervously, peered, perfectly, rescue, secret</i>  <b>Additional Domain Words:</b> <i>hedgehog, prickles</i>  <b>Additional Academic Vocabulary:</b> <i>characters, events, evidence</i>  <b>Build Vocabulary:</b> <i>gossip, hesitated, gasp, hobble</i>  <b>Vocabulary Strategy:</b> Inflectional Endings	<i>ball, blue, both, even, for, help, put, there, why, yellow</i>	<i>awkward, outrageous, panic, relief, squawked</i>	<b>Phonemic Awareness:</b> Phoneme Blending; Phoneme Categorization; Phoneme Segmentation  <b>Phonics/ Spelling Skill:</b> short a, i  <b>Structural Analysis:</b> Plural Nouns: -s, -es  <b>Decodable Readers:</b> <i>Pat and Tim; Pals Help Pals</i>		<b>Writing Trait:</b> Ideas: Focus on an Event  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Little Flap Learns to Fly</i> Literature Anthology: <i>Help! A Story of Friendship</i> , “Crayons”  <b>Grammar Skill:</b> Statements and Questions  <b>Grammar Mechanics:</b> Sentence Capitalization/ Punctuation	<b>Project:</b> How do friends support and depend on one another? Make a List
<b>Week 2</b>  <b>Weekly Concept:</b> Families Around the World  <b>Essential Question:</b> How are families around the world the same and different?  <b>Connect to Social Studies:</b> Determine how families from different groups and nations are similar and different.	<b>Title:</b> “Dinner at Alejandro’s”  <b>Genre:</b> Fiction  <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>Maria Celebrates Brazil</i> <b>Lexile:</b> 460L  <b>Genre:</b> Fiction/ Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Visualize <b>Skill:</b> Character, Setting, Events  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Title:</b> <i>Big Red Lollipop</i> <b>Lexile:</b> 410L  <b>Paired Selection</b> <b>Genre:</b> Informational Text  <b>Title:</b> “A Look at Families” <b>Lexile:</b> 480L	<b>Strategy:</b> Visualize <b>Skill:</b> Character, Setting, Events  <b>Main Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: <i>Music in My Family</i> O: <i>Happy New Year!</i> E: <i>Happy New Year!</i> B: <i>I’m Down Under</i>  <b>Paired Selections</b> <b>Genre:</b> Fiction  <b>Titles:</b> A: “Making Music” O: “New Year’s Eve” E: “New Year’s Eve” B: “Families Around the World”  <b>Lexiles</b> A: 250L O: 350L E: 300L B: 560L	<b>Reading/ Writing Workshop:</b> Connections of Ideas  <b>Literature Anthology:</b> Lack of Prior Knowledge; Connections of Ideas; Purpose; Specific Vocabulary	<b>Vocabulary Words:</b> <i>aside, culture, fair, invited, language, plead, scurries, share</i>  <b>Additional Domain Words:</b> <i>musical, triangle</i>  <b>Additional Academic Vocabulary:</b> <i>compare, exclamation, setting</i>  <b>Build Vocabulary:</b> <i>shove, scoots, greedy, for shame</i>  <b>Vocabulary Strategy:</b> Root Words	<i>could, find, funny, green, how, little, one, or, see, sounds</i>	<i>colorful, confusing, noticed, overflowing, tasty</i>	<b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Isolation; Phoneme Blending; Phoneme Segmentation  <b>Phonics/ Spelling Skill:</b> short e, o, u  <b>Structural Analysis:</b> Inflectional Endings: -s, -es  <b>Decodable Readers:</b> <i>Len and Gus; Buses, Vans, Jets</i>	Expression	<b>Writing Trait:</b> Organization: Strong Openings  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Maria Celebrates Brazil</i> Literature Anthology: <i>Big Red Lollipop</i> , “A Look at Families”  <b>Grammar Skill:</b> Commands and Exclamations  <b>Grammar Mechanics:</b> Sentence Capitalization/ Punctuation	<b>Project:</b> How are celebrations, food, clothing and sports the same and different around the world? Make a Poster



Grade 2 • Unit 1 • Scope and Sequence



Big Idea: Friends and Family  How do families and friends learn, grow, and help one another?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 1: Narrative Friendly Letter; Personal Narrative	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Pets are Our Friends  <b>Essential Question:</b> How can a pet be an important friend?  <b>Connect to Science:</b> Investigate different animals and their needs.	<b>Title:</b> “My Partner and Friend”  <b>Genre:</b> Fiction  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Finding Cal</i>  <b>Lexile:</b> 410L  <b>Genre:</b> Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Character, Setting, Events: Use Illustrations	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Character, Setting, Events: Use Illustrations  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Title:</b> <i>Not Norman</i>  <b>Lexile:</b> 450L  <b>Paired Selection</b> <b>Genre:</b> Poetry  <b>Title:</b> “My Puppy”  <b>Lexile:</b> NP	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details, Use Illustrations  <b>Main Selections</b> <b>Genre:</b> Fiction  <b>Titles:</b> A: <i>Too Many Pets?</i> O: <i>A New Home For Henry</i> E: <i>A New Home For Henry</i> B: <i>Hello, Koko!</i>  <b>Paired Selections</b> <b>Genre:</b> Poetry  <b>Titles:</b> A: “My Dog Loves Me” O: “My Best Friend Forever!” E: “Hoppy” B: “Who Is My Best Friend?”  <b>Lexiles</b> A: 240L O: 450L E: 350L B: 510L	<b>Reading/ Writing Workshop:</b> Genre  <b>Literature Anthology:</b> Purpose; Specific Vocabulary	<b>Vocabulary Words:</b> <i>decide, different, friendship, glance, proper, relationship, stares, trade</i>  <b>Additional Domain Words:</b> <i>goldfish</i>  <b>Additional Academic Vocabulary:</b> <i>closing, greeting, rhyming</i>  <b>Build Vocabulary:</b> <i>gunky, google-eyed, sway, maestro, note</i>  <b>Vocabulary Strategy:</b> Sentence Clues	<i>boy, by, girl, he, here, she, small, want, were, what</i>	<i>apologized, gazed, partner, rummaged, scent</i>	<b>Phonemic Awareness:</b> Phoneme Categorization; Phoneme Substitution; Phoneme Blending  <b>Phonics/ Spelling Skill:</b> 2-letter blends ( <i>r, s, t, l</i> )  <b>Structural Analysis:</b> Closed Syllables  <b>Decodable Readers:</b> <i>Spot and Fran; Why Not Grin?</i>	Intonation	<b>Writing Trait:</b> Word Choice: Precise Languages  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Finding Cal</i> Literature Anthology: <i>Not Norman</i> , “My Puppy”  <b>Grammar Skill:</b> Subjects  <b>Grammar Mechanics:</b> Letter Punctuation	<b>Project:</b> What makes an animal a good pet? Make a Poster
<b>Week 4</b>  <b>Weekly Concept:</b> Animals Need Our Care  <b>Essential Question:</b> How do we care for animals?  <b>Connect to Science:</b> Explore different kinds of living things.	<b>Title:</b> “All Kinds of Vets”  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Taking Care of Pepper</i>  <b>Lexile:</b> 520L  <b>Genre:</b> Informational Text/Nonfiction Narrative  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details: Use Photos  <b>Text Features:</b> Photos, Captions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details: Use Photos  <b>Main Selection</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: <i>People Helping Whales</i> O: <i>People Helping Whales</i> E: <i>People Helping Whales</i> B: <i>People Helping Whales</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: “Working With Animals” O: “Working With Animals” E: “Working With Animals” B: “Working With Animals”  <b>Lexiles</b> A: 240L O: 550L E: 360L B: 610L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details: Use Photos  <b>Main Selection</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: <i>People Helping Whales</i> O: <i>People Helping Whales</i> E: <i>People Helping Whales</i> B: <i>People Helping Whales</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: “Working With Animals” O: “Working With Animals” E: “Working With Animals” B: “Working With Animals”  <b>Lexiles</b> A: 240L O: 550L E: 360L B: 610L	<b>Reading/Writing Workshop:</b> Genre; Purpose  <b>Literature Anthology:</b> Lack of Prior Knowledge; Specific Vocabulary	<b>Vocabulary Words:</b> <i>allowed, care, excited, needs, roam, safe, wandered, wild</i>  <b>Additional Domain Words:</b> <i>conservancy, rhino</i>  <b>Additional Academic Vocabulary:</b> <i>categorize, organization, sequence, subject</i>  <b>Build Vocabulary:</b> <i>rangers, blind, protect, danger, gallon, posed, shrub</i>  <b>Vocabulary Strategy:</b> Root Words	<i>another, done, into, move, now, show, too, water, year, your</i>	<i>duty, equipment, profession, satisfaction, thorough</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Categorization; Phoneme Blending  <b>Phonics/ Spelling Skill:</b> short <i>a</i> , long <i>a_e</i>  <b>Structural Analysis:</b> Plural Nouns: -Inflectional Endings: -ed, -ing  <b>Decodable Readers:</b> <i>You Can Bake a Cake!; Gabe Picks a Pet</i>	Intonation	<b>Writing Trait:</b> Organization: Sequence Opinion  <b>Write About the Text:</b> Reading/Writing Workshop: <i>Taking Care of Pepper</i> Literature Anthology: <i>Lola and Tiva: An Unlikely Friendship</i> , “Animal Needs”  <b>Grammar Skill:</b> Predicates  <b>Grammar Mechanics:</b> Commas in a Sequence	<b>Project:</b> What are the basic needs of animals? Make a Collage

Grade 2 • Unit 1 • Scope and Sequence



Big Idea: Friends and Family  How do families and friends learn, grow, and help one another?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 1: Narrative Friendly Letter; Personal Narrative	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Families Working Together  <b>Essential Question:</b> What happens when families work together?  <b>Connect to Social Studies:</b> Explore how families are consumers and producers.	<b>Title:</b> “Families Today”  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Families Work!</i>  <b>Lexile:</b> 500L  <b>Genre:</b> Informational Text/ <i>Time For Kids</i>  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Text Features:</b> Photos, Captions, Chart	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Informational Text/ <i>Time For Kids</i>  <b>Title:</b> <i>Families Working Together</i>  <b>Lexile:</b> 560L  <b>Paired Selection Genre:</b> Informational Text  <b>Title:</b> “Why We Work”  <b>Lexile:</b> 510L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Informational Text  <b>Titles:</b> A: <i>Families at Work</i> O: <i>Families at Work</i> E: <i>Families at Work</i> B: <i>Families at Work</i>  <b>Paired Selections:</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: “A Family Sawmill” O: “A Family Sawmill” E: “A Family Sawmill” B: “A Family Sawmill”  <b>Lexiles</b> A: 300L O: 400L E: 370L B: 630L	<b>Reading/Writing Workshop:</b> Purpose  <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary	<b>Vocabulary Words:</b> <i>checks, choose, chores, cost, customers, jobs, spend, tools</i>  <b>Additional Academic Vocabulary:</b> <i>combine, comparison, expand</i>  <b>Vocabulary Strategy:</b> Inflectional Endings	<i>all, any, goes, new, number, other, right, says, understands, work</i>	<i>exchange, homework, lucky, members, treasure</i>	<b>Phonemic Awareness:</b> Phoneme Isolation; Phoneme Categorization; Phoneme Blending  <b>Phonics/ Spelling Skill:</b> short <i>i</i> , long <i>i</i> ; <i>i_e</i>  <b>Structural Analysis:</b> Possessives  <b>Decodable Readers:</b> <i>Mike’s Big Bike;</i> <i>A Site on Vine Lane</i>	Phrasing	<b>Writing Trait:</b> Sentence Fluency: Vary Sentence Type  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Families Work!</i> Literature Anthology: <i>Families Working Together</i> , “Why We Work”  <b>Grammar Skill:</b> Expanding and Combining Sentences  <b>Grammar Mechanics:</b> Quotation Marks with Dialogue	<b>Project:</b> What do different people do at work? Make a Job Description Sheet  <b>Unit Level:</b> Research Skill: Recall Information Unit Project: Self-select and develop from options for unit research projects.
<b>Week 6</b>  <b>Review and Assessment</b>												



Grade 2 • Unit 2 • Scope and Sequence

Big Idea: Animal Discoveries  How do animals play a part in the world around us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 2: Informative/ Explanatory Text  How-to Text; How-to Directions	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Animals in Nature  <b>Essential Question:</b> How do animals survive?  <b>Connect to Science:</b> Explore different kinds of living things.	<b>Title:</b> "Swamp Life" <b>Genre:</b> Fiction <b>Strategy:</b> Make, Confirm, Revise Predictions	<b>Short Text:</b> <i>A Visit to the Desert</i> <b>Lexile:</b> 490L <b>Genre:</b> Fiction/Realistic Fiction <b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Character, Setting, Plot	<b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Character, Setting, Plot <b>Main Selection</b> <b>Genre:</b> Fiction/Realistic Fiction <b>Title:</b> <i>Sled Dogs Run</i> <b>Lexile:</b> 480L <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository <b>Title:</b> "Cold Dog, Hot Fox" <b>Lexile:</b> 510L	<b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Character, Setting, Plot <b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> A: <i>Hippos at the Zoo</i> O: <i>Where Are They Going?</i> E: <i>Where Are They Going?</i> B: <i>An Arctic Life For Us</i> <b>Paired Selections</b> <b>Genre:</b> Informational Text <b>Titles:</b> A: "Hippos" O: "A Whale's Journey" E: "A Whale's Journey" B: "What is a Ptarmigan?" <b>Lexiles</b> A: 220L O: 440L E: 380L B: 600L	<b>Reading/Writing Workshop:</b> Purpose; Connections of Ideas  <b>Literature Anthology:</b> What Makes This Text Complex?; Organization; Specific Vocabulary	<b>Vocabulary Words:</b> <i>adapt, climate, eager, freedom, fresh, sense, silence, shadows</i> <b>Additional Academic Vocabulary:</b> <i>opinion</i> <b>Build Vocabulary:</b> <i>harness, musher</i> <b>Vocabulary Strategy:</b> Prefixes	<i>because, cold, family, friends, have, know, off, picture, school, took</i>	<i>capture, chorus, croak, reason, visitor</i>	<b>Phonemic Awareness:</b> Phoneme Addition; Phoneme Substitution; Phoneme Blending <b>Phonics/ Spelling Skill:</b> short o, long o: o_e <b>Structural Analysis:</b> Doubling Final Consonants; Drop Final e: -ed, -ing <b>Decodable Readers:</b> <i>At Home in Nome; Safe School in a Pond</i>	Phrasing	<b>Writing Trait:</b> Ideas: Descriptive Details <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: <i>A Visit to the Desert</i> Literature Anthology: <i>Sled Dogs Run</i> , "Cold Dog, Hot Fox" <b>Grammar Skill:</b> Nouns <b>Grammar Mechanics:</b> Commas in a Series	<b>Project:</b> How do animals survive in their natural environments? Create a Fact Sheet
<b>Week 2</b>  <b>Weekly Concept:</b> Animals in Stories  <b>Essential Question:</b> What can animals in stories teach us?  <b>Connect to Social Studies:</b> Investigate what traditional tales explain about a culture.	<b>Title:</b> "The Fox and the Crane" <b>Genre:</b> Fiction/Fable <b>Strategy:</b> Make, Confirm, Revise Predictions	<b>Short Text:</b> <i>The Boy Who Cried Wolf</i> <b>Lexile:</b> 460L <b>Genre:</b> Fiction/Fable <b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Character, Setting, Plot: Problem and Solution	<b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Character, Setting, Plot: Problem and Solution <b>Main Selection</b> <b>Genre:</b> Fiction/Fable <b>Title:</b> <i>Wolf! Wolf!</i> <b>Lexile:</b> 580L <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository <b>Title:</b> "Cinderella and Friends" <b>Lexile:</b> 520L	<b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Character, Setting, Plot: Problem and Solution <b>Main Selections</b> <b>Genre:</b> Fable <b>Titles:</b> A: <i>The Cat and the Mice</i> O: <i>The Dog and the Bone</i> E: <i>The Dog and the Bone</i> B: <i>The Spider and the Honey Tree</i> <b>Paired Selections</b> <b>Genre:</b> Fable <b>Titles:</b> A: "Beware of Tiger!" O: "The Dingo and His Shadow" E: "The Dingo and His Shadow" B: "The Girl and the Spider" <b>Lexiles</b> A: 220L O: 440L E: 320L B: 590L	<b>Reading/Writing Workshop:</b> Purpose: Specific Vocabulary; Organization  <b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary	<b>Vocabulary Words:</b> <i>believe, delicious, feast, fond, lessons, remarkable, snatch, stories</i> <b>Additional Domain Words:</b> <i>morsel, scrumptious</i> <b>Additional Academic Vocabulary:</b> <i>fable, reflect, root words</i> <b>Build Vocabulary:</b> <i>gasped, giggled, wheezed, scolded, groaned, hobbled, stagger, growled, crept, swiftly, gazed, plump, nibbling, grumbled</i> <b>Vocabulary Strategy:</b> Suffixes	<i>change, cheer, fall, five, look, open, should, their, won, yes</i>	<i>affection, crave, frustrated, nourishment, seek</i>	<b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Segmentation; Phoneme Blending <b>Phonics/ Spelling Skill:</b> short u, long u: u_e <b>Structural Analysis:</b> CVCe Syllables <b>Decodable Readers:</b> <i>Duke and Bud's Run; Cute Cubs and Pups</i>	Expression	<b>Writing Trait:</b> Ideas: Supporting Details <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: <i>The Boy Who Cried Wolf</i> Literature Anthology: <i>Wolf! Wolf!</i> , "Cinderella and Friends" <b>Grammar Skill:</b> Singular and Plural Nouns <b>Grammar Mechanics:</b> Commas in a Series	<b>Project:</b> How can animal fables teach us lessons? Make a Chart



Grade 2 • Unit 2 • Scope and Sequence

Big Idea: Animal Discoveries  How do animals play a part in the world around us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 2: Informative/ Explanatory Text  How-to Text; How-to Directions	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Animal Habitats  <b>Essential Question:</b> What are features of different animal habitats?  <b>Connect to Science:</b> Explore living things in different environments.	<b>Title:</b> “Explore a Coral Reef”  <b>Genre:</b> Informational Text  <b>Strategy:</b> Make, Confirm, Revise Predictions	<b>Short Text:</b> <i>A Prairie Guard Dog</i>  <b>Lexile:</b> 480L  <b>Genre:</b> Informational Text/Nonfiction Narrative  <b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Main Topic and Key Details  <b>Text Features:</b> Bold Print, Subheading, Chart, Labels	<b>Strategy:</b> Make, Confirm, Revise Prediction  <b>Skill:</b> Main Topic and Key Details  <b>Main Selection</b> <b>Genre:</b> Informational Text  <b>Title:</b> <i>Turtle, Turtle, Watch Out!</i>  <b>Lexile:</b> 520L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> “At Home in the River”  <b>Lexile:</b> 500L	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Main Topic and Key Details  <b>Main Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: <i>A Tree Full of Life</i> O: <i>A Tree Full of Life</i> E: <i>A Tree Full of Life</i> B: <i>A Tree Full of Life</i>  <b>Paired Selections</b> <b>Genre:</b> Nonfiction  A: “Life in a Termite Mound” O: “Life in a Termite Mound” E: “Life in a Termite Mound” B: “Life in a Termite Mound”  <b>Lexiles</b> A: 310L O: 460L E: 410L B: 630L	<b>Reading/ Writing Workshop:</b> <b>Purpose:</b> Connections of Ideas; Genre  <b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary	<b>Vocabulary Words:</b> <i>buried, escape, habitat, journey, nature, peeks, restless, spies</i>  <b>Additional Domain Words:</b> <i>hatch, raccoons</i>  <b>Additional Academic Vocabulary:</b> <i>abbreviation, collective noun, common noun</i>  <b>Build Vocabulary:</b> <i>nest, wiggles, absorbs, hatchling, surface, scramble, scurries, gather, seaward, tumble, shore, onward, flap, sunken</i>  <b>Vocabulary Strategy:</b> Suffixes	<i>almost, buy, food, out, pull, saw, sky, straight, under, wash</i>	<i>defend, encounter, located, positive, react</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Substitution; Phoneme Blending  <b>Phonics/ Spelling Skill:</b> Soft c and g  <b>Structural Analysis:</b> Prefixes: re-, un-, dis-  <b>Decodable Readers:</b> <i>Animal Places and Spaces; Mice on Ice</i>	Phrasing	<b>Writing Trait:</b> Organization: Sequence  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>A Prairie Guard Dog</i> Literature Anthology: <i>Turtle, Turtle, Watch Out!</i> , “At Home in the River”  <b>Grammer Skill:</b> Kinds of Nouns  <b>Grammar Mechanics:</b> Capital Letters	<b>Project:</b> What are the features of animal habitats? Make Animal and Habitat Cards
<b>Week 4</b>  <b>Weekly Concept:</b> Baby Animals  <b>Essential Question:</b> How are offspring like their parents?  <b>Connect to Science:</b> Explore the life cycles of different animals.	<b>Title:</b> “Wild Animal Families”  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Eagles and Eaglets</i>  <b>Lexile:</b> 520L  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>Text Features:</b> Captions, Diagram, Labels	<b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>Main Selection</b> <b>Genre:</b> Nonfiction  <b>Title:</b> <i>Baby Bears</i>  <b>Lexile:</b> 590L  <b>Paired Selection</b> <b>Genre:</b> Informational Text  <b>Title:</b> “From Caterpillar to Butterfly”  <b>Lexile:</b> 560L	<b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>Main Selection</b> <b>Genre:</b> Nonfiction  <b>Titles:</b> A: <i>Animal Families</i> O: <i>Animal Families</i> E: <i>Animal Families</i> B: <i>Animal Families</i>  <b>Paired Selections</b> <b>Genre:</b> Nonfiction  <b>Titles:</b> A: “Tadpoles into Frogs” O: “Tadpoles into Frogs” E: “Tadpoles into Frogs” B: “Tadpoles into Frogs”  <b>Lexiles</b> A: 320L O: 490L E: 390L B: 600L	<b>Reading/Writing Workshop:</b> Genre; Genre; Connections of Ideas  <b>Literature Anthology:</b> What Makes This Text Complex?	<b>Vocabulary Words:</b> <i>adult, alive, covered, fur, giant, groom, mammal, offspring</i>  <b>Additional Academic Vocabulary:</b> <i>diagram</i>  <b>Build Vocabulary:</b> <i>nurse, the Arctic, coat</i>  <b>Vocabulary Strategy:</b> Multiple-Meaning Words	<i>baby, early, eight, isn’t, learn, seven, start, these, try, walk</i>	<i>guide, leader, protect, provide, separate</i>	<b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Segmentation; Phoneme Blending  <b>Phonics/Spelling Skill:</b> Consonant Digraphs: ch, -tch, sh, ph, th, ng, wh  <b>Structural Analysis:</b> <b>Suffixes:</b> -ful, -les  <b>Decodable Readers:</b> <i>Baby Watch; Phil the Chick</i>	Pronunciation	<b>Writing Trait:</b> Word Choice: Linking Words  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Eagles and Eaglets</i> Literature Anthology: <i>Baby Bears</i> , “From Caterpillar to Butterfly”  <b>Grammar Skill:</b> More Plural Nouns  <b>Grammar Mechanics:</b> Abbreviations	<b>Project:</b> How are baby animals like their parents? How are they different? Make a Venn Diagram

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.





Grade 2 • Unit 2 • Scope and Sequence

Big Idea: Animal Discoveries  How do animals play a part in the world around us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 2: Informative/ Explanatory Text  How-to Text; How-to Directions	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Animals in Poems  <b>Essential Question:</b> What do we love about animals?  <b>Connect to Science:</b> Explore a variety of animals to understand the diversity of life.	<b>Title:</b> “The Furry Alarm Clock” <b>Genre:</b> Poetry <b>Strategy:</b> Reread	<b>Short Text:</b> “Cats and Kittens,” “Desert Camels,” “A Bat is Not a Bird” <b>Lexile:</b> NP <b>Genre:</b> Poetry <b>Strategy:</b> Reread <b>Skill:</b> Key Details <b>Literary Element:</b> Rhythm	<b>Strategy:</b> Reread <b>Skill:</b> Key Details <b>Main Selection Genre:</b> Poetry <b>Title:</b> “Beetles,” “The Little Turtle” <b>Lexile:</b> NP <b>Paired Selection Genre:</b> Poetry <b>Title:</b> “Gray Goose” <b>Lexile:</b> NP	<b>Strategy:</b> Reread <b>Skill:</b> Key Details <b>Main Selection Genre:</b> Fiction <b>Titles:</b> A: <i>Amira’s Petting Zoo</i> O: <i>Alice’s New Pet</i> E: <i>Alice’s New Pet</i> B: <i>Ava’s Animal</i> <b>Paired Selections Genre:</b> Poem <b>Titles:</b> A: “Sheep Season” O: “Baby Joey” E: “Four Little Ducklings” B: “Nanook” <b>Lexiles</b> A: 250L O: 470L E: 350L B: 570L	<b>Reading/Writing Workshop:</b> Organization; Sentence Structures; Genre <b>Literature Anthology:</b> What Makes This Text Complex?; Purpose of the Text; Specific Vocabulary	<b>Vocabulary Words:</b> <i>behave, express, feathers, flapping</i> <b>Vocabulary Strategy:</b> Multiple-Meaning Words	<i>bird, far, field, flower, grow, leaves, light, orange, ready, until</i>	<i>alarm, howling, knobby, munch, problem</i>	<b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Substitution; Phoneme Blending <b>Phonics/Spelling Skill:</b> 3-letter Blends: <i>scr, spr, str, thr, spl, shr</i> <b>Structural Analysis:</b> Compound Words <b>Decodable Readers:</b> <i>Mrs. Sprig’s Spring Flowers; The Thrilling Hummingbird</i>	Phrasing	<b>Writing Trait:</b> Word Choice: Precise Language <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: “Cats and Kittens,” “Desert Camels,” “A Bat is Not a Bird” Literature Anthology: “Beetles,” “The Little Turtle,” “Gray Goose” <b>Grammar Skill:</b> Possessive Nouns <b>Grammar Mechanics:</b> Apostrophes	<b>Project:</b> Research poems about animals. How do the poets use rhyme, rhythm, and/or word choice to create imagery? Make a Poetry Anthology <b>Unit Level:</b> Research Skill: Gather Information Unit Project: Self-select and develop from options for unit research projects.
<b>Week 6</b>  <b>Review and Assessment</b>												



Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Opinion Opinion Letter; Book Review	Research
<b>What have you learned about the world that surprises you?</b>				<b>A:</b> Approaching Level <b>O:</b> On Level <b>E:</b> ELL <b>B:</b> Beyond Level								
<b>Week 1</b>  <b>Weekly Concept:</b> The Earth's Forces  <b>Essential Question:</b> How do the Earth's forces affect us?  <b>Connect to Science:</b> Explore different observable forces.	<b>Title:</b> "Apples and Gravity"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Magnets Work!</i>  <b>Lexile:</b> 560L  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>Text Features:</b> Diagram With Labels, Bold Print, Subheadings	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>Main Selection</b> <b>Genre:</b> Nonfiction  <b>Title:</b> <i>I Fall Down</i>  <b>Lexile:</b> 560L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Move It!"  <b>Lexile:</b> 530L	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>Main Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> <i>Forces at Work</i> <b>O:</b> <i>Forces at Work</i> <b>E:</b> <i>Forces at Work</i> <b>B:</b> <i>Forces at Work</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> "Machines to Push and Pull" <b>O:</b> "Machines to Push and Pull" <b>E:</b> "Machines to Push and Pull" <b>B:</b> "Machines to Push and Pull"  <b>Lexiles</b> <b>A:</b> 220L <b>O:</b> 460L <b>E:</b> 360L <b>B:</b> 600L	<b>Reading/Writing Workshop:</b> Genre; Sentence Structures  <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary	<b>Vocabulary Words:</b> <i>amazing, force, measure, objects, proved, speed, true, weight</i>  <b>Additional Domain Words:</b> <i>gravity</i>  <b>Additional Academic Vocabulary:</b> <i>author's purpose, comparison, contractions,</i>  <b>Build Vocabulary:</b> <i>spoonful, molasses, goo, astronaut, object, scale</i>  <b>Vocabulary Strategy:</b> Similes	<i>about, around, good, great, idea, often, part, second, two, world</i>	<i>college, famous, path, planets, straight</i>	<b>Phonemic Awareness:</b> Identify and Generate Rhyme; Phoneme Categorization; Phoneme Blending  <b>Phonics/ Spelling Skill:</b> Long a: a, ai, ay, ea, ei, eigh, ey  <b>Structural Analysis:</b> Contractions with 's, 're, 'll, 've  <b>Decodable Readers:</b> <i>Ray Saves the Play; The Great Plains; Eight is Great!; What a Day!</i>	Intonation	<b>Writing Trait:</b> Organization: Order Ideas  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Magnets Work!</i> Literature Anthology: <i>I Fall Down, "Move It!"</i>  <b>Grammar Skill:</b> Action Verbs  <b>Grammar Mechanics:</b> Abbreviations	<b>Project:</b> How do Earth's forces affect us? Research the pushes and pulls in your everyday life. Make a Chart
<b>Week 2</b>  <b>Weekly Concept:</b> Look At the Sky  <b>Essential Question:</b> What can we see in the sky?  <b>Connect to Science:</b> Find out about observable events that occur over time.	<b>Title:</b> "The Hidden Sun"  <b>Genre:</b> Fiction  <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Starry Night</i>  <b>Lexile:</b> 540L  <b>Genre:</b> Fiction  <b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot: Sequence	<b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot: Sequence  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Title:</b> <i>Mr. Putter &amp; Tabby See the Stars</i>  <b>Lexile:</b> 580L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Day to Night"  <b>Lexile:</b> 550L	<b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot: Sequence  <b>Main Selections</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>A Special Sunset</i> <b>O:</b> <i>A Different Set of Stars</i> <b>E:</b> <i>A Different Set of Stars</i> <b>B:</b> <i>Shadows in the Sky</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  <b>A:</b> "Shadows and Sun Dials" <b>O:</b> "Stars" <b>E:</b> "Stars" <b>B:</b> "Eclipses"  <b>Lexiles</b> <b>A:</b> 200L <b>O:</b> 390L <b>E:</b> 330L <b>B:</b> 540L	<b>Reading/Writing Workshop:</b> Purpose  <b>Literature Anthology:</b> What Makes This Text Complex?; Organization; Connections of Ideas; Specific Vocabulary	<b>Vocabulary Words:</b> <i>adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime</i>  <b>Additional Domain Words:</b> <i>jellyroll, Big Dipper, Milky Way</i>  <b>Build Vocabulary:</b> <i>plumped, squished, lost rack, rocket ship</i>  <b>Vocabulary Strategy:</b> Compound Words	<i>also, apart, begin, either, hundred, over, places, those, which, without</i>	<i>exactly, present, reports, telescopes, total</i>	<b>Phonemic Awareness:</b> Phoneme Isolation; Phoneme Substitution; Phoneme Blending; Phoneme Categorization  <b>Phonics/ Spelling Skill:</b> Long i: i, y, igh, ie  <b>Structural Analysis:</b> Open Syllables  <b>Decodable Readers:</b> <i>High in the Sky; A Bright Flight</i>	Intonation	<b>Writing Trait:</b> Word Choice: Linking Words  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Starry Night</i> Literature Anthology: <i>Mr. Putter &amp; Tabby See the Stars, "Day to Night"</i>  <b>Grammar Skill:</b> Present-Tense Verbs  <b>Grammar Mechanics:</b> Commas in a Series	<b>Project:</b> Explore the phases of the Moon. Write a Description

