

Unit 1													
Big Idea: Take a New Step	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
What can we learn when we try new things?													
<b>Week 1</b> <b>Weekly Concept:</b> Make New Friends  <b>Essential Question:</b> How can we get along with new friends?	<b>Title:</b> "The Lion and the Mouse"  <b>Genre:</b> Fable  <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>What About Bear?</i>  <b>Genre:</b> Fantasy  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Illustrations)  <b>Paired Selection Title:</b> "How to Be a Friend"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Photographs	<b>Short Text:</b> <i>I Can</i>  <b>Genre:</b> Nonfiction  <b>Short Text:</b> <i>Can I?</i>  <b>Genre:</b> Fiction	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fantasy  <b>Titles:</b> <b>A:</b> <i>Soup!</i> <b>O:</b> <i>Mouse and Monkey</i> <b>E:</b> <i>Mouse and Monkey</i> <b>B:</b> <i>Come and Play!</i>	<b>Literature Big Book:</b> Organization	<b>Academic Words:</b> <i>the</i>  <i>title</i> <i>author</i> <i>illustrator</i> <i>noun</i>	<i>the</i>  <i>friend</i> <i>problem</i> <i>escape,</i> <i>grasped</i> <i>rescue</i>	Feeling Words	<b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending  <b>Phonics:</b> /m/m (initial/final)	Sound-Spelling and Word Automaticity; Intonation	<b>Writing Trait:</b> Ideas  <b>Grammar Skill:</b> Nouns  <b>Weekly Writing Focus:</b> Write a Personal Narrative	<b>Weekly Project:</b> What makes a good friend?	
<b>Week 2</b> <b>Weekly Concept:</b> Get Up and Go!  <b>Essential Question:</b> How do baby animals move?	<b>Title:</b> "The Tortoise and the Hare"  <b>Genre:</b> Fable  <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>Pouch!</i>  <b>Genre:</b> Fantasy  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Illustrations)  <b>Paired Selection Title:</b> "Baby Animals on the Move"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Labels	<b>Short Text:</b> <i>We Can</i>  <b>Genre:</b> Nonfiction  <b>Short Text:</b> <i>I Can, I Can</i>  <b>Genre:</b> Fiction	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fantasy  <b>Titles:</b> <b>A:</b> <i>Hop!</i> <b>O:</b> <i>We Hop!</i> <b>E:</b> <i>We Hop!</i> <b>B:</b> <i>We Can Move!</i>	<b>Literature Big Book:</b> Organization	<b>Academic Words:</b> <i>we</i>  <i>fantasy</i> <i>fable</i> <i>opinion</i> <i>details</i>	<i>we</i>  <i>adventure</i> <i>movement</i> <i>arrived</i> <i>exciting</i> <i>exhausted</i>	Family Words	<b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending  <b>Phonics:</b> /a/a (initial/medial)  <b>Consonant Review:</b> /m/m	Sound-Spelling and Word Automaticity; Intonation	<b>Writing Trait:</b> Ideas  <b>Grammar Skill:</b> Nouns  <b>Weekly Writing Focus:</b> Write an Opinion	<b>Weekly Project:</b> How do animals move?	

<p><b>Week 3</b>  <b>Weekly Concept:</b>                  Use Your Senses</p> <p><b>Essential Question:</b> How can your senses help you learn?</p>	<p><b>Title:</b> "A Feast of the Senses"</p> <p><b>Genre:</b>                  Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b>  <i>Senses at the Seashore</i></p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details (Use Photos)</p> <p><b>Paired Selection</b>  <b>Titles:</b> "I Smell Springtime," "Taste of Purple," "Rain"</p> <p><b>Genre:</b> Poetry</p> <p><b>Literary Element:</b>                  Sensory Words</p>	<p><b>Short Text:</b> <i>Sam Can</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Short Text:</b> <i>I Can See</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>Main Selection</b>  <b>Genre:</b> Informational Text</p> <p><b>Titles:</b>  <b>A:</b> <i>The Beach</i>  <b>O:</b> <i>At School</i>  <b>E:</b> <i>At School</i>  <b>B:</b> <i>See It Grow!</i></p>	<p><b>Literature Big Book:</b>                  Organization</p>	<p><b>Academic Words:</b>  <i>informational text, observation, poetry</i></p>	<p>see</p>	<p><i>explore, senses, feast, finished, kneads</i></p>	<p>Sensory Words</p>	<p><b>Phonological/Phonemic Awareness:</b>                  Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization</p> <p><b>Phonics:</b> /s/s (initial)</p> <p><b>Consonant/Vowel Review:</b>                  /a/a, /m/m</p>	<p>Sound-Spelling and Word Automaticity; Phrasing</p>	<p><b>Writing Trait:</b> Ideas</p> <p><b>Grammar Skill:</b>                  Nouns</p> <p><b>Weekly Writing Focus:</b> Make a Picture Web</p>	<p><b>Weekly Project:</b>                  What can we learn by using our senses?</p>
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Unit 2													
Big Idea: Let's Explore	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
What can you find out when you explore?													
<b>Week 1</b> <b>Weekly Concept:</b> Tools We Use  <b>Essential Question:</b> How do tools help us to explore?	<b>Title:</b> "Timimoto"  <b>Genre:</b> Tale  <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>The Handiest Things in the World</i>  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Photos)  <b>Paired Selection Title:</b> "Discover with Tools"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Headings	<b>Short Text:</b> "Pam Can See"  <b>Genre:</b> Fiction  <b>Short Text:</b> "We Can See!"  <b>Genre:</b> Nonfiction	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> <i>We Need Tools</i> <b>O:</b> <i>A Trip</i> <b>E:</b> <i>A Trip</i> <b>B:</b> <i>What Can You See?</i>	<b>Literature Big Book:</b> Connection of Ideas	<b>Academic Words:</b> <i>a</i>  <i>photographs</i> <i>sentence</i> <i>verb</i>		<i>tools</i> <i>discover</i> <i>defeated</i> <i>fetch</i> <i>rumble</i>	Color Words	<b>Phonological/Phonemic Awareness:</b> Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending  <b>Phonics:</b> /p/p (initial/final)  <b>Consonant/Vowel Review:</b> /a/a, /m/m, /s/s	Sound-Spelling and Word Automaticity; Phrasing	<b>Writing Trait:</b> Ideas  <b>Grammar Skill:</b> Verbs  <b>Weekly Writing Focus:</b> Write an Explanatory Sentence	<b>Weekly Project:</b> In what ways are tools useful?
