



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
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> At School</p> <p><b>Essential Question:</b> What do you do at your school?</p> <p><b>Connect to Social Studies:</b> Explore how school is a community.</p>	<p>Title: <i>This School Year Will Be the Best!</i></p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>Concepts of Print: Book Handling</p>	<p>Title: "School Around the World"</p> <p>Genre: Nonfiction</p> <p>Strategy: Visualize</p>	<p>Short Text: <i>Jack Can</i></p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>Skill: Key Details</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selection Title: <i>Nat and Sam</i></p> <p>Genre: Realistic Fiction</p> <p>Paired Selection Title: "Rules at School"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Photographs</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selections Genre: Realistic Fiction</p> <p>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></p> <p>Paired Selection Genre: Nonfiction</p> <p>Titles: A: "We Share" O: "Look at Signs" E: "Look at Signs" B: "Our Classroom Rules"</p> <p>Lexiles: A: BR O: 60L E: 100L B: 360L</p>	Literature Big Books: Organization, Connection of Ideas	<p>Additional Domain Words: <i>rules</i> <i>obey</i> <i>safety</i></p> <p>Additional Academic Vocabulary: <i>events,</i> <i>illustrations</i></p>	<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>	<p>Phonological/Phonemic Awareness: Identify Rhyme, Phoneme Isolation/ Blending/ Segmentation</p> <p>Phonics/ Spelling Skill: short <i>a</i> Consonants reviewed throughout Unit 1</p> <p>Structural Analysis: -s (inflectional ending)</p> <p>Decodable Readers: <i>Pam Can; Pack a Bag</i></p>	Appropriate Phrasing	<p>Writing Trait: Ideas: Focus on a Single Event</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: Reading/Writing Workshop: <i>Jack Can</i></p> <p>Literature Anthology: <i>Nat and Sam</i></p> <p>Grammar Skill: Sentences</p> <p>Grammar Mechanics: Sentence Capitalization</p>	<p>Project: What kinds of activities do we do at school? Make a Page for a Class Book</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Where I Live</p> <p><b>Essential Question:</b> What is it like where you live?</p> <p><b>Connect to Social Studies:</b> Explore how our environment affects the way we live.</p>	<p>Title: <i>Alicia's Happy Day</i></p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>Concepts of Print: Book Handling</p>	<p>Title: "City Mouse and Country Mouse"</p> <p>Genre: Fable</p> <p>Strategy: Visualize</p>	<p>Short Text: <i>Six Kids</i></p> <p>Genre: Fantasy</p> <p>Strategy: Visualize</p> <p>Skill: Key Details</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selection Title: <i>Go, Pip!</i></p> <p>Genre: Fantasy</p> <p>Paired Selection Title: "I Live Here"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Bold print</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Main Selections Genre: Fantasy</p> <p>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></p> <p>Paired Selection Genre: Nonfiction</p> <p>Titles: A: "My Home" O: "Where I Live" E: "Where I Live" B: "Where We Live"</p> <p>Lexiles: A: BR O: 30L E: BR B: 330L</p>	Literature Big Books: Organization, Lack of Prior Knowledge	<p>Additional Domain Words: <i>building</i> <i>yard</i> <i>playground</i></p> <p>Additional Academic Vocabulary: <i>author</i> <i>bold print</i> <i>sequence</i></p>	<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>	<p>Phonemic Awareness: Alliteration, Phoneme Categorization/ Blending/ Segmentation</p> <p>Phonics/ Spelling Skill: short <i>i</i> Consonants reviewed throughout Unit 1</p> <p>Structural Analysis: double final consonants</p> <p>Decodable Readers: <i>Kim and Nick; Jill and Jim</i></p>	Intonation	<p>Writing Trait: Ideas: Describing Details</p> <p>Writing Product: Informative Writing</p> <p>Write to Sources: Reading/Writing Workshop: <i>Six Kids</i></p> <p>Literature Anthology: <i>Go, Pip!</i></p> <p>Grammar Skill: Word Order</p> <p>Mechanics: Sentence Punctuation (periods)</p>	<p>Project: How are places in our community similar to, or different from, places in other communities? Venn Diagram</p>