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Opinion Opinion Letter; Book Review	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Ways People Help  <b>Essential Question:</b> How can people help out their community  <b>Connect to Social Studies:</b> Explore how an individual action can impact others.	<b>Title:</b> "Color Your Community"  <b>Genre:</b> Nonfiction Narrative  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Lighting Lives</i>  <b>Lexile:</b> 650L  <b>Genre:</b> Informational Text/Nonfiction Narrative  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Purpose  <b>Text Features:</b> Photos With Captions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Purpose  <b>Main Selection</b> <b>Genre:</b> Narrative Nonfiction  <b>Title:</b> <i>Biblioburro: A True Story from Colombia</i>  <b>Lexile:</b> 700L  <b>Paired Selection</b> <b>Genre:</b> Fiction/ Folktale  <b>Title:</b> "The Enormous Turnip"  <b>Lexile:</b> 610L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Purposes  <b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction  <b>Titles:</b> <b>A:</b> <i>City Communities</i> <b>O:</b> <i>City Communities</i> <b>E:</b> <i>City Communities</i> <b>B:</b> <i>City Communities</i>  <b>Paired Selections</b> <b>Genre:</b> Folktale  <b>A:</b> "Magic Anansi" <b>O:</b> "Magic Anansi" <b>E:</b> "Magic Anansi" <b>B:</b> "Magic Anansi"  <b>Lexiles</b> <b>A:</b> 290L <b>O:</b> 470L <b>E:</b> 400L <b>B:</b> 620L	<b>Reading/ Writing Workshop:</b> Connections of Ideas  <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary; Sentence Structure	<b>Vocabulary Words:</b> <i>across, borrow, countryside, ideas, insists, lonely, solution, villages</i>  <b>Additional Academic Words:</b> <i>narrator</i>  <b>Build Vocabulary:</b> <i>grumbles, case, strong, set off, steam, bails, bundle, tale, lanterns</i>  <b>Vocabulary Strategy:</b> Synonyms	<i>better, group, long, more, only, our, started, three, who, won't</i>	<i>artist, celebration, commented, community, mural</i>	<b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Substitution; Phoneme Addition; Phoneme Blending  <b>Phonics/ Spelling Skill:</b> Long o: o, oa, ow, oe  <b>Structural Analysis:</b> Contractions with <i>not</i>  <b>Decodable Readers:</b> <i>Three Goats and a Troll; A Rose Garden Grows</i>	Expression	<b>Writing Trait:</b> Voice: Opinions  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Lighting Lives</i> Literature Anthology: <i>Biblioburro: A True Story from Colombia</i> , "The Enormous Turnip"  <b>Grammar Skill:</b> Past- and Future-Tense Verbs  <b>Grammar Mechanics:</b> Letter Punctuation	<b>Project:</b> How do people solve problems or help in your community? Make a Fact Sheet
<b>Week 4</b>  <b>Weekly Concept:</b> Weather Alert!  <b>Essential Question:</b> How does weather affect us?  <b>Connect to Science:</b> Explore how weather can have an effect on the land.	<b>Title:</b> "Clouds All Around"  <b>Genre:</b> Expository  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Tornado!</i>  <b>Lexile:</b> 660L  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Photos With Captions, Bold Print, Subheadings, Sidebar With Directions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Expository  <b>Title:</b> <i>Wild Weather</i>  <b>Lexile:</b> 670L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Can You Predict the Weather?"  <b>Lexile:</b> 610L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Details  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> <i>Weather All Around</i> <b>O:</b> <i>Weather All Around</i> <b>E:</b> <i>Weather All Around</i> <b>B:</b> <i>Weather All Around</i>  <b>Paired Selections</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> "Colors in the Sky" <b>O:</b> "Colors in the Sky" <b>E:</b> "Colors in the Sky" <b>B:</b> "Colors in the Sky"  <b>Lexiles</b> <b>A:</b> 290L <b>O:</b> 460L <b>E:</b> 370L <b>B:</b> 630L	<b>Reading/Writing Workshop:</b> Purpose  <b>Literature Anthology:</b> Connections of Ideas; Specific Vocabulary	<b>Vocabulary Words:</b> <i>damage, dangerous, destroy, event, harsh, prevent, warning, weather</i>  <b>Additional Domain Words:</b> <i>temperature</i>  <b>Additional Academic Vocabulary:</b> <i>pattern</i>  <b>Vocabulary Strategy:</b> Antonyms	<i>after, before, every, few, first, hear, hurt, old, special, would</i>	<i>gloomy, pleasant, predict, reflect, rises</i>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending  <b>Phonics/Spelling Skill:</b> Long e: e, ee, ea, ie, y, ey, e_e  <b>Structural Analysis:</b> <b>Suffixes:</b> s, -ess  <b>Decodable Readers:</b> <i>It Won't Be Easy!; The Beach is a Treat</i>	Phrasing	<b>Writing Trait:</b> Organization: Strong Conclusions  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Tornado!</i> Literature Anthology: <i>Wild Weather</i> , "Can You Predict the Weather?"  <b>Grammar Skill:</b> The Verb <i>Have</i>  <b>Grammar Mechanics:</b> Book Titles	<b>Project:</b> How can people stay safe in extreme weather? Make a Poster

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.





Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn  What have you learned about the world that surprises you?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Opinion Opinion Letter; Book Review	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Express Yourself  <b>Essential Question:</b> How do you express yourself  <b>Connect to Science:</b> Explore different observable forces.	<b>Title:</b> "Why People Drum"  <b>Genre:</b> <i>Time For Kids</i>  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "They've Got the Beat"  <b>Lexile:</b> 620L  <b>Genre:</b> <i>Time For Kids</i>  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Photos With Captions, Bar Graph	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection Genre:</b> <i>Time For Kids</i>  <b>Title:</b> <i>Many Ways to Enjoy Music</i>  <b>Lexile:</b> 680L  <b>Paired Selection Genre:</b> <i>Time For Kids</i>  <b>Title:</b> "A Musical Museum"  <b>Lexile:</b> 640L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection Genre:</b> Informational Text  <b>Titles:</b> A: <i>The Sounds of Trash</i> O: <i>The Sounds of Trash</i> E: <i>The Sounds of Trash</i> B: <i>The Sounds of Trash</i>  <b>Paired Selections Genre:</b> Informational Text  <b>Titles:</b> A: "Talking Underwater" O: "Talking Underwater" E: "Talking Underwater" B: "Talking Underwater"  <b>Lexiles</b> A: 410L O: 530L E: 380L B: 590L	<b>Reading/Writing Workshop:</b> Organization; Sentence Structures  <b>Literature Anthology:</b> What Makes This Text Complex?; Purpose of Text; Specific Vocabulary	<b>Vocabulary Words:</b> <i>cheered, concert, instrument, movements, music, rhythm, sounds, understand</i>  <b>Additional Academic Vocabulary:</b> <i>blend, combine</i>  <b>Vocabulary Strategy:</b> Prefixes	<i>America, beautiful, began, climbed, come, country, didn't, give, live, turned</i>	<i>communicate, festivals, respect, squeezing, tradition</i>	<b>Phonemic Awareness:</b> Phoneme Addition and Deletion; Identify and Generate Alliteration; Phoneme Blending  <b>Phonics/Spelling Skill:</b> Long u: u_e, ew, ue, u  <b>Structural Analysis:</b> Comparative Endings: -er, -est  <b>Decodable Readers:</b> <i>Luke's Tune; Mules; Growing Stew; Duke and Jen Make Music</i>	Pronunciation	<b>Writing Trait:</b> Sentence Fluency: Vary Sentence Length  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "They've Got the Beat!" Literature Anthology: <i>Many Ways to Enjoy Music</i> , "A Musical Museum"  <b>Grammar Skill:</b> Combining and Rearranging Sentences  <b>Grammar Mechanics:</b> Sentence Punctuation	<b>Project:</b> How do different musical instruments work? Make a Poster or Multimedia Presentation  <b>Unit Level:</b> Research Skill: Parts of the Library Unit Project: Self-select and develop from options for unit research projects.
<b>Week 6</b>  <b>Review and Assessment</b>												

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 2 • Unit 4 • Scope and Sequence

Big Idea: Our Life/Our World  How do different environments make the world an interesting place?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 4: Narrative Text  Fictional Narrative; Poem	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Different Places  <b>Essential Question:</b> What makes different parts of the world different?  <b>Connect to Social Studies:</b> Explore maps around the world.	<b>Title:</b> "Where Do You Live?"  <b>Genre:</b> Expository  <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Alaska: A Special Place</i>  <b>Lexile:</b> 560L  <b>Genre:</b> Expository  <b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Compare and Contrast  <b>Text Features:</b> Map, Key, Labels, Subheadings	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Compare and Contrast  <b>Main Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> <i>Rain Forests</i>  <b>Lexile:</b> 580L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "African Savannas"  <b>Lexile:</b> 680L	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Compare and Contrast  <b>Main Selections</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: <i>Rocky Mountain National Park</i> O: <i>Rocky Mountain National Park</i> E: <i>Rocky Mountain National Park</i> B: <i>Rocky Mountain National Park</i>  <b>Paired Selections</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: "Yellowstone" O: "Yellowstone" E: "Yellowstone" B: "Yellowstone"  <b>Lexiles</b> A: 320L O: 540L E: 430L B: 630L	<b>Reading/Writing Workshop:</b> Visual Display About a Region  <b>Literature Anthology:</b> Analyze Ideas Across Texts	<b>Vocabulary Words:</b> <i>eerie, growth, layers, lively, location, region, seasons, temperate</i>  <b>Additional Domain Words:</b> <i>Amazon, equator, tropical</i>  <b>Build Vocabulary:</b> <i>canopy, leap, prey, mosses, swarms, colonies, path</i>  <b>Vocabulary Strategy:</b> Compound Words	<i>below, colors, don't, down, eat, many, morning, sleep, through, very</i>	<i>factories, harbors, produce, timber, valleys</i>	<b>Phonemic Awareness:</b> Phoneme Identity; Phoneme Categorization; Phoneme Blending  <b>Phonics/ Spelling Skill:</b> Silent Letters <i>wr, kn, gn, mb, sc</i>  <b>Structural Analysis:</b> Prefixes/Suffixes  <b>Decodable Readers:</b> <i>The Thumb's-Up Rain Forest; Acadia Scenes</i>	Pronunciation	<b>Writing Trait:</b> Ideas: Focus on a Topic  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Alaska: A Special Place</i> Literature Anthology: <i>Rain Forests</i> , "African Savannas"  <b>Grammar Skill:</b> Linking Verbs  <b>Grammar Mechanics:</b> Capitalization of Proper Nouns	<b>Project:</b> Explore the land features, plants, animals, and climate of a region. Make a Visual Display
<b>Week 2</b>  <b>Weekly Concept:</b> Earth Changes  <b>Essential Question:</b> How does the Earth change?  <b>Connect to Science:</b> Explore how people can prepare for disasters.	<b>Title:</b> "Earth Changes"  <b>Genre:</b> Expository  <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Into the Sea</i>  <b>Lexile:</b> 650L  <b>Genre:</b> Expository  <b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>Text Features:</b> Photos, Bold Print, Subheadings	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> <i>Volcanoes</i>  <b>Lexile:</b> 680L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "To The Rescue"  <b>Lexile:</b> 750L	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>Main Selections</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: <i>Earthquakes</i> O: <i>Earthquakes</i> E: <i>Earthquakes</i> B: <i>Earthquakes</i>  <b>Paired Selections</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: "Glaciers" O: "Glaciers" E: "Glaciers" B: "Glaciers"  <b>Lexiles</b> A: 350L O: 530L E: 430L B: 630L	<b>Reading/Writing Workshop:</b> Prior Knowledge; Organization  <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary	<b>Vocabulary Words:</b> <i>active, Earth, explode, island, local, properties, solid, steep</i>  <b>Additional Domain Words:</b> <i>erupt, lava</i>  <b>Additional Academic Vocabulary:</b> <i>time-order words</i>  <b>Build Vocabulary:</b> <i>runny, stiff, layers, swell, stranded</i>  <b>Vocabulary Strategy:</b> Sentence Clues	<i>animal, away, building, found, from, Saturday, thought, today, toward, watch</i>	<i>carved, glide, sphere, suddenly, surface</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Blending; Phoneme Substitution  <b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowels /ûr/ <i>er, ir, ur, or</i>  <b>Structural Analysis:</b> Inflectional Endings  <b>Decodable Readers:</b> <i>Shirl and Her Tern; Dogs Work!</i>	Phrasing	<b>Writing Trait:</b> Word Choice: Time-Order Words  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Into the Sea</i> Literature Anthology: <i>Volcanoes</i> , "To the Rescue"  <b>Grammar Skill:</b> Helping Verbs  <b>Grammar Mechanics:</b> Quotation Marks	<b>Project:</b> How do natural events change the earth? Write a Summary

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 2 • Unit 4 • Scope and Sequence

Big Idea: Our Life/Our World  How do different environments make the world an interesting place?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 4: Narrative Text  Fictional Narrative; Poem	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Our Culture Makes Us Special  <b>Essential Question:</b> How are kids around the world different?  <b>Connect to Social Studies:</b> How do different cultures interact with each other?	<b>Title:</b> “My New School”  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>Happy New Year!</i> <b>Lexile:</b> 590L <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Compare and Contrast	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Compare and Contrast  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction  <b>Title:</b> <i>Dear Primo: A Letter to My Cousin</i> <b>Lexile:</b> 610L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expositor  <b>Title:</b> “Games Around the World” <b>Lexile:</b> 600L	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting Plot: Compare and Contrast  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> A: <i>Sharing Cultures</i> O: <i>A New Life in India</i> E: <i>A New Life in India</i> B: <i>Akita and Carlo</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  A: “Music Around the World” O: “Dress Around the World” E: “Dress Around the World” B: “Food Around the World”  <b>Lexiles</b> A: 350L O: 480L E: 440L B: 620L	<b>Reading/ Writing Workshop:</b> Prior Knowledge  <b>Literature Anthology:</b> What Makes This Text Complex?; Organization; Sentence Structure; Specific Vocabulary	<b>Vocabulary Words:</b> <i>common, costume, customs, favorite, parade, surrounded, travels, wonder</i>  <b>Additional Domain Words:</b> <i>cousin, primo</i>  <b>Additional Academic Vocabulary:</b> <i>voice</i>  <b>Build Vocabulary:</b> <i>score, subway, recess, dribbles, shoot, meal, slice, stoop, open-air, prickly, uniforms, traditions, attending</i>  <b>Vocabulary Strategy:</b> Similes	<i>ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</i>	<i>accompanies, assigns, crowded, locker, usual</i>	<b>Phonemic Awareness:</b> Generate Rhyme; Initial Sound and Substitution; Phoneme Blending  <b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowels /ôr/ or, ore, oar; /âr/ ar  <b>Structural Analysis:</b> Irregular Plurals  <b>Decodable Readers:</b> <i>More Fun Than a Hat!; Just for Fun!</i>	Expression	<b>Writing Trait:</b> Voice: Show Feelings  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Happy New Year!</i> Literature Anthology: <i>Dear Primo: A Letter to My Cousin</i> , “Games Around the World”  <b>Grammar Skill:</b> Irregular Verbs  <b>Grammar Mechanics:</b> Book Titles	<b>Project:</b> Research games from around the world. How are they played? Write Game Directions
<b>Week 4</b>  <b>Weekly Concept:</b> Folktales About Nature  <b>Essential Question:</b> How can we understand nature?  <b>Connect to Science:</b> Explore how changes happen over time.	<b>Title:</b> “How Thunder and Lightning Came to Be”  <b>Genre:</b> Folktale/ Drama  <b>Strategy:</b> Visualize	<b>Short Text:</b> “Why the Sun and the Moon Live in the Sky” <b>Lexile:</b> NP <b>Genre:</b> Play  <b>Strategy:</b> Visualize  <b>Skill:</b> Theme	<b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Folktale/Drama  <b>Title:</b> <i>How the Beetle Got Her Colors</i> <b>Lexile:</b> NP  <b>Paired Selection</b> <b>Genre:</b> Fiction/ Folktale  <b>Title:</b> “How the Finch Got Its Color” <b>Lexile:</b> 600L	<b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Folktale  <b>Titles:</b> A: <i>Why Turtles Live in Water</i> O: <i>How Butterflies Came to Be</i> E: <i>How Butterflies Came to Be</i> B: <i>Why Spider Has 8 Thin Legs</i>  <b>Paired Selections</b> <b>Genre:</b> Folktale  <b>Titles:</b> A: “Why Corn Has Silk” O: “How the Rainbow Was Made” E: “How the Rainbow Was Made” B: “Why There Are Stars”  <b>Lexiles</b> A: 290L O: 440L E: 340L B: 600L	<b>Reading/Writing Workshop:</b> Genre; Purpose  <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary	<b>Vocabulary Words:</b> <i>ashamed, boast, dash, holler, plenty, similarities, victory, wisdom</i>  <b>Build Vocabulary:</b> <i>purpose</i>  <b>Vocabulary Strategy:</b> Root Words	<i>again, behind, eyes, gone, happened, house, inside, neither, stood, young</i>	<i>blustery, chilly, drenched, drizzle, task</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Blending; Identify Syllables  <b>Phonics/Spelling Skill:</b> <i>r</i> -controlled vowels /îr/ eer, ere, ear  <b>Structural Analysis:</b> Abbreviations  <b>Decodable Readers:</b> <i>Cheer Up, Dot; Animals with Horns; Watching and Hearing Animals; From the Rear of the Shed</i>	Expression	<b>Writing Trait:</b> Ideas: Develop Character  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: “Why the Sun and the Moon Live in the Sky” Literature Anthology: <i>How the Beetle Got Her Colors</i> , “How the Finch Got Its Colors”  <b>Grammar Skill:</b> Irregular Verbs  <b>Grammar Mechanics:</b> Letter Punctuation	<b>Project:</b> How do folktales from different cultures explain nature? Write Your Own Folktale

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 2 • Unit 4 • Scope and Sequence

Big Idea: Our Life/Our World  How do different environments make the world an interesting place?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 4: Narrative Text Fictional Narrative; Poem	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Poems About Nature  <b>Essential Question:</b> What excites us about nature?  <b>Connect to Science:</b> Plants depend on water and light to grow.	<b>Title:</b> Redwood National Forest," "The Amazing Meadow," "The Sahara Desert"  <b>Genre:</b> Poetry  <b>Strategy:</b> Visualize	<b>Short Text:</b> "Snow Shape," "Nature Walk," "In the Sky"  <b>Lexile:</b> NP  <b>Genre:</b> Poetry  <b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>Literary Element:</b> Repetition	<b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Poetry  <b>Title:</b> "April Rain Song," "Rain Poem"  <b>Lexile:</b> NP  <b>Paired Selection</b> <b>Genre:</b> Poetry  <b>Title:</b> "Helicopters," "Windy Tree"  <b>Lexile:</b> NP	<b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Titles:</b> A: A Hike in the Woods O: A Little World E: A Little World B: Star Party  <b>Paired Selections</b> <b>Genre:</b> Poem  <b>Titles:</b> A: "The Woods" O: "See a Star" E: "By the Sea" B: "Moon"  <b>Lexiles</b> A: 340L O: 500L E: 400L B: 590L	<b>Reading/Writing Workshop:</b> Purpose; Connections of Ideas  <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary	<b>Vocabulary Words:</b> <i>drops, excite, outdoors, pale</i>  <b>Additional Academic Vocabulary:</b> <i>sensory words</i>  <b>Vocabulary Strategy:</b> Similes	<i>among, bought, knew, never, once, soon, sorry, talk, touch, upon</i>	<i>broad, dunes, plump, swaying, twirling</i>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending  <b>Phonics/Spelling Skill:</b> r-controlled vowels / <i>air/ are, air, ear, ere</i>  <b>Structural Analysis:</b> r-controlled Vowel Syllables  <b>Decodable Readers:</b> <i>The Caring King's Fair Wish; A Bear in the Forest</i>	Phrasing	<b>Writing Trait:</b> Word Choice: Sensory Words  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Snow Shape," "Nature Walk," "In the Sky" Literature Anthology: "April Rain Song," "Rain Poem," "Helicopters," "Windy Tree"  <b>Grammar Skill:</b> Contractions  <b>Grammar Mechanics:</b> Contractions/ Apostrophes	<b>Weekly:</b> Research nature poems. How are similes used in poems about nature? Make a Visual Display  <b>Unit Level:</b> Research Skill: Taking Notes Unit Project: Self-select and develop from options for unit research projects.
<b>Week 6</b>  <b>Review and Assessment</b>												





Grade 2 • Unit 5 • Scope and Sequence

Big Idea: Let's Make a Difference  How can people make a difference?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5: Informative/ Explanatory Text  Explanatory Writing; Compare/Contrast Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Being a Good Citizen  <b>Essential Question:</b> What do good citizens do?  <b>Connect to Social Studies:</b> Explore how the country's election process works.	<b>Title:</b> "A Boy Named Martin"  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Summarize	<b>Short Text:</b> <i>A Difficult Decision</i>  <b>Lexile:</b> 510L  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction  <b>Title:</b> <i>Grace for President</i>  <b>Lexile:</b> 580L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Nonfiction Narrative  <b>Title:</b> "Helping to Make Smiles"  <b>Lexile:</b> 520L	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> A: <i>Fixing the Playground</i> O: <i>The Food Crew</i> E: <i>The Food Crew</i> B: <i>How Many Greats?</i>  <b>Paired Selections</b> <b>Genre:</b> Narrative Nonfiction  <b>Titles:</b> A: "Hero" O: "A School Feeds Others" E: "A School Feeds Others" B: "Freedom Walk"  <b>Lexiles</b> A: 340L O: 480L E: 430L B: 620L	<b>Reading/Writing Workshop:</b> Organization; Sentence Structure  <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary; Prior Knowledge; Connections of Ideas	<b>Vocabulary Words:</b> <i>champion, determined, issues, promises, responsibility, rights, volunteered, votes</i>  <b>Additional Domain Words:</b> <i>electoral, constituents, candidate</i>  <b>Additional Academic Vocabulary:</b> <i>quotation marks,</i>  <b>Build Vocabulary:</b> <i>stewed, snickering, nominated, assigned, representative, receives, set aside, polls, speeches, rallies, beautification, committee, approach</i>  <b>Vocabulary Strategy:</b> Suffixes	<i>answer, been, body, build, head, heard, minutes, myself, pretty, pushed</i>	<i>calm, concern, exhausted, offered, treat</i>	<b>Phonemic Awareness:</b> Phoneme Reversal; Initial and Final Sound Substitution; Phoneme Blending  <b>Phonics/ Spelling Skill:</b> Diphthongs <i>ou, ow</i>  <b>Structural Analysis:</b> Irregular Plurals  <b>Decodable Readers:</b> <i>Out of String Beans!; Let's Help Out!</i>	Intonation	<b>Writing Trait:</b> Ideas: Descriptive Details  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: <i>A Difficult Decision</i> Literature Anthology: <i>Grace for President,</i> "Helping to Make Smiles"  <b>Grammar Skill:</b> Pronoun  <b>Grammar Mechanics:</b> Quotation Marks	<b>Project:</b> How can kids be good citizens at school and in the community? Make a Poster
<b>Week 2</b>  <b>Weekly Concept:</b> Cooperation Works!  <b>Essential Question:</b> How do people get along?  <b>Connect to Social Studies:</b> Understand that individual actions can affect others.	<b>Title:</b> "'My First Day'"  <b>Genre:</b> Fiction  <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Soccer Friends</i>  <b>Lexile:</b> 510L  <b>Genre:</b> Fiction  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Title:</b> <i>Once Upon a Baby Brother</i>  <b>Lexile:</b> 560L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Bully-Free Zone"  <b>Lexile:</b> 640L	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Main Selections</b> <b>Genre:</b> Fiction  <b>Titles:</b> A: <i>Rainy Day</i> O: <i>Thirteen Is a Crowd</i> E: <i>Thirteen Is a Crowd</i> B: <i>Partners</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  A: "Boys and Girls Club" O: "Big Brothers Big Sisters" E: "Big Brothers Big Sisters" B: "4-H"  <b>Lexiles</b> A: 3450L O: 500L E: 400L B: 660L	<b>Reading/Writing Workshop:</b> Genre  <b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Organization; Specific Vocabulary	<b>Vocabulary Words:</b> <i>amused, cooperate, describe, entertained, imagination, interact, patient, peaceful</i>  <b>Additional Domain Vocabulary:</b> <i>brainstormed</i>  <b>Build Vocabulary:</b> <i>discovered, faithful, master, brave, creature, rampage, banished, steed, inspiration, swooped, villains</i>  <b>Vocabulary Strategy:</b> Idioms	<i>brought, busy, else, happy, I'll, laugh, love, maybe, please, several</i>	<i>audience, decorate, instructions, pretended, shiver</i>	<b>Phonemic Awareness:</b> Phoneme Blending; Phoneme Substitution; Phoneme Segmentation; Phoneme Deletion  <b>Phonics/ Spelling Skill:</b> Diphthongs <i>oy, oi</i>  <b>Structural Analysis:</b> Consonant + <i>le</i> ( <i>el,</i> <i>al</i> ) Syllables  <b>Decodable Reader:</b> <i>Jamal and Rachel's Camping Trip</i>	Expression	<b>Writing Trait:</b> Sentence Fluency: Vary Sentence Length  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Soccer Friends</i> Literature Anthology: <i>Once Upon a Baby Brother,</i> "Bully-Free Zone"  <b>Grammar Skill:</b> Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>  <b>Grammar Mechanics:</b> Capitalizing the Pronoun <i>I</i>	<b>Weekly:</b> How do people get along in different settings and situations? Write a Script

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 2 • Unit 5 • Scope and Sequence