<b>Week 2</b> <b>Weekly Concept:</b> Shapes All Around Us  <b>Essential Question:</b> What shapes do you see around you?	<b>Title:</b> "Kites in Flight"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>Shapes All Around</i>  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Photos)  <b>Paired Selection Title:</b> "Find the Shapes"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Bold Print	<b>Short Text:</b> "We Like Tam!"  <b>Genre:</b> Fiction  <b>Short Text:</b> "I Like Sam"  <b>Genre:</b> Nonfiction	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> <i>Shapes!</i> <b>O:</b> <i>Play with Shapes!</i> <b>E:</b> <i>Play with Shapes!</i> <b>B:</b> <i>Use a Shape!</i>	<b>Literature Big Book:</b> Connection of Ideas	<b>Academic Words:</b> <i>like</i>  <i>rectangle</i> <i>circle</i> <i>square</i> <i>triangle</i>		<i>materials</i> <i>nature</i> <i>decoration</i> <i>games</i> <i>world</i>	Shape Words	<b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial/final), Phoneme Blending, Phoneme Categorization  <b>Phonics:</b> /t/t (initial/final)  <b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s	Sound-Spelling and Word Automaticity; Expression	<b>Writing Trait:</b> Ideas  <b>Grammar Skill:</b> Verbs  <b>Weekly Writing Focus:</b> Make a Shape Poster	<b>Weekly Project:</b> Where can you find shapes?

<p><b>Week 3</b> <b>Weekly Concept:</b> World of Bugs  <b>Essential Question:</b> What kind of bugs do you know about?</p>	<p><b>Title:</b> "From Caterpillar to Butterfly"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>I Love Bugs!</i>  <b>Genre:</b> Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Illustrations)  <b>Paired Selection Title:</b> "Bugs All Around"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Captions</p>	<p><b>Short Text:</b> "Pat"  <b>Genre:</b> Fiction  <b>Short Text:</b> "Tap! Tap! Tap!"  <b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>We Like Bugs!</i> <b>O:</b> <i>The Bugs Run</i> <b>E:</b> <i>The Bugs Run</i> <b>B:</b> <i>I See a Bug!</i></p>	<p><b>Literature Big Book:</b> Specific Vocabulary</p>	<p><b>Academic Words:</b> <i>caption</i> <i>word web</i> <i>sort</i></p>	<p><i>the</i> <i>a</i> <i>see</i> <i>we</i> <i>like</i></p>	<p><i>curious</i> <i>observe</i> <i>attaches</i> <i>process</i> <i>slender</i></p>	<p>Movement Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending  <b>Phonics:</b> /m/m, /a/a, /s/s, /p/p, /t/t</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p><b>Writing Trait:</b> Ideas  <b>Grammar Skill:</b> Verbs  <b>Weekly Writing Focus:</b> Write a Story Sentence</p>	<p><b>Weekly Project:</b> What do bugs do in their environments?</p>
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Unit 3													
Big Idea: Going Places	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
What can you learn by going to different places?													
<b>Week 1</b> <b>Weekly Concept:</b> Rules to Go By  <b>Essential Question:</b> What rules do we follow in different places?	<b>Title:</b> "The Boy Who Cried Wolf"  <b>Genre:</b> Fable  <b>Strategy:</b> Visualize	<b>Main Selection Title:</b> <i>How Do Dinosaurs Go to School?</i>  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details (Use Illustrations)  <b>Paired Selection Title:</b> "Be Safe"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Lists	<b>Short Text:</b> "Can I Pat It?"  <b>Genre:</b> Nonfiction  <b>Short Text:</b> "Tim Can Tip It"  <b>Genre:</b> Nonfiction	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fantasy  <b>Titles:</b> <b>A:</b> <i>We Run</i> <b>O:</b> <i>Go, Nat!</i> <b>E:</b> <i>Go, Nat!</i> <b>B:</b> <i>The Birdhouse</i>	<b>Literature Big Book:</b> Organization; Connection of Ideas	<b>Academic Words:</b> <i>to</i>  <i>visualize</i> <i>punctuation</i> <i>retell</i> <i>predict</i>		<i>rules</i> <i>cooperate</i> <i>guard</i> <i>prank</i> <i>responsible</i>	Movement Words	<b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, 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	Sound-Spelling and Word Automaticity; Intonation	<b>Writing Trait:</b> Sentence Fluency  <b>Grammar Skill:</b> Sentences  <b>Weekly Writing Focus:</b> Write a Sentence	<b>Weekly Project:</b> What rules do we need to follow at school?
<b>Week 2</b> <b>Weekly Concept:</b> Sounds Around Us  <b>Essential Question:</b> What are the different sounds we hear?	<b>Title:</b> "The Turtle and the Flute"  <b>Genre:</b> Fable  <b>Strategy:</b> Visualize	<b>Main Selection Title:</b> <i>Clang! Clang! Beep! Beep! Listen to the City</i>  <b>Genre:</b> Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details (Use Illustrations)  <b>Paired Selection Title:</b> "Sounds Are Everywhere"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Captions	<b>Short Text:</b> "Nat and Tip"  <b>Genre:</b> Fiction  <b>Short Text:</b> "Tim and Nan"  <b>Genre:</b> Nonfiction	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>City Sounds</i> <b>O:</b> <i>Farm Sounds</i> <b>E:</b> <i>Farm Sounds</i> <b>B:</b> <i>A Noisy Night</i>	<b>Literature Big Book:</b> Connection of Ideas	<b>Academic Words:</b> <i>and</i>  <i>events</i> <i>period</i> <i>vocabulary</i>		<i>listen</i> <i>volume</i> <i>chat</i> <i>exclaimed</i> <i>familiar</i>	Sound Words	<b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Segmentation  <b>Phonics:</b> /n/n (initial/final)  <b>Consonant/Vowel Review:</b> /a/a, /i/i, /m/m, /p/p, /s/s, /t/t  <b>Extend:</b> final double letters, -ss, -tt	Sound-Spelling and Word Automaticity; Intonation	<b>Writing Trait:</b> Ideas  <b>Grammar Skill:</b> Sentences  <b>Weekly Writing Focus:</b> Write a Personal Narrative Sentence	<b>Weekly Project:</b> What sounds do we hear at school?