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<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  <b>A:</b> <i>Mouse's Moon Party</i> <b>O:</b> <i>Pet Show</i> <b>E:</b> <i>Pet Show</i> <b>B:</b> <i>Polly the Circus Star</i>  <b>Paired Selection Genre:</b> Nonfiction  <b>Titles:</b> <b>A:</b> "A Mouse in the House" <b>O:</b> "Love That Llama!" <b>E:</b> "Love That Llama!" <b>B:</b> "Birds That Talk"  <b>Lexile:</b> <b>A:</b> 120L <b>O:</b> 200L <b>E:</b> 20L <b>B:</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:</b> Reading/Writing Workshop: <i>A Pig for Cliff</i>  <b>Literature Anthology:</b> <i>Flip</i>  <b>Grammar Skill:</b> Statements  <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  <b>A:</b> <i>Friends Are Fun</i> <b>O:</b> <i>Friends Are Fun</i> <b>E:</b> <i>Friends Are Fun</i> <b>B:</b> <i>Friends Are Fun</i>  <b>Paired Selections Genre:</b> Poetry  <b>Titles:</b> <b>A:</b> "I Like to Play" <b>O:</b> "I Like to Play" <b>E:</b> "I Like to Play" <b>B:</b> "I Like to Play"  <b>Lexile:</b> <b>A:</b> 130L <b>O:</b> 110L <b>E:</b> 100L <b>B:</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:</b> Reading/Writing Workshop: <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



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



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





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



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



Big Idea: Our Community	Literature Big Book	Read Aloud Our Community	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> 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>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Plot  <b>Main Selection Title:</b> <i>On My Way to School</i>  <b>Genre:</b> Fantasy  <b>Paired Selection 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 Genre:</b> Fantasy <b>A:</b> <i>Busy's Watch</i> <b>O:</b> <i>Kate Saves the Date!</i> <b>E:</b> <i>Kate Saves the Date!</i> <b>B:</b> <i>Uncle George Is Coming</i>  <b>Paired Selections Genre:</b> Nonfiction  <b>Titles:</b> <b>A:</b> "Make a Clock" <b>O:</b> "Use a Calendar" <b>E:</b> "Use a Calendar" <b>B:</b> "So Many Clocks!"  <b>Lexile:</b> <b>A:</b> 40L <b>O:</b> 220L <b>E:</b> 330L <b>B:</b> 320L	<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>	<b>Intonation</b>	<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>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 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 Genre:</b> Play <b>A:</b> <i>Corn Fun</i> <b>O:</b> <i>Yum, Strawberries!</i> <b>E:</b> <i>Yum, Strawberries!</i> <b>B:</b> <i>A Tree's Life</i>  <b>Paired Selections Genre:</b> Nonfiction  <b>Titles:</b> <b>A:</b> "Ear of Corn" <b>O:</b> "Strawberry Plant" <b>E:</b> "Strawberry Plant" <b>B:</b> "Inside Trees"  <b>Lexile:</b> <b>A:</b> NP <b>O:</b> NP <b>E:</b> NP <b>B:</b> NP	<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>	<b>Appropriate Phrasing</b>	<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> Present-Tense Verbs  <b>Mechanics:</b> Capitalize and Underline Titles of Plays	<b>Project:</b> How do plants change as they grow?  Make a Flip Book



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





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



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



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  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> 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 Selection Title:</b> <i>Vulture View</i>  <b>Lexile:</b> 70L  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Illustrations/ Photographs  <b>Paired Selection Title:</b> "When It's Snowing"  <b>Genre:</b> Poetry  <b>Lexile:</b> NP (Non-Prose)	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selections Genre:</b> Nonfiction  <b>A:</b> <i>Go, Gator!</i> <b>O:</b> <i>Go, Gator!</i> <b>E:</b> <i>Go, Gator!</i> <b>B:</b> <i>Go, Gator!</i>  <b>Paired Selections Genre:</b> Poetry  <b>Titles:</b> <b>A:</b> "Ducklings" <b>O:</b> "Ducklings" <b>E:</b> "Ducklings" <b>B:</b> "Ducklings"  <b>Lexiles</b> <b>A:</b> 320L <b>O:</b> 510L <b>E:</b> 270L <b>B:</b> 590L	<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:</b> Reading/ Writing Workshop: <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 Selection Title:</b> <i>Hi! Fly Guy</i>  <b>Genre:</b> Fantasy  <b>Lexile:</b> 200L  <b>Paired Selection Title:</b> "Meet the Insects"  <b>Genre:</b> Nonfiction  <b>Lexile:</b> 420L  <b>Text Feature:</b> Headings	<b>Strategy:</b> Visualize  <b>Skill:</b> Point of View  <b>Main Selections Genre:</b> Fantasy  <b>A:</b> <i>Where Is My Home?</i> <b>O:</b> <i>The Hat</i> <b>E:</b> <i>The Hat</i> <b>B:</b> <i>Come One, Come All</i>  <b>Paired Selections Genre:</b> Nonfiction  <b>Titles:</b> <b>A:</b> "Wings" <b>O:</b> "Let's Look at Insects!" <b>E:</b> "Let's Look at Insects!" <b>B:</b> "Compare Insects"  <b>Lexile:</b> <b>A:</b> 170L <b>O:</b> 290L <b>E:</b> 230L <b>B:</b> 330L	<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:</b> Reading/ Writing Workshop: <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



