

Grade 1 • Start Smart • Scope and Sequence

	Read Alouds	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Handwriting	High-Frequency Words	Writing
<p>Week 1</p> <p>All About Me</p> <p>Essential Question: Who Am I?</p> <p>Genre Focus: Nursery Rhyme</p>	<p>Genre Read Aloud: "1, 2, Buckle My Shoe"</p> <p>Teacher's Edition: "Mary Had a Little Lamb"</p> <p>Genre: Nursery Rhyme</p> <p>ELA.1.R.1.1</p>	<p>Ask and Answer Questions</p> <p>Character</p> <p>ELA.1.R.1.1</p>	<p>Directionality</p> <p>Concept of a Sentence</p> <p>Concept of a Word</p> <p>Parts of a Book, Capitalization, End Punctuation, Word Spaces</p> <p>Parts of a Book, Periods, Pronoun /</p>	<p>Phonological Awareness: Onset and Rime Syllable Segmentation Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation Phoneme Identity</p> <p>ELA.1.F.1.2</p>	<p>Phonics: Identify and Blend: <i>m, s, a, p, t, n, r, i</i></p> <p>Handwriting: Writing position, pencil grip <i>m, s, a, p, t, n, r, i</i></p> <p>ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.C.1.1</p>	<p>Review: <i>a, can, do, go, has, he, I, like, to, you</i></p> <p>ELA.1.F.1.4.a</p>	<p>Write About the Text: Nursery Rhyme</p> <p>ELA.1.C.1.4</p>
<p>Week 2</p> <p>Let's Pretend</p> <p>Essential Question: What can you imagine?</p> <p>Genre Focus: Fairy Tale</p>	<p>Genre Read Aloud: "Jack and the Beanstalk"</p> <p>Teacher's Edition: "The Three Billy Goats Gruff"</p> <p>Genre: Fairy Tale</p> <p>ELA.1.R.1.1</p>	<p>Reread, Ask and Answer Questions</p> <p>Character</p> <p>ELA.1.R.1.1</p>	<p>Return Sweep, Capitalization</p> <p>Word Spaces, Punctuation, Pronoun /, Title Page</p> <p>Match Print to Speech, Word Length, Sentence Boundaries</p> <p>Sentences, Quotation Marks, Title Page</p> <p>Sentences, Italics, Repeated Letters</p> <p>ELA.1.F.1.1</p>	<p>Phonological Awareness: Onset and Rime Syllable Segmentation Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation Phoneme Blending</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.b</p>	<p>Phonics: Identify and Blend: <i>c, f, o, d, h, s, e, b, l, ll</i></p> <p>Handwriting: <i>c, f, o, d, h, e, b, l</i></p> <p>ELA.1.F.1.3.c</p>	<p>Review: <i>this, is, my, look, little, where, here, play, the, we</i></p> <p>ELA.1.F.1.4.a</p>	<p>Write About the Text: Fairy Tale</p> <p>ELA.1.C.1.4</p>
<p>Week 3</p> <p>Let's Do Things Together</p> <p>Essential Question: What happens during my day?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Genre Read Aloud: "Work, Play, and Learn Together"</p> <p>Teacher's Edition: "How Do We Get Around Today?"</p> <p>Genre: Informational Text: Nonfiction</p> <p>ELA.1.R.2.2</p>	<p>Visualize, Ask and Answer Questions</p> <p>Character</p> <p>ELA.1.R.2.2</p>	<p>Capitalize /, Punctuation</p> <p>Sentence Boundaries</p> <p>Sentences, Directionality, Return Sweep</p> <p>Sound-Letter Correspondence, Directionality</p> <p>Sound-Letter Correspondence, Sentence Lengths</p>	<p>Phonological Awareness: Rhyme</p> <p>Phonemic Awareness: Phoneme Blending Phoneme Segmentation</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics: Identify and Blend: <i>k, ck, u, g, w, x, v, qu, j, y, z</i></p> <p>Handwriting: <i>k, u, g, w, x, v, q, j, y, z</i></p> <p>ELA.1.F.1.3.a, ELA.1.F.1.3.c</p>	<p>Review: <i>are, me, she, with, for, and, have, said, see, was</i></p> <p>ELA.1.F.1.4.a</p>	<p>Write About the Text: Informational Text</p> <p>ELA.1.C.1.4</p>

Grade 1 • Unit 1 • Scope and Sequence

Getting to Know Us Big Idea: What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>At School</p> <p>Essential Question: What do you do at your school?</p> <p>Genre Focus: Realistic Fiction</p>	<p><i>This School Year Will Be the Best!</i> Genre: Realistic Fiction</p>	<p>“School Around the World” Genre: Informational Text</p>	<p>“Jack Can” Genre: Realistic Fiction Lexile: BR</p>	<p>Anchor Text: <i>Nat and Sam</i> Genre: Realistic Fiction Lexile: BR</p> <p>Paired Selection: “Rules at School” Genre: Informational Text Lexile: 180L SS.1.C.1.1</p>	<p><i>Pam Can!</i> <i>Pack a Bag!</i></p>	<p>Oral Vocabulary Words: <i>learn</i> <i>subjects</i> <i>common</i> <i>object</i> <i>recognize</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Visualize Main Story Elements: Character Photographs ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Book Handling ELA.1.F.1.1</p>	<p>Phonological Awareness: Identify Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: Short <i>a</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Aa</i></p> <p>Structural Analysis: Inflectional Ending -s</p> <p>Decodable Readers: <i>Pam Can!; Pack a Bag!</i> ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4, ELA.1.C.3.1, ELA.1.C.1.1</p>	<p><i>does</i> <i>not</i> <i>school</i> <i>what</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Stretch Sounds to Write Words</p> <p>Writing Trait: Focus on a Topic</p> <p>Grammar: Sentences</p> <p>Mechanics: Sentence Capitalization ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: Take a Poll about School ELA.1.C.4.1 SS.1.C.2.3</p>
<p>Week 2</p> <p>Where I Live</p> <p>Essential Question: What is it like where you live?</p> <p>Genre Focus: Fantasy</p> <p>SS.1.G.1.6</p>	<p><i>Alicia’s Happy Day</i> Genre: Realistic Fiction</p>	<p>“City Mouse, Country Mouse” Genre: Fable</p>	<p>“Six Kids” Genre: Fantasy Lexile: 250L</p>	<p>Anchor Text: <i>Go, Pip!</i> Genre: Fantasy Lexile: 30L</p> <p>Paired Selection: “A Surprise in the City” Genre: Personal Narrative Lexile: 50L</p>	<p><i>Kim and Nick Zip</i> <i>Jill and Jim</i></p>	<p>Oral Vocabulary Words: <i>city</i> <i>country</i> <i>bored</i> <i>feast</i> <i>scurried</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Visualize Main Story Elements: Character Bold Print ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Book Handling ELA.1.F.1.1</p>	<p>Phonemic Awareness: Phoneme Blending, Alliteration, Categorization, Phoneme Segmentation ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: short <i>i</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>ii</i></p> <p>Structural Analysis: Double Final Consonants</p> <p>Decodable Readers: <i>Kim and Nick Zip; Jill and Jim</i> ELA.1.C.1.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.4, ELA.1.C.3.1</p>	<p><i>down</i> <i>out</i> <i>up</i> <i>very</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Sentence Capitalization</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Word Order</p> <p>Mechanics: Sentence Punctuation (periods) ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: Interview About a Neighborhood ELA.1.C.4.1 SS.1.G.1.6</p>