<p><b>Week 3</b>  <b>Weekly Concept:</b>                  The Places We Go</p> <p><b>Essential Question:</b> What places do you go to during the week?</p>	<p><b>Title:</b> "Field Trips"  <b>Genre:</b>                  Informational Text</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b>  <i>Please Take Me for a Walk</i>  <b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "A Neighborhood"  <b>Genre:</b>                  Informational Text</p> <p><b>Text Feature:</b> Map</p>	<p><b>Short Text:</b> "We Go to See Nan"  <b>Genre:</b> Fiction</p> <p><b>Short Text:</b> "Can We Go?"  <b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b>  <b>A:</b> <i>We Can Go</i>  <b>O:</b> <i>Going by Cab</i>  <b>E:</b> <i>Going by Cab</i>  <b>B:</b> <i>Cal's Busy Week</i></p>	<p><b>Literature Big Book:</b> Sentence Structure; Organization</p>	<p><b>Academic Words:</b> <i>go</i></p>	<p><i>local</i>  <i>routine</i>  <i>neighborhood</i>  <i>volunteer</i>  <i>intelligent</i></p>	<p>Sequence Words</p>	<p><b>Phonological/Phonemic Awareness:</b>                  Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation</p> <p><b>Phonics:</b> /k/c (initial)</p> <p><b>Consonant/Vowel Review:</b>                  /a/a, /i/i, /m/m, /n/n, /s/s, /p/p, /t/t</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p><b>Writing Trait:</b>                  Sentence Fluency</p> <p><b>Grammar Skill:</b>                  Sentences</p> <p><b>Weekly Writing Focus:</b> Write an Opinion Sentence</p>	<p><b>Weekly Project:</b>                  What places do you go to during the week? What do you do there?</p>
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Unit 4													
<b>Big Idea:</b> Around the Neighborhood  What do you know about the people and the places in your neighborhood?	<b>Read Aloud</b>	<b>Literature Big Books, Paired Selection</b>	<b>Reading/Writing Workshop</b>	<b>Leveled Reader Main Selection</b>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>High-Frequency Words</b>	<b>Oral Vocabulary Words</b>	<b>Category Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>	<b>Research and Inquiry</b>
<b>Week 1</b> <b>Weekly Concept:</b> Time for Work  <b>Essential Question:</b> What do people use to do their jobs?	<b>Title:</b> "Little Juan and the Cooking Pot"  <b>Genre:</b> Fable  <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>Whose Shoes? A Shoe for Every Job</i>  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Sequence)  <b>Paired Selection Title:</b> "Workers and Their Tools"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Labels	<b>Short Text:</b> "Tom on Top!"  <b>Genre:</b> Nonfiction	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> <i>You Cook</i> <b>O:</b> <i>On the Job</i> <b>E:</b> <i>On the Job</i> <b>B:</b> <i>The Neighborhood</i>	<b>Literature Big Book:</b> Connection of Ideas	<b>Academic Words:</b> <i>you</i>	<i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i>	Job Words	<b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, 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, /i/i, /m/m, /n/n, /p/p, /s/s, /t/t	Sound-Spelling and Word Automaticity; Intonation	<b>Writing Trait:</b> Ideas  <b>Grammar Skill:</b> Adjectives  <b>Weekly Writing Focus:</b> Write a Descriptive Sentence	<b>Weekly Project:</b> Which tools help workers do their jobs?	
<b>Week 2</b> <b>Weekly Concept:</b> Meet Your Neighbors  <b>Essential Question:</b> Who are your neighbors?	<b>Title:</b> "Cultural Festivals"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>What Can You Do with a Paleta?</i>  <b>Genre:</b> Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Character, Setting, Events (Use Illustrations)  <b>Paired Selection Title:</b> "A World Festival"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Environmental Print	<b>Short Text:</b> "Sid"  <b>Genre:</b> Fiction	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Character, Setting, Events  <b>Main Selection Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>My Neighbors</i> <b>O:</b> <i>Neighborhood Party</i> <b>E:</b> <i>Neighborhood Party</i> <b>B:</b> <i>Parade Day</i>	<b>Literature Big Book:</b> Sentence Structure	<b>Academic Words:</b> <i>do</i>	<i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i>	Food Words	<b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation  <b>Phonics:</b> /d/d (initial/final)  <b>Consonant/Vowel Review:</b> /a/a, /k/c, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t	Sound-Spelling and Word Automaticity; Expression	<b>Writing Trait:</b> Word Choice  <b>Grammar Skill:</b> Adjectives  <b>Weekly Writing Focus:</b> Write a Menu	<b>Weekly Project:</b> What cultures can be found in your neighborhood?	

<p><b>Week 3</b> <b>Weekly Concept:</b> Pitch In  <b>Essential Question:</b> How can people help to make your community better?</p>	<p><b>Title:</b> "The Bundle of Sticks"  <b>Genre:</b> Fable  <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>Roadwork</i>  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Sequence)  <b>Paired Selection Title:</b> "A Community Garden"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Captions</p>	<p><b>Short Text:</b> "I Can, You Can!"  <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> <i>We Clean!</i> <b>O:</b> <i>Can You Fix It?</i> <b>E:</b> <i>Can You Fix It?</i> <b>B:</b> <i>Helping Mom</i></p>	<p><b>Literature Big Book:</b> Specific Vocabulary</p>	<p><b>Academic Words:</b> <i>chart</i> <i>sequence</i> <i>blend</i> <i>plot</i></p>	<p><i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i></p>	<p><i>community</i> <i>improve</i> <i>confused</i> <i>harvest</i> <i>quarrel</i></p>	<p>Position Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation  <b>Phonics:</b> /i/i, /n/n, /k/c, /o/o, /d/d  <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Word Choice  <b>Grammar Skill:</b> Adjectives  <b>Weekly Writing Focus:</b> Write an Expository Sentence</p>	<p><b>Weekly Project:</b> In what ways can we improve our community?</p>
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Unit 5													
Big Idea:	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
Wonders of Nature  What kinds of things can you find growing in nature?													