Big Idea: Let's Make a Difference  How can people make a difference?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5: Informative/ Explanatory Text  Explanatory Writing; Compare/Contrast Writing	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Our Heroes  <b>Essential Question:</b> What do heroes do?  <b>Connect to Social Studies:</b> Explore the importance of an individual's actions.	<b>Title:</b> "A Hero On and Off Skis"  <b>Genre:</b> Informational Text/Biography  <b>Strategy:</b> Summarize	<b>Short Text:</b> <i>César Chávez</i>  <b>Lexile:</b> 600L  <b>Genre:</b> Informational Text/Biography  <b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Sequence  <b>Text Features:</b> Bold Print, Subheadings, Timeline	<b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Sequence  <b>Main Selection</b> <b>Genre:</b> Informational Text/Biography  <b>Title:</b> <i>Brave Bessie</i>  <b>Lexile:</b> 650L  <b>Paired Selection</b> <b>Genre:</b> Fiction/ Legend  <b>Title:</b> "The Legend of Kate Shelley"  <b>Lexile:</b> 640L	<b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Sequence  <b>Main Selections</b> <b>Genre:</b> Biography  <b>Titles:</b> A: <i>Rudy Garcia-Tolson</i> O: <i>Rudy Garcia-Tolson</i> E: <i>Rudy Garcia-Tolson</i> B: <i>Rudy Garcia-Tolson</i>  <b>Paired Selections</b> <b>Genre:</b> Biography  A: "The Unsinkable Molly Brown" O: "The Unsinkable Molly Brown" E: "The Unsinkable Molly Brown" B: "The Unsinkable Molly Brown"  <b>Lexiles</b> A: 380L O: 550L E: 470L B: 640L	<b>Reading/Writing Workshop:</b> Genre  <b>Literature Anthology:</b> Specific Vocabulary	<b>Vocabulary Words:</b> <i>agree, challenging, discover, heroes, interest, perform, study, succeed</i>  <b>Build Vocabulary:</b> <i>scrimped</i>  <b>Vocabulary Strategy:</b> Synonyms	<i>air, along, always, draw, during, ever, meant, nothing, story, won't</i>	<i>competing, inspired, limited, overcome, refused</i>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending  <b>Phonics/ Spelling Skill:</b> Variant Vowels: /ü/ oo, u, u_e, ew, ue, ui; /û/ oo, ou, u  <b>Structural Analysis:</b> Contractions with <i>not</i>  <b>Decodable Readers:</b> <i>Soon the North Wind Blew; It Couldn't Be Done</i>	Phrasing	<b>Writing Trait:</b> Organization: Sequence  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>César Chávez</i> Literature Anthology: <i>Brave Bessie</i> , "The Legend of Kate Shelley"  <b>Grammar Skill:</b> Possessive Pronouns  <b>Grammar Mechanics:</b> Capitalization of Proper Nouns	<b>Project:</b> Explore the life of an American hero. Write a Speech
<b>Week 4</b>  <b>Weekly Concept:</b> Preserving Our Earth  <b>Essential Question:</b> How can we protect the Earth?  <b>Connect to Science:</b> See how people can innovate to solve problems.	<b>Title:</b> "Clean Water"  <b>Genre:</b> Fiction  <b>Strategy:</b> Make, Confirm, Revise Predictions	<b>Short Text:</b> <i>The Art Project</i>  <b>Lexile:</b> 660L  <b>Genre:</b> Fiction  <b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>Text Features:</b> Bold Print, Subheadings, Timeline	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Title:</b> <i>The Woodcutter's Gift</i>  <b>Lexile:</b> 690L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Earth's Resources"  <b>Lexile:</b> 600L	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Titles:</b> A: <i>Let's Carpool</i> O: <i>Our Beautiful Tree</i> E: <i>Our Beautiful Tree</i> B: <i>Family Night Unplugged</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: "The Clean Air Campaign" O: "Dirt!" E: "Dirt!" B: "Tips For Saving Power"  <b>Lexiles</b> A: 350L O: 550L E: 470L B: 640L	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Sentence Clues  <b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary	<b>Vocabulary Words:</b> <i>curious, distance, Earth resources, enormous, gently, proudly, rarely, supply</i>  <b>Additional Academic Vocabulary:</b> <i>problem, solution</i>  <b>Build Vocabulary:</b> <i>muttered, haul, whittled, knotholes, shed, gasped, stroked, spectacular, curious, sheepishly, exhausted, soundly</i>  <b>Vocabulary Strategy:</b> Homophones	<i>city, father, mother, o'clock, own, questions, read, searching, sure, though</i>	<i>hesitated, memorable, pollution, reasons, suggest</i>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Deletion; Phoneme Blending; Phoneme Addition  <b>Phonics/Spelling Skill:</b> Variant Vowels: /ô/ a, aw, au, augh, al, ough  <b>Structural Analysis:</b> Vowel Team Syllables  <b>Decodable Readers:</b> <i>Paul Saw Arctic Foxes; Small Ways to Save the Earth</i>	Intonation	<b>Writing Trait:</b> Word Choice: Linking Words  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>The Art Project</i> Literature Anthology: <i>The Woodcutter's Gift</i> , "Earth's Resources"  <b>Grammar Skill:</b> Contraction  <b>Grammar Mechanics:</b> Contractions/ Possessive Pronouns	<b>Project:</b> How can recycling different items and materials help protect the earth? Make a Chart

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 2 • Unit 5 • Scope and Sequence

Big Idea: Let's Make a Difference  How can people make a difference?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5: Informative/ Explanatory Text  Explanatory Writing; Compare/Contrast Writing	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Rights and Rules  <b>Essential Question:</b> Why are rules important?  <b>Connect to Social Studies:</b> Discover how our country set up rules.	<b>Title:</b> "Town Rules" <b>Genre:</b> Time For Kids  <b>Strategy:</b> Make, Confirm, Revise Predictions	<b>Short Text:</b> <i>Visiting the Past</i> <b>Lexile:</b> 610L <b>Genre:</b> Time For Kids  <b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>Text Features:</b> Subheadings, Chart	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Time For Kids  <b>Title:</b> <i>Setting the Rules</i> <b>Lexile:</b> 610L  <b>Paired Selection</b> <b>Genre:</b> Time For Kids  <b>Title:</b> "American Symbols" <b>Lexile:</b> 650L	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Connections With a Text: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: Government Rules O: Government Rules E: Government Rules B: Government Rules  <b>Paired Selections</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: "Pool Rules" O: "Pool Rules" E: "Pool Rules" B: "Pool Rules"  <b>Lexiles</b> A: 460L O: 540L E: 490L B: 670L	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Purpose  <b>Literature Anthology:</b> Purpose of a Text; Specific Vocabulary	<b>Vocabulary Words:</b> <i>exclaimed, finally, form, history, public, rules, united, writers</i>  <b>Additional Academic Vocabulary:</b> <i>alphabetical order, symbols</i>  <b>Vocabulary Strategy:</b> Multiple-Meaning Words	<i>anything, children, everybody, instead, paper, person, voice, whole, woman, words</i>	<i>elected, permission, recycle, services, transportation</i>	<b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Segmentation; Phoneme Reversal; Phoneme Blending  <b>Phonics/Spelling Skill:</b> Short Vowel Digraphs: /e/ ea; /u/ ou; /i/ y  <b>Structural Analysis:</b> Alphabetical Order (two letters)  <b>Decodable Readers:</b> <i>Don't Dread Rules; Stay Out of Trouble!</i>	Pronunciation	<b>Writing Trait:</b> Voice: Formal vs. Informal  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Visiting the Past</i> Literature Anthology: <i>Setting the Rules,</i> "Amjerican Symbols"  <b>Grammar Skill:</b> Pronoun-Verb Agreement  <b>Grammar Mechanics:</b> Book Titles	<b>Weekly:</b> Explore the history and significance of an American symbol. Make a Model and Fact Sheet  <b>Unit Level:</b> Research Skill: Review Parts of the Library Unit Project: Self-select and develop from options for unit research projects.
<b>Week 6</b>  <b>Review and Assessment</b>												





Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How on Earth?  What keeps our world working?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 6: Informative/ Explanatory Writing  Summary; Research Report	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Plant Myths and Facts  <b>Essential Question:</b> What do myths help us understand?  <b>Connect to Science:</b> Discover what plants depend on for growth.	<b>Title:</b> "The Bluebell" <b>Genre:</b> Fiction/Myth <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Why Fir Tree Keeps His Leaves</i>  <b>Lexile:</b> 560L  <b>Genre:</b> Myth <b>Strategy:</b> Reread <b>Skill:</b> Theme	<b>Strategy:</b> Reread <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Fiction/Myth  <b>Title:</b> <i>The Golden Flower: A Taino Myth from Puerto Rico</i> <b>Lexile:</b> 590L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "A Pumpkin Plant" <b>Lexile:</b> 600L	<b>Strategy:</b> Reread <b>Skill:</b> Theme  <b>Main Selections</b> <b>Genre:</b> Myth  <b>Titles:</b> A: <i>The Apples of Idun</i> O: <i>Hercules and the Golden Apples</i> E: <i>Hercules and the Golden Apples</i> B: <i>Demeter and Persephone</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: "Tomatoes" O: "Apples" E: "Apples" B: "Pomegranate"  <b>Lexiles</b> A: 400L O: 550L E: 440L B: 630L	<b>Reading/Writing Workshop:</b> Genre  <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary	<b>Vocabulary Words:</b> <i>appeared, crops, develop, edge, golden, rustled, shining, stages</i>  <b>Additional Domain Words:</b> <i>Puerto Rico</i>  <b>Additional Academic Vocabulary:</b> <i>adjective, myth, point of view</i>  <b>Build Vocabulary:</b> <i>pouch, gathered, globe, murmuring, plain, foamed</i>  <b>Vocabulary Strategy:</b> Sentence Clues	<i>door, front, order, probably, remember, someone, tomorrow, what's, worry, yesterday</i>	<i>disturb, entire, magnificent, stumbled, trembled</i>	<b>Phonemic Awareness:</b> Identify and Make Oral Rhymes; Phoneme Addition; Phoneme Blending; Phoneme Deletion  <b>Phonics/ Spelling Skill:</b> Closed Syllables and Open Syllables  <b>Structural Analysis:</b> Compound Words  <b>Decodable Reader:</b> <i>Clever Doggy</i>	Expression	<b>Writing Trait: Ideas:</b> Organization: Strong Openings  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Why the Fir Tree Keeps His Leaves</i> Literature Anthology: <i>The Golden Flower: A Taino Myth from Puerto Rico</i> , "A Pumpkin Plant"  <b>Grammar Skill:</b> Adjectives  <b>Grammar Mechanics:</b> Commas in a Series	<b>Project:</b> Research a plant and what it needs to grow. Make a Booklet
<b>Week 2</b>  <b>Weekly Concept:</b> We Need Energy  <b>Essential Question:</b> How do we use energy?  <b>Connect to Science:</b> Consider how gathering information can help in finding solutions to power problems.	<b>Title:</b> "How Does Energy Make Your Hair Stand Up?"  <b>Genre:</b> Informational Text/Expository <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Pedal Powers</i>  <b>Lexile:</b> 660L  <b>Genre:</b> Informational Text/Expository <b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>Text Features:</b> Photos With Captions, Subheadings, Diagram, Labels	<b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose  <b>Main Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> <i>My Light</i> <b>Lexile:</b> 680L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "The Power of Water" <b>Lexile:</b> 650L	<b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose  <b>Main Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: <i>Wind Power</i> O: <i>Wind Power</i> E: <i>Wind Power</i> B: <i>Wind Power</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  A: "A Solar House" O: "A Solar House" E: "A Solar House" B: "A Solar House"  <b>Lexiles</b> A: 440L O: 550L E: 490L B: 690L	<b>Reading/Writing Workshop:</b> Sentence Structure; Specific Vocabulary  <b>Literature Anthology:</b> What Makes This Text Complex?; Genre; Connections of Ideas; Specific Vocabulary	<b>Vocabulary Words:</b> <i>electricity, energy, flows, haul, power, silent, solar, underground</i>  <b>Additional Domain Words:</b> <i>dam, generators</i>  <b>Build Vocabulary:</b> <i>rise, form, flow, pulsing, pours, stem, fuels</i>  <b>Vocabulary Strategy:</b> Paragraph Clues	<i>alone, became, beside, four, hello, large, notice, round, suppose, surprised</i>	<i>charge, effects, rushes, slight, streak</i>	<b>Phonemic Awareness:</b> Initial Phoneme Addition; Phoneme Segmentation; Initial Phoneme Substitution  <b>Phonics/ Spelling Skill:</b> CVCe Syllables  <b>Structural Analysis:</b> Prefixes/Suffixes  <b>Decodable Reader:</b> <i>Tadpole Decides</i>	Intonation	<b>Writing Trait:</b> Word Choice: Content Words  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Pedal Power</i> Literature Anthology: <i>My Light</i> , "The Power of Water"  <b>Grammar Skill:</b> Articles and <i>This, That, These</i> , and <i>Those</i>  <b>Grammar Mechanics:</b> Names and Titles	<b>Project:</b> How do we use different forms of energy in our everyday lives? Make a Timeline



Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How on Earth?  What keeps our world working?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 6: Informative/ Explanatory Writing  Summary; Research Report	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Team Up to Explore  <b>Essential Question:</b> Why is teamwork important?  <b>Connect to Science:</b> How do some people make observations and gather helpful information for a living?	<b>Title:</b> “Teamwork in Space”  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Summarize	<b>Short Text:</b> <i>Dive Teams</i>  <b>Lexile:</b> 660L  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Photos With Captions, Map, Labels	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> <i>Astronaut Handbook</i>  <b>Lexile:</b> 790L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Narrative Nonfiction  <b>Title:</b> “Teamwork to the Top”  <b>Lexile:</b> 720L	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Main Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: <i>Digging For Sue</i> O: <i>Digging For Sue</i> E: <i>Digging For Sue</i> B: <i>Digging For Sue</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  A: “Ancient Ship Discovered!” O: “Ancient Ship Discovered!” E: “Ancient Ship Discovered!” B: “Ancient Ship Discovered!”  <b>Lexiles</b> A: 430L O: 550L E: 470L B: 670L	<b>Reading/Writing Workshop:</b> Prior Knowledge; Connections of Ideas  <b>Literature Anthology:</b> What Makes This Text Complex?; Sentence Structure; Specific Vocabulary	<b>Vocabulary Words:</b> <i>exploration, important, machines, prepare, repair, result, scientific, teamwork</i>  <b>Additional Domain Words:</b> <i>astronaut, satellites</i>  <b>Build Vocabulary:</b> <i>boarding, quarters, conditions, balanced, portable, flexible, bearings</i>  <b>Vocabulary Strategy:</b> Greek and Latin Roots	<i>above, brother, follow, listen, month, soft, something, song, who’s, wind</i>	<i>attach, collect, deliver, experiments, nations</i>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Segmentation and Blending; Phoneme Addition and Deletion  <b>Phonics/Spelling Skill:</b> Consonant + /e (el, al) Syllables  <b>Structural Analysis:</b> Contractions/ Possessives  <b>Decodable Reader:</b> <i>Jamal and Rachel’s Camping Trip</i>	Pronunciation	<b>Writing Trait:</b> Ideas: Supportive Details  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Dive Teams</i> Literature Anthology: <i>Astronaut Handbook</i> , “Teamwork to the Top”  <b>Grammar Skill:</b> Adjectives That Compare  <b>Grammar Mechanics:</b> Apostrophes	<b>Project:</b> Research a place you’d like to travel and explore with a team. What jobs will need to be done? What job will each team member have? Write a Travel Plan or Proposal
<b>Week 4</b>  <b>Weekly Concept:</b> Money Matters  <b>Essential Question:</b> How do we use money?  <b>Connect to Social Studies:</b> Understand the roles of buyer and seller.	<b>Title:</b> “Keep the Change!”  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Summarize	<b>Short Text:</b> <i>The Life of a Dollar Bill</i>  <b>Lexile:</b> 660L  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Problem and Solution  <b>Text Features:</b> Photos With Captions, Graph, Labels, Subheadings	<b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Problem and Solution  <b>Main Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> <i>Money Madness</i>  <b>Lexile:</b> 780L  <b>Paired Selection</b> <b>Genre:</b> Fiction/Myth  <b>Title:</b> “King Midas and the Golden Touch”  <b>Lexile:</b> 720L	<b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Problem and Solution  <b>Main Selection</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: <i>How to Be a Smart Shopper</i> O: <i>How to Be a Smart Shopper</i> E: <i>How to Be a Smart Shopper</i> B: <i>How to Be a Smart Shopper</i>  <b>Paired Selections</b> <b>Genre:</b> Myth  <b>Titles:</b> A: “The Golden Fleece” O: “The Golden Fleece” E: “The Golden Fleece” B: “The Golden Fleece”  <b>Lexiles</b> A: 450L O: 540L E: 500L B: 680L	<b>Reading/Writing Workshop:</b> Organization; Genre  <b>Literature Anthology:</b> Organization; Specific Vocabulary; Genre	<b>Vocabulary Words:</b> <i>invented, money, prices, purchase, record, system, value, worth</i>  <b>Additional Domain Words:</b> <i>credit cards</i>  <b>Build Vocabulary:</b> <i>shear, portrait, club, stale, self-sufficient, slightly, digital</i>  <b>Vocabulary Strategy:</b> Paragraph Clues	<i>against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</i>	<i>charity, image, popular, portrait, symbol</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Substitution; Phoneme Reversal  <b>Phonics/Spelling Skill:</b> Vowel Team Syllables  <b>Structural Analysis:</b> Comparative Endings: -er, -est (with spelling changes)  <b>Decodable Reader:</b> <i>The Rainy Day</i>	Intonation	<b>Writing Trait:</b> Organization: Strong Conclusions  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>The Life of a Dollar Bill</i> Literature Anthology: <i>Money Madness</i> , “King Midas and the Golden Touch”  <b>Grammar Skill:</b> Adverbs and Prepositional Phrases  <b>Grammar Mechanics:</b> Capitalization	<b>Project:</b> Where does money come from and where does it go? Make a Flow Chart



Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How on Earth?  What keeps our world working?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 6: Informative/ Explanatory Writing  Summary; Research Report	Research
<b>Week 5</b>  <b>Weekly Concept:</b> The World of Ideas  <b>Essential Question:</b> Where can your imagination take you?  <b>Connect to Science:</b> Discover how making observations can help you understand text.	<b>Title:</b> “Give Me a Brown Box,” “Music Sends Me”  <b>Genre:</b> Poetry  <b>Strategy:</b> Summarize	<b>Short Text:</b> “A Box of Crayons,” “What Story is This?,” “The Ticket”  <b>Lexile:</b> NP  <b>Genre:</b> Poetry  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Text Features:</b> Rhyme	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Poetry  <b>Title:</b> “Books to the Ceiling,” “I’ve Got This Covered,” “Eating While Reading”  <b>Lexile:</b> NP  <b>Paired Selection</b> <b>Genre:</b> Poetry  <b>Title:</b> “Clay Play,” “Crayons”  <b>Lexile:</b> NP	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Titles:</b> <div><div>A:</div> <i>Matt’s Journey</i></div> <div><div>O:</div> <i>A Fantastic Day!</i></div> <div><div>E:</div> <i>A Fantastic Day!</i></div> <div><div>B:</div> <i>A Day in Ancient Rome</i></div> <b>Paired Selections</b> <b>Genre:</b> Poem  <b>Titles:</b> <div><div>A:</div> “Autumn Leaves,” “The Orchestra”</div> <div><div>O:</div> “A Butterfly Life,” “Circus Day”</div> <div><div>E:</div> “Pablo and I,” “My Tiny Friend”</div> <div><div>B:</div> “Lost and Found,” “My Magic Car”</div> <b>Lexiles</b> <div><div>A:</div> 430L</div> <div><div>O:</div> 560L</div> <div><div>E:</div> 470L</div> <div><div>B:</div> 640L</div>	<b>Reading/Writing Workshop:</b> Purpose; Lack of Prior Knowledge  <b>Literature Anthology:</b> What Makes This Text Complex?	<b>Vocabulary Words:</b> <i>create, dazzling, imagination, seconds</i>  <b>Additional Academic Vocabulary:</b> <i>blend</i>  <b>Vocabulary Strategy:</b> Metaphors	<i>afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever</i>	<i>flash, igloo, moat, orchestra, snore</i>	<b>Phonemic Awareness:</b> Phoneme Addition; Phoneme Substitution; Phoneme Segmentation  <b>Phonics/Spelling Skill:</b> <i>r</i> -controlled Vowel Syllables  <b>Structural Analysis:</b> Three (or more) Syllable Words  <b>Decodable Reader:</b> <i>How Bird Was Lured Away from Fire</i>	Expression	<b>Writing Trait:</b> Word Choice: Strong Words  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “A Box of Crayons,” “What Story is This?,” “The Ticket” Literature Anthology: “Books to the Ceiling,” “I’ve Got This Covered,” “Eating While Reading,” “Clay Play,” “Crayons”  <b>Grammar Skill:</b> Adjectives and Adverbs  <b>Grammar Mechanics:</b> Sentence Punctuation	<b>Project:</b> Explore poetry and a poet’s use of imagery. Review of a Poem  <b>Unit Level:</b> Research Skill: Visual Displays and Multimedia Presentations Unit Project: Self-select and develop from options for unit research projects.
<b>Week 6</b>  <b>Review and Assessment</b>												

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 3 • Unit 1 • Scope and Sequence

Big Idea: Growing and Learning  How can learning help us grow?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 1 Writing Focus: <i>Friendly Letter, Personal Narrative</i> Writing Products: <i>Narrative Text</i>	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Storytime  <b>Essential Question:</b> What can stories teach you?  <b>Connect to Science:</b> Tell how variations among individuals of the same species may provide advantages.	<b>Title:</b> “Three Pigs, a Wolf, and a Book”  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize	<b>Short Text:</b> “Bruno’s New Home”  <b>Lexile:</b> 430  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Character	<b>Main Selection Title:</b> <i>Wolf!</i>  <b>Lexile:</b> 650  <b>Genre:</b> Fantasy  <b>Paired Selection Title:</b> “Jennie and the Wolf”  <b>Lexile:</b> 450  <b>Genre:</b> Fable  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Character	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Character  <b>Main Selection</b> <b>Genre:</b> Fantasy  <b>Titles:</b> <div><div>A</div>: <i>Berries, Berries, Berries</i></div> <div><div>O</div>: <i>Duck’s Discovery</i></div> <div><div>E</div>: <i>Duck’s Discovery</i></div> <div><div>B</div>: <i>Robot Race</i></div> <b>Paired Selection</b> <b>Genre:</b> Fable  <b>Titles:</b> <div><div>A</div>: “The Heron and the Fish”</div> <div><div>O</div>: “The Lion and the Fox”</div> <div><div>E</div>: “The Lion and the Fox”</div> <div><div>B</div>: “The Hare and the Tortoise:”</div> <b>Lexiles</b> <div><div>A</div>: 430</div> <div><div>O</div>: 530</div> <div><div>E</div>: 410</div> <div><div>B</div>: 750</div>	<b>Reading/ Writing Workshop:</b> Genre, Connection of Ideas  <b>Literature Anthology:</b> Purpose, Genre, Sentence Structure, Connection of Ideas	<b>Vocabulary Words:</b> <i>ached, concentrate, discovery, educated, effort, improved, inspired, satisfied</i>  <b>Additional Academic Vocabulary:</b> <i>fantasy, expression, moral</i>  <b>Vocabulary Strategy:</b> Context Clues: Synonyms  <b>Build Vocabulary:</b> <i>wandered, emergencies, village, budge, ignore, serious, impressed, confidence, passion, master</i>	<b>Phonics/Spelling Skill:</b> Short Vowels <i>a, i</i>  <b>Structural Analysis:</b> Word Families	<b>Expression</b>	<b>Writing Trait:</b> Ideas/Focus on an Event  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “Bruno’s New Home” Literature Anthology: Wolf!, “ <i>Jennie and the Wolf</i> ”  <b>Grammar Skill:</b> Sentences and Fragments  <b>Grammar Mechanics:</b> Capitalization and Punctuation	<b>Project:</b> Research Aesop’s fables Product: Fable Story Map
<b>Week 2</b>  <b>Weekly Concept:</b> Traditions  <b>Essential Question:</b> What can traditions teach you about cultures?	<b>Title:</b> “Ready for Aloha!”  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize	<b>Short Text:</b> “The Dream Catcher”  <b>Lexile:</b> 470  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Sequence	<b>Main Selection Title:</b> <i>Yoon and the Jade Bracelet</i>  <b>Lexile:</b> 480  <b>Genre:</b> Realistic Fiction  <b>Paired Selection Title:</b> “Family Traditions”  <b>Lexile:</b> 480  <b>Genre:</b> Expository Text  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Sequence	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Sequence  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <div><div>A</div>: The Special Meal</div> <div><div>O</div>: A Row of Lamps</div> <div><div>E</div>: A Row of Lamps</div> <div><div>B</div>: Dragons on the Water</div> <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <div><div>A</div>: “More About Mole”</div> <div><div>O</div>: “Diwali”</div> <div><div>E</div>: “Diwali”</div> <div><div>B</div>: “A Great Tradition”</div> <b>Lexiles</b> <div><div>A</div>: 380</div> <div><div>O</div>: 410</div> <div><div>E</div>: 310</div> <div><div>B</div>: 700</div>	<b>Reading/Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Genre (Dialogue), Prior Knowledge, Purpose, Specific Vocabulary, Connection of Ideas	<b>Vocabulary Words:</b> <i>celebrate, courage, disappointment, precious, pride, remind, symbol, tradition</i>  <b>Vocabulary Strategy:</b> Context Clues: Synonyms  <b>Build Vocabulary:</b> <i>settled, etched, gem, straight, pest</i>	<b>Phonics/Spelling Skill:</b> Short Vowels <i>e, o, u</i>  <b>Structural Analysis:</b> Inflectional Endings	<b>Phrasing</b>	<b>Writing Trait:</b> Word Choice/Descriptive Details  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “The Dream Catcher” Literature Anthology: <i>Yoon and the Jade Bracelet</i> , “Family Traditions”  <b>Grammar Skill:</b> Commands and Exclamations  <b>Grammar Mechanics:</b> Punctuation in Commands and Exclamations	<b>Project:</b> Research contributions of different cultures Product: Culture Web





Grade 3 • Unit 1 • Scope and Sequence

Big Idea: Growing and Learning  How can learning help us grow?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 1 Writing Focus: <i>Friendly Letter, Personal Narrative</i>  Writing Products: <i>Narrative Text</i>	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Communities  <b>Essential Question:</b> How do people from different cultures contribute to a community?  <b>Connect to Social Studies:</b> Trace the establishment of diverse communities.	<b>Title:</b> “Faith Ringgold: Telling Stories Through Art”  <b>Genre:</b> Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> “Room to Grow”  <b>Lexile:</b> 490  <b>Genre:</b> Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Sequence  <b>Text Features:</b> Headings, Map	<b>Main Selection Title:</b> <i>Gary the Dreamer</i>  <b>Lexile:</b> 500  <b>Genre:</b> Narrative Nonfiction  <b>Paired Selection Title:</b> “Sharing Polkas and Pitas”  <b>Lexile:</b> 530  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Sequence	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Sequence  <b>Main Selection</b> <b>Genre:</b> Biography  <b>Titles:</b> A: <i>Judy Baca</i> O: <i>Judy Baca</i> E: <i>Judy Baca</i> B: <i>Judy Baca</i>  <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: “Vibrant Los Angeles” O: “Vibrant Los Angeles” E: “Vibrant Los Angeles” B: “Vibrant Los Angeles”  <b>Lexiles</b> A: 560 O: 630 E: 610 B: 750	<b>Reading/ Writing Workshop:</b> Organization, Genre  <b>Literature Anthology:</b> Genre, Organization, Connection of Ideas	<b>Vocabulary Words:</b> <i>admires, classmate, community, contribute, practicing, pronounce, scared, tumble</i>  <b>Vocabulary Strategy:</b> Compound Words  <b>Build Vocabulary:</b> <i>sprinkled, blasted, ammo, tropical, staggered, blared, thumped, cha-cha, sombrero</i>	<b>Phonics/Spelling Skill:</b> Final e  <b>Structural Analysis:</b> Inflectional Endings: Drop Final e	<b>Rate</b>	<b>Writing Trait:</b> Organization/ Sequence  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “Room to Grow” Literature Anthology: <i>Gary the Dreamer</i> , “Sharing Polkas and Pitas”  <b>Grammar Skill:</b> Subjects  <b>Grammar Mechanics:</b> Complete Sentences and Fragments	<b>Project:</b> Research community resources  <b>Product:</b> Community Travel Brochure
<b>Week 4</b>  <b>Weekly Concept:</b> Inventions  <b>Essential Question:</b> How can problem solving lead to new ideas?  <b>Connect to Science:</b> Explain how scientists develop possible solutions.	<b>Title:</b> “Chester Greenwood and His Cold Ears”  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> “Mary Anderson’s Great Invention”  <b>Lexile:</b> 460  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Text Features:</b> Diagrams, Sidebars	<b>Main Selection Title:</b> <i>All Aboard! Elijah McCoy’s Steam Engine</i>  <b>Lexile:</b> 430  <b>Genre:</b> Biography  <b>Paired Selection Title:</b> “Lighting the World”  <b>Lexile:</b>  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Biography  <b>Titles:</b> A: <i>The Amazing Benjamin Franklin</i> O: <i>The Amazing Benjamin Franklin</i> E: <i>The Amazing Benjamin Franklin</i> B: <i>The Amazing Benjamin Franklin</i>  <b>Paired Selection</b> <b>Genre:</b> Biography  <b>Titles:</b> A: “Beulah Henry: Inventor” O: “Beulah Henry: Inventor” E: “Beulah Henry: Inventor” B: “Beulah Henry: Inventor”  <b>Lexiles</b> A: 520 O: 770 E: 550 B: 770	<b>Reading/ Writing Workshop:</b> Organization  <b>Literature Anthology:</b> Purpose, Prior Knowledge, Connections of Ideas, Organization, Sentence Strucure, Specific Vocabulary, Genre	<b>Vocabulary Words:</b> <i>design, encouraged, examine, investigation, quality, simple, solution, substitutes</i>  <b>Additional Domain Words:</b> <i>bailed, boiler, patent</i>  <b>Vocabulary Strategy:</b> Metaphors  <b>Build Vocabulary:</b> <i>tinkering, grimy, clambered, tanked, knockoffs, marvel</i>	<b>Phonics/Spelling Skill:</b> Long <i>a</i> Spellings  <b>Structural Analysis:</b> Plurals -s and -es	<b>Expression</b>	<b>Writing Trait:</b> Word Choice  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “Mary Anderson’s Great Invention” Literature Anthology: <i>All Aboard! Elijah McCoy’s Steam Engine</i> , “Lighting the World”  <b>Grammar Skill:</b> Predicates  <b>Grammar Mechanics:</b> Complete Sentences	<b>Project:</b> Research problems in classroom or community  <b>Product:</b> Create an action plan to solve a problem