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Getting to Know Us Big Idea: What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Our Pets</p> <p>Essential Question: What makes a pet special?</p> <p>Genre Focus: Fantasy</p>	<p><i>Cool Dog, School Dog</i> Genre: Fantasy</p>	<p>"Our Pets" Genre: Informational Text</p>	<p>"A Pig for Cliff" Genre: Fantasy Lexile: 280L</p>	<p>Anchor Text: <i>Flip</i> Genre: Fantasy Lexile: 30L</p> <p>Paired Selection: "What Pets Need" Genre: Nonfiction Lexile: 370L SS.1.C.2.4</p>	<p><i>Cliff Has a Plan</i> <i>A Good Black Cat</i></p>	<p>Oral Vocabulary Words: <i>care, train, groom, companion, popular</i></p> <p>Oral Vocabulary: Use a Dictionary ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Visualize Main Story Elements: Character, Setting and Events Labels ELA.1.R.1.1, ELA.1.R.2.1</p> <p>B.E.S.T. Literature Library <i>I Am Enough</i> Genre: Realistic Fiction Lexile: 640L</p>	<p>Track Print and Return Sweep, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Contrast Vowel Sounds, Phoneme Segmentation ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: Beginning Consonant Blends: l-blends <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>l</i></p> <p>Structural Analysis: -s (plural nouns)</p> <p>Decodable Readers: <i>Cliff Has a Plan; A Good Black Cat</i> ELA.1.C.1.1, ELA.1.F.1.3, ELA.1.F.1.3.a, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4, ELA.1.C.3.1</p>	<p><i>be, come, good, pull</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Narrative Writing Skill: Use Word Bank Writing Trait: Descriptive Details Grammar: Statements and Questions Mechanics: Capitalization and Punctuation (periods & question marks) ELA.1.C.1.2, ELA.1.C.3.1</p>	<p>Project: Plan for a Pet's Home ELA.1.C.4.1 SS.1.C.2.4</p>
<p>Week 4</p> <p>Let's Be Friends</p> <p>Essential Question: What do friends do together?</p> <p>Genre Focus: Informational Text</p>	<p><i>Friends All Around</i> Genre: Informational Text</p>	<p>"Games Long Ago" Genre: Informational Text</p>	<p>"Toss! Kick! Hop!" Genre: Informational Text Lexile: 290L</p>	<p>Anchor Text: <i>Friends</i> Genre: Informational Text Lexile: 60L</p> <p>Paired Selection: "There Are Days and There Are Days" Genre: Poetry Lexile: NP</p>	<p><i>Bob Is a Fun Pal</i> <i>Dog and Fox</i></p>	<p>Oral Vocabulary Words: <i>cooperate, relationship, deliver, chore, collect</i></p> <p>Oral Vocabulary: Word Categories ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Ask and Answer Questions Topic and Relevant Details Rhyme ELA.1.R.1.4, ELA.1.R.2.2</p>	<p>Book Handling and Labels, Title, Author</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Identify and Produce Rhyme, Phoneme Blending ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: Short o <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Oo</i></p> <p>Structural Analysis: Alphabetical Order (one letter)</p> <p>Decodable Readers: <i>Bob Is a Fun Pal; Dog and Fox</i> ELA.1.C.1.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.4, ELA.1.C.3.1</p>	<p><i>fun, make, they, too</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text Extended Writing: Personal Narrative Writing Process: Expert and Student Models; Plan; Draft Writing Skill: Left-to-right progression Writing Trait: Supporting Details Grammar: Exclamations and Interjections Mechanics: Exclamation Marks (in exclamations and interjections) ELA.1.C.1.2, ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: Take a Poll about Friends ELA.1.C.4.1 SS.1.C.2.4</p>

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Getting to Know Us Big Idea: What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Let's Move!</p> <p>Essential Question: How does your body move?</p> <p>Genre Focus: Informational Text</p>	<p><i>Move!</i> Genre: Informational Text</p>	<p>"The Monkey's Fiddle" Genre: Folktale</p>	<p>"Move and Grin!" Genre: Informational Text Lexile: 370L</p>	<p>Anchor Text: <i>Move It!</i> Genre: Informational Text Lexile: 60L</p> <p>Paired Selection: "My Family Hike" Genre: Personal Narrative Lexile: 210L</p>	<p><i>Snap, Skip, Trot!</i> <i>Snip and Trip Can Move</i></p>	<p>Oral Vocabulary Words: <i>physical</i> <i>exercise</i> <i>agree</i> <i>exhausted</i> <i>difficult</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p> <p>ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Ask and Answer Questions Topic and Relevant Details Bold Print</p> <p>ELA.1.R.2.1, ELA.1.R.2.2</p> <p>B.E.S.T. Literature Library <i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> Genre: Biography Lexile: 640L</p>	<p>Special Text Treatments, Title, Author</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: Beginning Consonant Blends: r-blends and s-blends <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ss</p> <p>Structural Analysis: Possessives</p> <p>Decodable Readers: <i>Snap, Skip, Trot!</i>; <i>Snip and Trip Can Move</i></p> <p>ELA.1.C.1.1, ELA.1.F.1.3, ELA.1.F.1.3.a, ELA.1.F.1.3.c, ELA.1.F.1.4, ELA.1.C.3.1</p>	<p><i>jump</i> <i>move</i> <i>run</i> <i>two</i></p> <p>ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text Extended Writing: Personal Narrative Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Writing Skill: Spacing between Words Writing Trait: Supporting Details Grammar: Writing Sentences Mechanics: Capitalization and Punctuation (periods, question and exclamation marks)</p> <p>ELA.1.C.1.2, ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: How We Move in Sports ELA.1.C.4.1 SC.1.P.12.1</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	<p>"Time for Kids: World Games" Genre: Online Article</p> <p>ELA.1.R.2.1, ELA.1.R.3.2.b, ELA.1.C.4.1, ELA.1.C.5.1</p>	<p>Reader's Theater: "Look at Me Now"</p> <p>ELA.1.F.1.4, ELA.K12.EE.6.1</p>	<p>Genre Read-Aloud: "Playground Pushes and Pulls on the Playground"</p> <p>Activities: Experiment with Motion Write a Letter</p> <p>ELA.1.C.1.4, ELA.1.V.1.1, ELA.K12.EE.4.1, SC.1.P.12.1, SC.1.P.13.1</p>	<p>Choose Your Own Book ELA.K12.EE.2.1</p>