<b>Week 1</b> <b>Weekly Concept:</b> How Does Your Garden Grow? <b>Essential Question:</b> What do living things need to grow?	<b>Title:</b> "Growing Plants" <b>Genre:</b> Informational Text <b>Strategy:</b> Reread	<b>Main Selection Title:</b> <i>My Garden</i> <b>Genre:</b> Fiction <b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Events (Use Illustrations) <b>Paired Selection Titles:</b> "Tommy," "Maytime Magic," "The Seed," "Garden" <b>Genre:</b> Poetry <b>Literary Element:</b> Rhyme and Repetition	<b>Short Text:</b> "Hop Can Hop!" <b>Genre:</b> Fiction	<b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Events <b>Main Selection Genre:</b> Fantasy <b>Titles:</b> <b>A:</b> <i>My Garden</i> <b>O:</b> <i>My Garden Grows</i> <b>E:</b> <i>My Garden Grows</i> <b>B:</b> <i>The Mystery Seeds</i>	<b>Literature Big Book:</b> Purpose	<b>Academic Words:</b> <i>pronoun rhyme event beginning</i> <b>Vocabulary Strategy:</b> Plurals	<i>my</i>	<i>require plant harmful soak crowd</i>	Size Words	<b>Phonological/Phonemic Awareness:</b> Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization <b>Phonics:</b> /h/h (initial) <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /l/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t <b>Extend:</b> final /z/s	Sound-Spelling and Word Automaticity; Expression; Intonation	<b>Writing Trait:</b> Organization <b>Grammar Skill:</b> Pronouns <b>Weekly Writing Focus:</b> Write a Poem	<b>Weekly Project:</b> What do plants need to grow?
<b>Week 2</b> <b>Weekly Concept:</b> Trees <b>Essential Question:</b> How do living things change as they grow?	<b>Title:</b> "The Pine Tree" <b>Genre:</b> Fairy Tale <b>Strategy:</b> Reread	<b>Main Selection Title:</b> <i>A Grand Old Tree</i> <b>Genre:</b> Informational Text <b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details <b>Paired Selection Title:</b> "From a Seed to a Tree" <b>Genre:</b> Informational Text <b>Text Feature:</b> Diagram	<b>Short Text:</b> "Ed and Ned" <b>Genre:</b> Nonfiction	<b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details <b>Main Selection Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> <i>The Tree</i> <b>O:</b> <i>Many Trees</i> <b>E:</b> <i>Many Trees</i> <b>B:</b> <i>Our Apple Tree</i>	<b>Literature Big Book:</b> Organization	<b>Academic Words:</b> <i>fact topic fairy tale diagram</i> <b>Vocabulary Strategy:</b> Inflectional Ending -ed	<i>are</i>	<i>develop amazing content enormous imagine</i>	Tree Parts	<b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation <b>Phonics:</b> /e/e (initial/medial) <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /h/h, /l/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t	Sound-Spelling and Word Automaticity; Expression	<b>Writing Trait:</b> Organization <b>Grammar Skill:</b> Pronouns <b>Weekly Writing Focus:</b> Write an Opinion About a Book	<b>Weekly Project:</b> How do trees change as they grow?

<p><b>Week 3</b> <b>Weekly Concept:</b> Fresh from the Farm <b>Essential Question:</b> What kinds of things grow on a farm?</p>	<p><b>Title:</b> "Farms Around the World" <b>Genre:</b> Informational Text <b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>An Orange in January</i> <b>Genre:</b> Informational Text <b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details <b>Paired Selection Title:</b> "Farmers' Market" <b>Genre:</b> Informational Text <b>Text Feature:</b> Lists</p>	<p><b>Short Text:</b> "Ron With Red" <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Main Topic and Key Details <b>Main Selection Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> <i>The Farmer</i> <b>O:</b> <i>Let's Make a Salad!</i> <b>E:</b> <i>Let's Make a Salad!</i> <b>B:</b> <i>Farm Fresh Finn</i></p>	<p><b>Literature Big Book:</b> Sentence Structure</p>	<p><b>Academic Words:</b> <i>reread</i> <i>lists</i> <b>Vocabulary Strategy:</b> Context Clues</p>	<p><i>with</i> <i>he</i></p>	<p>fresh delicious beneath raise special</p>	<p>Food Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme <b>Phonemic Awareness:</b> Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition <b>Phonics:</b> /f/f, /t/r (initial) <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /e/e, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t</p>	<p>Sound-Spelling and Word Automaticity; Intonation; Phrasing</p>	<p><b>Writing Trait:</b> Organization <b>Grammar Skill:</b> Pronouns <b>Weekly Writing Focus:</b> Write Story Sentences</p>	<p><b>Weekly Project:</b> How do fruits and vegetables grow?</p>
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Unit 6													
Big Idea:	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
Weather for all Seasons  How do weather and seasons affect us?													