Grade 3 • Unit 1 • Scope and Sequence



Big Idea: Growing and Learning  How can learning help us grow?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 1 Writing Focus: <i>Friendly Letter, Personal Narrative</i> Writing Products: <i>Narrative Text</i>	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Landmarks  <b>Essential Question:</b> How do landmarks help us understand our country's story?  <b>Connect to Social Studies:</b> Know the importance of American heroes.	<b>Title:</b> "America's Landmarks and Memorials"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "A Natural Beauty"  <b>Lexile:</b> 560  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Captions, Map, Sidebar	<b>Main Selection Title:</b> <i>A Mountain of History</i>  <b>Lexile:</b> 560  <b>Genre:</b> Expository Text  <b>Paired Selection Title:</b> "A Landmark Street"  <b>Lexile:</b> 580  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: <i>The National Mall</i> O: <i>The National Mall</i> E: <i>The National Mall</i> B: <i>The National Mall</i>  <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: "Gateway Arch" O: "Gateway Arch" E: "Gateway Arch" B: "Gateway Arch"  <b>Lexiles</b> A: 650 O: 750 E: 700 B: 840	<b>Reading/ Writing Workshop:</b> Purpose, Genre  <b>Literature Anthology:</b> Sentence Structure, Genre, Purpose	<b>Vocabulary Words:</b> <i>carved, clues, grand, landmark, massive, monument, national, traces</i>  <b>Vocabulary Strategy:</b> Context Clues: Multiple-Meaning Words	<b>Phonics/Spelling Skill:</b> Long o: o, ow, o_e, oa, oe  <b>Structural Analysis:</b> Compound Words	<b>Accuracy and Phrasing</b>	<b>Writing Trait:</b> Sentence Fluency/ Sentence Types  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: "A Natural Beauty" Literature Anthology: <i>A Mountain of History</i> , "A Landmark Street"  <b>Grammar Skill:</b> Simple and Compound Sentences  <b>Grammar Mechanics:</b> Punctuate Simple and Compound Sentences	<b>Project:</b> Research natural and man-made landmarks in the United States.  <b>Product:</b> Informative report
<b>Week 6</b>  <b>Review and Assessment</b>										



Grade 3 • Unit 2 • Scope and Sequence

Big Idea: Figure It Out  What does it take to solve a problem?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 2: Unit Writing Focus: How-To, Explanatory Essay Writing Products: Informative Text	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Cooperation  <b>Essential Question:</b> Why is working together a good way to solve a problem?  <b>Connect to Science:</b> Understand that humans can take steps to minimize the impacts of natural hazards.	<b>Title:</b> “A Field Full of Stones”  <b>Genre:</b> Folktale  <b>Strategy:</b> Make, Confirm, or Revise Predictions	<b>Short Text:</b> “Anansi Learns a Lesson”  <b>Lexile:</b> 510  <b>Genre:</b> Folktale  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme	<b>Main Selection Title:</b> <i>Roadrunner’s Dance</i>  <b>Lexile:</b> 640  <b>Genre:</b> Folktale  <b>Paired Selection Title:</b> “Deltona Is Going Batty”  <b>Lexile:</b> 550  <b>Genre:</b> Expository Text  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme  <b>Main Selection Genre:</b> Folktale  <b>Titles:</b> <div><div>A</div>: <i>The Quarreling Quails</i></div> <div><div>O</div>: <i>Jungle Treasures</i></div> <div><div>E</div>: <i>Jungle Treasures</i></div> <div><div>B</div>: <i>The Bear Who Stole the Chinook</i></div> <b>Paired Selection Genre:</b> Expository Text  <b>Titles:</b> <div><div>A</div>: “The Dragon Slayers”</div> <div><div>O</div>: “Urban Roots”</div> <div><div>E</div>: “Urban Roots”</div> <div><div>B</div>: “Saving Lubec”</div> <b>Lexiles</b> <div><div>A</div>: 410</div> <div><div>O</div>: 680</div> <div><div>E</div>: 560</div> <div><div>B</div>: 740</div>	<b>Reading/ Writing Workshop:</b> Genre, Connection of Ideas  <b>Literature Anthology:</b> Genre, Organization, Purpose, Connection of Ideas, Sentence Structure	<b>Vocabulary Words:</b> <i>attempt, awkward, cooperation, created, furiously, interfere, involved, timid</i>  <b>Additional Academic Vocabulary:</b> <i>predictions, connections</i>  <b>Vocabulary Strategy:</b> Context Clues: Antonyms  <b>Build Vocabulary:</b> <i>slithered, solution, inhibiting, assembled, plucked, tottered, lumbered, abode, slunk, proclaimed</i>	<b>Phonics/Spelling Skill:</b> Long <i>i</i> and long <i>u</i>  <b>Structural Analysis:</b> Plural Words with <i>y</i> to <i>i</i>	<b>Intonation and Phrasing</b>	<b>Writing Trait:</b> Word Choice/Linking Words and Phrases  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “Anansi Learns a Lesson” Literature Anthology: <i>Roadrunner’s Dance</i> , “Deltona Is Going Batty”  <b>Grammar Skill:</b> Kinds of Nouns  <b>Grammar Mechanics:</b> Capitalize Proper Nouns	<b>Inquiry Space:</b> Informative Investigate: Floods
<b>Week 2</b>  <b>Weekly Concept:</b> Immigration  <b>Essential Question:</b> Why do people immigrate to new places?  <b>Connect to Social Studies:</b> Trace how families contributed to the founding of their community.	<b>Title:</b> “Our Story Cloth”  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make Confirm, or Revise Predictions	<b>Short Text:</b> “Sailing to America”  <b>Lexile:</b> 460  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme	<b>Main Selection Title:</b> <i>The Castle on Hester Street</i>  <b>Lexile:</b> 730  <b>Genre:</b> Historical Fiction  <b>Paired Selection Title:</b> “Next Stop, America!”  <b>Lexile:</b> 510  <b>Genre:</b> Expository Text  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme  <b>Main Selection Genre:</b> Historical Fiction  <b>Titles:</b> <div><div>A</div>: <i>The Promise of Gold Mountain</i></div> <div><div>O</div>: <i>Moving from Mexico</i></div> <div><div>E</div>: <i>Moving from Mexico</i></div> <div><div>B</div>: <i>Gustaf Goes to America</i></div> <b>Paired Selection Genre:</b> Expository Text  <b>Titles:</b> <div><div>A</div>: “Gold in California!”</div> <div><div>O</div>: “ Mexican Revolution 1910–1920”</div> <div><div>E</div>: “ Mexican Revolution 1910–1920”</div> <div><div>B</div>: “ Celebrating Swedish Culture”</div> <b>Lexiles</b> <div><div>A</div>: 490</div> <div><div>O</div>: 640</div> <div><div>E</div>: 540</div> <div><div>B</div>: 690</div>	<b>Reading/ Writing Workshop:</b> Organization, Specific Vocabulary  <b>Literature Anthology:</b> Prior Knowledge, Specific Vocabulary, Sentence Structure, Connection of Ideas, Purpose	<b>Vocabulary Words:</b> <i>arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered</i>  <b>Additional Domain Words:</b> <i>astronomer, ticker tape, confetti, borders, pushcart</i>  <b>Additional Academic Vocabulary:</b> <i>precise, accurate, repetition</i>  <b>Vocabulary Strategy:</b> Figurative Language: Similes  <b>Build Vocabulary:</b> <i>solid, shooting, rough, mighty, tailor, royalty</i>	<b>Phonics/Spelling Skill:</b> Long <i>e</i>  <b>Structural Analysis:</b> Inflectional Endings	<b>Rate</b>	<b>Writing Trait:</b> Word Choice/Precise Language  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: “Sailing to America” Literature Anthology: <i>The Castle on Hester Street</i> , “Next Stop, America!”  <b>Grammar Skill:</b> Singular and Plural Nouns  <b>Grammar Mechanics:</b> Punctuate Four Sentence Types	<b>Inquiry Space:</b> Informative Investigate: Floods



Grade 3 • Unit 2 • Scope and Sequence

Big Idea: Figure It Out  What does it take to solve a problem?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 2: Unit Writing Focus: How-To, Explanatory Essay Writing Products: Informative Text	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Government  <b>Essential Question:</b> How do people make government work?  <b>Connect to Social Studies:</b> Discuss the role of citizens in the classroom and community.	<b>Title:</b> "All About Elections" <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread	<b>Short Text:</b> "Every Vote Counts!" <b>Lexile:</b> 560 <b>Genre:</b> Expository Text <b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Text Features:</b> Headings, Bar Graph	<b>Main Selection Title:</b> <i>Vote!</i> <b>Lexile:</b> 530 <b>Genre:</b> Expository Text <b>Paired Selection Title:</b> "A Plan for the People" <b>Lexile:</b> 530 <b>Genre:</b> Expository Text <b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View	<b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: <i>The Race for the Presidency</i> O: <i>The Race for the Presidency</i> E: <i>The Race for the Presidency</i> B: <i>The Race for the Presidency</i> <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: "Elementary School Lawmakers" O: "Elementary School Lawmakers" E: "Elementary School Lawmakers" B: "Elementary School Lawmakers"  <b>Lexiles</b> A: 560 O: 720 E: 710 B: 890	<b>Reading/ Writing Workshop:</b> Sentence Structure, Purpose  <b>Literature Anthology:</b> Purpose, Prior Knowledge, Genre, Orghanization, Specific Vocabulary, Sentence Structure, Connection of Ideas	<b>Vocabulary Words:</b> <i>announced, candidates, convince, decisions, elect, estimate, government, independent</i>  <b>Additional Domain Words:</b> <i>campaign, volunteers, sworn, laws</i>  <b>Vocabulary Strategy:</b> Prefixes: re-, un-, dis-, mis-  <b>Build Vocabulary:</b> <i>democracy, right, Libertarians, Progressives, debate, particular, absentee, in advance</i>	<b>Phonics/Spelling Skill:</b> Words with Silent Letters  <b>Structural Analysis:</b> Singular and Plural Possessives	<b>Accuracy and Phrasing</b>	<b>Writing Trait:</b> Ideas/Supporting Details  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: "Every Vote Counts!" Literature Anthology: <i>Vote!</i> , A Plan for the People  <b>Grammar Skill:</b> Special Nouns  <b>Grammar Mechanics:</b> Spelling Plural Nouns	<b>Inquiry Space:</b> Informative Investigate: Floods
<b>Week 4</b>  <b>Weekly Concept:</b> Survival  <b>Essential Question:</b> How can people help animals survive?  <b>Connect to Science:</b> Describe how organisms adapt or fail to adapt to particular environments.	<b>Title:</b> "The Bald Eagle: A Success Story" <b>Genre:</b> Expository Text <b>Strategy:</b> Reread	<b>Short Text:</b> "Kids to the Rescue!" <b>Lexile:</b> 560 <b>Genre:</b> Expository Text <b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Text Features:</b> Sidebar, Map	<b>Main Selection Title:</b> <i>Whooping Cranes in Danger</i> <b>Lexile:</b> 580 <b>Genre:</b> Expository Text <b>Paired Selection Title:</b> "Help the Manatees!" <b>Lexile:</b> 630 <b>Genre:</b> Expository Text <b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View	<b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Main Selection</b> <b>Genre:</b> Expository Tex  <b>Titles:</b> A: <i>Protecting the Islands</i> O: <i>Protecting the Islands</i> E: <i>Protecting the Islands</i> B: <i>Protecting the Islands</i> <b>Paired Selection</b> <b>Genre:</b> Expository Tex  <b>Titles:</b> A: "Penguins Go Global" O: "Penguins Go Global" E: "Penguins Go Global" B: "Penguins Go Global"  <b>Lexiles</b> A: 560 O: 720 E: 660 B: 810	<b>Reading/ Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Purpose, Prior Knowledge, Organization, Genre, Sentence Structure, Specific Vocabulary	<b>Vocabulary Words:</b> <i>caretakers, population, recognized, relatives, resources, success, survive, threatened</i>  <b>Additional Domain Words:</b> <i>trackers, relative</i>  <b>Additional Academic Vocabulary:</b> <i>organize, signal, events</i>  <b>Vocabulary Strategy:</b> Suffixes -ful, -less  <b>Build Vocabulary:</b> <i>devote, dreadful, resources, refuge, migrate, operation, revved, predator, recovery</i>	<b>Phonics/Spelling Skill:</b> Three-Letter Blends  <b>Structural Analysis:</b> Closed Syllables	<b>Rate</b>	<b>Writing Trait:</b> Organization/ Sequence  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Kids to the Rescue!" Literature Anthology: <i>Whooping Cranes in Danger</i> , "Help the Manatees!"  <b>Grammar Skill:</b> Combining Sentences  <b>Grammar Mechanics:</b> Commas	<b>Inquiry Space:</b> Informative Investigate: Floods



Grade 3 • Unit 2 • Scope and Sequence

Big Idea: Figure It Out  What does it take to solve a problem?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 2: Unit Writing Focus: How-To, Explanatory Essay Writing Products: Informative Text	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Figure It Out  <b>Essential Question:</b> How do people figure things out?  <b>Connect to Science:</b> Define a simple design problem reflecting a need or want.	<b>Title:</b> "New Bike, Old Blke"  <b>Genre:</b> Poetry  <b>Strategy:</b> Reread	<b>Short Text:</b> "Empanada Day," "Cold Feet," Our Washing Machine, "Bugged"  <b>Lexile:</b> Non-Prose  <b>Genre:</b> Poetry: Limerick and Free Verse  <b>Literary Elements:</b> Alliteration and Rhyme  <b>Skill:</b> Point of View	<b>Main Selection Title:</b> "The Inventor Thinks Up Helicopters," "The Ornithopter"  <b>Lexile:</b> Non-Prose  <b>Genre:</b> Poetry  <b>Paired Selection Title:</b> "Montgolfier Brothers' Hot Air Balloon"  <b>Lexile:</b> Non Prose  <b>Genre:</b> Poetry  <b>Skill:</b> Point of View	<b>Strategy:</b> Reread <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> A: Problem Solved O: The Long Walk E: The Long Walk B: Two Up, One Down  <b>Paired Selection</b> <b>Genre:</b> Poetry  <b>Titles:</b> A: "Rainy Day" O: "The Forgetful Girl," "The Friendly Frog" E: "Thomas the Mess Monster" B: "I Listen," "The Nesting Box"  <b>Lexiles</b> A: 480 O: 560 E: 480 B: 610	<b>Reading/ Writing Workshop:</b> Specific Vocabulary, Author's Purpose  <b>Literature Anthology:</b> Sentence Structure, Specific Vocabulary, Connection of Ideas	<b>Vocabulary Words:</b> bounce, imagine, inventor, observer  <b>Poetry Terms:</b> alliteration, free verse, limerick, rhyme  <b>Additional Academic Vocabulary:</b> descriptive  <b>Vocabulary Strategy:</b> Figurative Language: Similes	<b>Phonics/Spelling Skill:</b> Digraphs  <b>Structural Analysis:</b> Open Syllables	<b>Phrasing</b>	<b>Writing Trait:</b> Ideas/Descriptive Details  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Empanada Day," "Cold Feet," Our Washing Machine, "Bugged" Literature Anthology: "The Inventor Thinks Up Helicopters," "The Ornithopter," "Montgolfier Brothers' Hot Air Balloon"  <b>Grammar Skill:</b> Possessive Nouns  <b>Grammar Mechanics:</b> Apostrophes in Possessive Nouns	<b>Inquiry Space:</b> Informative Investigate: Floods
<b>Week 6</b>  <b>Review and Assessment</b>										



Grade 3 • Unit 3 • Scope and Sequence

Big Idea: One of a Kind  Why are individual qualities important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 3: Unit Writing Focus: Opinion Letter, Book Review Writing Products: Opinion Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Be Unique  <b>Essential Question:</b> What makes different animals unique?  <b>Connect to Science:</b> Understand how organisms vary because they have different inheritances.	<b>Title:</b> “Bear, Beaver, and Bee”  <b>Genre:</b> Folktale  <b>Strategy:</b> Visualize	<b>Short Text:</b> “The Inchworm’s Tale”  <b>Lexile:</b> 590  <b>Genre:</b> Folktale  <b>Strategy:</b> Visualize  <b>Skill:</b> Problem and Solution	<b>Main Selection Title:</b> <i>Martina the Beautiful Cockroach</i>  <b>Lexile:</b> 570  <b>Genre:</b> Folktale  <b>Paired Selection Title:</b> “Get a Backbone!”  <b>Lexile:</b> 510  <b>Genre:</b> Expository Text  <b>Strategy:</b> Visualize  <b>Skill:</b> Problem and Solution	<b>Strategy:</b> Visualize  <b>Skill:</b> Problem and Solution  <b>Main Selection</b> <b>Genre:</b> Folktale  <b>Titles:</b> <div><div>A</div>: <i>The Ballgame Between the Birds and the Animals</i></div> <div><div>O</div>: <i>King of the Birds</i></div> <div><div>E</div>: <i>King of the Birds</i></div> <div><div>B</div>: <i>Sheep and Pig Set Up Housekeeping</i></div> <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <div><div>A</div>: “All About Bats”</div> <div><div>O</div>: “The Real Quetzal”</div> <div><div>E</div>: “The Real Quetzal”</div> <div><div>B</div>: “Sheep and Wolves”</div> <b>Lexiles</b> <div><div>A</div>: 540</div> <div><div>O</div>: 600</div> <div><div>E</div>: 550</div> <div><div>B</div>: 680</div>	<b>Reading/ Writing Workshop:</b> Organization, Genre  <b>Literature Anthology:</b> Genre, Specific Vocabulary, Sentence, Structure, Connection of Ideas	<b>Vocabulary Words:</b> <i>disbelief, dismay, fabulous, features, offered, splendid, unique, watchful</i>  <b>Additional Domain Words:</b> <i>ability, species, amphibian</i>  <b>Additional Academic Vocabulary:</b> <i>declarative, exclamatory, imperative, interrogative</i>  <b>Vocabulary Strategy:</b> Context Clues: Synonyms  <b>Build Vocabulary:</b> <i>cozy, aghast, stammered, daintily, crooned, hesitated, instant, splattered, mock, unimaginable, cologne, livid</i>	<b>Phonics/Spelling Skill:</b> <i>r</i> -Controlled Vowels  <b>Structural Analysis:</b> Contractions	<b>Expression</b>	<b>Writing Trait:</b> Sentence Fluency/Vary Sentence Types  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “The Inchworm’s Tale” Literature Anthology: <i>Martina the Beautiful Cockroach</i> , “Get a Backbone!”  <b>Grammar Skill:</b> Action Verbs  <b>Grammar Mechanics:</b> Quotation Marks and Colons in Time	<b>Inquiry Space:</b> Opinion Take a Stand: Overfishing
<b>Week 2</b>  <b>Weekly Concept:</b> Leadership  <b>Essential Question:</b> How can one person change the way you think?  <b>Connect to Social Studies:</b> Trace how producers have used resources to produce goods and services.	<b>Title:</b> “Meeting the Pride of Puerto Rico”  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Visualize	<b>Short Text:</b> “Jane’s Discovery”  <b>Lexile:</b> 660  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect	<b>Main Selection Title:</b> <i>Finding Lincoln</i>  <b>Lexile:</b> 660  <b>Genre:</b> Historical Fiction  <b>Paired Selection Title:</b> “A Great American Teacher”  <b>Lexile:</b> 600  <b>Genre:</b> Biography  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Historical Fiction  <b>Titles:</b> <div><div>A</div>: <i>On the Ball</i></div> <div><div>O</div>: <i>Harry’s Great Idea</i></div> <div><div>E</div>: <i>Harry’s Great Idea</i></div> <div><div>B</div>: <i>Best Friends in Business</i></div> <b>Paired Selection</b> <b>Genre:</b> Biography  <b>Titles:</b> <div><div>A</div>: “Jackie Robinson”</div> <div><div>O</div>: “Eleanor Roosevelt”</div> <div><div>E</div>: “Madam C.J. Walker”</div> <div><div>B</div>: “Eleanor Roosevelt”</div> <b>Lexiles</b> <div><div>A</div>: 530</div> <div><div>O</div>: 550</div> <div><div>E</div>: 500</div> <div><div>B</div>: 640</div>	<b>Reading/ Writing Workshop:</b> Genre, Organization  <b>Literature Anthology:</b> Prior Knowledge, Specific Vocabulary, Connection of Ideas, Organization, Sentence Structure, Genre, Purpose	<b>Vocabulary Words:</b> <i>amazement, bravery, disappear, donated, leader, nervous, refused, temporary</i>  <b>Additional Domain Words:</b> <i>essay</i>  <b>Additional Academic Vocabulary:</b> <i>relationship</i>  <b>Vocabulary Strategy:</b> Figurative Language: Idioms  <b>Build Vocabulary:</b> <i>enormous, mumbled, polished, errand, budge, game</i>	<b>Phonics/Spelling Skill:</b> <i>r</i> -Controlled Vowels /ä/ and /ô/  <b>Structural Analysis:</b> Prefixes <i>un-</i> , <i>re-</i> , and <i>pre-</i>	<b>Phrasing</b>	<b>Writing Trait:</b> Word Choice/Linking Words and Phrases  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “Jane’s Discovery” Literature Anthology: <i>Finding Lincoln</i> , “A Great American Teacher”  <b>Grammar Skill:</b> Present-Tense Verbs  <b>Grammar Mechanics:</b> Subject-Verb Agreement	<b>Inquiry Space:</b> Opinion Take a Stand: Overfishing





Grade 3 • Unit 3 • Scope and Sequence

Big Idea: One of a Kind  Why are individual qualities important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 3: Unit Writing Focus: Opinion Letter, Book Review Writing Products: Opinion Writing	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Discoveries  <b>Essential Question:</b> What do we know about Earth and its neighbors?  <b>Connect to Science:</b> Tell how solutions to a problem are limited by available materials and resources.	<b>Title:</b> “Our Home in the Solar System”  <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize	<b>Short Text:</b> “Earth and Its Neighbors”  <b>Lexile:</b> 660 <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Key Words, Chart	<b>Main Selection Title:</b> <i>Earth</i>  <b>Lexile:</b> 630 <b>Genre:</b> Expository Text  <b>Paired Selection Title:</b> “Coyote and the Jar of Stars”  <b>Lexile:</b> 530 <b>Genre:</b> Legend <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details	<b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: <i>Destination Saturn</i> O: <i>Destination Saturn</i> E: <i>Destination Saturn</i> B: <i>Destination Saturn</i>  <b>Paired Selection</b> <b>Genre:</b> Legend  <b>Titles:</b> A: “Why the Stars Twinkle” O: “Why the Stars Twinkle” E: “Why the Stars Twinkle” B: “Why the Stars Twinkle”  <b>Lexiles</b> A: 500 O: 700 E: 660 B: 780	<b>Reading/ Writing Workshop:</b> Connection of Ideas, Organization  <b>Literature Anthology:</b> Genre, Purpose, Connection of Ideas, Specific Vocabulary, Organization	<b>Vocabulary Words:</b> <i>amount, astronomy, globe, solar system, support, surface, temperature, warmth</i>  <b>Additional Domain Words:</b> <i>elliptical, rotate, axis</i>  <b>Additional Academic Vocabulary:</b> <i>key word, related, paragraph</i>  <b>Vocabulary Strategy:</b> Suffixes -y, -ly  <b>Build Vocabulary:</b> <i>billions, imaginary, crescent</i>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowels /är/ and /ir/,  <b>Structural Analysis:</b> Suffixes -y and -ly	<b>Accuracy and Phrasing</b>	<b>Writing Trait:</b> Organization/Strong Paragraphs  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “Earth and Its Neighbors” Literature Anthology: <i>Earth</i> , “Coyote and the Jar of Stars”  <b>Grammar Skill:</b> Past-Tense Verbs  <b>Grammar Mechanics:</b> Abbreviations and Name Titles	<b>Inquiry Space:</b> Opinion Take a Stand: Overfishing
<b>Week 4</b>  <b>Weekly Concept:</b> New Ideas  <b>Essential Question:</b> What ideas can we get get from nature?  <b>Connect to Science:</b> Know that different solutions need to be tested to find which solves the problem.	<b>Title:</b> “Ideas From Nature”  <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize	<b>Short Text:</b> “Bats Did It First”  <b>Lexile:</b> 700 <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Diagram, Caption	<b>Main Selection Title:</b> <i>Big Ideas from Nature</i>  <b>Lexile:</b> 670 <b>Genre:</b> Expository Text  <b>Paired Selection Title:</b> “Perdix Invents the Saw”  <b>Lexile:</b> 580 <b>Genre:</b> Myth <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details	<b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: <i>Inspired by Nature</i> O: <i>Inspired by Nature</i> E: <i>Inspired by Nature</i> B: <i>Inspired by Nature</i>  <b>Paired Selection</b> <b>Genre:</b> Myth  <b>Titles:</b> A: “Hermes and the Lyre” O: “Hermes and the Lyre” E: “Hermes and the Lyre” B: “Hermes and the Lyre”  <b>Lexiles</b> A: 570 O: 660 E: 630 B: 790	<b>Reading/ Writing Workshop:</b> Prior Knowledge  <b>Literature Anthology:</b> Genre, Organization, Specific Vocabulary, Prior Knowledge	<b>Vocabulary Words:</b> <i>effective, example, identical, imitate, material, model, observed, similar</i>  <b>Additional Domain Words:</b> <i>invention, biomimicry</i>  <b>Additional Academic Vocabulary:</b> <i>context, closure</i>  <b>Vocabulary Strategy:</b> Root Words  <b>Build Vocabulary:</b> <i>curious, fastener, fibers, flexible, pollute</i>	<b>Phonics/Spelling Skill:</b> Prefixes pre-, dis-, mis-  <b>Structural Analysis:</b> Syllables with Final e	<b>Phrasing and Rate</b>	<b>Writing Trait:</b> Organization/Strong Conclusions  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “Bats Did It First” Literature Anthology: <i>Big Ideas from Nature</i> , “Perdix Invents the Saw”  <b>Grammar Skill:</b> Future-Tense Verbs  <b>Grammar Mechanics:</b> Book Titles	<b>Inquiry Space:</b> Opinion Take a Stand: Overfishing



Grade 3 • Unit 3 • Scope and Sequence

Big Idea: One of a Kind  Why are individual qualities important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 3: Unit Writing Focus: Opinion Letter, Book Review Writing Products: Opinion Writing	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Value the Past  <b>Essential Question:</b> How is each event in history unique?  <b>Connect to Social Studies:</b> Research explorers and newcomers who settled in California.	<b>Title:</b> “The California Gold Rush”  <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize	<b>Short Text:</b> “The Long Road to Oregon”  <b>Lexile:</b> 680 <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize  <b>Skill:</b> Sequence  <b>Text Features:</b> Sidebar, Photographs and Captions, Map	<b>Main Selection Title:</b> <i>Riding the Rails West!</i> <b>Lexile:</b> 730 <b>Genre:</b> Expository Text  <b>Paired Selection Title:</b> “Discovering Life Long Ago” <b>Lexile:</b> 740 <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize <b>Skill:</b> Sequence	<b>Strategy:</b> Summarize <b>Skill:</b> Sequence  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <div><div>A</div>: <i>The Life of a Homesteader</i></div> <div><div>O</div>: <i>The Life of a Homesteader</i></div> <div><div>E</div>: <i>The Life of a Homesteader</i></div> <div><div>B</div>: <i>The Life of a Homesteader</i></div> <b>Paired Selection</b> <b>Genre:</b>  <b>Titles:</b> <div><div>A</div>: “Keeping History Alive”</div> <div><div>O</div>: “Keeping History Alive”</div> <div><div>E</div>: “Keeping History Alive”</div> <div><div>B</div>: “Keeping History Alive”</div> <b>Lexiles</b> <div><div>A</div>: 520</div> <div><div>O</div>: 690</div> <div><div>E</div>: 560</div> <div><div>B</div>: 850</div>	<b>Reading/ Writing Workshop:</b> Connection of Ideas, Genre  <b>Literature Anthology:</b> Organization, Sentence Structure	<b>Vocabulary Words:</b> <i>agreeable, appreciate, boomed, descendants, emigration, pioneers, transportation, vehicles</i>  <b>Additional Academic Vocabulary:</b> <i>formal, informal, contractions</i>  <b>Vocabulary Strategy:</b> Suffixes <i>-able, -ful, -less</i>	<b>Phonics/Spelling Skill:</b> Diphthongs /oi/ and /ou/  <b>Structural Analysis:</b> Prefixes <i>un-, non-, dis-</i>	<b>Accuracy and Phrasing</b>	<b>Writing Trait:</b> Voice  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: “The Long Road to Oregon” Literature Anthology: <i>Riding the Rails West!</i> , “Discovering Life Long Ago”  <b>Grammar Skill:</b> Combining Sentences with Verbs  <b>Grammar Mechanics:</b> Punctuation in Formal Letters, Dates, Addresses, and Locations	<b>Inquiry Space:</b> Opinion Take a Stand: Overfishing
<b>Week 6</b>  <b>Review and Assessment</b>										