Grade 1 • Unit 2 • Scope and Sequence

Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High- Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Jobs Around Town</p> <p>Essential Question: What jobs need to be done in a community?</p> <p>Genre Focus: Realistic Fiction</p>	<p><i>Millie Waits for the Mail</i> Genre: Fantasy</p>	<p>“Jobs Around Town” Genre: Nonfiction</p>	<p>“Good Job, Ben!” Genre: Realistic Fiction Lexile: 130L</p>	<p>Anchor Text: <i>The Red Hat</i> Genre: Realistic Fiction Lexile: BR</p> <p>Paired Selection: “Firefighters at Work” Genre: Nonfiction Lexile: 290L</p>	<p><i>Ted Gets a Job</i> <i>I Sell Crabs</i></p>	<p>Oral Vocabulary Words: <i>occupation</i> <i>community</i> <i>equipment</i> <i>fortunately</i> <i>astonishing</i></p> <p>Oral Vocabulary: Morphology: Suffixes</p> <p>ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Labels</p> <p>ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Ellipses and Dashes, Title, Author</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Isolation, Phoneme Segmentation</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: Short e spelled e and ea <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ee</p> <p>Structural Analysis: Inflectional Ending -ed (no spelling change)</p> <p>Decodable Readers: <i>Ted Gets a Job;</i> <i>I Sell Crabs</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4</p>	<p><i>again</i> <i>help</i> <i>new</i> <i>there</i> <i>use</i></p> <p>ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Opinion</p> <p>Writing Skill: Write on the Lines</p> <p>Writing Trait: Ideas: Focus on an Idea</p> <p>Grammar: Nouns</p> <p>Mechanics: Commas in a Series ELA.1.C.1.3, ELA.1.C.3.1</p>	<p>Project: Interview a Community Worker ELA.1.C.4.1, SS.1.C.2.2</p>
<p>Week 2</p> <p>Buildings All Around</p> <p>Essential Question: What buildings do you know? What are they made of?</p> <p>Genre Focus: Fantasy</p>	<p><i>Three Little Dassies</i> Genre: Fantasy</p>	<p>“Three Little Pigs” Genre: Folktale</p>	<p>“Cubs in a Hut” Genre: Fantasy Lexile: 390L</p>	<p>Anchor Text: <i>The Pigs, the Wolf, and the Mud</i> Genre: Fantasy Lexile: 320L</p> <p>Paired Selection: “Homes Around the World” Genre: Informational Text Lexile: 370L SS.1.G.1.6</p>	<p><i>Can Bud Stop Bug?</i> <i>It's Up to Us</i></p>	<p>Oral Vocabulary Words: <i>shelter</i> <i>materials</i> <i>collapsed</i> <i>furious</i> <i>refused</i></p> <p>Oral Vocabulary: Shades of Meaning/ Intensity</p> <p>ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Captions</p> <p>ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Quotations, Title, Author</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: Short u <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Uu</p> <p>Structural Analysis: Contractions with 's</p> <p>Decodable Readers: <i>Can Bud Stop Bug?; It's Up to Us</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.4</p>	<p><i>could</i> <i>live</i> <i>one</i> <i>then</i> <i>three</i></p> <p>ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Return Sweep</p> <p>Writing Trait: Ideas: Descriptive Details</p> <p>Grammar: Singular and Plural Nouns</p> <p>Mechanics: Apostrophes with Contractions ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: Choose a Building ELA.1.C.4.1</p>

Grade 1 • Unit 2 • Scope and Sequence

Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>A Community in Nature</p> <p>Essential Question: Where do animals live together?</p> <p>Genre Focus: Informational Text</p> <p>SC.1.L.17.1</p>	<p><i>Babies in the Bayou</i> Genre: Informational Text</p>	<p>“Animals in the Desert” Genre: Informational Text</p>	<p>“The Best Spot” Genre: Informational Text Lexile: 160L</p>	<p>Anchor Text: <i>At a Pond</i> Genre: Informational Text Lexile: 190L</p> <p>Paired Selection: “Way Down Deep” Genre: Poetry Lexile: NP ELA.1.R.1.4</p>	<p><i>In a Land of Grass</i> <i>Stomp and Romp</i></p>	<p>Oral Vocabulary Words: <i>habitat depend hibernate tranquil tolerate</i></p> <p>Oral Vocabulary: Multiple Meanings ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Reread Author’s Purpose Poetry: Repetition and Alliteration ELA.1.R.1.4, ELA.1.R.2.3</p> <p>B.E.S.T. Literature Library <i>The Fantastic Undersea Life of Jacques Cousteau</i> Genre: Biography Lexile: 840L</p>	<p>Distinguish Sentences, Title, Author</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Phoneme Categorization, Phoneme Segmentation ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: Ending Consonant Blends <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Tt</p> <p>Structural Analysis: Inflectional Ending -ing (no spelling change)</p> <p>Decodable Readers: <i>In a Land of Grass; Stomp and Romp</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.a, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4</p>	<p><i>eat no of under who</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text Writing Skill: Sentence Capitalization Writing Trait: Ideas: Focus on a Topic Grammar: Singular and Plural Possessive Nouns Mechanics: Apostrophe with Possessive Nouns (singular and plural possessives) ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: Where Animals Live ELA.1.C.4.1, SC.1.L.17.1</p>
<p>Week 4</p> <p>Let’s Help</p> <p>Essential Question: How do people help out in the community?</p> <p>Genre Focus: Fantasy</p> <p>SS.1.C.2.3</p>	<p><i>The Story of Martin Luther King Jr.</i> Genre: Biography</p>	<p>“Luis’s Library” Genre: Informational Text (Biography)</p>	<p>“Thump Thump Helps Out” Genre: Fantasy Lexile: 510L</p>	<p>Anchor Text: <i>Nell’s Books</i> Genre: Fantasy Lexile: 200L</p> <p>Paired Selection: “Kids Can Help!” Genre: Informational Text Lexile: 350L SS.1.C.2.3</p>	<p><i>Dash Has a Wish</i> <i>Help in a Flash</i> <i>The Helping Gang</i> <i>Send a Big Thanks!</i></p>	<p>Oral Vocabulary Words: <i>leadership admire enjoy rely connections</i></p> <p>Oral Vocabulary: Inflectional Endings ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Reread Main Story Elements: Character, Setting, Events List ELA.1.R.1.1, ELA.1.R.2.1</p> <p>B.E.S.T. Literature Library <i>Drum Dream Girl</i> Genre: Poetry Lexile: NP</p>	<p>Special Text Treatments, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: Consonant Digraphs <i>sh, th, -ng</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ff</p> <p>Structural Analysis: Closed Syllables</p> <p>Decodable Readers: <i>Dash Has a Wish; Help in a Flash; The Helping Gang; Send a Big Thanks!</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.a, ELA.1.F.1.3.c, ELA.1.F.1.3.e, ELA.1.F.1.4</p>	<p><i>all call day her want</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Narrative Extended Writing: Fantasy Writing Skill: End Punctuation Writing Trait: Organization: Beginning, Middle, End Writing Process: Expert and Student Models; Plan; Draft Grammar: Common and Proper Nouns Mechanics: Capitalize Proper Nouns (people, pets, places, and things) ELA.1.C.1.2, ELA.1.C.3.1</p>	<p>Project: Interview a Helper ELA.1.C.4.1, SS.1.C.2.3</p>