<b>Week 1</b> <b>Weekly Concept:</b> The Four Seasons  <b>Essential Question:</b> How are the seasons different?	<b>Title:</b> "A Tour of the Seasons"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Visualize	<b>Main Selection Title:</b> <i>Mama, Is It Summer Yet?</i>  <b>Genre:</b> Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details (Sequence)  <b>Paired Selection</b> <b>Titles:</b> "New Snow," "Rain Song," "Covers," excerpt from "Honey, I Love You"  <b>Genre:</b> Poetry  <b>Literary Element:</b> Rhyme	<b>Short Text:</b> "Is It Hot?"  <b>Genre:</b> Nonfiction	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details (Sequence)  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>It Is Hot!</i> <b>O:</b> <i>Little Bear</i> <b>E:</b> <i>Little Bear</i> <b>B:</b> <i>Ant and Grasshopper</i>	<b>Literature Big Book:</b> Organization	<b>Academic Words:</b> <i>plural</i> <i>pattern</i>  <b>Vocabulary</b> <b>Strategy:</b> Context Clues (multiple-meaning words, unknown phrases)	<i>is</i> <i>little</i>	<i>weather</i> <i>seasons</i> <i>migrate</i> <i>active</i> <i>spot</i>	Seasons	<b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, 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, /i/i, /o/o, /m/m, /n/n, /p/p, /r/r, /s/s, /t/t  <b>Extend:</b> final double letters, -ll	Sound-Spelling and Word Automaticity; Expression	<b>Writing Trait:</b> Voice  <b>Grammar Skill:</b> Nouns  <b>Weekly Writing</b> <b>Focus:</b> Write Opinion Sentences	<b>Weekly Project:</b> What do we do in different seasons?
<b>Week 2</b> <b>Weekly Concept:</b> What's the Weather?  <b>Essential Question:</b> What happens in different kinds of weather?	<b>Title:</b> "The Frog and the Locust"  <b>Genre:</b> Folktale  <b>Strategy:</b> Visualize	<b>Main Selection Title:</b> <i>Rain</i>  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details (Sequence)  <b>Paired Selection</b> <b>Title:</b> "Cloud Watch"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Speech Bubbles	<b>Short Text:</b> "Kim and Nan"  <b>Genre:</b> Fiction	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>The Rain</i> <b>O:</b> <i>Weather Is Fun</i> <b>E:</b> <i>Weather Is Fun</i> <b>B:</b> <i>Kate and Tuck</i>	<b>Literature Big Book:</b> Lack of Prior Knowledge	<b>Academic Words:</b> <i>narrative</i> <i>folktale</i> <i>speech bubbles</i> <i>dialogue</i>  <b>Vocabulary</b> <b>Strategy:</b> Shades of Meaning	<i>she</i> <i>was</i>	<i>predict</i> <i>temperature</i> <i>drought</i> <i>clever</i> <i>storm</i>	Weather Words	<b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, 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, /h/h, /i/i, /l/l, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t	Sound-Spelling and Word Automaticity; Expression; Intonation	<b>Writing Trait:</b> Voice  <b>Grammar Skill:</b> Nouns  <b>Weekly Writing</b> <b>Focus:</b> Write a Personal Narrative	<b>Weekly Project:</b> How can you observe how strong the wind blows?

<p><b>Week 3</b>  <b>Weekly Concept:</b>                  Stormy Weather</p> <p><b>Essential Question:</b> How can you stay safe in bad weather?</p>	<p><b>Title:</b> "Rainbow Crow"  <b>Genre:</b> Myth  <b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b>  <i>Waiting Out the Storm</i>  <b>Genre:</b> Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details (Use Illustrations)  <b>Paired Selection Title:</b> "Be Safe in Bad Weather"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Directions</p>	<p><b>Short Text:</b> "Mack and Ben"  <b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fiction  <b>Titles:</b>  <b>A:</b> <i>Bad Weather</i>  <b>O:</b> <i>Getting Ready</i>  <b>E:</b> <i>Getting Ready</i>  <b>B:</b> <i>The Storm</i></p>	<p><b>Literature Big Book:</b> Sentence Structure</p>	<p><b>Academic Words:</b>  <i>purpose</i>  <i>report</i>  <i>myth</i>  <b>Vocabulary Strategy:</b> Question Words</p>	<p><i>are</i>  <i>he</i>  <i>is</i>  <i>little</i>  <i>my</i>  <i>she</i>  <i>was</i>  <i>with</i></p>	<p><i>safe</i>  <i>prepare</i>  <i>notice</i>  <i>celebration</i>  <i>enough</i></p>	<p>Question Words</p>	<p><b>Phonological/Phonemic Awareness:</b>                  Recognize Alliteration, Phoneme Identity, Phoneme Blending, Phoneme Addition  <b>Phonics:</b> /h/h, /e/e, /f/f, /t/r, /b/b, /l/l, /k/k, /k/ck</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Voice  <b>Grammar Skill:</b> Nouns  <b>Weekly Writing Focus:</b> Write a Weather Report</p>	<p><b>Weekly Project:</b>                  What are some ways to stay safe in bad weather?</p>
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Unit 7													
Big Idea: The Animal Kingdom	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
What are different kinds of animals?													