Grade 3 • Unit 4 • Scope and Sequence

Big Idea: Meet the Challenge  What are different ways to meet challenges?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div> Approaching Level</div> <div><div>O</div> On Level</div> <div><div>E</div> ELL</div> <div><div>B</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 4: Unit Writing Focus: Fictional Narrative, Poetry  Writing Products: Narrative Text/Poetry	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Choices  <b>Essential Question:</b> What choices are good for us?  <b>Connect to Science:</b> Learn how organisms have diverse life cycles, but all have birth, growth, reproduction and death in common.	<b>Title:</b> “Three Wishes”  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> “Nail Soup”  <b>Lexile:</b> 580  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View	<b>Main Selection Title:</b> <i>The Real Story of Stone Soup</i>  <b>Lexile:</b> 570  <b>Genre:</b> Folktale  <b>Paired Selection Title:</b> “Healthful Food Choices”  <b>Lexile:</b> 420  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View  <b>Main Selection Genre:</b> Folktale  <b>Titles:</b> <div><div>A</div> <i>The Weaver of Rugs</i></div> <div><div>O</div> <i>Why the Sea Is Salty</i></div> <div><div>E</div> <i>Why the Sea Is Salty</i></div> <div><div>B</div> <i>Finn MacCool and the Salmon of Knowledge</i></div> <b>Paired Selection Genre:</b> Directions  <b>Titles:</b> <div><div>A</div> “How to Make Paper Mats”</div> <div><div>O</div> “How to Make Sea Salt”</div> <div><div>E</div> “How to Make Sea Salt”</div> <div><div>B</div> “Brain Food”</div> <b>Lexiles</b> <div><div>A</div> 520</div> <div><div>O</div> 570</div> <div><div>E</div> 510</div> <div><div>B</div> 780</div>	<b>Reading/ Writing Workshop:</b> Connection of Ideas  <b>Literature Anthology:</b> Prior Knowledge, Connection of Ideas, Sentence Structure, Genre	<b>Vocabulary Words:</b> <i>aroma, expect, flavorful, graceful, healthful, interrupted, luscious, variety</i>  <b>Additional Academic Vocabulary:</b> <i>emotions, positive</i>  <b>Vocabulary Strategy:</b> Root Words  <b>Build Vocabulary:</b> <i>stingy, troublesome, dock, blabbering, purred, whiff, drizzled, delectable, demonstrated</i>	<b>Phonics/Spelling Skill:</b> /ü/ and /û/  <b>Structural Analysis:</b> Roots in Related Words	<b>Expression</b>	<b>Writing Trait:</b> Voice  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: “Nail Soup” Literature Anthology: <i>The Real Story of Stone Soup</i> , “Healthful Food Choices”  <b>Grammar Skill:</b> Linking Verbs  <b>Grammar Mechanics:</b> End Punctuation and Complete Sentences	<b>Inquiry Space:</b> Narrative Write About: Frogs
<b>Week 2</b>  <b>Weekly Concept:</b> Skills and Talents  <b>Essential Question:</b> How can you use what you know to help others?	<b>Title:</b> “Dancing La Raspa”  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> “The Impossible Pet Show”  <b>Lexile:</b> 600  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View	<b>Main Selection Title:</b> <i>The Talented Clementine</i>  <b>Lexile:</b> 660  <b>Genre:</b> Realistic Fiction  <b>Paired Selection Title:</b> “Clementine and the Family Meeting”  <b>Lexile:</b> 630  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View  <b>Main Selection Genre:</b> Realistic Fiction  <b>Titles:</b> <div><div>A</div> <i>Every Picture Tells a Story</i></div> <div><div>O</div> <i>A Chef in the Family</i></div> <div><div>E</div> <i>A Chef in the Family</i></div> <div><div>B</div> <i>Stepping Forward</i></div> <b>Paired Selection Genre:</b> Realistic Fiction  <b>Titles:</b> <div><div>A</div> “Hidden Treasure”</div> <div><div>O</div> “The Perfect Sandwich”</div> <div><div>E</div> “The Perfect Sandwich”</div> <div><div>B</div> “Rigel to the Rescue”</div> <b>Lexiles</b> <div><div>A</div> 470</div> <div><div>O</div> 530</div> <div><div>E</div> 440</div> <div><div>B</div> 700</div>	<b>Reading/ Writing Workshop:</b> Genre, Connection of Ideas  <b>Literature Anthology:</b> Organization, Connection of Ideas, Sentence Structure, Prior Knowledge, Genre, Specific Vocabulary	<b>Vocabulary Words:</b> <i>achievement, apologize, attention, audience, confidence, embarrassed, realized, talents</i>  <b>Additional Domain Words:</b> <i>agenda</i>  <b>Additional Academic Vocabulary:</b> <i>dialogue, realistic, prefixes, narration</i>  <b>Vocabulary Strategy:</b> Prefixes <i>un-</i> , <i>non-</i> , <i>im-</i> , <i>pre-</i>  <b>Build Vocabulary:</b> <i>rehearsal, glaring, nonsense, antsy, duet, empathetic</i>	<b>Phonics/Spelling Skill:</b> Plural Words  <b>Structural Analysis:</b> Vowel Team Syllables	<b>Phrasing</b>	<b>Writing Trait:</b> Ideas  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: “The Impossible Pet Show” Literature Anthology: <i>The Talented Clementine</i> , “Clementine and the Family Meeting”  <b>Grammar Skill:</b> Contractions with Not  <b>Grammar Mechanics:</b> Using Apostrophes	<b>Inquiry Space:</b> Narrative Write About: Frogs



Grade 3 • Unit 4 • Scope and Sequence

Big Idea: Meet the Challenge  What are different ways to meet challenges?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div> Approaching Level</div> <div><div>O</div> On Level</div> <div><div>E</div> ELL</div> <div><div>B</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 4: Unit Writing Focus: Fictional Narrative, Poetry  Writing Products: Narrative Text/Poetry	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Adaptations  <b>Essential Question:</b> How do animals adapt to challenges in their habitat?  <b>Connect to Science:</b> Describe how in a particular environment, some organisms survive well, some less well, and some cannot survive.	<b>Title:</b> "African Lions" <b>Genre:</b> Expository Text <b>Strategy:</b> Reread	<b>Short Text:</b> "Gray Wolf! Red Fox!" <b>Lexile:</b> 750 <b>Genre:</b> Expository Text <b>Strategy:</b> Reread <b>Skill:</b> Compare and Contrast <b>Text Features:</b> Map, Photos with Captions	<b>Main Selection Title:</b> <i>Amazing Wildlife of the Mojave</i> <b>Lexile:</b> 720 <b>Genre:</b> Expository Text <b>Paired Selection Title:</b> "Little Half Chick" <b>Lexile:</b> 690 <b>Genre:</b> Folktale <b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Compare and Contrast	<b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Compare and Contrast  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <div><div>A</div> <i>Life in a Tide Pool</i></div> <div><div>O</div> <i>Life in a Tide Pool</i></div> <div><div>E</div> <i>Life in a Tide Pool</i></div> <div><div>B</div> <i>Life in a Tide Pool</i></div> <b>Paired Selection</b> <b>Genre:</b> Folktale  <b>Titles:</b> <div><div>A</div> "Bluebird and Coyote"</div> <div><div>O</div> "Bluebird and Coyote"</div> <div><div>E</div> "Bluebird and Coyote"</div> <div><div>B</div> "Bluebird and Coyote"</div> <b>Lexiles</b> <div><div>A</div> 550</div> <div><div>O</div> 730</div> <div><div>E</div> 610</div> <div><div>B</div> 860</div>	<b>Reading/ Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Purpose, Prior Knowledge, Organization, Genre, Specific Vocabulary, Connection of Ideas	<b>Vocabulary Words:</b> <i>alert, competition, environment, excellent, prefer, protection, related, shelter</i>  <b>Additional Domain Words:</b> <i>burrows, vibrations</i>  <b>Vocabulary Strategy:</b> Sentence Clues  <b>Build Vocabulary:</b> <i>scurry, fascinating, surface, sprawl, abandoned, absorb</i>	<b>Phonics/Spelling Skill:</b> Variant Vowel /ô/  <b>Structural Analysis:</b> Greek and Latin Roots	<b>Intonation</b>	<b>Writing Trait:</b> Organization <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Gray Wolf! Red Fox!" Literature Anthology: <i>Amazing Wildlife of the Mojave</i> , "Little Half Chick"  <b>Grammar Skill:</b> Main and Helping Verbs  <b>Grammar Mechanics:</b> Commas and Quotation Marks in Dialogue	<b>Inquiry Space:</b> Narrative Write About: Frogs
<b>Week 4</b>  <b>Weekly Concept:</b> Flight  <b>Essential Question:</b> How are people able to fly?  <b>Connect to Science:</b> Learn that forces that do not sum to zero can cause changes in speed or direction.	<b>Title:</b> "Fly Like a Bird" <b>Genre:</b> Expository Text <b>Strategy:</b> Reread	<b>Short Text:</b> "Firsts in Flights" <b>Lexile:</b> 750 <b>Genre:</b> Expository Text <b>Strategy:</b> Reread <b>Skill:</b> Compare and Contrast <b>Text Features:</b> Sidebar	<b>Main Selection Title:</b> <i>Hot Air Balloons</i> <b>Lexile:</b> 680 <b>Genre:</b> Expository Text <b>Paired Selection Title:</b> "Bellerophon and Pegasus" <b>Lexile:</b> 640 <b>Genre:</b> Myth <b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Cause and Effect	<b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <div><div>A</div> <i>The Future of Flight</i></div> <div><div>O</div> <i>The Future of Flight</i></div> <div><div>E</div> <i>The Future of Flight</i></div> <div><div>B</div> <i>The Future of Flight</i></div> <b>Paired Selection</b> <b>Genre:</b> Myth  <b>Titles:</b> <div><div>A</div> "The Cloak of Feathers"</div> <div><div>O</div> "The Cloak of Feathers"</div> <div><div>E</div> "The Cloak of Feathers"</div> <div><div>B</div> "The Cloak of Feathers"</div> <b>Lexiles</b> <div><div>A</div> 600</div> <div><div>O</div> 690</div> <div><div>E</div> 650</div> <div><div>B</div> 770</div>	<b>Reading/ Writing Workshop:</b> Connection of Ideas, Sentence Structure  <b>Literature Anthology:</b> Genre, Purpose, Organization, Specific Vocabulary, Prior Knowledge	<b>Vocabulary Words:</b> <i>controlled, direction, flight, impossible, launched, motion, passenger, popular</i>  <b>Additional Domain Words:</b> <i>spy, physics</i>  <b>Vocabulary Strategy:</b> Multiple-Meaning Words  <b>Build Vocabulary:</b> <i>fabric, inflates, scout, valve</i>	<b>Phonics/Spelling Skill:</b> Homophones  <b>Structural Analysis:</b> r-Controlled Vowel	<b>Accuracy</b>	<b>Writing Trait:</b> Organization <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Firsts in Flights" Literature Anthology: <i>Hot Air Balloons</i> , "Bellerophon and Pegasus"  <b>Grammar Skill:</b> Complex Sentences  <b>Grammar Mechanics:</b> Using Commas in Sentences	<b>Inquiry Space:</b> Narrative Write About: Frogs



Grade 3 • Unit 4 • Scope and Sequence

Big Idea: Meet the Challenge  What are different ways to meet challenges?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 4: Unit Writing Focus: Fictional Narrative, Poetry  Writing Products: Narrative Text/Poetry	Research
<b>Week 5</b>  Weekly Concept: Inspiration  Essential Question: How can others inspire us?	<b>Title:</b> "My Grandpa" <b>Genre:</b> Narrative and Free Verse <b>Strategy:</b> Reread	<b>Short Text:</b> "Ginger's Fingers," "The Giant," "Captain's Log" <b>Lexile:</b> Non-Prose <b>Genre:</b> Narrative and Free Verse <b>Literary Elements:</b> Repetition and Rhyme <b>Skill:</b> Theme	<b>Main Selection Title:</b> "The Winningest Woman of the Iditarod Dog Sled Race" "The Brave Ones" <b>Lexile:</b> Non-Prose <b>Genre:</b> Poetry <b>Paired Selection Title:</b> "Narcissa" <b>Lexile:</b> Non Prose <b>Genre:</b> Poetry: Narrative and Free Verse <b>Skill:</b> Theme	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selection</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> <div><div>A</div>: A Speech to Remember</div> <div><div>O</div>: Melanie's Mission</div> <div><div>E</div>: Melanie's Mission</div> <div><div>B</div>: In the Running</div> <b>Paired Selection</b> <b>Genre:</b> Poetry <b>Titles:</b> <div><div>A</div>: "Let the Lion Roar"</div> <div><div>O</div>: "In the Land of the Lions"</div> <div><div>E</div>: "The Greedy Puppy"</div> <div><div>B</div>: "Everybody's Surfing"</div> <b>Lexiles</b> <div><div>A</div>: 480</div> <div><div>O</div>: 590</div> <div><div>E</div>: 510</div> <div><div>B</div>: 700</div>	<b>Reading/ Writing Workshop:</b> Specific Vocabulary  <b>Literature Anthology:</b> Genre, Organization, Connection of Ideas	<b>Vocabulary Words:</b> <i>adventurous, courageous, extremely, weird</i>  <b>Poetry Terms:</b> <i>free verse, narrative poem, repetition, rhyme</i>  <b>Additional Academic Words:</b> <i>metaphor, specific</i>  <b>Vocabulary Strategy:</b> Using Metaphors	<b>Phonics/Spelling Skill:</b> Soft c and g  <b>Structural Analysis:</b> Words with -er and -est	<b>Expression</b>	<b>Writing Trait:</b> Word Choice <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Ginger's Fingers," "The Giant," "Captain's Log" Literature Anthology: "The Winningest Woman of the Iditarod Dog Sled Race" "The Brave Ones," "Narcissa"  <b>Grammar Skill:</b> Irregular verbs  <b>Grammar Mechanics:</b> Correct Verb Forms	<b>Inquiry Space:</b> Narrative Write About: Frogs
<b>Week 6</b>  Review and Assessment										





Grade 3 • Unit 5 • Scope and Sequence

Big Idea: Take Action  What are ways people can take action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div> Approaching Level</div> <div><div>O</div> On Level</div> <div><div>E</div> ELL</div> <div><div>B</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5: Unit Writing Focus: Opinion Essay, Book Review  Writing Products: Opinion Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Let's Trade  <b>Essential Question:</b> How do we get what we need?  <b>Connect to Social Studies:</b> Understand that economic choices involve the evaluation of benefits and costs.	<b>Title:</b> "Wei and the Golden Goose"  <b>Genre:</b> Fairy Tale  <b>Strategy:</b> Summarize	<b>Short Text:</b> "Juanita and the Beanstalk"  <b>Lexile:</b> 610  <b>Genre:</b> Fairy Tale  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Main Selection Title:</b> <i>Clever Jack Takes the Cake</i>  <b>Lexile:</b> 600  <b>Genre:</b> Fairy Tale  <b>Paired Selection Title:</b> "When Corn Was Cash"  <b>Lexile:</b> 660  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Fairy Tale  <b>Titles:</b> <div><div>A</div> <i>The Chickpea Boy</i></div> <div><div>O</div> <i>The Golden Goose</i></div> <div><div>E</div> <i>The Golden Goose</i></div> <div><div>B</div> <i>A Gift for Mario</i></div> <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <div><div>A</div> "Forgotten Gold"</div> <div><div>O</div> "Gold, Gold, Gold"</div> <div><div>E</div> "Gold, Gold, Gold"</div> <div><div>B</div> "The Golden Land"</div> <b>Lexiles</b> <div><div>A</div> 510</div> <div><div>O</div> 590</div> <div><div>E</div> 440</div> <div><div>B</div> 800</div>	<b>Reading/ Writing Workshop:</b> Genre, Specific Vocabulary  <b>Literature Anthology:</b> Organization, Sentence Structure, Specific Vocabulary, Genre, Connection of Ideas, Purpose	<b>Vocabulary Words:</b> <i>admit, barter, considered, creation, humble, magnificent, payment, reluctantly</i>  <b>Additional Academic Words:</b> <i>structure, complex</i>  <b>Vocabulary Strategy:</b> Root Words  <b>Build Vocabulary:</b> <i>threadbare, pitted, admire, snuffed, flickered, jig, fortress, tiara, gaze, concluded, proclaimed</i>	<b>Phonics/Spelling Skill:</b> Compound Words  <b>Structural Analysis:</b> Consonant + le Syllables	<b>Intonation</b>	<b>Writing Trait:</b> Sentence Fluency  <b>Write to Sources:</b> Reading/Writing Workshop: "Juanita and the Beanstalk" Literature Anthology: <i>Clever Jack Takes the Cake</i> , "When Corn Was Cash"  <b>Write About the Text:</b> Narrative Text  <b>Grammar Skill:</b> Singular and Plural Pronouns  <b>Grammar Mechanics:</b> Capitalizing I, and Nouns	<b>Project:</b> Research the things that people need and how they get those things.  <b>Product:</b> Create a List
<b>Week 2</b>  <b>Weekly Concept:</b> Reuse and Recycle  <b>Essential Question:</b> How can we reuse what we already have?  <b>Connect to Science:</b> Describe how changes in habitats affect the organisms living there.	<b>Title:</b> "The School Garden"  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Summarize	<b>Short Text:</b> "The New Hoop"  <b>Lexile:</b> 660  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Main Selection Title:</b> <i>Bravo, Tavo!</i>  <b>Lexile:</b> 590  <b>Genre:</b> Realistic Fiction  <b>Paired Selection Title:</b> "Trash Into Art"  <b>Lexile:</b> 740  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <div><div>A</div> <i>The Great Book Swap</i></div> <div><div>O</div> <i>The Salvage Crew</i></div> <div><div>E</div> <i>The Salvage Crew</i></div> <div><div>B</div> <i>Bikes Forever</i></div> <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <div><div>A</div> "Why Not Swap?"</div> <div><div>O</div> "From Trash to Treasure"</div> <div><div>E</div> "From Trash to Treasure"</div> <div><div>B</div> "Recycle-a-Bicycle"</div> <b>Lexiles</b> <div><div>A</div> 480</div> <div><div>O</div> 670</div> <div><div>E</div> 610</div> <div><div>B</div> 760</div>	<b>Reading/ Writing Workshop:</b> Connection of Ideas, Purpose  <b>Literature Anthology:</b> Specific Vocabulary, Connection of Ideas, Organization	<b>Vocabulary Words:</b> <i>conservation, discouraged, frustration, gazed, jubilant, recycling, remaining, tinkered</i>  <b>Additional Domain Words:</b> <i>soles, channel, sensation, unison, overflowed, reuse</i>  <b>Vocabulary Strategy:</b> Context Clues: Homographs  <b>Build Vocabulary:</b> <i>remnant, parched, ravine, debris, arid, machete, amazement</i>	<b>Phonics/Spelling Skill:</b> Inflectional Endings -ed, -ing, -s  <b>Structural Analysis:</b> Suffixes <i>-ful, -less, -able</i>	<b>Phrasing</b>	<b>Writing Trait:</b> Word Choice  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "The New Hoop" Literature Anthology: <i>Bravo, Tavo!</i> , "Trash Into Art"  <b>Grammar Skill:</b> Subject and Object Pronouns  <b>Grammar Mechanics:</b> Pronoun Usage	<b>Project:</b> Research how to recycle everyday materials  <b>Product:</b> Create a Collage



Grade 3 • Unit 5 • Scope and Sequence

Big Idea: Take Action  What are ways people can take action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5: Unit Writing Focus: Opinion Essay, Book Review  Writing Products: Opinion Writing	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Teaming Up  <b>Essential Question:</b> How do teams work together?  <b>Connect to Social Studies:</b> Identify how to participate in the classroom, community and in civic life.	<b>Title:</b> “Firefighters: Teamwork Counts”  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> “Rescue Dogs Save the Day”  <b>Lexile:</b> 720  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Anser Questions  <b>Skill:</b> Author’s Point of View  <b>Text Features:</b> Headings, Chart	<b>Main Selection Title:</b> <i>Wildfires</i>  <b>Lexile:</b> 750  <b>Genre:</b> Expository Text  <b>Paired Selection Title:</b> “Windy Gale and the Great Hurricane”  <b>Lexile:</b> 660  <b>Genre:</b> Tall Tale  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author’s Point of View	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author’s Point of View  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: <i>Firefighting Heroes</i> O: <i>Firefighting Heroes</i> E: <i>Firefighting Heroes</i> B: <i>Firefighting Heroes</i>  <b>Paired Selection</b> <b>Genre:</b> Tall Tale  <b>Titles:</b> A: “A Favor Repaid” O: “A Favor Repaid” E: “A Favor Repaid” B: “A Favor Repaid”  <b>Lexiles</b> A: 600 O: 690 E: 580 B: 780	<b>Reading/ Writing Workshop:</b> Genre, Purpose   <b>Literature Anthology:</b> Organization, Prior Knowledge, Connection of Ideas, Genre, Specific Vocabulary	<b>Vocabulary Words:</b> <i>accidental, careless, disasters, equipment, harmful, prevention, purpose, respond</i>  <b>Additional Domain Words:</b> <i>regrowth, reborn, renewing</i>  <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues  <b>Build Vocabulary:</b> <i>invisible, undergrowth, dead wood, renewing, meadows, mossy</i>	<b>Phonics/Spelling Skill:</b> Closed Syllables  <b>Structural Analysis:</b> Roots in Related Words	<b>Phrasing and Rate</b>	<b>Writing Trait:</b> Organization  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “Rescue Dogs Save the Day” Literature Anthology: <i>Wildfires</i> , “Windy Gale and the Great Hurricane”  <b>Grammar Skill:</b> Pronoun-Verb Agreement  <b>Grammar Mechanics:</b> Pronoun-Verb Agreement	<b>Project:</b> Research how to participate effectively in a team  <b>Product:</b> Write a paragraph about a successful team
<b>Week 4</b>  <b>Weekly Concept:</b> Good Citizens  <b>Essential Question:</b> What do good citizens do?  <b>Connect to Social Studies:</b> Describe the lives of American heroes who took risks to secure our freedoms.	<b>Title:</b> “Jimmy Carter: A Good Citizen”  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> “Dolores HuertA: Growing Up Strong”  <b>Lexile:</b> 670  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author’s Point of View  <b>Text Features:</b> Caption, Timeline	<b>Main Selection Title:</b> <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i>  <b>Lexile:</b> 700  <b>Genre:</b> Biography  <b>Paired Selection Title:</b> “Susan B. Anthony Takes Action!”  <b>Lexile:</b> 730  <b>Genre:</b> 730  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author’s Point of View	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author’s Point of View  <b>Main Selection</b> <b>Genre:</b> Biography  <b>Titles:</b> A: <i>Eunice Kennedy Shriver</i> O: <i>Eunice Kennedy Shriver</i> E: <i>Eunice Kennedy Shriver</i> B: <i>Eunice Kennedy Shriver</i>  <b>Paired Selection</b> <b>Genre:</b> Biography  <b>Titles:</b> A: “The Lifesaver” O: “The Lifesaver” E: “The Lifesaver” B: “The Lifesaver”  <b>Lexiles</b> A: 600 O: 690 E: 600 B: 860	<b>Reading/ Writing Workshop:</b> Prior Knowledge, Connection of Ideas  <b>Literature Anthology:</b> Connection of Ideas, Sentence Structure, Prior Knowledge, Specific Vocabulary, Purpose, Organization, Genre	<b>Vocabulary Words:</b> <i>citizenship, continued, daring, horrified, participate, proposed, unfairness, waver</i>  <b>Additional Domain Words:</b> <i>abolitionist, sentiments</i>  <b>Vocabulary Strategy:</b> Prefixes and Suffixes  <b>Build Vocabulary:</b> <i>strong-spirited, property, gasped, scolded</i>	<b>Phonics/Spelling Skill:</b> Inflectional Endings y and i  <b>Structural Analysis:</b> Suffixes -ful, -ness, -less	<b>Phrasing and Rate</b>	<b>Writing Trait:</b> Organization  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “Dolores HuertA: Growing Up Strong” Literature Anthology: <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i> , “Susan B. Anthony Takes Action!”  <b>Grammar Skill:</b> Possessive Pronouns  <b>Grammar Mechanics:</b> Possessive Pronouns and Reflexive Pronouns	<b>Project:</b> Research different ways to be a good citizen  <b>Product:</b> Create a Visual Narrative



Grade 3 • Unit 5 • Scope and Sequence

Big Idea: Take Action  What are ways people can take action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5: Unit Writing Focus: Opinion Essay, Book Review  Writing Products: Opinion Writing	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Energy  <b>Essential Question:</b> What are different kinds of energy?  <b>Connect to Science:</b> Learn that forces that do not sum to zero can cause changes in speed or direction.	<b>Title:</b> "Using Power" <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "Here Comes Solar Power" <b>Lexile:</b> 710 <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Cause and Effect <b>Text Features:</b> Photographs and Captions, Sidebar	<b>Main Selection Title:</b> <i>It's All in the Wind</i> <b>Lexile:</b> 740 <b>Genre:</b> Expository Text <b>Paired Selection Title:</b> "Power for All" <b>Lexile:</b> 780 <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Cause and Effect	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Cause and Effect <b>Main Selection Expository Text Genre:</b> <b>Titles:</b> <div><div>A</div>: <i>The Fuel of the Future</i></div> <div><div>O</div>: <i>The Fuel of the Future</i></div> <div><div>E</div>: <i>The Fuel of the Future</i></div> <div><div>B</div>: <i>The Fuel of the Future</i></div> <b>Paired Selection Genre:</b> Expository Text <b>Titles:</b> <div><div>A</div>: "Saving Energy"</div> <div><div>O</div>: "Saving Energy"</div> <div><div>E</div>: "Saving Energy"</div> <div><div>B</div>: "Saving Energy"</div> <b>Lexiles</b> <div><div>A</div>: 680</div> <div><div>O</div>: 750</div> <div><div>E</div>: 680</div> <div><div>B</div>: 800</div>	<b>Reading/ Writing Workshop:</b> Connection of Ideas, Organization  <b>Literature Anthology:</b> Purpose, Connection of Ideas, Genre	<b>Vocabulary Words:</b> <i>energy, natural, pollution, produce, renewable, replace, sources, traditional</i>  <b>Vocabulary Strategy:</b> Context Clues: Homophones	<b>Phonics/Spelling Skill:</b> Open Syllables  <b>Structural Analysis:</b> Prefixes and Suffixes	<b>Rate</b>	<b>Writing Trait:</b> Voice <b>Write About the Text:</b> Opinion <b>Write to Sources:</b> Reading/Writing Workshop: "Here Comes Solar Power" Literature Anthology: <i>It's All in the Wind</i> , "Power for All" <b>Grammar Skill:</b> Pronoun-Verb Contractions <b>Grammar Mechanics:</b> Spelling Contractions and Possessive Pronouns	<b>Project:</b> Research alternative energy sources and traditional energy sources  <b>Product:</b> Create a Venn Diagram
<b>Week 6</b>  <b>Review and Assessment</b>										



Grade 3 • Unit 6 • Scope and Sequence

Big Idea: Think It Over  How do we decide what’s important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 6: Unit Writing Focus: Feature Article, Research Report  Writing Products: Informative Text	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Treasures  <b>Essential Question:</b> How do you decide what is important?	<b>Title:</b> “Pandora Finds a Box”  <b>Genre:</b> Myth/Drama  <b>Strategy:</b> Make, Confirm, and Revise Predictions	<b>Short Text:</b> “Athena and Arachne”  <b>Lexile:</b> Non-Prose  <b>Genre:</b> Myth/Drama  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>Main Selection Title:</b> <i>King Midas and the Golden Touch</i>  <b>Lexile:</b> Non-Prose  <b>Genre:</b> Drama/Myth  <b>Paired Selection Title:</b> “Carlos’s Gift”  <b>Lexile:</b> 640  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Drama  <b>Titles:</b> A: <i>Midas and the Donkey Ears</i> O: <i>The Naming of Athens</i> E: <i>The Naming of Athens</i> B: <i>Odysseus and King Aeolus</i>  <b>Paired Selection</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> A: “It’s Party Time!” O: “The Perfect Present” E: “The Perfect Present” B: “Daria’s Dream”  <b>Lexiles</b> A: 520 O: 590 E: 470 B: 650	<b>Reading/ Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Genre, Sentence Structure, Connection of Ideas, Organization, Specific Vocabulary	<b>Vocabulary Words:</b> <i>alarmed, anguished, necessary, obsessed, possess, reward, treasure, wealth</i>  <b>Additional Domain Words:</b> <i>crestfallen, optimistic, volunteer</i>  <b>Additional Academic Vocabulary:</b> <i>myth, drama, scene, stage directions</i>  <b>Vocabulary Strategy:</b> Root Words  <b>Build Vocabulary:</b> <i>rhythm, moans, ails, dismount, appreciated</i>	<b>Phonics/Spelling Skill:</b> Prefixes <i>un-, re-, pre-, dis-</i>  <b>Structural Analysis:</b> Roots in Related Words	<b>Expression</b>	<b>Writing Trait:</b> Sentence Fluency  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: “Athena and Arachne” Literature Anthology: <i>King Midas and the Golden Touch</i> , “Carlos’s Gift”  <b>Grammar Skill:</b> Adjectives and Articles  <b>Grammar Mechanics:</b> Commas in a Series and in Dates	<b>Project:</b> Research qualities people value  Product: Interview a Classmate
<b>Week 2</b>  <b>Weekly Concept:</b> Weather  <b>Essential Question:</b> How can weather affect us?  <b>Connect to Science:</b> Summarize how scientists record patterns of weather so they can make predictions.	<b>Title:</b> “Joshua’s Odd Neighbor”  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make Predictions	<b>Short Text:</b> “The Big Blizzard”  <b>Lexile:</b> 690  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>Main Selection Title:</b> <i>Noah’s Ark</i>  <b>Lexile:</b> 740  <b>Genre:</b> Historical Fiction  <b>Paired Selection Title:</b> “The Wind and the Sun”  <b>Lexile:</b> 570  <b>Genre:</b> Fable  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Historical Fiction  <b>Titles:</b> A: <i>The Big Storm</i> O: <i>The Schoolhouse Blizzard</i> E: <i>The Schoolhouse Blizzard</i> B: <i>The Hottest Summer</i>  <b>Paired Selection</b> <b>Genre:</b> Fable  <b>Titles:</b> A: “The Oak and the Reeds” O: “The Lion and the Boar” E: “The Lion and the Boar” B: “The Swallow and the Crow”  <b>Lexiles</b> A: 470 O: 610 E: 490 B: 630	<b>Reading/ Writing Workshop:</b> Prior Knowledge, Specific Vocabulary  <b>Literature Anthology:</b> Specific Vocabulary, Connection of Ideas, Genre, Sentence Structure, Prior Knowledge, Organization	<b>Vocabulary Words:</b> <i>argue, astonished, complained, conditions, forbidding, forecast, relief, stranded</i>  <b>Additional Domain Words:</b> <i>granite, heifer</i>  <b>Additional Academic Vocabulary:</b> <i>idiom, literal</i>  <b>Vocabulary Strategy:</b> Idioms  <b>Build Vocabulary:</b> <i>torrents, oilcloth, scarcely, shiver, shrieked, skillet, sprinted, bailing</i>	<b>Phonics/Spelling Skill:</b> Consonant + le Syllable  <b>Structural Analysis:</b> Latin Suffixes	<b>Phrasing</b>	<b>Writing Trait:</b> Word Choice  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “The Big Blizzard” Literature Anthology: <i>Noah’s Ark</i> , “The Wind and the Sun”  <b>Grammar Skill:</b> Adjectives That Compare  <b>Grammar Mechanics:</b> Correct Comparative and Superlative Forms	<b>Project:</b> Research the effects of extreme weather  <b>Product:</b> Write a Summary