Grade 1 • Unit 2 • Scope and Sequence

Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High- Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Follow the Map</p> <p>Essential Question: How can you find your way around?</p> <p>Genre Focus: Informational Text</p>	<p><i>Me on the Map</i> Genre: Realistic Fiction</p>	<p>“Map It!” Genre: Informational Text</p>	<p>“Which Way on the Map?” Genre: Informational Text Lexile: 160L</p>	<p>Anchor Text: <i>Fun with Maps</i> Genre: Informational Text Lexile: NP Paired Selection: “North, East, South, or West?” Genre: Informational Text Lexile: 360L SS.1.G.1.2, SS.1.G.1.4</p>	<p><i>A Map Match</i> <i>A Fun Chest!</i> <i>Phil and Steph Get Lost</i> <i>Maps and Graphs</i></p>	<p>Oral Vocabulary Words: <i>locate</i> <i>route</i> <i>height</i> <i>model</i> <i>separate</i></p> <p>Oral Vocabulary: Prefixes ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Reread Topic and Relevant Details Maps ELA.1.R.2.1, ELA.1.R.2.2</p>	<p>Reading Sentences Across Pages, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Addition, Phoneme Blending ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: Consonant Digraphs <i>ch, -tch, wh, ph</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper- and Lowercase Cc Structural Analysis: -es (plural nouns) Decodable Readers: <i>A Map Match; A Fun Chest; Phil and Steph Get Lost; Maps and Graphs</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.a, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4</p>	<p><i>around</i> <i>by</i> <i>many</i> <i>place</i> <i>walk</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text Extended Writing: Fantasy Writing Skill: Capitalize Proper Nouns Writing Trait: Ideas: Supporting Details Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Irregular Plural Nouns Mechanics: Capital Letters and Periods (in sentences) ELA.1.C.1.2, ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: Make a School Map ELA.1.C.4.1 SS.1.G.1.3</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Extend Your Learning
<p>Extend, Connect, and Assess</p>	<p>“Time for Kids: Help Your Community!” Genre: Online Article ELA.1.C.4.1, ELA.1.C.5.1, ELA.1.R.2.1, ELA.1.R.3.2.b</p>	<p>Reader’s Theater: “I Speak, I Say, I Talk”</p>	<p>Genre Read-Aloud: “Follow the Map” Activities: Make a Community Map Write a Letter ELA.1.C.1.4, ELA.1.C.5.1, ELA.1.V.1.1, ELA.K.12.EE.4.1, SS.1.G.1.2, SS.1.G.1.3</p>	<p>Choose Your Own Book ELA.K.12.EE.2.1</p>

Grade 1 • Unit 3 • Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>What Time Is It?</p> <p>Essential Question: How do we measure time?</p> <p>Genre Focus: Fantasy</p>	<p><i>A Second Is a Hiccup</i> Genre: Poetry</p>	<p>"Measuring Time" Genre: Informational Text</p>	<p>"Nate the Snake Is Late" Genre: Fantasy Lexile: 460L</p>	<p>Anchor Text: <i>On My Way to School</i> Genre: Fantasy Lexile: 330L</p> <p>Paired Selection: "It's About Time!" Genre: Informational Text Lexile: 270L</p>	<p><i>Dave Was Late Is It Late?</i></p>	<p>Oral Vocabulary Words: <i>schedule immediately weekend calendar occasion</i></p> <p>Oral Vocabulary: Antonyms ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Make and Confirm Predictions</p> <p>Events: Beginning, Middle, End</p> <p>Bold Print ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Capitalization and Punctuation, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: Long <i>a</i> spelled <i>a_e</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Dd</i></p> <p>Structural Analysis: Contractions with not</p> <p>Decodable Readers: <i>Dave Was Late; Is It Late?</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.f, ELA.1.F.1.4</p>	<p><i>away now some today way why</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Return Sweep</p> <p>Writing Trait: Word Choice: Strong Verbs</p> <p>Grammar: Verbs</p> <p>Mechanics: Commas in Series ELA.1.C.1.2, ELA.1.C.3.1</p>	<p>Project: Interview About Your Day ELA.1.C.4.1</p>
<p>Week 2</p> <p>Watch It Grow!</p> <p>Essential Question: How do plants change as they grow?</p> <p>Genre Focus: Drama</p> <p>SC.1.L.17.1</p>	<p><i>Mystery Vine</i> Genre: Realistic Fiction</p>	<p>"The Great Big Gigantic Turnip" Genre: Folktale (Russian)</p>	<p>"Time to Plant!" Genre: Drama Lexile: NP</p>	<p>Anchor Text: <i>The Big Yuca Plant</i> Genre: Drama Lexile: NP</p> <p>Paired Selection: "How Plants Grow" Genre: Informational Text Lexile: 400L SC.1.L.17.1</p>	<p><i>A Fine Plant Plants Take Time to Grow</i></p>	<p>Oral Vocabulary Words: <i>assist bloom grasped spied sprout</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Sequence of Events</p> <p>Diagram ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Punctuation within Sentences, Title, Author</p>	<p>Phonological Awareness: Alliteration</p> <p>Phonemic Awareness: Phoneme Deletion, Phoneme Segmentation, Phoneme Blending ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b, ELA.1.F.1.2.c</p>	<p>Phonics/Spelling: Long <i>i</i> spelled <i>i_e</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Vv</i></p> <p>Structural Analysis: Plurals (with CVCe words)</p> <p>Decodable Readers: <i>A Fine Plant; Plants Take Time to Grow</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.3.f, ELA.1.F.1.4</p>	<p><i>green grow pretty should together water</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Capitalize "I"</p> <p>Writing Trait: Word Choice: Sensory Details</p> <p>Grammar: Present-Tense Verbs</p> <p>Mechanics: Capitalize and Underline Titles of Plays ELA.1.C.1.2, ELA.1.C.3.1</p>	<p>Project: From Seed to Plant ELA.1.C.4.1, SC.1.L.17.1, SC.1.L.14.2</p>