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Baby Animals</p> <p><b>Essential Question:</b> How are some animals alike and how are they different?</p>	<p><b>Title:</b> "Baby Farm Animals"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>ZooBorns!</i></p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text (Compare and Contrast)</p> <p><b>Paired Selection</b></p> <p><b>Title:</b> "Mischievous Goat," "Over in the Meadow," "Kitty Caught a Caterpillar"</p> <p><b>Genre:</b> Poetry</p> <p><b>Literary Element:</b> Alliteration</p>	<p><b>Short Text:</b> "A Pup and a Cub"</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>Main Selection</b></p> <p><b>Genre:</b> Informational Text</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>Two Cubs</i></p> <p><b>O:</b> <i>Animal Bodies</i></p> <p><b>E:</b> <i>Animal Bodies</i></p> <p><b>B:</b> <i>Two Kinds of Bears</i></p>	<p><b>Literature Big Book:</b> Lack of Prior Knowledge</p>	<p><b>Academic Words:</b> <i>for</i> <i>have</i></p> <p><b>Vocabulary Strategy:</b> Compound Words</p>	<p><i>appearance</i> <i>behavior</i> <i>exercise</i> <i>wander</i> <i>plenty</i></p>	Animal Parts	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion</p> <p><b>Phonics:</b> /u/u (initial/medial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p>	Sound-Spelling and Word Automaticity; Expression; Intonation	<p><b>Writing Trait:</b> Word Choice</p> <p><b>Grammar Skill:</b> Verbs</p> <p><b>Weekly Writing Focus:</b> Write an Animal Card</p>	<p><b>Weekly Project:</b> What features do animals have?</p>	
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Pet Pals?</p> <p><b>Essential Question:</b> How do you take care of different kinds of pets?</p>	<p><b>Title:</b> "The Family Pet"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Make Predictions</p>	<p><b>Main Selection Title:</b> <i>The Birthday Pet</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot (Problem and Solution)</p> <p><b>Paired Selection</b></p> <p><b>Title:</b> "The Perfect Pet"</p> <p><b>Genre:</b> Fiction</p> <p><b>Text Feature:</b> Chart</p>	<p><b>Short Text:</b> "I Hug Gus!"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selection</b></p> <p><b>Genre:</b> Fiction</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>My Cats</i></p> <p><b>O:</b> <i>Their Pets</i></p> <p><b>E:</b> <i>Their Pets</i></p> <p><b>B:</b> <i>Will's Pet</i></p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Academic Words:</b> <i>of</i> <i>they</i></p> <p><b>Vocabulary Strategy:</b> Prepositions</p>	<p><i>responsibility</i> <i>train</i> <i>depend</i> <i>compared</i> <i>social</i></p>	Pet Words	<p><b>Phonological/Phonemic Awareness:</b> Recognize and Generate Rhyme, Phoneme Isolation (initial/final g; initial w), Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /g/g (initial/final), /w/w (initial)</p> <p><b>Extend:</b> /-blends; <i>sl, gl, cl</i></p> <p><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</p>	Sound-Spelling and Word Automaticity; Expression; Intonation	<p><b>Writing Trait:</b> Word Choice</p> <p><b>Grammar Skill:</b> Verbs</p> <p><b>Weekly Writing Focus:</b> Write an Explanatory</p>	<p><b>Weekly Project:</b> How do you take care of a pet?</p>	

<p><b>Week 3</b>  <b>Weekly Concept:</b>                  Animal Habitats</p> <p><b>Essential Question:</b> Where do animals live?</p>	<p><b>Title:</b> "Anansi: An African Tale"</p> <p><b>Genre:</b> Tale</p> <p><b>Strategy:</b> Make. Confirm, and Revise Predictions</p>	<p><b>Main Selection Title:</b>  <i>Bear Snores On</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Make. Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot (Cause and Effect)</p> <p><b>Paired Selection</b>  <b>Title:</b> "Animal Homes"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Glossary</p>	<p><b>Short Text:</b> "A Vet in a Van"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Make. Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot (Cause and Effect)</p> <p><b>Main Selection</b>  <b>Genre:</b> Fantasy</p> <p><b>Titles:</b>  <b>A:</b> <i>We Want Water</i>  <b>O:</b> <i>A New Home</i>  <b>E:</b> <i>A New Home</i>  <b>B:</b> <i>Bird's New Home</i></p>	<p><b>Literature Big Book:</b> Purpose</p>	<p><b>Academic Words:</b>  <i>questions, answer, glossary</i></p> <p><b>Vocabulary</b>  <b>Strategy:</b> Shades of Meaning</p>	<p><i>said, want</i></p>	<p><i>habitat, wild, complain, join, stubborn</i></p>	<p>Animal Homes</p>	<p><b>Phonological/Phonemic Awareness:</b>                  Onset and Rime Segmentation, Phoneme Isolation (initial <i>v</i>, final <i>x</i>), Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /<i>x/x</i> (final), /<i>v/v</i> (initial)</p> <p><b>Consonant/Vowel Review:</b>  <i>/a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</i></p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p><b>Writing Trait:</b>                  Ideas</p> <p><b>Grammar Skill:</b>                  Verbs</p> <p><b>Weekly Writing Focus:</b> Write Questions and Answers</p>	<p><b>Weekly Project:</b>                  What do animals' homes look like?</p>
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Unit 8													
Big Idea: From Here to There	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
Where can you go that is near and far?													
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> On the Move</p> <p><b>Essential Question:</b> What can help you go from here to there?</p>	<p><b>Title:</b> "The King of the Winds"</p> <p><b>Genre:</b> Tale</p> <p><b>Strategy:</b> Make Predictions</p>	<p><b>Main Selection Title:</b> <i>When Daddy's Truck Picks Me Up</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "From Here to There"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Headings</p>	<p><b>Short Text:</b> "Dad Got a Job"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b>  <b>A:</b> <i>I Go Places</i>  <b>O:</b> <i>Run, Quinn!</i>  <b>E:</b> <i>Run, Quinn!</i>  <b>B:</b> <i>Going to Gran's House</i></p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Academic Words:</b> <i>here</i> <i>me</i></p> <p><b>Vocabulary Strategy:</b> Context Clues</p>	<p><i>here</i> <i>me</i></p>	<p><i>transportation</i> <i>vehicle</i> <i>journey</i> <i>fierce</i> <i>wide</i></p>	<p>Vehicles</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial <i>j</i>, <i>qu</i>), Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /j/j, /kw/qu (initial)</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, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Sentence Fluency</p> <p><b>Grammar Skill:</b> Sentences with Prepositions</p> <p><b>Weekly Writing Focus:</b> Write a Personal Narrative</p>	<p><b>Weekly Project:</b> What are different ways to travel?