Grade 3 • Unit 6 • Scope and Sequence

Big Idea: Think It Over  How do we decide what’s important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 6: Unit Writing Focus: Feature Article, Research Report  Writing Products: Informative Text	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Learning to Succeed  <b>Essential Question:</b> Why are goals important?  <b>Connect to Social Studies:</b> Explain how work in school and effort can pay off.	<b>Title:</b> “Mae Jamison, Astronaut”  <b>Genre:</b> Biography  <b>Strategy:</b> Reread	<b>Short Text:</b> “Rocketing into Space”  <b>Lexile:</b> 790  <b>Genre:</b> Biography  <b>Strategy:</b> Reread  <b>Skill:</b> Problem and Solution  <b>Text Features:</b> Keywords, Photographs	<b>Main Selection Title:</b> <i>Out of This World! The Ellen Ochoa Story</i>  <b>Lexile:</b> 780  <b>Genre:</b> Biography Paired Selection Title: “A Flight to Lunar City”  <b>Lexile:</b> 600  <b>Genre:</b> Adventure Story  <b>Strategy:</b> Reread  <b>Skill:</b> Problem and Solution	<b>Strategy:</b> Reread  <b>Skill:</b> Problem and Solution:  <b>Main Selection Genre:</b> Biography  <b>Titles:</b> A: <i>Reach for the Stars</i> O: <i>Reach for the Stars</i> E: <i>Reach for the Stars</i> B: <i>Reach for the Stars</i>  <b>Paired Selection Genre:</b> Science Fiction  <b>Titles:</b> A: “Melina Shows Her Mettle” O: “Melina Shows Her Mettle” E: “Melina Shows Her Mettle” B: “Melina Shows Her Mettle”  <b>Lexiles</b> A: 600 O: 750 E: 680 B: 850	<b>Reading/ Writing Workshop:</b> Genre  <b>Literature Anthology:</b> Specific Language, Connection of Ideas, Genre, Specific Vocabulary	<b>Vocabulary Words:</b> <i>communicated, essential, goal, motivated, preprofessional, research, serious, specialist</i>  <b>Additional Domain Words:</b> <i>weightlessness, mission specialist, payload, climate, lunar</i>  <b>Additional Academic Vocabulary:</b> <i>achieve, interview, organize</i>  <b>Vocabulary Strategy:</b> Greek and Latin Roots  <b>Build Vocabulary:</b> <i>potential, debrief, procedures</i>	<b>Phonics/Spelling Skill:</b> Vowel-Team Syllables  <b>Structural Analysis:</b> Greek and Latin Roots	<b>Accuracy</b>	<b>Writing Trait:</b> Organization  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: “Rocketing into Space” Literature Anthology: <i>Out of This World! The Ellen Ochoa Story</i> , “A Flight to Lunar City”  <b>Grammar Skill:</b> Adverbs  <b>Grammar Mechanics:</b> Adverbs and Adjectives	<b>Project:</b> Research how to set goals and achieve them  <b>Product:</b> Interview a Classmate
<b>Week 4</b>  <b>Weekly Concept:</b> Animals and You  <b>Essential Question:</b> How can learning about animals help you respect them?  <b>Connect to Science:</b> Identify how in an environment some organisms survive well, some less well, and some cannot survive.	<b>Title:</b> “Respect for the Florida Panther”  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread	<b>Short Text:</b> “Butterflies Big and Small”  <b>Lexile:</b> 870  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Compare and Contrast  <b>Text Features:</b> Headings, Diagram	<b>Main Selection Title:</b> <i>Alligators and Crocodiles</i>  <b>Lexile:</b> 870  <b>Genre:</b> Expository Text  <b>Paired Selection Title:</b> “The Monkey and the Crocodile”  <b>Lexile:</b> 730  <b>Genre:</b> Folktale  <b>Strategy:</b> Reread  <b>Skill:</b> Compare and Contrast	<b>Strategy:</b> Reread  <b>Skill:</b> Compare and Contrast  <b>Main Selection Genre:</b> Expository Text  <b>Titles:</b> A: <i>African Cats</i> O: <i>African Cats</i> E: <i>African Cats</i> B: <i>African Cats</i>  <b>Paired Selection Genre:</b> Folktale  <b>Titles:</b> A: “How Leopard Got His Spots” O: “How Leopard Got His Spots” E: “How Leopard Got His Spots” B: “How Leopard Got His Spots”  <b>Lexiles</b> A: 580 O: 720 E: 660 B: 840	<b>Reading/ Writing Workshop:</b> Prior Knowledge, Connection of Ideas  <b>Literature Anthology:</b> Purpose, Organizaton, Prior Knowledge, Genre, Specific Vocabulary, Sentence Structure, Connection of Ideas	<b>Vocabulary Words:</b> <i>endangered, fascinating, illegal, inhabit, requirement, respected, unaware, wildlife</i>  <b>Additional Domain Words:</b> <i>sensory, webbed, plates, nocturnal, hatchling</i>  <b>Additional Academic Vocabulary:</b> <i>compare and contrast, signal words, conclusion</i>  <b>Vocabulary Strategy:</b> Context Clues: Paragaraph Clues  <b>Build Vocabulary:</b> <i>drifting, keys, detect, territory, marshlands</i>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowel Syllables  <b>Structural Analysis:</b> Latin Suffixes	<b>Phrasing</b>	<b>Writing Trait:</b> Organization  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b>  <b>Reading/Writing Workshop:</b> “Respect for the Florida Panther” Literature Anthology: <i>Alligators and Crocodiles</i> , “The Monkey and the Crocodile”  <b>Grammar Skill:</b> Adverbs That Compare  <b>Grammar Mechanics:</b> Using More and Most	<b>Project:</b> Research an animal's unique qualities  <b>Product:</b> Create Illustrations





Grade 3 • Unit 6 • Scope and Sequence

Big Idea: Think It Over  How do we decide what's important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 6: Unit Writing Focus: Feature Article, Research Report  Writing Products: Informative Text	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Funny Times  <b>Essential Question:</b> How do you decide what's important?	<b>Title:</b> "Show and Tell" <b>Genre:</b> Narrative Poem <b>Strategy:</b> Reread	<b>Short Text:</b> "The Camping Trip" "Bubble Gum"  <b>Lexile:</b> Non-Prose  <b>Genre:</b> Poetry: Narrative Poem  <b>Literary Elements:</b> Rhythm and Rhyme  <b>Skill:</b> Point of View	<b>Main Selection Title:</b> "Ollie's Escape"  <b>Lexile:</b> Non-Prose  <b>Genre:</b> Poetry: Narrative Poem  <b>Paired Selection</b> <b>Title:</b> "The Gentleman Bookworm"  <b>Lexile:</b> Non-Prose  <b>Genre:</b> Poetry: Narrataive Poem  <b>Literary Elements:</b> Rhythm and Rhyme  <b>Skill:</b> Point of View	<b>Literary Elements:</b> Rhythm and Rhyme  <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <div><div>A</div>: <i>Funny Faces</i></div> <div><div>O</div>: <i>Too Many Frogs</i></div> <div><div>E</div>: <i>Too Many Frogs</i></div> <div><div>B</div>: <i>The Joke's on You</i></div> <b>Paired Selection</b> <b>Genre:</b> Poetry  <b>Titles:</b> <div><div>A</div>: "My Cheeky Puppy"</div> <div><div>O</div>: "Pet Day"</div> <div><div>E</div>: "Cat and Dog"</div> <div><div>B</div>: "The Homework Blues"</div> <b>Lexiles</b> <div><div>A</div>: 450</div> <div><div>O</div>: 670</div> <div><div>E</div>: 600</div> <div><div>B</div>: 780</div>	<b>Reading/ Writing Workshop:</b> Specific Vocabulary  <b>Literature Anthology:</b> Genre, Sentence Structure, Specific Vocabulary	<b>Vocabulary Words:</b> <i>entertainment, humorous,</i> <i>ridiculous, slithered</i>  <b>Poetry Terms:</b> <i>narrative</i> <i>poem, rhyme, rhythm,</i> <i>stanza</i>  <b>Additional Academic</b> <b>Vocabulary:</b> <i>precise</i> <i>language</i>  <b>Vocabulary Strategy:</b> Idioms	<b>Phonics/Spelling Skill:</b> Suffixes <i>-ful,</i> <i>-less, -ly</i>  <b>Structural Analysis:</b> Frequently Misspelled Words	<b>Phrasing and Expression</b>	<b>Writing Trait:</b> Word Choice  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "The Camping Trip" "Bubble Gum" Literature Anthology: "Ollie's Escape," "The Gentleman Bookworm"  <b>Grammar Skill:</b> Prepositions  <b>Grammar Mechanics:</b> Commas after Introduction	<b>Project:</b> Research how to use language to create humor in writing  <b>Product:</b> Write a Humorous Poem
<b>Week 6</b>  <b>Review and Assessment</b>										



Grade 4 • Unit 1 • Scope and Sequence

Big Idea: Think It Through	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can a challenge bring out our best? (fable: “The Crow and the Pitcher”)				<div>A: Approaching Level</div> <div>O: On Level</div> <div>E: ELL</div> <div>B: Beyond Level</div>					Unit 1 Writing Focus: Narrative Text Unit 1 Writing Products: Friendly Letter; Personal Narrative	
<b>Week 1</b>  <b>Weekly Concept:</b> Clever Ideas  <b>Essential Question:</b> Where do good ideas come from?	<b>Title:</b> “The Princess and the Pea”  <b>Genre:</b> Fairy Tale  <b>Strategy:</b> Make, Confirm, or Revise Predictions	<b>Short Text:</b> “The Dragon Problem”  <b>Lexile:</b> 740L  <b>Genre:</b> Fairy Tale  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Sequence	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Sequence  <b>Main Selections</b> <b>Genre:</b> Fairy Tale  <b>Title:</b> <i>The Princess and the Pizza</i>  <b>Lexile:</b> 780L  <b>Paired Selection</b> <b>Genre:</b> Fable  <b>Title:</b> “Tomás and His Sons”  <b>Lexile:</b> 650L	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Sequence  <b>Main Selection</b> <b>Genre:</b> Fairy Tale  <b>Titles:</b> <div>A: <i>Clever Puss</i></div> <div>O: <i>Jack and the Extreme Stalk</i></div> <div>E: <i>Jack and the Extreme Stalk</i></div> <div>B: <i>Charming Ella</i>  <b>Paired Selection</b> <b>Genre:</b> Folktale  <b>Titles:</b> <div>A: “Rabbit and the Well”</div><div>O: “Stone Soup”</div><div>E: “Stone Soup”</div><div>B: “Ivana and the Ogre”</div> <b>Lexiles:</b> <div>A: 530L</div><div>O: 750L</div><div>E: 430L</div><div>B: 860L</div></div>	<b>Reading/Writing Workshop:</b> Connections of Ideas; Specific Vocabulary  <b>Literature Anthology:</b> Purpose; Specific Vocabulary; Prior Knowledge; Sentence Structure; Organization; Connection of Ideas; Genre	<b>Vocabulary Words:</b> <i>brainstorm, flattened, frantically, gracious, muttered, official, original, stale</i>  <b>Additional Academic Vocabulary:</b> <i>sequence, descriptive details</i>  <b>Vocabulary Strategy:</b> Context Clues: Synonyms  <b>Build Vocabulary:</b> <i>humble, surveying, processions, clung, snipped, wail, escorted, paced, fragrance, scrumptious, generous</i>	<b>Phonics/Spelling Skill:</b> Short Vowels  <b>Structural Analysis:</b> Word Inflectional Endings	<b>Intonation</b>	<b>Writing Trait: Ideas:</b> Descriptive Details <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “The Dragon Problem”  <b>Literature Anthology:</b> <i>The Princess and the Pizza</i> , “Tomás and His Sons”  <b>Grammar Skill:</b> Sentences  <b>Grammar Mechanics:</b> Sentence Punctuation	<b>Research and Inquiry</b>  <b>Project:</b> Interview a Classmate  <b>Product:</b> List of Ideas
<b>Week 2</b>  <b>Weekly Concept:</b> Think of Others  <b>Essential Question:</b> How do your actions affect others?	<b>Short Text:</b> “Say Something”  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Make, Confirm, or Revise Predictions	<b>Short Text:</b> “The Talent Show”  <b>Lexile:</b> 620L  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Problem and Solution	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <div>A: <i>The Dream Team</i></div> <div>O: <i>Rosa’s Garden</i></div> <div>E: <i>Rosa’s Garden</i></div> <div>B: <i>Saving Grasshopper</i>  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> “Speaking Out to Stop Bullying”  <b>Lexile:</b> 800L</div>	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <div>A: <i>The Dream Team</i></div> <div>O: <i>Rosa’s Garden</i></div> <div>E: <i>Rosa’s Garden</i></div> <div>B: <i>Saving Grasshopper</i>  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> <div>A: “Making a Difference”</div><div>O: “Fresh from the City”</div><div>E: “Fresh from the City”</div><div>B: “Backyard Bird Habitats”</div> <b>Lexiles:</b> <div>A: 530L</div><div>O: 710L</div><div>E: 540L</div><div>B: 810L</div></div>	<b>Reading/Writing Workshop:</b> Genre; Connection of Ideas  <b>Literature Anthology:</b> Genre; Purpose; Sentence Structure; Organization; Connection of Ideas; Specific Vocabulary	<b>Vocabulary Words:</b> <i>accountable, advise, desperately, hesitated, humiliated, inspiration, self-esteem, uncomfortably</i>  <b>Additional Academic Vocabulary:</b> <i>dialogue, prediction</i>  <b>Vocabulary Strategy:</b> Figurative Language: Idioms  <b>Build Vocabulary:</b> <i>profession, blushed, shifted, snorted, tone, hyphenated</i>	<b>Phonics/Spelling Skill:</b> Long <i>a</i>  <b>Structural Analysis:</b> Inflectional Endings	<b>Expression and Rate</b>	<b>Writing Trait: Ideas:</b> Focus on an Event <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “The Talent Show”  <b>Literature Anthology:</b> <i>Experts, Incorporated</i> , “Speaking Out to Stop Bullying”  <b>Grammar Skill:</b> Subjects and Predicates  <b>Grammar Mechanics:</b> Punctuate Compound Subjects and Predicates	<b>Research and Inquiry</b>  <b>Project:</b> Research the Effects of Human Actions  <b>Product:</b> Chart



Grade 4 • Unit 1 • Scope and Sequence

Big Idea: Think It Through	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can a challenge bring out our best? (fable: “The Crow and the Pitcher”)				<div>A: Approaching Level</div> <div>O: On Level</div> <div>E: ELL</div> <div>B: Beyond Level</div>					Unit 1 Writing Focus: Narrative Text Unit 1 Writing Products: Friendly Letter; Personal Narrative	
<b>Week 3</b>  <b>Weekly Concept:</b> Take Action  <b>Essential Question:</b> How do people respond to natural disasters?  <b>Connect to Science:</b> Make observations on effects of weathering.	<b>Title:</b> “Avalanche!” <b>Genre:</b> Informational Text: Expository <b>Strategy:</b> Reread	<b>Short Text:</b> “A World of Change” <b>Lexile:</b> 790L <b>Genre:</b> Informational Text: Expository <b>Strategy:</b> Reread <b>Skill: Text Structure:</b> Compare and Contrast <b>Text Features:</b> Diagrams; Headings	<b>Strategy:</b> Reread <b>Skill: Text Structure:</b> Compare and Contrast <b>Main Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> <i>Earthquakes</i> <b>Lexile:</b> 870L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> “Tornado” <b>Lexile:</b> 950L	<b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Compare and Contrast <b>Main Selection</b> <b>Genre:</b> Informational Text: Expository <b>Titles:</b> <div>A: Changing Landscapes</div> <div>O: Changing Landscapes</div> <div>E: Changing Landscapes</div> <div>B: Changing Landscapes</div> <b>Paired Selection</b> <b>Genre:</b> Expository <b>Titles:</b> <div>A: “Students Save Wetlands”</div> <div>O: “Students Save Wetlands”</div> <div>E: “Students Save Wetlands”</div> <div>B: “Students Save Wetlands”</div> <b>Lexiles:</b> <div>A: 670L</div> <div>O: 840L</div> <div>E: 740L</div> <div>B: 920L</div>	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Purpose  <b>Literature Anthology:</b> Purpose; Genre; Connection of Ideas; Specific Vocabulary	<b>Vocabulary Words:</b> <i>alter, collapse, crisis, destruction, hazard, severe, substantial, unpredictable</i> <b>Additional Academic Vocabulary:</b> <i>headings, diagrams</i> <b>Additional Domain Words:</b> <i>volcanic, volcanoes, inland, air masses</i> <b>Vocabulary Strategy:</b> Context Clues: Multiple-Meaning Words <b>Build Vocabulary:</b> enormous, precursor, engulfed, flexible, debris	<b>Phonics/Spelling Skill:</b> Long e  <b>Structural Analysis:</b> Plurals	<b>Accuracy</b>	<b>Writing Trait: Ideas:</b> Supporting Details <b>Write About the Text:</b> Informative Text <b>Write to Sources: Reading/Writing Workshop:</b> “A World of Change” <b>Literature Anthology:</b> <i>Earthquakes</i> , “Tornado” <b>Grammar Skill:</b> Compound Sentences <b>Grammar Mechanics:</b> Punctuating Compound Sentences	<b>Research and Inquiry</b> <b>Project:</b> Research How to Prepare for a Natural Disaster <b>Product:</b> Poster
<b>Week 4</b>  <b>Weekly Concept:</b> Ideas in Motion  <b>Essential Question:</b> How can science help you understand how things work?  <b>Connect to Science:</b> Relate speed to energy of an object.	<b>Short Text:</b> “Look Out Below!” <b>Genre:</b> Informational Text: Narrative Nonfiction <b>Strategy:</b> Reread	<b>Short Text:</b> “The Big Race” <b>Lexile:</b> 690L <b>Genre:</b> Informational Text: Narrative Nonfiction <b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Cause and Effect <b>Text Features:</b> Headings; Speech Balloons	<b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Cause and Effect <b>Main Selection</b> <b>Genre:</b> Informational Text: Narrative Nonfiction <b>Title:</b> <i>A Crash Course in Forces and Motion with Max Axiom, Super Scientist</i> <b>Lexile:</b> 630L <b>Paired Selection</b> <b>Genre:</b> Science Fiction <b>Title:</b> “The Box-Zip Project” <b>Lexile:</b> 620L	<b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Cause and Effect <b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction <b>Titles:</b> <div>A: George’s Giant Wheel</div> <div>O: George’s Giant Wheel</div> <div>E: George’s Giant Wheel</div> <div>B: George’s Giant Wheel</div> <b>Paired Selections</b> <b>Genre:</b> Science Fiction <b>Titles:</b> <div>A: “3001: A Space Mystery”</div> <div>O: “3001: A Space Mystery”</div> <div>E: “3001: A Space Mystery”</div> <div>B: “3001: A Space Mystery”</div> <b>Lexiles:</b> <div>A: 550L</div> <div>O: 810L</div> <div>E: 610L</div> <div>B: 910L</div>	<b>Reading/Writing Workshop:</b> Genre; Organization  <b>Literature Anthology:</b> Organization; Purpose; Connection of Ideas; Genre; Specific Vocabulary	<b>Vocabulary Words:</b> <i>accelerate, advantage, capabilities, friction, gravity, identity, inquiry, thrilling</i> <b>Additional Academic Vocabulary:</b> <i>realistic friction, transitions</i> <b>Additional Domain Words:</b> <i>level, warp</i> <b>Vocabulary Strategy:</b> Context Clues: Definitions and Restatements <b>Build Vocabulary:</b> <i>destined, schooled, field, physics</i>	<b>Phonics/Spelling Skill:</b> Long i  <b>Structural Analysis:</b> Inflectional Endings	<b>Phrasing and Rate</b>	<b>Writing Trait: Organization:</b> Sequence <b>Write About the Text:</b> Informative Text <b>Write to Sources: Reading/Writing Workshop:</b> “The Big Race” <b>Literature Anthology:</b> <i>A Crash Course in Forces and Motion with Max Axiom, Super Scientist</i> , “The Box-Zip Project” <b>Grammar Skill:</b> Clauses and Complex Sentences <b>Grammar Mechanics:</b> Punctuate Complex Sentences	<b>Research and Inquiry</b> <b>Project:</b> Research a Topic <b>Product:</b> Visual Display



Grade 4 • Unit 1 • Scope and Sequence

Big Idea: Think It Through  How can a challenge bring out our best? (fable: “The Crow and the Pitcher”)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 1 Writing Focus: Narrative Text Unit 1 Writing Products: Friendly Letter; Personal Narrative	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Putting Ideas to Work  <b>Essential Question:</b> How can starting a business help others?  <b>Connect to Social Studies:</b> Research an important business in your state.	<b>Title:</b> “Kids Can Help” <b>Genre:</b> Informational Text: Persuasive Article <b>Strategy:</b> Reread	<b>Short Text:</b> “Dollars and Sense” <b>Lexile:</b> 800L <b>Genre:</b> Informational Text: Persuasive Article <b>Strategy:</b> Reread <b>Skill:</b> Main Idea and Key Details <b>Text Features:</b> Graph; Headings	<b>Strategy:</b> Reread <b>Skill:</b> Main Idea and Key Details <b>Main Selection</b> <b>Genre:</b> Persuasive Text <b>Titles:</b> A: Start Small, Think Big O: Start Small, Think Big E: Start Small, Think Big B: Start Small, Think Big <b>Paired Selection</b> <b>Genre:</b> Informational Text: Procedural Text <b>Title:</b> “Starting a Successful Business” <b>Lexile:</b> 770L	<b>Strategy:</b> Reread <b>Skill:</b> Main Idea and Key Details <b>Main Selection</b> <b>Genre:</b> Persuasive Text <b>Titles:</b> A: Start Small, Think Big O: Start Small, Think Big E: Start Small, Think Big B: Start Small, Think Big <b>Paired Selection</b> <b>Genre:</b> Procedural Text <b>Titles:</b> A: “Spending and Saving” O: “Spending and Saving” E: “Spending and Saving” B: “Spending and Saving” <b>Lexile:</b> A: 660L O: 780L E: 710L B: 890L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Organization  <b>Literature Anthology:</b> Specific Vocabulary; Sentence Structure; Connection of Ideas	<b>Vocabulary Words:</b> compassionate, enterprise, exceptional, funds, innovative process, routine, undertaking  <b>Additional Academic Vocabulary:</b> persuasive, graphs  <b>Additional Domain Words:</b> entrepreneur, profit  <b>Vocabulary Strategy:</b> Suffixes	<b>Phonics/Spelling Skill:</b> Long o  <b>Structural Analysis:</b> Compound Words	<b>Phrasing and Rate</b>	<b>Writing Trait: Sentence Fluency:</b> Sentence Length <b>Write About the Text:</b> Opinion <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “Dollars and Sense”  <b>Literature Anthology:</b> Kids in Business, “Starting a Successful Business” <b>Grammar Skill:</b> Run-On Sentences <b>Grammar Mechanics:</b> Correcting Fragments and Run-Ons	<b>Research and Inquiry</b> <b>Project:</b> Research a Famous Business Owner <b>Product:</b> Poster
<b>Week 6</b>  <b>Review and Assessment</b>										



Grade 4 • Unit 2 • Scope and Sequence

Big Idea: Amazing Animals  What can animals teach us? (three limericks)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 2 Writing Focus: Informative Text Unit 2 Writing Products: Explanatory Essay; How-To	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Literary Lessons  <b>Essential Question:</b> What are some messages in animal stories?  <b>Connect to Science:</b> Describe how animals receive information through their senses.	<b>Title:</b> “The Coyote and the Hen”  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> “The Fisherman and the Kaha Bird”  <b>Lexile:</b> 800L  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Theme	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Folktale  <b>Title:</b> <i>The Secret Message</i> <b>Lexile:</b> 820L  <b>Paired Selection</b> <b>Genre:</b> Fable  <b>Title:</b> “The Fox and the Goat” <b>Lexile:</b> 790L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Theme  <b>Main Selections</b> <b>Genre:</b> Folktale  <b>Titles:</b> A: <i>The Cockroach and the Mouse</i> O: <i>The Badger and the Fan</i> E: <i>The Badger and the Fan</i> B: <i>The Wings of the Butterfly</i>  <b>Paired Selections</b> <b>Genre:</b> Fable  <b>Titles:</b> A: “Fox and Crane” O: “Fox and Cat” E: “Fox and Cat” B: “The Fox and the Crow”  <b>Lexiles:</b> A: 600L O: 530L E: 720L B: 770L	<b>Reading/Writing Workshop:</b> Genre; Prior Knowledge  <b>Literature Anthology:</b> Specific Vocabulary; Genre; Sentence Structure; Prior Knowledge; Connection of Ideas; Purpose; Organization	<b>Vocabulary Words:</b> <i>attracted, dazzling, fabric, greed, honest, requested, soared, trudged</i>  <b>Additional Academic Vocabulary:</b> <i>symbolism, theme</i>  <b>Vocabulary Strategy:</b> Root Words  <b>Build Vocabulary:</b> <i>domed, longing, enchanted, exotic, caravan, dunes, purchases</i>	<b>Phonics/Spelling Skill:</b> Prefixes  <b>Structural Analysis:</b> Inflectional Endings	<b>Expression</b>	<b>Writing Trait:</b> Organization: Strong Openings  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “The Fisherman and the Kaha Bird”  <b>Literature Anthology:</b> <i>The Secret Message</i> , “The Fox and the Goat”  <b>Grammar Skill:</b> Common and Proper Nouns  <b>Grammar Mechanics:</b> Capitalizing Proper Nouns	<b>Inquiry Space:</b> <b>Informative Investigate:</b> Sharks
<b>Week 2</b>  <b>Weekly Concept:</b> Animals in Fiction  <b>Essential Question:</b> How do animal characters change familiar stories?	<b>Title:</b> “A Grasshopper’s Sad Tale”  <b>Genre:</b> Dramatic Scene  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> “The Ant and the Grasshopper”  <b>Lexile:</b> NP  <b>Genre:</b> Drama  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Theme	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Drama  <b>Title:</b> <i>Ranita, The Frog Princess</i> <b>Lexile:</b> NP  <b>Paired Selection</b> <b>Genre:</b> Mystery  <b>Title:</b> “The Moonlight Concert Mystery” <b>Lexile:</b> 710L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Drama  <b>Titles:</b> A: <i>Saving the Green Bird</i> O: <i>The Prince Who Could Fly</i> E: <i>The Prince Who Could Fly</i> B: <i>Behind the Secret Trapdoor</i>  <b>Paired Selections</b> <b>Genre:</b> Mystery  <b>Titles:</b> A: “The Missing Pie Mystery” O: “The Mystery of the Spotted Dogs” E: “The Mystery of the Spotted Dogs” B: “The Mystery of the Messy Room”  <b>Lexiles:</b> A: NP O: NP E: NP B: NP	<b>Reading/Writing Workshop:</b> Purpose: Prior Knowledge; Genre  <b>Literature Anthology:</b> Prior Knowledge; Genre; Connection of Ideas; Sentence Structure; Organization	<b>Vocabulary Words:</b> <i>annoyed, attitude, commotion, cranky, familiar, frustrated, selfish, specialty</i>  <b>Additional Academic Vocabulary:</b> <i>drama, stage directions</i>  <b>Vocabulary Strategy:</b> Context Clues: Antonyms  <b>Build Vocabulary:</b> <i>bumbling, fetches, scurry, muffles, famished, stunned, shrieks, stubbornly, smug, shrugs</i>	<b>Phonics/Spelling Skill:</b> Digraphs  <b>Structural Analysis:</b> Possessives	<b>Intonation</b>	<b>Writing Trait: Voice:</b> Informal Voice  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “The Ant and the Grasshopper”  <b>Literature Anthology:</b> <i>Ranita, The Frog Princess</i> , “The Moonlight Concert Mystery”  <b>Grammar Skill:</b> Singular and Plural Nouns  <b>Grammar Mechanics:</b> Commas in a Series	<b>Inquiry Space:</b> Informative Investigate: Sharks