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



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





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	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p>How can we make sense of the world around us?</p>				<p>A: Approaching Level O: On Level E: ELL B: Beyond Level</p>								
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Great Inventions</p> <p><b>Essential Question:</b> What inventions do you know about?</p> <p><b>Connect to Social Studies:</b> Explore how inventors of the past are similar and different to today's inventors.</p>	<p>Title: "Great Inventions"</p> <p>Genre: Nonfiction</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: <i>The Story of a Robot Inventor</i></p> <p>Lexile: 420L</p> <p>Genre: Nonfiction/Biography</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Connections Within Text: Problem and Solution</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Connections Within Text: Problem and Solution</p> <p>Main Selection Title: <i>Thomas Edison, Inventor</i></p> <p>Genre: Nonfiction/Biography</p> <p>Lexile: 510L</p> <p>Paired Selection Title: "Windshield Wipers" and "Scissors"</p> <p>Genre: Poetry</p> <p>Lexile: NP</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Connections Within Text: Problem and Solution</p> <p>Main Selections Genre: Biography</p> <p>A: <i>The Wright Brothers</i> O: <i>The Wright Brothers</i> E: <i>The Wright Brothers</i> B: <i>The Wright Brothers</i></p> <p>Paired Selections Genre: Poetry</p> <p>Titles: A: "Fly Away, Butterfly" O: "Fly Away, Butterfly" E: "Fly Away, Butterfly" B: "Fly Away, Butterfly"</p> <p>Lexiles A: 410L O: 500L E: 430L B: 660L</p>	<p>Literature Anthology: Genre, Purpose, Organization</p>	<p>Vocabulary Words: <i>idea, unusual</i></p> <p>Additional Domain Words: <i>poem</i></p> <p>Additional Academic Words: <i>alliteration, problem and solution, abbreviation, biography</i></p> <p>Build Vocabulary: <i>hatch, lumber mill, cellar, baggage car, messages, code, brought light to</i></p> <p>Vocabulary Strategy: Prefixes</p>	<p><i>began, better, guess, learn, right, sure</i></p>	<p><i>curious, improve, complicated, imagine, device</i></p>	<p>Phonemic Awareness: Phoneme Categorization/Substitution/Blending/Addition</p> <p>Phonics/ Spelling Skill: <i>r</i>-controlled vowels <i>or, ore, oar</i></p> <p>Structural Analysis: abbreviations</p> <p>Decodable Readers: <i>A Board That Can Soar; Hard Chores</i></p>	<p>Appropriate Phrasing</p>	<p>Writing Trait: Word Choice: Time-Order Words</p> <p>Write About the Text: <i>Informative Text</i></p> <p>Write to Sources: Reading/Writing Workshop: <i>The Story of a Robot Inventor</i></p> <p>Literature Anthology: <i>Thomas Edison, Inventor</i></p> <p>Grammar Skill: Adjectives That Compare (<i>-er</i> and <i>-est</i>)</p> <p>Mechanics: Capitalize Days, Months, and Holidays</p>	<p>Weekly: What can we learn about an invention? Make a Collage</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Sounds All Around</p> <p><b>Essential Question:</b> What sounds can you hear? How are they made?</p> <p><b>Connect to Social Studies:</b> Explore the sounds around us.</p>	<p>Title: "The Squeaky Bed"</p> <p>Genre: Folktale</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: <i>Now, What's That Sound?</i></p> <p>Lexile: 240L</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot: Problem and Solution</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot: Problem and Solution</p> <p>Main Selection Title: <i>Whistle for Willie</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 520L</p> <p>Paired Selection Title: "Shake! Strike! Strum!"</p> <p>Genre: Nonfiction</p> <p>Lexile: 290L</p> <p>Text Feature: Directions</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Plot: Problem and Solution</p> <p>Main Selections Genre: Realistic Fiction</p> <p>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></p> <p>Paired Selections Genre: How-to</p> <p>Titles: 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"</p> <p>Lexile: A: 180L O: 390L E: 170L B: 420L</p>	<p>Literature Anthology: Organization, Sentence Structure</p>	<p>Vocabulary Words: <i>suddenly, scrambled</i></p> <p>Additional Domain Words: <i>pitch, volume, instrument</i></p> <p>Additional Academic Words: <i>expression, patterns, suffix, articles</i></p> <p>Build Vocabulary: <i>carton, pretended, grocery store</i></p> <p>Vocabulary Strategy: Suffixes</p>	<p><i>color, early, instead, nothing, oh, thought</i></p>	<p><i>volume, senses, squeaky, nervous, distract</i></p>	<p>Phonemic Awareness: Phoneme Substitution/Isolation/Blending</p> <p>Phonics/ Spelling Skill: diphthongs <i>ou, ow</i></p> <p>Structural Analysis: comparative inflectional endings <i>-er, -est</i></p> <p>Decodable Readers: <i>Up and Down Sounds; Sounds Around Us</i></p>	<p>Expression</p>	<p>Writing Trait: Sentence Fluency: Use Complete Sentences</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: Reading/Writing Workshop: <i>Now What's That Sound?</i></p> <p>Literature Anthology: <i>Whistle for Willie</i></p> <p>Grammar Skill: Using <i>a, an, and the</i></p> <p>Mechanics: Capitalize/Underline Book Titles</p>	<p>Project: What can we learn about the sounds we hear, specifically on the radio? Sound Effects Chart</p>