</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> My U.S.A.</p> <p><b>Essential Question:</b> What do you know about our country?</p>	<p><b>Title:</b> "The Best of the West"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>Ana Goes to Washington, D.C.</i></p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Paired Selection Title:</b> "See Our Country"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Short Text:</b> "Pack a Bag!"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b>  <b>A:</b> <i>See This!</i>  <b>O:</b> <i>Places to See</i>  <b>E:</b> <i>Places to See</i>  <b>B:</b> <i>My Trip to Yellowstone</i></p>	<p><b>Literature Big Book:</b> Genre</p>	<p><b>Academic Words:</b> <i>this</i> <i>what</i></p> <p><b>Vocabulary Strategy:</b> Synonyms</p>	<p><i>this</i> <i>what</i></p>	<p><i>country</i> <i>travel</i> <i>careful</i> <i>purpose</i> <i>connect</i></p>	<p>Ordinal Numbers</p>	<p><b>Phonological/Phonemic Awareness:</b> Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /y/y, /z/z (initial)</p> <p><b>Consonant/Vowel Review:</b>                      /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Sentence Fluency</p> <p><b>Grammar Skill:</b> Sentences with Prepositions</p> <p><b>Weekly Writing Focus:</b> Write a Travel Poster</p>	<p><b>Weekly Project:</b> What would you like to find out about in our country?</p>

<p><b>Week 3</b>  <b>Weekly Concept:</b>                  Look to the Sky</p> <p><b>Essential Question:</b> What do you see in the sky?</p>	<p><b>Title:</b> "A View from the Moon"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Make Predictions</p>	<p><b>Main Selection Title:</b>  <i>Bringing Down the Moon</i>  <b>Genre:</b> Fiction  <b>Strategy:</b> Make Confirm, Revise Predictions  <b>Skill:</b> Character Setting, Plot (Problem and Solution)  <b>Paired Selection</b>  <b>Title:</b> "Day and Night Sky"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Headings</p>	<p><b>Short Text:</b> "Up! Up! Up!"  <b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Character, Setting, Plot (Problem and Solution)  <b>Main Selection</b>  <b>Genre:</b> Fantasy  <b>Titles:</b>  <b>A:</b> <i>Going Up</i>  <b>O:</b> <i>In the Clouds</i>  <b>E:</b> <i>In the Clouds</i>  <b>B:</b> <i>How Sun and Moon Found Home</i></p>	<p><b>Literature Big Book:</b> Sentence Structure</p>	<p><b>Academic Words:</b> <i>for have they of said want here me this what</i>  <b>Vocabulary Strategy:</b> Similes</p>	<p><i>distance recognize space challenge surface</i></p>	<p>Opposites</p>	<p><b>Phonological/Phonemic Awareness:</b>                  Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition  <b>Phonics:</b> /u/u, /g/g, /w/w, /x/x, /v/v, /j/j, /k/qu, /z/z  <b>Consonant/Vowel Review:</b>                  /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Sentence Fluency  <b>Grammar Skill:</b> Sentences with Prepositions  <b>Weekly Writing Focus:</b> Write a Counting Book</p>	<p><b>Weekly Project:</b> What can you see in the sky during the day and at night?</p>
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Unit 9													
Big Idea: How Things Change	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
How do things change?													
<b>Week 1</b> <b>Weekly Concept:</b> Growing Up  <b>Essential Question:</b> How can you help out at home?	<b>Title:</b> "Helping Out at Home"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>Peter's Chair</i>  <b>Genre:</b> Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Sequence  <b>Paired Selection Title:</b> "The Clean Up!"  <b>Genre:</b> Fiction  <b>Text Feature:</b> Chart	<b>Short Text:</b> Jake and Dale Help!  <b>Genre:</b> Fiction	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Character, Setting, Plot (Sequence)  <b>Main Selection Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>Let Me Help You</i> <b>O:</b> <i>How Can Jane Help?</i> <b>E:</b> <i>How Can Jane Help?</i> <b>B:</b> <i>I Used to Help Too</i>	<b>Literature Big Book:</b> Purpose	<b>Academic Words:</b> <i>help, too</i>  <b>Vocabulary Strategy:</b> Prefixes and Suffixes	<i>help, too</i>  <i>chores, contribute, member, organize, accomplish</i>	Household Furniture	<b>Phonological/Phonemic Awareness:</b> Syllable Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Deletion  <b>Phonics:</b> /ā/a_e  <b>Extend:</b> digraphs; <i>sh</i>  <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /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	Sound-Spelling and Word Automaticity; Expression	<b>Writing Trait:</b> Word Choice  <b>Grammar Skill:</b> Adjectives  <b>Weekly Writing Focus:</b> Write an Opinion About a Book	<b>Weekly Project:</b> How do characters in Ezra Jack Keats's books show they are growing up?	
<b>Week 2</b> <b>Weekly Concept:</b> Good Citizens  <b>Essential Question:</b> What do good citizens do?	<b>Title:</b> "The Little Red Hen"  <b>Genre:</b> Fable  <b>Strategy:</b> Reread	<b>Main Selection Title:</b> <i>Hen Hears Gossip</i>  <b>Genre:</b> Fantasy  <b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot (Cause and Effect)  <b>Paired Selection Title:</b> "Team Up to Clean Up"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Captions	<b>Short Text:</b> "We Can Play"  <b>Genre:</b> Fiction	<b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot (Cause and Effect)  <b>Main Selection Genre:</b> Fantasy  <b>Titles:</b> <b>A:</b> <i>Mike Helps Out</i> <b>O:</b> <i>Clive and His Friend</i> <b>E:</b> <i>Clive and His Friend</i> <b>B:</b> <i>Farmer White's Best Friend</i>	<b>Literature Big Book:</b> Organization	<b>Academic Words:</b> <i>has play</i>  <b>Vocabulary Strategy:</b> Question Words	<i>has play</i>  <i>citizen respect tidy necessary hauled</i>	Farm Animals	<b>Phonological/Phonemic Awareness:</b> Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion  <b>Phonics:</b> /ī/i_e  <b>Extend:</b> digraphs; <i>ch</i>  <b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y	Sound-Spelling and Word Automaticity; Expression; Intonation	<b>Writing Trait:</b> Organization  <b>Grammar Skill:</b> Adjectives  <b>Weekly Writing Focus:</b> Write a Story	<b>Weekly Project:</b> How can you be a good citizen at school?	