Grade 4 • Unit 2 • Scope and Sequence

Big Idea: Amazing Animals	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What can animals teach us? (three limericks)				A: <i>Approaching Level</i> O: <i>On Level</i> E: <i>ELL</i> B: <i>Beyond Level</i>					Unit 2 Writing Focus: Informative Text Unit 2 Writing Products: Explanatory Essay; How-To	
<b>Week 3</b>  <b>Weekly Concept:</b> Natural Connections  <b>Connect to Science:</b> Explain how living things affect the physical characteristics of their regions	<b>Title:</b> “Return of the Wolves”  <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Strategy:</b> Summarize	<b>Short Text:</b> “Rescuing Our Reef”  <b>Lexile:</b> 810L  <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Headings; Flow Chart	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Title:</b> <i>The Buffalo Are Back</i>  <b>Lexile:</b> 800L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> “Energy in the Ecosystem”  <b>Lexile:</b> 790L	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Narrative Nonfiction  <b>Titles:</b> A: <i>Saving San Francisco Bay</i> O: <i>Saving San Francisco Bay</i> E: <i>Saving San Francisco Bay</i> B: <i>Saving San Francisco Bay</i>  <b>Paired Selections:</b> Genre: Expository  <b>Titles:</b> A: “The Great Estuary Ecosystem” O: “The Great Estuary Ecosystem” E: “The Great Estuary Ecosystem” B: “The Great Estuary Ecosystem”  <b>Lexiles:</b> A: 690L O: 850L E: 820L B: 900L	<b>Reading/Writing Workshop:</b> Genre; Connection of Ideas  <b>Literature Anthology:</b> Genre; Organization; Specific Vocabulary; Connection of Ideas; Purpose	<b>Vocabulary Words:</b> <i>crumbled, droughts, ecosystem, extinct, flourished, fragile, imbalance, ripples</i>  <b>Additional Academic Vocabulary:</b> <i>flow chart, topic</i>  <b>Additional Domain Words:</b> <i>replanted, eroded, preserve</i>  <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues  <b>Build Vocabulary:</b> <i>wallow, exotic, eons, swept, withered, secluded, longed, abandoned, native</i>	<b>Phonics/Spelling Skill:</b> Three-Letter Blends  <b>Structural Analysis:</b> Words Ending in -er and -est	<b>Accuracy</b>	<b>Writing Trait:</b> Ideas: Supporting Details  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “Rescuing Our Reefs”  <b>Literature Anthology:</b> <i>The Buffalo Are Back</i> , “Energy in the Ecosystem”  <b>Grammar Skill:</b> Irregular Plural Nouns  <b>Grammar Mechanics:</b> Correct Plural Forms	<b>Inquiry Space:</b> Informative Investigate: Sharks
<b>Week 4</b>  <b>Weekly Concept:</b> Adaptations  <b>Essential Question:</b> What helps an animal survive?  <b>Connect to Science:</b> Plants and animals have structures for growth and survival.	<b>Short Text:</b> “Adaptations at Work”  <b>Genre:</b> Informational Text: Expository  <b>Strategy:</b> Summarize	<b>Short Text:</b> “Animal Adaptations”  <b>Lexile:</b> 850L  <b>Genre:</b> Informational Text: Expository  <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Photographs and Captions; Headings	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> Spiders  <b>Lexile:</b> 820L  <b>Paired Selection</b> <b>Genre:</b> Trickster Tale  <b>Title:</b> “Anansi and the Birds”  <b>Lexile:</b> 740L	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Main Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> A: <i>Extreme Animals</i> O: <i>Extreme Animals</i> E: <i>Extreme Animals</i> B: <i>Extreme Animals</i>  <b>Paired Selections</b> <b>Genre:</b> Trickster Tale  <b>Titles:</b> A: “Hare and the Water” O: “Hare and the Water” E: “Hare and the Water” B: “Hare and the Water”  <b>Lexiles:</b> A: 590L O: 830L E: 680L B: 890L	<b>Reading/Writing Workshop:</b> Prior Knowledge  <b>Literature Anthology:</b> Purpose; Specific Vocabulary; Genre; Connection of Ideas; Sentence Structure; Prior Knowledge	<b>Vocabulary Words:</b> <i>camouflaged, dribbles, extraordinary, poisonous, pounce, predator, prey, vibrations</i>  <b>Additional Academic Vocabulary:</b> <i>captions, analyze</i>  <b>Additional Domain Words:</b> <i>spinnarets, pedipalps</i>  <b>Vocabulary Strategy:</b> Prefixes  <b>Build Vocabulary:</b> <i>similar, contains, armor, stressful, fluffy, trails, nozzles, substance, draped, hedges</i>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowels /är/ and /ôr/  <b>Structural Analysis:</b> Suffixes -ful and -less	<b>Rate</b>	<b>Writing Trait: Organization:</b> Logical Order  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Reading/Writing Workshop:</b> “Animal Adaptations”  <b>Literature Anthology:</b> <i>Spiders</i> , “Anansi and the Birds”  <b>Grammar Skill:</b> Possessive Nouns  <b>Grammar Mechanics:</b> Apostrophes	<b>Inquiry Space:</b> Informative Investigate: Sharks



Grade 4 • Unit 2 • Scope and Sequence

Big Idea: Amazing Animals  What can animals teach us? (three limericks)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 2 Writing Focus: Informative Text Unit 2 Writing Products: Explanatory Essay; How-To	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Animals All Around  <b>Essential Question:</b> How are writers inspired by animals?	<b>Title:</b> Animal Haiku <b>Genre:</b> Haiku <b>Strategy:</b> Ask and Answer Questions	<b>Short Texts:</b> “Dog,” “The Eagle,” “Chimpanzee,” “Rat” <b>Lexile:</b> NP <b>Genre:</b> Lyric Poetry and Haiku <b>Skill:</b> Point of View <b>Literary Elements:</b> Meter and Rhyme	<b>Skill:</b> Point of View <b>Main Selections</b> <b>Genre:</b> Lyric Poetry and Haiku <b>Titles:</b> “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk” <b>Lexile:</b> NP <b>Paired Selections</b> <b>Genre:</b> Lyric Poetry and Haiku <b>Titles:</b> “Fog,” “White Cat Winter” <b>Lexile:</b> NP	<b>Skill:</b> Point of View <b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> A: <i>Putting on an Act</i> O: <i>The Big One</i> E: <i>The Big One</i> B: <i>Dolphin Cove</i> <b>Paired Selection</b> <b>Genre:</b> Poetry <b>Titles:</b> A: “Haiku” O: “Haiku” E: “Haiku” B: “Haiku” <b>Lexiles:</b> A: 620L O: 690L E: 530L B: 780L	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Organization  <b>Literature Anthology:</b> <b>Genre:</b> Specific Vocabulary; Purpose	<b>Vocabulary Words:</b> <i>brittle, creative, descriptive, outstretched</i>  <b>Poetry Terms:</b> <i>metaphor, meter, rhyme, simile</i>  <b>Additional Academic Vocabulary:</b> <i>creative, haiku</i>  <b>Vocabulary Strategy:</b> Figurative Language: Similes and Metaphors	<b>Phonics/Spelling Skill:</b> Suffixes  <b>Structural Analysis:</b> Contractions	<b>Expression and Phrasing</b>	<b>Writing Trait:</b> Word Choice: Precise Language <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “Dog,” “The Eagle,” “Chimpanzee,” “Rat” <b>Literature Anthology:</b> “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk,” “Fog,” “White Cat Winter”  <b>Grammar Skill:</b> Combining Sentences <b>Grammar Mechanics:</b> Phrases and Interjections	<b>Inquiry Space:</b> Informative Investigate: Sharks
<b>Week 6</b>  <b>Review and Assessment</b>										

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 4 • Unit 3 • Scope and Sequence

Big Idea: That’s the Spirit!  How can you show your community spirit? (Song: “My Country ‘Tis of Thee”)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 3 Writing Focus: Opinion Writing Unit 3 Writing Products: Book Review; Opinion Essay	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Friendship  <b>Essential Question:</b> How can you make new friends feel welcome?  <b>Connect to Social Studies:</b> Find out about first settlers and explorers.	<b>Title:</b> “Samson’s Advice” <b>Genre:</b> Fantasy <b>Strategy:</b> Visualize	<b>Short Text:</b> “At the Library” <b>Lexile:</b> 800L <b>Genre:</b> Fantasy <b>Strategy:</b> Visualize <b>Skill:</b> Point of View	<b>Strategy:</b> Visualize <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Fantasy <b>Title:</b> <i>The Cricket in Times Square</i> <b>Lexile:</b> 780L  <b>Paired Selection</b> <b>Genre:</b> Legend <b>Title:</b> “The Girl and the Chenoo” <b>Lexile:</b> 880L	<b>Strategy:</b> Visualize <b>Skill:</b> Point of View  <b>Main Selections</b> <b>Genre:</b> Fantasy  <b>Titles:</b> A: <i>A New Bear in the Forest</i> O: <i>Not from Around Here</i> E: <i>Not from Around Here</i> B: <i>Cara and the Sky Kingdom</i>  <b>Paired Selections</b> <b>Genre:</b> Legend  <b>Titles:</b> A: “The Beckoning Cat” O: “Kintaro, Friend of the Animals” E: “Kintaro, Friend of the Animals” B: “Robin Hood’s Great Friend”  <b>Lexiles:</b> A: 590L O: 650L E: 480L B: 780L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Genre  <b>Literature Anthology:</b> Prior Knowledge; Connection of Ideas; Sentence Structure; Specific Vocabulary; Purpose	<b>Vocabulary Words:</b> <i>acquaintance, cautiously, complementary, jumble, logical, scornfully, scrounging, trustworthy,</i>  <b>Additional Academic Vocabulary:</b> <i>visualize, expression</i>  <b>Vocabulary Strategy:</b> Context Clues: Paragraph Clues  <b>Build Vocabulary:</b> <i>darted, scooted, wistfully, fates, exclaimed, cramped, shifted, forlornly, crouching, frantic, silky, refined, leery, venturing</i>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowels <i>er, ir, and ur</i>  <b>Structural Analysis:</b> Closed Syllables	<b>Expression</b>	<b>Writing Trait: Sentence Fluency:</b> Transitions  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Reading/Writing Workshop:</b> “At the Library”  <b>Literature Anthology:</b> <i>The Cricket in Times Square</i> , “The Girl and the Chenoo”  <b>Grammar Skill:</b> Action Verbs  <b>Grammar Mechanics:</b> Titles	<b>Inquiry Space:</b> Opinion Take a Stand: The Environment
<b>Week 2</b>  <b>Weekly Concept:</b> Helping the Community  <b>Essential Question:</b> In what ways can you help your community?  <b>Connect to Science:</b> Understand where resources come from and how they affect the environment.	<b>Title:</b> “Books” <b>Genre:</b> Historical Fiction <b>Strategy:</b> Visualize	<b>Short Text:</b> “Remembering Hurricane Katrina” <b>Lexile:</b> 800L <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Visualize <b>Skill:</b> Point of View	<b>Strategy:</b> Visualize <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction <b>Title:</b> <i>Aguinaldo</i> <b>Lexile:</b> 650L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> “Partaking in Public Service” <b>Lexile:</b> 770L	<b>Strategy:</b> Visualize <b>Skill:</b> Point of View  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> A: <i>Playground Buddy</i> O: <i>Brick by Brick</i> E: <i>Brick by Brick</i> B: <i>Standing Guard</i>  <b>Paired Selections</b> <b>Genre:</b> Expository  <b>Titles:</b> A: “Making a Difference” O: “A Big Heart” E: “A Big Heart” B: “The Great Big Birthday Bash”  <b>Lexiles:</b> A: 590L O: 690L E: 500L B: 760L	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Genre  <b>Literature Anthology:</b> Prior Knowledge; Sentence Structure; Genre; Connection of Ideas; Specific Vocabulary; Organization	<b>Vocabulary Words:</b> <i>assigned, generosity, gingerly, mature, organizations, residents, scattered, selective</i>  <b>Additional Academic Vocabulary:</b> <i>flashback, inferences</i>  <b>Vocabulary Strategy:</b> Context Clues: Definitions and Restatements  <b>Build Vocabulary:</b> <i>skip, rackety, polished, corridor, helpings, indigestion, clutching, hovering, medley, vivid, caressed, serenaded, textures</i>	<b>Phonics/Spelling Skill:</b> Words with Silent Letters  <b>Structural Analysis:</b> Open Syllables	<b>Expression</b>	<b>Writing Trait: Word Choice:</b> Strong Words  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Reading/Writing Workshop:</b> “Remembering Hurricane Katrina”  <b>Literature Anthology:</b> <i>Aguinaldo</i> , “Partaking in Public Service”  <b>Grammar Skill:</b> Verb Tenses  <b>Grammar Mechanics:</b> Subject-Verb Agreement	<b>Inquiry Space:</b> Opinion Take a Stand: The Environment



Grade 4 • Unit 3 • Scope and Sequence

Big Idea: That’s the Spirit!  How can you show your community spirit? (Song: “My Country ‘Tis of Thee”)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 3 Writing Focus: Opinion Writing Unit 3 Writing Products: Book Review; Opinion Essay	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Liberty and Justice  <b>Essential Question:</b> How can one person make a difference?  <b>Connect to Science:</b> Understand where resources come from and how they affect the environment	<b>Title:</b> “Nelson Mandela: Working for Freedom”  <b>Genre:</b> Informational Text: Biography  <b>Strategy:</b> Reread	<b>Short Text:</b> “Judy’s Appalachia”  <b>Lexile:</b> 830L  <b>Genre:</b> Informational Text: Biography  <b>Strategy:</b> Reread  <b>Skill:</b> Author’s Point of View  <b>Text Feature:</b> Time line	<b>Strategy:</b> Reread  <b>Skill:</b> Author’s Point of View  <b>Main Selection</b> <b>Genre:</b> Informational Text: Biography  <b>Title:</b> <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i>  <b>Lexile:</b> 830L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Autobiography  <b>Title:</b> “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement”  <b>Lexile:</b> 940L	<b>Strategy:</b> Reread  <b>Skill:</b> Author’s Point of View  <b>Main Selections</b> <b>Genre:</b> Biography  <b>Titles:</b> A: Jacob Riis: Champion of the Poor O: Jacob Riis: Champion of the Poor E: Jacob Riis: Champion of the Poor B: Jacob Riis: Champion of the Poor  <b>Paired Selections</b> <b>Genre:</b> Biography  <b>Titles:</b> A: “The Fight for Equality” O: “The Fight for Equality” E: “The Fight for Equality” B: “The Fight for Equality”  <b>Lexiles:</b> A: 610L O: 790L E: 650L B: 870L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Specific Vocabulary  <b>Literature Anthology:</b> Prior Knowledge; Purpose; Connection of Ideas; Specific Vocabulary; Organization; Sentence Structure; Genre	<b>Vocabulary Words:</b> <i>boycott, encouragement, fulfill, injustice, mistreated, protest, qualified, registered,</i>  <b>Additional Academic Vocabulary:</b> <i>time line, evidence</i>  <b>Additional Domain Words:</b> <i>sit-in, civil rights</i>  <b>Vocabulary Strategy:</b> Synonyms and Antonyms  <b>Build Vocabulary:</b> <i>lured, register, intended, regardless, suited, trace, staged, jeered, burly, disciplined</i>	<b>Phonics/Spelling Skill:</b> Soft c and g  <b>Structural Analysis:</b> Final e Syllables	<b>Accuracy</b>	<b>Writing Trait: Ideas:</b> Relevant Evidence  <b>Write About the Text:</b> Opinion  <b>Write to Sources: Reading/Writing Workshop:</b> “Judy’s Appalachia”  <b>Literature Anthology:</b> <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i> , “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement”  <b>Grammar Skill:</b> Main and Helping Verbs  <b>Grammar Mechanics:</b> Punctuation in Contraction	<b>Inquiry Space:</b> Opinion Take a Stand: The Environment
<b>Week 4</b>  <b>Weekly Concept:</b> Powerful Words  <b>Essential Question:</b> How can words lead to change?	<b>Short Text:</b> “Bringing Words to the Deaf”  <b>Genre:</b> Informational Text: Biography  <b>Strategy:</b> Reread	<b>Short Text:</b> “Words for Change”  <b>Lexile:</b> 820L  <b>Genre:</b> Informational Text: Biography  <b>Strategy:</b> Reread  <b>Skill:</b> Author’s Point of View  <b>Text Features:</b> Captions; Primary Sources	<b>Strategy:</b> Reread  <b>Skill:</b> Author’s Point of View  <b>Main Selection</b> <b>Genre:</b> Informational Text: Biography  <b>Title:</b> <i>Abe’s Honest Words: The Life of Abraham Lincoln</i>  <b>Lexile:</b> 780L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Speech  <b>Title:</b> “A New Birth of Freedom”  <b>Lexile:</b> 1240L	<b>Strategy:</b> Reread  <b>Skill:</b> Author’s Point of View  <b>Main Selections</b> <b>Genre:</b> Biography  <b>Titles:</b> A: <i>Nellie Bly: Reporter for the Underdog</i> O: <i>Nellie Bly: Reporter for the Underdog</i> E: <i>Nellie Bly: Reporter for the Underdog</i> B: <i>Nellie Bly: Reporter for the Underdog</i>  <b>Paired Selections</b> <b>Genre:</b> Expository  <b>Titles:</b> A: “Around the World” O: “Around the World” E: “Around the World” B: “Around the World”  <b>Lexiles:</b> A: 680L O: 790L E: 730L B: 880L	<b>Reading/Writing Workshop:</b> Purpose; Connection of Ideas  <b>Literature Anthology:</b> Prior Knowledge; Specific Vocabulary; Sentence Structure; Organization; Connection of Ideas; Purpose	<b>Vocabulary Words:</b> <i>address, divided, haste, opposed, perish, proclamation, shattered, tension</i>  <b>Additional Academic Vocabulary:</b> <i>biography, author’s point of view</i>  <b>Additional Domain Words:</b> <i>office, inaugural, federal, Union</i>  <b>Vocabulary Strategy:</b> Latin and Greek Suffixes  <b>Build Vocabulary:</b> <i>prowling, lanky, spin, hideous, engaged, humble, relations, resolve, backwoods, rebellion</i>	<b>Phonics/Spelling Skill:</b> Plurals  <b>Structural Analysis:</b> Suffixes -ment, -ness, -age, -ance, -ence	<b>Expression</b>	<b>Writing Trait: Organization:</b> Strong Conclusions  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Reading/Writing Workshop:</b> “Words for Change”  <b>Literature Anthology:</b> <i>Abe’s Honest Words: The Life of Abraham Lincoln</i> , “A New Birth of Freedom”  <b>Grammar Skill:</b> Linking Verbs  <b>Grammar Mechanics:</b> Subject-Verb Agreement	<b>Inquiry Space:</b> Opinion Take a Stand: The Environment



Grade 4 • Unit 3 • Scope and Sequence

Big Idea: That's the Spirit!  How can you show your community spirit? (Song: "My Country 'Tis of Thee")	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 3 Writing Focus: Opinion Writing Unit 3 Writing Products: Book Review; Opinion Essay	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Feeding the World  <b>Essential Question:</b> In what ways can advances in science be helpful or harmful?  <b>Connect to Science:</b> Research a problem before beginning a design solution.	<b>Title:</b> "All About Organic" <b>Genre:</b> Informational Text: Persuasive Article <b>Strategy:</b> Reread	<b>Short Texts:</b> "Food Fight" <b>Lexile:</b> 870L <b>Genre:</b> Informational Text: Persuasive Article <b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Text Feature:</b> Maps	<b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Main Selection</b> <b>Genre:</b> Informational Text: Persuasive <b>Title:</b> <i>A New Kind of Corn</i> <b>Lexile:</b> 880L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Procedural <b>Title:</b> "The Pick of the Patch" <b>Lexile:</b> 920L	<b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Main Selections</b> <b>Genre:</b> Persuasive Text <b>Titles:</b> <div><div>A</div>: <i>The Battle Against Pests</i></div> <div><div>O</div>: <i>The Battle Against Pests</i></div> <div><div>E</div>: <i>The Battle Against Pests</i></div> <div><div>B</div>: <i>The Battle Against Pests</i></div> <b>Paired Selection</b> <b>Genre:</b> Poetry <b>Titles:</b> <div><div>A</div>: "Making an Organic Garden"</div> <div><div>O</div>: "Making an Organic Garden"</div> <div><div>E</div>: "Making an Organic Garden"</div> <div><div>B</div>: "Making an Organic Garden"</div> <b>Lexiles:</b> <div><div>A</div>: 750L</div> <div><div>O</div>: 880L</div> <div><div>E</div>: 770L</div> <div><div>B</div>: 910L</div>	<b>Reading/Writing Workshop:</b> Genre; Connection of Ideas  <b>Literature Anthology:</b> Sentence Structure; Specific Vocabulary	<b>Vocabulary Words:</b> <i>advancements, agriculture, characteristics, concerns, disagreed, inherit, prevalent, resistance</i>  <b>Additional Academic Vocabulary:</b> <i>book review, audience</i>  <b>Additional Domain Words:</b> <i>gourd</i>  <b>Vocabulary Strategy:</b> Greek Roots	<b>Phonics/Spelling Skill:</b> Compound Words  <b>Structural Analysis:</b> Roots and Related Words	<b>Rate</b>	<b>Writing Trait: Voice:</b> Audience and Purpose  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Food for Fight"  <b>Literature Anthology:</b> <i>A New Kind of Corn</i> , "The Pick of the Patch"  <b>Grammar Skill:</b> Irregular Verbs  <b>Grammar Mechanics:</b> Correct Verb Usage	<b>Inquiry Space:</b> Opinion Take a Stand: The Environment
<b>Week 6</b>  <b>Review and Assessment</b>										





Grade 4 • Unit 4 • Scope and Sequence

Big Idea: Fact or Fiction?  How do different writers treat the same topic? (Nursery Rhyme: “Star Light, Star Bright”)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4 Writing Focus: Narrative Text/ Poetry Unit 4 Writing Products: Friendly Letter; Poetry	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Our Government  <b>Essential Question:</b> Why do we need government?	<b>Title:</b> “Speaking Out Against Child Labor”  <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> “A World Without Rules”  <b>Lexile:</b> 830L  <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Text Features:</b> Boldface Words; Pronunciations	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Title:</b> <i>See How They Run</i> <b>Lexile:</b> 870L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> “The Birth of American Democracy” <b>Lexile:</b> 830L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill: Text Structure:</b> Cause and Effect  <b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction  <b>Titles:</b> A: <i>A Day in the Senate</i> O: <i>A Day in the Senate</i> E: <i>A Day in the Senate</i> B: <i>A Day in the Senate</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> A: “A New President Takes Office” O: “A New President Takes Office” E: “A New President Takes Office” B: “A New President Takes Office”  <b>Lexiles:</b> A: 680L O: 820L E: 800L B: 890L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Purpose  <b>Literature Anthology:</b> Connection of Ideas; Sentence Structure; Specific Vocabulary; Organization; Purpose; Prior Knowledge	<b>Vocabulary Words:</b> <i>amendments, commitment, compromise, democracy, eventually, legislation, privilege, version</i>  <b>Additional Academic Vocabulary:</b> <i>opinion, topic</i>  <b>Additional Domain Words:</b> <i>ballots, tallies</i>  <b>Vocabulary Strategy:</b> Latin Roots  <b>Build Vocabulary:</b> <i>prehistoric, conquering, declared, appoints, enforce, banned, proclaiming</i>	<b>Phonics/Spelling Skill:</b> Inflectional Endings  <b>Structural Analysis:</b> Vowel Team Syllables	<b>Phrasing and Rate</b>	<b>Writing Trait:</b> Organization: Strong Paragraphs  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “A World Without Rules”  <b>Literature Anthology:</b> <i>See How They Run</i> , “The Birth of American Democracy”  <b>Grammar Skill:</b> Pronouns and Antecedents  <b>Grammar Mechanics:</b> Pronoun Capitalization and Clarity	<b>Inquiry Space:</b> Narrative Write About: Bullying
<b>Week 2</b>  <b>Weekly Concept:</b> Leadership  <b>Essential Question:</b> Why do people run for public office?  <b>Connect to Social Studies:</b> Find out why people run for public office.	<b>Title:</b> “Elephant Versus Monkey”  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make, Confirm, or Revise Predictions	<b>Short Text:</b> “The TimeSpecs 3000”  <b>Lexile:</b> 910L  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Point of View	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Fantasy  <b>Title:</b> <i>LaRue for Mayor</i> <b>Lexile:</b> 890L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> “Bringing Government Home: Understanding State and Local Government” <b>Lexile:</b> 900L	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Point of View  <b>Main Selections</b> <b>Genre:</b> Fantasy  <b>Titles:</b> A: <i>Floozle Dreams</i> O: <i>The Wolves of Yellowstone</i> E: <i>The Wolves of Yellowstone</i> B: <i>Krillville</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> A: “The Job of a Governor” O: “Who Wants to Be Mayor?” E: “Who Wants to Be Mayor?” B: “Running a Town”  <b>Lexiles:</b> A: 670L O: 740L E: 610L B: 810L	<b>Reading/Writing Workshop:</b> Genre; Connection of Ideas  <b>Literature Anthology:</b> Purpose; Specific Vocabulary; Organization; Prior Knowledge; Sentence Structure; Connection of Ideas; Genre	<b>Vocabulary Words:</b> <i>accompanies, campaign, governor, intend, opponent, overwhelming, tolerate, weary</i>  <b>Additional Academic Vocabulary:</b> <i>character, dialogue</i>  <b>Vocabulary Strategy:</b> Figurative Language: Idioms  <b>Build Vocabulary:</b> <i>prehistoric, conquering, declared, appoints, enforce, banned, proclaiming</i>	<b>Phonics/Spelling Skill:</b> Inflectional Endings: Changing y to i  <b>Structural Analysis:</b> r-Controlled Vowel Syllables	<b>Phrasing and Expression</b>	<b>Writing Trait:</b> Ideas: Develop Character  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “The TimeSpecs 3000”  <b>Literature Anthology:</b> <i>LaRue for Mayor</i> , “Bringing Government Home: Understanding State and Local Government”  <b>Grammar Skill:</b> Types of Pronouns  <b>Grammar Mechanics:</b> Subject and Object Pronouns	<b>Inquiry Space:</b> Narrative Write About: Bullying

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 4 • Unit 4 • Scope and Sequence

Big Idea: Fact or Fiction?  How do different writers treat the same topic? (Nursery Rhyme: “Star Light, Star Bright”)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 4 Writing Focus: Narrative Text/ Poetry Unit 4 Writing Products: Friendly Letter; Poetry	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Breakthroughs  <b>Essential Question:</b> How do inventions and technology affect your life?  <b>Connect to Science:</b> Develop solutions to problems.	<b>Title:</b> “Good-bye Icebox!” <b>Genre:</b> Historical Fiction <b>Strategy:</b> Make, Confirm, or Revise Predictions	<b>Short Text:</b> “A Telephone Mix-Up” <b>Lexile:</b> 950L <b>Genre:</b> Historical Fiction <b>Strategy:</b> Make, Confirm, or Revise Predictions <b>Skill:</b> Point of View	<b>Strategy:</b> Make, Confirm, or Revise Predictions <b>Skill:</b> Point of View <b>Main Selection</b> <b>Genre:</b> Historical Fiction <b>Title:</b> The Moon Over Star <b>Lexile:</b> 860L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> “3 ... 2 ... 1 We Have Spin-Off!” <b>Lexile:</b> 900L	<b>Strategy:</b> Make, Confirm, or Revise Predictions <b>Skill:</b> Point of View <b>Main Selections</b> <b>Genre:</b> Historical Fiction <b>Titles:</b> A: Ron’s Radio O: The Freedom Machine E: The Freedom Machine B: A Better Way <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository <b>Titles:</b> A: “Roosevelt’s Fireside Chat” O: “The Interstate Highway System” E: “The Interstate Highway System” B: “A History of Washing Technology” <b>Lexiles:</b> A: 620L O: 690L E: 540L B: 790L	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Organization  <b>Literature Anthology:</b> Genre; Sentence Structure; Specific Vocabulary; Prior Knowledge; Connection of Ideas; Purpose; Organization	<b>Vocabulary Words:</b> decade, directing, engineering, gleaming, scouted, squirmed, technology, tinkering,  <b>Additional Academic Vocabulary:</b> historical fiction, third-person  <b>Additional Domain Words:</b> launch, ignition sequence, liftoff  <b>Vocabulary Strategy:</b> Context Clues: Synonyms  <b>Build Vocabulary:</b> bowed, slipped, rumble, hollered, pell-mell, tranquility, pearly, bounding, harvest	<b>Phonics/Spelling Skill:</b> Words with /ü/, /ū/, and /û/  <b>Structural Analysis:</b> Consonant + le Syllables	<b>Expression</b>	<b>Writing Trait: Ideas:</b> Develop Plot <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “A Telephone Mix-Up”  <b>Literature Anthology:</b> The Moon Over Star, “3 ... 2 ... 1 We Have Spin-Off!”  <b>Grammar Skill:</b> Pronoun-Verb Agreement  <b>Grammar Mechanics:</b> Punctuation in Dialogue	<b>Inquiry Space:</b> Narrative Write About: Bullying
<b>Week 4</b>  <b>Weekly Concept:</b> Wonders in the Sky  <b>Essential Question:</b> How do you explain what you see in the sky?	<b>Title:</b> “Pictures in the Sky” <b>Genre:</b> Informational Text: Expository <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> “Wonders of the Night Sky” <b>Lexile:</b> 880L <b>Genre:</b> Informational Text: Expository <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect  <b>Text Features:</b> Diagrams; Boldface Words; Pronunciations	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect <b>Main Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> Why Does the Moon Change Shape? <b>Lexile:</b> 900L <b>Paired Selection</b> <b>Genre:</b> Myths <b>Titles:</b> “Why the Sun Travels Across the Sky” (Helios); “Why There Is Thunder and Lightning” (Thor) <b>Lexile:</b> 910L	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect <b>Main Selections</b> <b>Genre:</b> Informational Text: Expository <b>Titles:</b> A: Stargazing O: Stargazing E: Stargazing B: Stargazing <b>Paired Selections</b> <b>Genre:</b> Myth <b>Titles:</b> A: “Orion the Hunter” O: “Orion the Hunter” E: “Orion the Hunter” B: “Orion the Hunter” <b>Lexiles:</b> A: 650L O: 450L E: 360L B: 860L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Organization  <b>Literature Anthology:</b> Genre; Organization; Specific Vocabulary; Connection of Ideas; Prior Knowledge	<b>Vocabulary Words:</b> astronomer, crescent, phases, rotates, series, sliver, specific, telescope  <b>Additional Academic Words:</b> pronunciation, caption  <b>Additional Domain Words:</b> asteroid, dwarf planet, comet,  <b>Vocabulary Strategy:</b> Context Clues: Paragraph Clues  <b>Build Vocabulary:</b> bodies, boiling, gases, gradually, original, exists	<b>Phonics/Spelling Skill:</b> Diphthongs /oi/ and /ou/  <b>Structural Analysis:</b> Greek and Latin Roots	<b>Accuracy</b>	<b>Writing Trait: Word Choice:</b> Figurative Language <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “Wonders of the Night Sky”  <b>Literature Anthology:</b> Why Does the Moon Change Shape?, “Why the Sun Travels Across the Sky” (Helios); “Why There Is Thunder and Lightning” (Thor)  <b>Grammar Skill:</b> Possessive Pronouns  <b>Grammar Mechanics:</b> Possessive Nouns and Pronouns	<b>Inquiry Space:</b> Narrative Write About: Bullying