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
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Build It!</p> <p><b>Essential Question:</b> How do things get built?</p> <p><b>Connect to Science:</b> Explore engineering solutions to everyday problems.</p>	<p><b>Title:</b> "The Sheep, the Pig, and the Goose Who Set Up House"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> Time for Kids: <i>The Joy of a Ship</i></p> <p><b>Lexile:</b> 560L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Text Features:</b> Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selection Title:</b> <i>Time for Kids: Building Bridges</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 550L</p> <p><b>Paired Selection Title:</b> "Small Joy"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 490L</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selections</b> <b>Genre:</b> Nonfiction</p> <p>A: <i>What Is a Yurt?</i> O: <i>What Is a Yurt?</i> E: <i>What Is a Yurt?</i> B: <i>What Is a Yurt?</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "Treehouses" O: "Treehouses" E: "Treehouses" B: "Treehouses"</p> <p><b>Lexile:</b> A: 430L O: 440L E: 390L B: 620L</p>	<p><b>Literature Anthology:</b> Purpose</p>	<p><b>Vocabulary Words:</b> <i>balance, section</i></p> <p><b>Additional Academic Vocabulary:</b> <i>materials, preposition, reasons</i></p> <p><b>Build Vocabulary:</b> <i>sturdy, arch, supported</i></p> <p><b>Vocabulary Strategy:</b> Inflectional Endings</p>	<p><i>above</i> <i>build</i> <i>fall</i> <i>knew</i> <i>money</i> <i>toward</i></p>	<p><i>structure</i> <i>project</i> <i>contented</i> <i>intend</i> <i>marvelous</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Blending/Segmentation/Categorization</p> <p><b>Phonics/ Spelling Skill:</b> diphthongs <i>oi, oy</i></p> <p><b>Structural Analysis:</b> final stable syllables</p> <p><b>Decodable Readers:</b> <i>Joy's Bird House;</i> <i>Beavers Make Noise</i></p>	<p><b>Intonation, Appropriate Phrasing</b></p>	<p><b>Writing Trait:</b> Organization: Topic</p> <p><b>Write About the Text:</b> <i>Opinion</i></p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Time for Kids: The Joy of a Ship</i></p> <p><b>Literature Anthology:</b> <i>Time for Kids: Building Bridges</i></p> <p><b>Grammar Skill:</b> Prepositions/Prepositional Phrases</p> <p><b>Mechanics:</b> Name Titles (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p>	<p><b>Project:</b> How are things built? Make a Model</p> <p><b>Unit Level: Research Skill:</b> Taking Notes</p> <p><b>Unit Project:</b> Self-select and develop from weekly research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>	▶											



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



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





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