<p><b>Week 3</b> <b>Weekly Concept:</b> Our Natural Resources <b>Essential Question:</b> How can things in nature be used to make new things?</p>	<p><b>Title:</b> "Spider Woman Teaches the Navajo" <b>Genre:</b> Tale <b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>Bread Comes to Life</i> <b>Genre:</b> Informational Text <b>Strategy:</b> Reread <b>Skill:</b> Connections Within Text (Sequence) <b>Paired Selection Title:</b> "Nature Artists" <b>Genre:</b> Informational Text <b>Text Feature:</b> Directions</p>	<p><b>Short Text:</b> "Nature Artists" <b>Genre:</b> Informational Text</p>	<p><b>Strategy:</b> Reread Within Text (Sequence) <b>Skill:</b> Connections Within Text (Sequence) <b>Main Selection Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> <i>Look Where It Is From</i> <b>O:</b> <i>What's for Breakfast?</i> <b>E:</b> <i>What's for Breakfast?</i> <b>B:</b> <i>Nature at the Craft Fair</i></p>	<p><b>Literature Big Book:</b> Specific Vocabulary</p>	<p><b>Academic Words:</b> <i>where, look directions</i> <b>Vocabulary Strategy:</b> Context Clues</p>	<p><i>where, look</i></p>	<p><i>natural resources, create, designs, weave, knowledge</i></p>	<p>Foods Made from Grain</p>	<p><b>Phonological/Phonemic Awareness:</b> Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution <b>Phonics:</b> /ō/o_e, o <b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y</p>	<p>Sound-Spelling and Word Automaticity; Rate</p>	<p><b>Writing Trait:</b> Organization <b>Grammar Skill:</b> Adjectives <b>Weekly Writing Focus:</b> Write a Recipe</p>	<p><b>Weekly Project:</b> What are our clothes made from?</p>
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Unit 10													
Big Idea:	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
Thinking Outside the Box  How can new ideas help us?													
<b>Week 1</b> <b>Weekly Concept:</b> Problem Solvers  <b>Essential Question:</b> What can happen when we work together?	<b>Title:</b> "The Elves and the Shoemakers"  <b>Genre:</b> Tale  <b>Strategy:</b> Make Predictions	<b>Main Selection Title:</b> <i>What's the Big Idea, Molly?</i>  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Plot: Sequence  <b>Paired Selection Title:</b> "The Variety Show"  <b>Genre:</b> Fiction  <b>Text Feature:</b> Speech Bubbles	<b>Short Text:</b> "A Good Time for Luke!"  <b>Genre:</b> Fiction	<b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Character, Setting, Plot (Sequence)  <b>Main Selection Genre:</b> Fantasy  <b>Titles:</b> <b>A:</b> <i>Animal Band</i> <b>O:</b> <i>We Want Honey</i> <b>E:</b> <i>We Want Honey</i> <b>B:</b> <i>A Good Idea</i>	<b>Literature Big Book:</b> Connection of Ideas	<b>Academic Words:</b> <i>good who</i>  <b>Vocabulary Strategy:</b> Context Clues	<i>first last syllables</i>	<i>decide opinion ragged marvel grateful</i>	Question Words	<b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Substitution  <b>Phonics:</b> /ū/u_e  <b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /x/x, /y/y, /z/z	Sound-Spelling and Word Automaticity; Expression; Intonation	<b>Writing Trait:</b> Word Choice  <b>Grammar Skill:</b> Pronouns  <b>Weekly Writing Focus:</b> Write a Story with Dialogue	<b>Weekly Project:</b> How can we solve a problem at school together?
<b>Week 2</b> <b>Weekly Concept:</b> Sort It Out  <b>Essential Question:</b> In what ways are things alike? How are they different?	<b>Title:</b> "The Perfect Color"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>All Kinds of Families!</i>  <b>Genre:</b> Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Illustrations)  <b>Paired Selection Title:</b> "Good For You"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Labels	<b>Short Text:</b> "We Come on Time!"  <b>Genre:</b> Fiction	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Illustrations)  <b>Main Selection Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>My Box</i> <b>O:</b> <i>Let's Make a Band</i> <b>E:</b> <i>Let's Make a Band</i> <b>B:</b> <i>Going Camping</i>	<b>Literature Big Book:</b> Connection of Ideas	<b>Academic Words:</b> <i>come does</i>  <b>Vocabulary Strategy:</b> Antonyms	<i>sort similar perfect endless experiment</i>		Opposites	<b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Substitution  <b>Phonics:</b> /ē/e, ee, e_e  <b>Extend:</b> digraphs; <i>th</i>  <b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /z/z	Sound-Spelling and Word Automaticity; Phrasing	<b>Writing Trait:</b> Voice  <b>Grammar Skill:</b> Pronouns  <b>Weekly Writing Focus:</b> Write a Thank-You Note	<b>Weekly Project:</b> How can we sort classroom materials?

<p><b>Week 3</b> <b>Weekly Concept:</b> Protect Our Earth</p> <p><b>Essential Question:</b> What ideas can you suggest to protect the environment?</p>	<p><b>Title:</b> "Protect the Environment!"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>Panda Kindergarten</i></p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Paired Selection Title:</b> "Save Big Blue!"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Short Text:</b> "Who Can Help?"</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>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> <b>A:</b> <i>Help Clean Up</i> <b>O:</b> <i>Let's Save Earth</i> <b>E:</b> <i>Let's Save Earth</i> <b>B:</b> <i>Babysitters for Seals</i></p>	<p><b>Literature Big Book:</b> Connection of Ideas</p>	<p><b>Academic Words:</b> <i>reference</i></p> <p><b>Vocabulary Strategy:</b> Prefixes and Suffixes</p>	<p><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></p>	<p><i>environment</i> <i>protect</i> <i>recycle</i> <i>wisely</i> <i>encourage</i></p>	<p>Baby Animals</p>	<p><b>Phonological/Phonemic Awareness:</b> Generate Alliteration, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> ā, ī, ē, ō, ū</p> <p><b>Consonant/Vowel Review:</b> <i>/a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /ē/ee, e_e, e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /ks/x, /y/y, /z/z</i></p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p><b>Writing Trait:</b> Voice</p> <p><b>Grammar Skill:</b> Pronouns</p> <p><b>Weekly Writing Focus:</b> Write an Opinion Poster</p>	<p><b>Weekly Project:</b> What things can we do to protect the earth?</p>
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