Grade 1 • Unit 3 • Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Tales Over Time</p> <p>Essential Question: What is a folktale?</p> <p>Genre Focus: Folktale</p>	<p><i>Interrupting Chicken</i> Genre: Fantasy</p>	<p>"The Foolish, Timid Rabbit" Genre: Folktale (India)</p>	<p>"The Nice Mitten" Genre: Folktale Lexile: 460L</p>	<p>Anchor Text: <i>The Gingerbread Man</i> Genre: Folktale Lexile: 320L</p> <p>Paired Selection: "Drakestail" Genre: Folktale Lexile: 430L</p>	<p><i>King and Five Mice</i> <i>Tales from a Past Age</i></p>	<p>Oral Vocabulary Words: <i>eventually</i> <i>foolish</i> <i>hero</i> <i>tales</i> <i>timid</i></p> <p>Oral Vocabulary: Compound Words ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Make and Confirm Predictions Moral Descriptive Words and Phrases ELA.1.R.1.2, ELA.1.R.3.1</p> <p>B.E.S.T. Literature Library <i>The Velveteen Rabbit</i> Genre: Fiction Lexile: 820L</p>	<p>Quotation Marks/Text Styles, Title, Author</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: Soft <i>c</i>, <i>g/dge</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Yy</i></p> <p>Structural Analysis: Inflectional Endings: <i>-ed</i> and <i>-ing</i> (drop final <i>e</i>)</p> <p>Decodable Readers: <i>King and Five Mice; Tales from a Past Age</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4</p>	<p><i>any</i> <i>from</i> <i>happy</i> <i>once</i> <i>so</i> <i>upon</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Word endings: <i>-ed, -ing</i></p> <p>Writing Trait: Word Choice: Specific Words</p> <p>Grammar: Past- and Future-Tense Verbs</p> <p>Mechanics: Commas in Series ELA.1.C.1.2, ELA.1.C.3.1</p>	<p>Project: All About a Folktale ELA.1.C.4.1</p>
<p>Week 4</p> <p>Now and Then</p> <p>Essential Question: How is life different than it was long ago?</p> <p>Genre Focus: Informational Text</p> <p>SS.1.A.2.2</p>	<p><i>The Last Train</i> Genre: Song</p>	<p>"Let's Look at Video Games!" Genre: Informational Text</p>	<p>"Life at Home" Genre: Informational Text Lexile: 490L</p>	<p>Anchor Text: <i>Long Ago and Now</i> Genre: Informational Text Lexile: 480L</p> <p>Paired Selection: "From Horse to Plane" Genre: Informational Text Lexile: 370L SS.1.A.2.2</p>	<p><i>Those Old Classes</i> <i>That Old Globe</i></p>	<p>Oral Vocabulary Words: <i>century</i> <i>past</i> <i>present</i> <i>future</i> <i>entertainment</i></p> <p>Oral Vocabulary: Base Words ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Reread Details: Compare and Contrast Captions ELA.1.R.2.1, ELA.1.R.2.2</p> <p>B.E.S.T. Literature Library <i>My Name Is Celia/Me llamo Celia: The Life of Celia Cruz/La vida de Celia Cruz</i> Genre: Informational Text</p>	<p>Reading Sentences Across Pages, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Isolation, Phoneme Blending ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b, ELA.1.F.1.2.d</p>	<p>Phonics/Spelling: Long <i>o</i> spelled <i>o_e</i>; Long <i>u</i> spelled <i>u_e</i>; Long <i>e</i> spelled <i>e_e</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Ww</i></p> <p>Structural Analysis: CVCe Syllables</p> <p>Decodable Readers: <i>Those Old Classes; That Old Globe</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.f, ELA.1.F.1.3.e, ELA.1.F.1.4</p>	<p><i>ago</i> <i>boy</i> <i>girl</i> <i>how</i> <i>old</i> <i>people</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Opinion</p> <p>Extended Writing: Expository Text</p> <p>Writing Skill: Use Word Bank</p> <p>Writing Trait: Ideas: Focus on an Idea</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Irregular Verbs: <i>Is</i> and <i>Are</i></p> <p>Mechanics: Commas in Dates ELA.1.C.1.3, ELA.1.C.3.1</p>	<p>Project: Interview About Long Ago ELA.1.C.4.1, SS.1.A.2.2</p>