Grade 4 • Unit 4 • Scope and Sequence

Big Idea: Fact or Fiction?  How do different writers treat the same topic? (Nursery Rhyme: “Star Light, Star Bright”)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 4 Writing Focus: Narrative Text/ Poetry Unit 4 Writing Products: Friendly Letter; Poetry	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Achievements  <b>Essential Question:</b> How do writers look at success in different ways?	<b>Title:</b> “Sam’s Box” <b>Genre:</b> Narrative Poem <b>Strategy:</b> Visualize	<b>Short Texts:</b> “Sing to Me,” “The Climb” <b>Lexile:</b> NP <b>Genre:</b> Narrative Poem <b>Skill:</b> Theme <b>Literary Elements:</b> Stanza; Repetition	<b>Skill:</b> Theme <b>Main Selection</b> <b>Genre:</b> Narrative Poem <b>Titles:</b> “Swimming to the Rock,” “The Moondust Footprint” <b>Lexile:</b> NP <b>Paired Selection</b> <b>Genre:</b> Narrative Poem <b>Titles:</b> “Genius,” “Winner” <b>Lexile:</b> NP	<b>Skill:</b> Theme <b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> A: Try, Try Again O: The Math-lete E: The Math-lete B: The Final <b>Paired Selection</b> <b>Genre:</b> Poetry <b>Titles:</b> A: “Sunlight Sparkling on Chrome” O: “Cross-Country Race” E: “Cross-Country Race” B: “Talent Show” <b>Lexiles:</b> A: 600L O: 740L E: 510L B: 800L	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Genre;  <b>Literature Anthology:</b> Sentence Structure; Organization	<b>Vocabulary Words:</b> attain, dangling, hovering, triumph  <b>Poetry Terms:</b> connotation, denotation, repetition, stanza  <b>Additional Academic Vocabulary:</b> sensory, stanza  <b>Vocabulary Strategy:</b> Connotation and Denotation	<b>Phonics/Spelling Skill:</b> Variant Vowel /ô/  <b>Structural Analysis:</b> Frequently Confused Words	<b>Rate</b>	<b>Writing Trait: Word Choice:</b> Sensory Language <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “Sing to Me,” “The Climb”  <b>Literature Anthology:</b> “Swimming to the Rock,” “The Moondust Footprint,” “Genius,” “Winner”  <b>Grammar Skill:</b> Pronouns and Homophones  <b>Grammar Mechanics:</b> Contractions and Possessives	<b>Inquiry Space:</b> Narrative Write About: Bullying
<b>Week 6</b>  <b>Review and Assessment</b>										



Grade 4 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out  What helps you understand the world around you? (Myth: “Persephone”)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5 Writing Focus: Informative Text Unit 5 Writing Products: Expository Letter; Research Report	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Making It Happen  <b>Essential Question:</b> In what ways do people show they care about each other?	<b>Title:</b> “A Special Birthday Hug”  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize	<b>Short Text:</b> “Sadie’s Game”  <b>Lexile:</b> 850L  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Problem and Solution	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction  <b>Title:</b> <i>Mama, I’ll Give You the World</i>  <b>Lexile:</b> 970L  <b>Paired Selection</b> <b>Genre:</b> Realistic Fiction  <b>Title:</b> “What If It Happened to You?”  <b>Lexile:</b> 890L	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> A: <i>Saving Stolen Treasure</i> O: <i>The Perfect Present</i> E: <i>The Perfect Present</i> B: <i>First Edition</i>  <b>Paired Selections</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> A: “Miguel’s Amazing Shyness Cure” O: “Fly Me to the Moon” E: “Fly Me to the Moon” B: “Magnolia Leaves”  <b>Lexiles:</b> A: 560L O: 690L E: 560L B: 750L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Specific Vocabulary  <b>Literature Anthology:</b> Prior Knowledge; Sentence Structure; Connection of Ideas; Organization; Specific Vocabulary	<b>Vocabulary Words:</b> <i>bouquet, emotion, encircle, express, fussy, portraits, sparkles, whirl</i>  <b>Additional Academic Words:</b> <i>foreshadowing, metaphor</i>  <b>Vocabulary Strategy:</b> <i>Figurative Language: Similes and Metaphors</i>  <b>Build Vocabulary:</b> <i>radiance, soother, snippets, spare, twinkling</i>	<b>Phonics/Spelling Skill:</b> Closed Syllables  <b>Structural Analysis:</b> Latin Prefixes	<b>Expression</b>	<b>Writing Trait: Organization:</b> Strong Openings  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “Sadie’s Game”  <b>Literature Anthology:</b> <i>Mama, I’ll Give You the World</i> , “What If It Happened to You?”  <b>Grammar Skill:</b> Adjectives  <b>Grammar Mechanics:</b> Punctuation	<b>Project:</b> Research an Aid Organization  <b>Product:</b> Poster
<b>Week 2</b>  <b>Weekly Concept:</b> On the Move  <b>Essential Question:</b> What are some reasons people moved west?  <b>Connect to Social Studies:</b> Explain why people moved to the West.	<b>Title:</b> “Horse-Tamer Hattie Heads West”  <b>Genre:</b> Tall Tale  <b>Strategy:</b> Visualize	<b>Short Text:</b> “My Big Brother, Johnny Kaw”  <b>Lexile:</b> 850L  <b>Genre:</b> Tall Tale  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Tall Tale  <b>Title:</b> <i>Apples to Oregon</i>  <b>Lexile:</b> 840L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> “Bound: Settling the American West”  <b>Lexile:</b> 830L	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect  <b>Main Selections</b> <b>Genre:</b> Tall Tale  <b>Titles:</b> A: <i>The Adventures of Sal Fink</i> O: <i>The Great Man of Nebraska</i> E: <i>The Great Man of Nebraska</i> B: <i>The Tale of John Henry</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> A: “Traveling on the Mississippi” O: “Westward Ho!” E: “Westward Ho!” B: “The Transcontinental Railroad”  <b>Lexiles:</b> A: 650L O: 730L E: 650L B: 800L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Genre  <b>Literature Anthology:</b> Genre; Purpose; Specific Vocabulary; Connection of Ideas; Prior Knowledge	<b>Vocabulary Words:</b> <i>plunging, prospector, scoffed, settlement, shrivel, territories, topple, withered</i>  <b>Additional Academic Words</b> <i>hyperbole, tall tale</i>  <b>Vocabulary Strategy:</b> Homographs  <b>Build Vocabulary:</b> <i>sturdy, daring, fluttering, brow, slinking, numb, swanky</i>	<b>Phonics/Spelling Skill:</b> Open Syllables  <b>Structural Analysis:</b> Irregular Plurals	<b>Intonation and Phrasing</b>	<b>Writing Trait: Sentence Fluency:</b> Vary Sentence Types  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “My Big Brother, Johnny Kaw”  <b>Literature Anthology:</b> <i>Apples to Oregon</i> , “Westward Bound: Settling the American West”  <b>Grammar Skill:</b> Articles  <b>Grammar Mechanics:</b> Articles and Demonstrative Adjectives	<b>Project:</b> Map the Oregon Trail  <b>Product:</b> Map

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.





Grade 4 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5 Writing Focus: Informative Text Unit 5 Writing Products: Expository Letter; Research Report	Research
What helps you understand the world around you? (Myth: “Persephone”)				<div><div>A</div> Approaching Level</div> <div><div>O</div> On Level</div> <div><div>E</div> ELL</div> <div><div>B</div> Beyond Level</div>						
<b>Week 3</b> <b>Weekly Concept:</b> Inventions <b>Essential Question:</b> How can inventions solve problems? <b>Connect to Science:</b> Understand that energy can be transferred by sound, light, heat and electric currents.	<b>Title:</b> “George Washington Carver: Scientist and Inventor” <b>Genre:</b> Informational Text: Biography <b>Strategy:</b> Summarize	<b>Short Text:</b> “Stephanie Kwolek: Inventor” <b>Lexile:</b> 830L <b>Genre:</b> Informational Text: Biography <b>Strategy:</b> Summarize <b>Skill:</b> Text Structure: Problem and Solution <b>Text Features:</b> Time Lines; Photographs and Captions	<b>Strategy:</b> Summarize <b>Skill:</b> Text Structure: Problem and Solution <b>Main Selection</b> <b>Genre:</b> Informational Text: Biography <b>Title:</b> <i>How Ben Franklin Stole the Lightning</i> <b>Lexile:</b> 970L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> “Energy Is Everywhere!” <b>Lexile:</b> 890L	<b>Strategy:</b> Summarize <b>Skill:</b> Text Structure: Problem and Solution <b>Main Selections</b> <b>Genre:</b> Biography <b>Titles:</b> <div><div>A</div> <i>The Inventive Lewis Latimer</i></div> <div><div>O</div> <i>The Inventive Lewis Latimer</i></div> <div><div>E</div> <i>The Inventive Lewis Latimer</i></div> <div><div>B</div> <i>The Inventive Lewis Latimer</i></div> <b>Paired Selections</b> <b>Genre:</b> Expository <b>Titles:</b> <div><div>A</div> “The Nature of Light”</div> <div><div>O</div> “The Nature of Light”</div> <div><div>E</div> “The Nature of Light”</div> <div><div>B</div> “The Nature of Light”</div> <b>Lexiles:</b> <div><div>A</div> 630L</div> <div><div>O</div> 800L</div> <div><div>E</div> 710L</div> <div><div>B</div> 900L</div>	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Organization <b>Literature Anthology:</b> Genre; Sentence Structure; Organization; Specific Vocabulary; Connection of Ideas; Prior Knowledge	<b>Vocabulary Words:</b> <i>dizzy, experiment, genuine, hilarious, mischief, nowadays, politician, procedure</i> <b>Additional Domain Words:</b> <i>polymer, charted, Gulf Stream</i> <b>Additional Academic Words:</b> <i>sources, transition</i> <b>Vocabulary Strategy:</b> Greek Roots <b>Build Vocabulary:</b> <i>tame, brewing, celebrated, cords, attract, shed, handy</i>	<b>Phonics/Spelling Skill:</b> Vowel Teams <b>Structural Analysis:</b> Greek and Latin Roots	<b>Rate and Accuracy</b>	<b>Writing Trait:</b> Sentence Fluency: Transitions <b>Write About the Text:</b> Informative Text <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “Stephanie Kwolek: Inventor” <b>Literature Anthology:</b> <i>How Ben Franklin Stole the Lightning</i> , “Energy Is Everywhere!” <b>Grammar Skill:</b> Adjectives That Compare <b>Grammar Mechanics:</b> Punctuation in Letters	<b>Project:</b> Research an Inventor <b>Product:</b> Online Report
<b>Week 4</b> <b>Weekly Concept:</b> Zoom In <b>Essential Question:</b> What can you discover when you look closely at something? <b>Connect to Science:</b> Learn that waves can be made in water when the surface is disturbed.	<b>Title:</b> “Stick Like a Gecko” <b>Genre:</b> Informational Text: Expository <b>Strategy:</b> Summarize	<b>Short Text:</b> “Your World Up Close” <b>Lexile:</b> 860L <b>Genre:</b> Informational Text: Expository <b>Strategy:</b> Summarize <b>Skill:</b> Text Structure: Sequence <b>Text Features:</b> Photographs and Captions	<b>Strategy:</b> Summarize <b>Skill:</b> Text Structure: Sequence <b>Main Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> <i>A Drop of Water</i> <b>Lexile:</b> 870L <b>Paired Selection</b> <b>Genre:</b> Fantasy <b>Title:</b> “The Incredible Shrinking Potion” <b>Lexile:</b> 980L	<b>Strategy:</b> Summarize <b>Skill:</b> Text Structure: Sequence <b>Main Selections</b> <b>Genre:</b> Informational Text: Expository <b>Titles:</b> <div><div>A</div> <i>Secrets of the Ice</i></div> <div><div>O</div> <i>Secrets of the Ice</i></div> <div><div>E</div> <i>Secrets of the Ice</i></div> <div><div>B</div> <i>Secrets of the Ice</i></div> <b>Paired Selections</b> <b>Genre:</b> Fantasy <b>Titles:</b> <div><div>A</div> “Super-vision”</div> <div><div>O</div> “Super-vision”</div> <div><div>E</div> “Super-vision”</div> <div><div>B</div> “Super-vision”</div> <b>Lexiles:</b> <div><div>A</div> 650L</div> <div><div>O</div> 850L</div> <div><div>E</div> 780L</div> <div><div>B</div> 900L</div>	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Connection of Ideas <b>Literature Anthology:</b> Purpose; Organization; Specific Vocabulary; Sentence Structure; Connection of Ideas; Genre	<b>Vocabulary Words:</b> <i>cling, dissolves, gritty, humid, magnify, microscope, mingle, typical</i> <b>Additional Academic Words:</b> <i>summarize, formal voice</i> <b>Additional Domain Words:</b> <i>molecules, particles, vapor</i> <b>Vocabulary Strategy:</b> Context Clues: Antonyms <b>Build Vocabulary:</b> <i>still, swirl, accumulate, expands, coats, intricate, clumps, vanish, evident, spherical, replenishing, roam</i>	<b>Phonics/Spelling Skill:</b> <i>r</i> -Controlled Vowel Syllables <b>Structural Analysis:</b> Frequently Misspelled Words	<b>Rate</b>	<b>Writing Trait:</b> Voice: Formal Voice <b>Write About the Text:</b> Opinion <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “Your World Up Close” <b>Literature Anthology:</b> <i>A Drop of Water</i> , “The Incredible Shrinking Potion” <b>Grammar Skill:</b> Comparing With <i>More</i> and <i>Most</i> <b>Grammar Mechanics:</b> Combining Sentences	<b>Project:</b> Research the Hubble Space Telescope <b>Product:</b> Illustrated Summary





Grade 4 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out  What helps you understand the world around you? (Myth: “Persephone”)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A:</div> Approaching Level</div> <div><div>O:</div> On Level</div> <div><div>E:</div> ELL</div> <div><div>B:</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5 Writing Focus: Informative Text Unit 5 Writing Products: Expository Letter; Research Report	Research
<div>Week 5</div> <div>Weekly Concept: Digging Up the Past</div> <div>Essential Question: How can learning about the past help you understand the future?</div> <div>Connect to Social Studies: Describe the Spanish exploration and colonization of what is now the United States.</div>	<div>Title:</div> “Pictures From Long Ago” <div>Genre:</div> Informational Text <div>Strategy:</div> Summarize	<div>Short Texts:</div> “Where It All Began” <div>Lexile:</div> 930L <div>Genre:</div> Informational Text: Informational Article <div>Strategy:</div> Summarize <div>Skill:</div> Text Structure: Sequence <div>Text Features:</div> Sidebar; Map	<div>Skill:</div> Summarize <div>Skill:</div> Text Structure: Sequence <div>Main Selections</div> <div>Genre:</div> Informational Text <div>Titles:</div> <div>A:</div> <i>Treks Through Time</i> <div>O:</div> <i>Treks Through Time</i> <div>E:</div> <i>Treks Through Time</i> <div>B:</div> <i>Treks Through Time</i> <div>Paired Selection</div> <div>Genre:</div> Informational Text <div>Titles:</div> <div>A:</div> “The Ancient One” <div>O:</div> “The Ancient One” <div>E:</div> “The Ancient One” <div>B:</div> “The Ancient One” <div>Lexiles:</div> <div>A:</div> 690L <div>O:</div> 860L <div>E:</div> 730L <div>B:</div> 930L	<div>Strategy:</div> Summarize <div>Skill:</div> Text Structure: Sequence <div>Main Selections</div> <div>Genre:</div> Informational Text <div>Titles:</div> <div>A:</div> <i>Treks Through Time</i> <div>O:</div> <i>Treks Through Time</i> <div>E:</div> <i>Treks Through Time</i> <div>B:</div> <i>Treks Through Time</i> <div>Paired Selection</div> <div>Genre:</div> Informational Text <div>Titles:</div> <div>A:</div> “The Ancient One” <div>O:</div> “The Ancient One” <div>E:</div> “The Ancient One” <div>B:</div> “The Ancient One” <div>Lexiles:</div> <div>A:</div> 690L <div>O:</div> 860L <div>E:</div> 730L <div>B:</div> 930L	<div>Reading/Writing Workshop:</div> Sentence Structure <div>Literature Anthology:</div> Prior Knowledge; Purpose; Specific Vocabulary	<div>Vocabulary Words:</div> <i>archaeology, document, era, evidence, expedition, permanent, tremendous, uncover</i> <div>Additional Academic Vocabulary:</div> <i>sidebar, text structure</i> <div>Additional Domain Words:</div> <i>excavating</i> <div>Vocabulary Strategy:</div> Figurative Language: Proverbs and Adages	<div>Phonics/Spelling Skill:</div> Consonant + le Syllables <div>Structural Analysis:</div> Latin Suffixes	<div>Rate and Expression</div>	<div>Writing Trait:</div> Organization: Strong Conclusions <div>Write About the Text:</div> Informative Text <div>Write to Sources:</div> <div>Reading/Writing Workshop:</div> “Where It All Began” <div>Literature Anthology:</div> <i>Rediscovering Our Spanish Beginnings</i> , “History’s Mysteries” <div>Grammar Skill:</div> Comparing With Good and Bad <div>Grammar Mechanics:</div> Combining Sentences	<div>Project:</div> Research the Job of an Archaeologist <div>Product:</div> Poster
<div>Week 6</div> <div>Review and Assessment</div>										



Grade 4 • Unit 6 • Scope and Sequence

Big Idea: Past, Present, and Future  How can you build on what came before? (Chinese Proverb)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6 Writing Focus: Opinion Writing Unit 6 Writing Products: Book Review; Opinion Essay	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Old and New  <b>Essential Question:</b> How do traditions connect people?	<b>Title:</b> "Reading the Sky" <b>Genre:</b> Historical Fiction <b>Strategy:</b> Reread	<b>Short Text:</b> "A Surprise Reunion" <b>Lexile:</b> 650L <b>Genre:</b> Historical Fiction <b>Strategy:</b> Reread <b>Skill:</b> Theme	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selection</b> <b>Genre:</b> Historical Fiction <b>Title:</b> <i>The Game of Silence</i> <b>Lexile:</b> 900L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> "Native Americans: Yesterday and Today" <b>Lexile:</b> 900L	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selections</b> <b>Genre:</b> Historical Fiction <b>Titles:</b> A: <i>Maple Sugar Moon</i> O: <i>Grandfather's Basket</i> E: <i>Grandfather's Basket</i> B: <i>A Song for Marie and Ajidamo</i> <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository <b>Titles:</b> A: "Maple Sugar" O: "Penobscot Nation" E: "Penobscot Nation" B: "The Civilization Regulations"  <b>Lexiles:</b> A: 680L O: 750L E: 540L B: 770L	<b>Reading/Writing Workshop:</b> Prior Knowledge; Connection of Ideas  <b>Literature Anthology:</b> Prior Knowledge; Specific Vocabulary; Connection of Ideas; Sentence Structure; Genre	<b>Vocabulary Words:</b> <i>ancestors, despised, endurance, forfeit, honor, intensity, irritating, retreated</i> <b>Additional Academic Vocabulary:</b> <i>strong words, conclusion</i> <b>Vocabulary Strategy:</b> Connotation and Denotation  <b>Build Vocabulary:</b> <i>blurt, scorch, deranged, absurd, ladle, rangy, ferocious, warily, coveted, serene</i>	<b>Phonics/Spelling Skill:</b> Words with / n/ <b>Structural Analysis:</b> Number Prefixes	<b>Rate and Accuracy</b>	<b>Writing Trait:</b> Word Choice: Strong Words <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "A Surprise Reunion" <b>Literature Anthology:</b> <i>The Game of Silence</i> , "Native Americans: Yesterday and Today" <b>Grammar Skill:</b> Adverbs <b>Grammar Mechanics:</b> Good vs. Well	<b>Project:</b> Research a Traditional Festival <b>Product:</b> Research Presentation
<b>Week 2</b>  <b>Weekly Concept:</b> Notes from the Past  <b>Essential Question:</b> Why is it important to keep a record of the past?  <b>Connect to Social Studies:</b> Describe daily lives for people who occupied missions	<b>Title:</b> "Waiting for Battle Orders" <b>Genre:</b> Historical Fiction <b>Strategy:</b> Reread	<b>Short Text:</b> "Freedom at Fort Mose" <b>Lexile:</b> 1000L <b>Genre:</b> Historical Fiction <b>Strategy:</b> Reread <b>Skill:</b> Theme	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selection</b> <b>Genre:</b> Historical Fiction <b>Title:</b> <i>Valley of the Moon</i> <b>Lexile:</b> 880L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> "One Nation, Many Cultures" <b>Lexile:</b> 1050L	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selections</b> <b>Genre:</b> Historical Fiction <b>Titles:</b> A: <i>Mabuhay!</i> O: <i>Nonna's Recipes</i> E: <i>Nonna's Recipes</i> B: <i>Song and Dance</i> <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository <b>Titles:</b> A: "The Pensionado" O: "Little Italy" E: "Little Italy" B: "In Search of a Better Life"  <b>Lexiles:</b> A: 580L O: 740L E: 510L B: 780L	<b>Reading/Writing Workshop:</b> Genre; Connection of Ideas  <b>Literature Anthology:</b> Purpose; Organization; Sentence Structure; Connection of Ideas; Prior Knowledge; Specific Vocabulary; Genre	<b>Vocabulary Words:</b> <i>depicts, detested, discarded, eldest, ignored, obedience, refuge, treacherous,</i> <b>Additional Academic Vocabulary:</b> <i>diary, intonation</i> <b>Vocabulary Strategy:</b> Homophones  <b>Build Vocabulary:</b> <i>resentment, headstrong, ravaged, plot, bleak, remnants, sparse, treacherous, tolerant, quills</i>	<b>Phonics/Spelling Skill:</b> Homophones <b>Structural Analysis:</b> Latin Suffixes	<b>Intonation</b>	<b>Writing Trait:</b> Organization: Sequence <b>Write About Reading:</b> Narrative Text <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Freedom at Fort Mose" <b>Literature Anthology:</b> <i>Valley of the Moon</i> , "One Nation, Many Cultures" <b>Grammar Skill:</b> Comparing with Adverbs <b>Grammar Mechanics:</b> Review Punctuation and Capitalization	<b>Project:</b> Fictional Journal Entry <b>Product:</b> Journal Entry



Grade 4 • Unit 6 • Scope and Sequence

Big Idea: Past, Present, and Future	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can you build on what came before? (Chinese Proverb)				A: Approaching Level O: On Level E: ELL B: Beyond Level					Unit 6 Writing Focus: Opinion Writing Unit 6 Writing Products: Book Review; Opinion Essay	
Week 3										
Weekly Concept: Resources										
Essential Question: How have our energy resources changed over the years?										
Connect to Science: Develop possible solutions through engineering design.										



Grade 4 • Unit 6 • Scope and Sequence

Big Idea: Past, Present, and Future  How can you build on what came before? (Chinese Proverb)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 6 Writing Focus: Opinion Writing Unit 6 Writing Products: Book Review; Opinion Essay	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Finding My Place  <b>Essential Question:</b> What shapes a person’s identity?	<b>Title:</b> “Papa’s Pastry Shop,” “One Day” <b>Genre:</b> Free Verse Poetry <b>Strategy:</b> Reread	<b>Short Texts:</b> “Climbing Blue Hill,” “My Name Is Ivy,” “Collage” <b>Lexile:</b> NP <b>Genre:</b> Free Verse Poetry <b>Skill:</b> Theme <b>Literary Elements:</b> Imagery; Personification	<b>Skill:</b> Theme <b>Main Selections</b> <b>Genre:</b> Free Verse Poetry <b>Titles:</b> “The Drum,” “Birdfoot’s Grampa,” “My Chinatown” <b>Lexile:</b> NP <b>Paired Selections</b> <b>Genre:</b> Free Verse Poetry <b>Titles:</b> “Growing Up,” “My People” <b>Lexile:</b> NP	<b>Skill:</b> Theme <b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> A: Hooked O: Homesick for American Samoa E: Homesick for American Samoa B: Saving Snowdrop <b>Paired Selection</b> <b>Genre:</b> Poetry <b>Titles:</b> A: “Let’s Make Musi” O: “Piecing It All Together” E: “Piecing It All Together” B: “I Can Do It!” <b>Lexiles:</b> A: 620L O: 740L E: 570L B: 810L	<b>Reading/Writing Workshop:</b> Prior Knowledge; Specific Vocabulary  <b>Literature Anthology:</b> Purpose; Prior Knowledge	<b>Vocabulary Words:</b> gobble, individuality, mist, roots  <b>Poetry Terms:</b> free verse, imagery, metaphor, personification  <b>Additional Academic Vocabulary:</b> meter, supporting  <b>Vocabulary Strategy:</b> Figurative Language: Metaphors	<b>Phonics/Spelling Skill:</b> Prefixes and Suffixes  <b>Structural Analysis:</b> Words from Around the World	<b>Phrasing</b>	<b>Writing Trait: Ideas:</b> Supporting Details <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “Climbing Blue Hill,” “My Name is Ivy,” “Collage” <b>Literature Anthology:</b> “The Drum,” “Birdfoot’s Grampa,” “My Chinatown,” “Growing Up,” “My People” <b>Grammar Skill:</b> Using Prepositions <b>Grammar Mechanics:</b> Using Commas with Phrases	<b>Project:</b> Conduct Peer Interviews  <b>Product:</b> Free Verse Poem
<b>Week 6</b>  <b>Review and Assessment</b>										

HOUGHTON MIFFLIN

# English

## Scope and Sequence



HOUGHTON MIFFLIN





# Grammar

## Sentences

1

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**REVISING STRATEGIES:**  
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2

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3

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# English

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## 7

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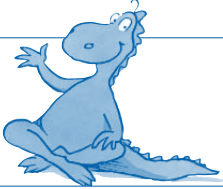
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# Writing

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## Scope and Sequence of Grammar, Usage, and Mechanics Skills

	Introductory Course	First Course	Second Course	Third Course	Fourth Course	Fifth Course	Sixth Course
Capitalization	X	X	X	X	X	X	X
Proper nouns	X	X	X	X	X	X	X
Geographical names	X	X	X	X	X	X	X
Historic events and periods, nationalities, races, religions	X	X	X	X	X	X	X
Titles, subtitles and abbreviations	X	X	X	X	X	X	X
Punctuation							
End marks	X	X	X	X	X	X	X
Periods after abbreviations, decimal points and between numbers	X	X	X	X	X	X	X
Commas in series	X	X	X	X	X	X	X
Commas after introductory elements	X	X	X	X	X	X	X
To set off interrupters	X	X	X	X	X	X	X
Conventional comma uses	X	X	X	X	X	X	X
Semicolons	X	X	X	X	X	X	X
Colons	X	X	X	X	X	X	X
Underlining (italics)	X	X	X	X	X	X	X
Quotation marks including capitalization and punctuation	X	X	X	X	X	X	X
Apostrophes/possessives	X	X	X	X	X	X	X
Contractions	X	X	X	X	X	X	X
Plurals	X	X	X	X	X	X	X
Hyphens, Parentheses, dashes, brackets	X	X	X	X	X	X	X
Spelling	X	X	X	X	X	X	X

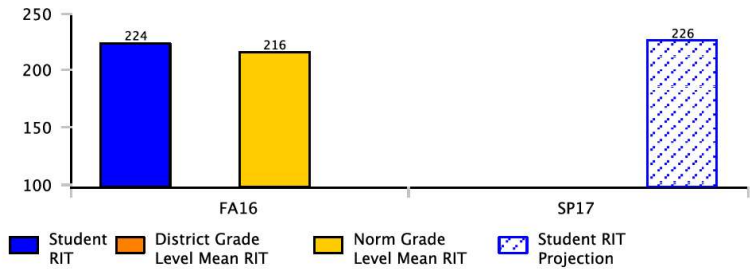
## Assessment of the academic growth and achievement of each student

Each individual teacher will assess the academic growth of their students on a regular basis through a variety of methods (e.g., daily questioning, worksheets, class participation, quizzes, tests, projects, and presentations).

## Evidence of fundamental principles of student growth

MAP standardized assessment tools are used to determine the achievement level of each student. Our students in 3-8 grade take the Language MAP test three times a year (Fall, Winter, and Spring). The test results show the students growth over the course of the year and makes predictions on what score a student will receive the next time they take the test. Below is a screen shot of the test results of one of our students.

Language Usage



Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA16	8	221-224-227			64-71-78