Grade 1 • Unit 3 • Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>From Farm to Table</p> <p>Essential Question: How do we get our food?</p> <p>Genre Focus: Informational Text</p>	<p><i>Where Does Food Come From?</i> Genre: Informational Text</p>	<p>"The Little Red Hen" Genre: Folktale</p>	<p>"A Look at Breakfast" Genre: Informational Text Lexile: 340L</p>	<p>Anchor Text: <i>From Cows to You</i> Genre: Informational Text Lexile: 500L</p> <p>Paired Selection: "The Five Food Groups" Genre: Informational Text Lexile: 450L</p>	<p><i>A Good Cook That Looks Good</i></p>	<p>Oral Vocabulary Words: <i>delicious nutritious responsibility enormous delighted</i></p> <p>Oral Vocabulary: Synonyms ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Reread Details: Time-Order Diagram ELA.1.R.2.1, ELA.1.R.2.2</p>	<p>Special Text Treatments, Title, Author</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Deletion ELA.1.F.1.2, ELA.1.F.1.2.a, ELA.1.F.1.2.b</p>	<p>Phonics/Spelling: Variant Vowel Spellings with Digraphs: oo, u <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Bb</p> <p>Structural Analysis: Inflectional Endings: -ed and -ing (double final consonant)</p> <p>Decodable Readers: <i>A Good Cook; That Looks Good</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4</p>	<p><i>after buy done every soon work</i> ELA.1.F.1.4.a</p>	<p>Accuracy and Rate ELA.1.F.1.4</p>	<p>Write About the Text: Opinion</p> <p>Extended Writing: Expository Text</p> <p>Writing Skill: Stretch Sounds to Write Words</p> <p>Writing Trait: Ideas: Give Reasons for an Opinion</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Contractions with <i>not</i></p> <p>Mechanics: Apostrophes in Contractions ELA.1.C.1.3, ELA.1.C.3.1</p>	<p>Project: Investigate a Food ELA.1.C.4.1, SC.1.N.1.1</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	<p>"Time for Kids: Seasons Bring Change" Genre: Online Article ELA.1.C.4.1, ELA.1.C.5.1, ELA.1.R.2.1, ELA.1.R.3.2.b</p>	<p>Reader's Theater: <i>Shadow Dance</i> ELA.1.F.1.4, ELA.K12.EE.6.1</p>	<p>Genre Read-Aloud: "Twinsies"</p> <p>Activities: Observe a Plant Write a Letter ELA.1.C.1.4, ELA.1.V.1.1, ELA.K12.EE.4.1, SC.1.L.14.2</p>	<p>Choose Your Own Book ELA.K12.EE.2.1</p>

Grade 1 • Unit 4 • Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Animal Features</p> <p>Essential Question: How do animals' bodies help them?</p> <p>Genre Focus: Folktale</p> <p>SC.1.L.17.1</p>	<p>"The Elephant's Child" Genre: Folktale</p>	<p>"Snail and Frog Race" Genre: Folktale Lexile: 270L</p>	<p>Anchor Text: <i>Little Rabbit</i> Genre: Folktale Lexile: 180L</p> <p>Paired Selection: "Animals Can Go Fast!" Genre: Informational Text Lexile: 300L SC.1.L.17.1</p>	<p><i>April the Agent</i> <i>A Basic Dog</i> <i>Snail Mail</i> <i>Tails</i></p>	<p>Oral Vocabulary Words: <i>feature</i> <i>appearance</i> <i>determined</i> <i>predicament</i> <i>relief</i></p> <p>Academic Vocabulary: <i>special</i> <i>splendid</i></p> <p>Vocabulary: Use a Dictionary ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Ask and Answer Questions</p> <p>Main Story Elements: Sequence of Events Chart ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Glossary Title ELA.1.F.1.1</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Categorization, Phoneme Blending, Phoneme Segmentation ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.d</p>	<p>Phonics/Spelling: Long <i>a</i> spelled <i>a, ai, ay</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Nn</i></p> <p>Structural Analysis: Alphabetical Order (two letters)</p> <p>Decodable Readers: <i>April the Agent; A Basic Dog; Snail Mail; Tails</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.f, ELA.1.F.1.4</p>	<p><i>about</i> <i>animal</i> <i>carry</i> <i>eight</i> <i>give</i> <i>our</i> ELA.1.F.1.4.a</p>	<p>Accuracy ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Word Choice: Descriptive Words</p> <p>Review Trait: Ideas: Focus on a Topic</p> <p>Grammar: Irregular Verbs: <i>Was</i> and <i>Were</i></p> <p>Mechanics: Apostrophe with Contractions ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: Animal Bodies ELA.1.C.4.1, SC.1.L.17.1</p>
<p>Week 2</p> <p>Animals Together</p> <p>Essential Question: How do animals help each other?</p> <p>Genre Focus: Informational Text</p> <p>SC.1.L.17.1</p>	<p>"Animals Working Together" Genre: Informational Text</p>	<p>"A Team of Fish" Genre: Informational Text Lexile: 340L</p>	<p>Anchor Text: <i>Animal Teams</i> Genre: Informational Text Lexile: 480L</p> <p>Paired Selection: "Busy as a Bee" Genre: Informational Text Lexile: 500L SC.1.L.14.1</p>	<p><i>The Green Eel</i> <i>Clean Up the Team</i></p>	<p>Oral Vocabulary Words: <i>behavior</i> <i>beneficial</i> <i>dominant</i> <i>instinct</i> <i>endangered</i></p> <p>Academic Vocabulary: <i>partner</i> <i>danger</i></p> <p>Vocabulary: Context Clues/Sentence Clues ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details Captions ELA.1.R.2.1, ELA.1.R.2.2</p> <p>B.E.S.T Literature Library <i>I Wonder</i> Genre: Informational Text</p>	<p>Glossary Title ELA.1.F.1.1</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Phoneme Blending ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.d</p>	<p>Phonics/Spelling: Long <i>e</i> spelled <i>e, ee, ea, ie</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Gg</i></p> <p>Structural Analysis: Prefixes <i>re-, un-, pre-</i></p> <p>Decodable Readers: <i>The Green Eel; Clean Up the Team</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.f, ELA.1.F.1.4</p>	<p><i>because</i> <i>blue</i> <i>into</i> <i>or</i> <i>other</i> <i>small</i> ELA.1.F.1.4.a</p>	<p>Phrasing ELA.1.F.1.4</p>	<p>Write About the Text: Opinion</p> <p>Writing Trait: Organization: Introduce the Topic</p> <p>Review Trait: Ideas: Give Reasons for an Opinion</p> <p>Grammar: Irregular Verbs: <i>Has</i> and <i>Have</i></p> <p>Mechanics: Capitalization and End Punctuation ELA.1.C.1.3, ELA.1.C.3.1</p>	<p>Project: Animal Teams ELA.1.C.4.1, SC.1.L.17.1</p>

Grade 1 • Unit 4 • Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>In the Wild</p> <p>Essential Question: How do animals survive in nature?</p> <p>Genre Focus: Informational Text</p> <p>SC.1.L.17.1</p>	<p>“Animals in Winter” Genre: Informational Text</p>	<p>“Go Wild!” Genre: Informational Text Lexile: 540L</p>	<p>Anchor Text: <i>Vulture View</i> Genre: Informational Text Lexile: 70L</p> <p>Paired Selection: “When It’s Snowing” Genre: Poetry Lexile: NP ELA.1.R.1.4</p>	<p><i>A Doe and a Buck</i> <i>Joe Goes Slow</i> <i>Toads</i> <i>Joan and Elmo Swim</i></p>	<p>Oral Vocabulary Words: <i>communicate</i> <i>provide</i> <i>superior</i> <i>survive</i> <i>wilderness</i></p> <p>Academic Vocabulary: <i>search</i> <i>seek</i></p> <p>Vocabulary: Word Categories ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Poetry: Stanzas and Line Breaks ELA.1.R.1.4, ELA.1.R.2.2</p>	<p>Author Illustrator ELA.1.F.1.1</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Blending, Contrast Vowel Sounds, Phoneme Substitution ELA.1.F.1.2, ELA.1.F.1.2.c</p>	<p>Phonics/Spelling: Long o spelled o, oa, ow, oe <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Pp</p> <p>Structural Analysis: Open Syllables</p> <p>Decodable Readers: <i>A Doe and a Buck; Joe Goes Slow; Toads; Joan and Elmo Swim</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.e, ELA.1.F.1.3.f, ELA.1.F.1.4</p>	<p><i>find</i> <i>food</i> <i>more</i> <i>over</i> <i>start</i> <i>warm</i> ELA.1.F.1.4.a</p>	<p>Rate ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Poetry</p> <p>Writing Trait: Ideas: Main Ideas</p> <p>Review Trait: Ideas: Supporting Details</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Irregular Verbs: Go and Do</p> <p>Mechanics: Capitalize Proper Nouns ELA.1.C.1.2, ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: Animal Life Cycle ELA.1.C.4.1, SC.1.L.17.1</p>
<p>Week 4</p> <p>Insects!</p> <p>Essential Question: What insects do you know about? How are they alike and different?</p> <p>Genre Focus: Fantasy</p> <p>SC.1.L.17.1</p>	<p>“Insect Hide and Seek” Genre: Informational Text</p>	<p>“Creep Low, Fly High” Genre: Fantasy Lexile: 290L</p>	<p>Anchor Text: <i>Hi! Fly Guy</i> Genre: Fantasy Lexile: 200L</p> <p>Paired Selection: “Meet the Insects” Genre: Informational Text Lexile: 400L SC.1.L.17.1</p>	<p><i>Jay Takes Flight</i> <i>Be Kind to Bugs</i> <i>Why Hope Flies</i> <i>Glowing Bugs Fly By</i></p>	<p>Oral Vocabulary Words: <i>different</i> <i>flutter</i> <i>imitate</i> <i>resemble</i> <i>protect</i></p> <p>Academic Vocabulary: <i>beautiful</i> <i>fancy</i></p> <p>Vocabulary: Context Clues/ Sentence Clues ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Visualize</p> <p>Narrator</p> <p>Headings ELA.1.R.1.3, ELA.1.R.2.1</p> <p>B.E.S.T Literature Library <i>The Ugly Duckling</i> Genre: Fairy Tale</p>	<p>Table of Contents ELA.1.F.1.1</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Identity, Phoneme Segmentation, Phoneme Substitution ELA.1.F.1.2, ELA.1.F.1.2.d</p>	<p>Phonics/Spelling: Long i spelled i, igh, y, ie <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Zz</p> <p>Structural Analysis: Inflectional Endings (change y to i)</p> <p>Decodable Readers: <i>Jay Takes Flight; Be Kind to Bugs; Why Hope Flies; Glowing Bugs Fly By</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.f, ELA.1.F.1.4</p>	<p><i>caught</i> <i>flew</i> <i>know</i> <i>laugh</i> <i>listen</i> <i>were</i> ELA.1.F.1.4.a</p>	<p>Appropriate Phrasing ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Poetry</p> <p>Writing Trait: Organization: Concluding Statement</p> <p>Review Trait: Ideas: Descriptive Details</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Irregular Verbs: See and Saw</p> <p>Mechanics: Underline Titles of Books ELA.1.C.1.2, ELA.1.C.1.4, ELA.1.C.1.5, ELA.1.C.3.1</p>	<p>Project: Compare Two Insects ELA.1.C.4.1, SC.1.L.17.1</p>

Grade 1 • Unit 4 • Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Working with Animals</p> <p>Essential Question: How do people work with animals?</p> <p>Genre Focus: Informational Text</p> <p>SS.1.C.2.4</p>	<p>“Ming’s Teacher” Genre: Folktale (China)</p>	<p>“Time for Kids: From Puppy to Guide Dog” Genre: Informational Text Lexile: 680L</p>	<p>Anchor Text: <i>Time for Kids: Koko and Penny</i> Genre: Informational Text Lexile: 370L</p> <p>Paired Selection: “Save Our Bees!” Genre: Opinion Text Lexile: 450L SS.1.C.3.1</p>	<p><i>Race Pony!</i> <i>Study with Animals</i></p>	<p>Oral Vocabulary Words: <i>advice</i> <i>career</i> <i>remarkable</i> <i>soothe</i> <i>trust</i></p> <p>Academic Vocabulary: <i>clever</i> <i>signal</i></p> <p>Vocabulary: Base Words ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Visualize Details: Time-Order Graph ELA.1.R.2.1, ELA.1.R.2.2</p>	<p>Table of Contents ELA.1.F.1.1</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Deletion, Phoneme Blending, Phoneme Addition ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.e</p>	<p>Phonics/Spelling: Long e spelled y, ey <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Mm</i></p> <p>Structural Analysis: Compound Words</p> <p>Decodable Readers: <i>Race Pony!; Study with Animals</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.f, ELA.1.F.1.4</p>	<p><i>found</i> <i>hard</i> <i>near</i> <i>woman</i> <i>would</i> <i>write</i> ELA.1.F.1.4.a</p>	<p>Intonation ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Organization: Introduce the Topic</p> <p>Review Trait: Word Choice: Specific Words</p> <p>Grammar: Adverbs That Tell When</p> <p>Mechanics: Commas in a Series ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: Caring for Animals ELA.1.C.4.1, SS.1.C.2.4</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Extend Your Learning
<p>Extend, Connect, and Assess</p>	<p>“Time for Kids: Teeth at Work” Genre: Online Article ELA.1.C.4.1, ELA.1.C.5.1, ELA.1.R.2.1, ELA.1.R.3.2.b</p>	<p>Reader’s Theater: <i>Fooba Wooba John</i> ELA.1.F.1.4, ELA.K12.EE.6.1</p>	<p>Passages: “Crocodiles” “Sloths”</p> <p>Activities Two-Column Chart Observe Animal Needs ELA.1.C.1.4, ELA.1.R.2.1, ELA.1.R.2.2, ELA.1.R.3.3, ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, SC.1.L.17.1</p>	<p>Choose Your Own Book ELA.K12.EE.2.1</p>

Grade 1 • Unit 5 • Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>See It, Sort It</p> <p>Essential Question: How can we classify and categorize things?</p> <p>Genre Focus: Fantasy</p> <p>SC.1.P.8.1</p>	<p>“Goldilocks” Genre: Folktale</p>	<p>“A Barn Full of Hats” Genre: Fantasy Lexile: 320L</p>	<p>Anchor Text: <i>A Lost Button (from Frog and Toad Are Friends)</i> Genre: Fantasy Lexile: 340L</p> <p>Paired Selection: “Sort It Out” Genre: Informational Text Lexile: 210L SC.1.P.8.1</p>	<p><i>Charm Scarves</i> <i>Car Parts</i></p>	<p>Oral Vocabulary Words: <i>distinguish</i> <i>classify</i> <i>organize</i> <i>entire</i> <i>startled</i></p> <p>Academic Vocabulary: <i>trouble</i> <i>whole</i></p> <p>Strategy: Context Clues: Multiple Meanings ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Make and Confirm Predictions</p> <p>Narrator</p> <p>Photographs and Illustrations ELA.1.R.1.3, ELA.1.R.2.1</p>	<p>Glossary ELA.1.F.1.1</p>	<p>Phonemic Awareness: Contrast Vowel Sounds, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.e</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowel <i>ar</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Hh</i></p> <p>Structural Analysis: Plurals: Change <i>-y</i> to <i>-ies</i></p> <p>Decodable Readers: <i>Charm Scarves; Car Parts</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.b, ELA.1.F.1.3.c, ELA.1.F.1.4</p>	<p><i>four</i> <i>large</i> <i>none</i> <i>only</i> <i>put</i> <i>round</i> ELA.1.F.1.4.a</p>	<p>Automaticity ELA.1.F.1.4</p>	<p>Write About the Text: Opinion</p> <p>Writing Trait: Sentence Fluency: Vary Sentence Length</p> <p>Review Trait: Word Choice: Descriptive Words</p> <p>Grammar: Words That Join</p> <p>Mechanics: Capitalize Proper Nouns (places) ELA.1.C.1.3, ELA.1.C.3.1</p>	<p>Project: Sort a Collection ELA.1.C.4.1, SC.1.P.8.1</p>
<p>Week 2</p> <p>Up in the Sky</p> <p>Essential Question: What can you see in the sky?</p> <p>Genre Focus: Fantasy</p>	<p>“Why the Sun and Moon Are in the Sky” Genre: Folktale: Pourquoi (Nigerian)</p>	<p>“A Bird Named Fern” Genre: Fantasy Lexile: 360L</p>	<p>Anchor Text: <i>Kitten’s First Full Moon</i> Genre: Fantasy Lexile: 550L</p> <p>Paired Selection: “The Moon” Genre: Informational Text Lexile: 440L</p>	<p><i>Sir Worm and Bird Girl</i> <i>Bird in the Sky</i> <i>Ginger and the Stars</i> <i>Bats Under the Dark Sky</i></p>	<p>Oral Vocabulary Words: <i>certain</i> <i>observe</i> <i>remained</i> <i>thoughtful</i> <i>vast</i></p> <p>Academic Vocabulary: <i>leaped</i> <i>stretched</i></p> <p>Vocabulary: Shades of Meaning/Intensity ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Make and Confirm Predictions</p> <p>Events: Cause and Effect</p> <p>Descriptive Words and Phrases ELA.1.R.1.1, ELA.1.R.3.1</p> <p>B.E.S.T Literature Library <i>Danny and the Dinosaur</i> Genre: Fantasy Lexile: 400L</p>	<p>Table of Contents ELA.1.F.1.1</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Substitution, Phoneme Blending, Phoneme Deletion ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.e</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowels <i>or, ir, ur, er</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Kk</i></p> <p>Structural Analysis: Suffix <i>-er</i></p> <p>Decodable Readers: <i>Sir Worm and Bird Girl; Bird in the Sky; Ginger and the Stars; Bats Under the Dark Sky</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.b, ELA.1.F.1.3.c, ELA.1.F.1.4</p>	<p><i>another</i> <i>climb</i> <i>full</i> <i>great</i> <i>poor</i> <i>through</i> ELA.1.F.1.4.a</p>	<p>Intonation ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Word Choice: Strong Verbs</p> <p>Review Trait: Ideas: Focus on an Idea</p> <p>Grammar: Adjectives</p> <p>Mechanics: Capitalization and End Marks ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: The Sun Helps Us ELA.1.C.4.1, SC.1.E.5.4</p>

Grade 1 • Unit 5 • Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Great Inventions</p> <p>Essential Question: What inventions do you know about?</p> <p>Genre Focus: Biography</p> <p>SS.1.A.2.2</p>	<p>“Great Inventions” Genre: Informational Text</p>	<p>“The Story of a Robot Inventor” Genre: Biography Lexile: 420L</p>	<p>Anchor Text: <i>Thomas Edison, Inventor</i> Genre: Biography Lexile: 510L</p> <p>Paired Selection: “Windshield Wipers” and “Scissors” Genre: Poetry Lexile: NP</p>	<p><i>Born to Learn</i> <i>Sports Stars</i> <i>A Board That Can Soar</i> <i>Hard Chores</i></p>	<p>Oral Vocabulary Words: <i>complicated</i> <i>curious</i> <i>device</i> <i>imagine</i> <i>improve</i></p> <p>Academic Vocabulary: <i>idea</i> <i>unusual</i></p> <p>Vocabulary: Prefixes ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Ask and Answer Questions</p> <p>Details: Problem and Solution</p> <p>Descriptive Words and Phrases</p> <p>ELA.1.R.2.2, ELA.1.R.3.1</p> <p>B.E.S.T Literature Library <i>I Am Helen Keller</i> Genre: Biography Lexile: 570L</p>	<p>Author ELA.1.F.1.1</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Substitution, Phoneme Blending, Phoneme Addition</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.d, ELA.1.F.1.2.e</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowels <i>or, ore, oar</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Rr</i></p> <p>Structural Analysis: Abbreviations</p> <p>Decodable Readers: <i>Born to Learn; Sports Stars; A Board That Can Soar; Hard Chores</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.b, ELA.1.F.1.3.c, ELA.1.F.1.4</p>	<p><i>began</i> <i>better</i> <i>guess</i> <i>learn</i> <i>right</i> <i>sure</i></p> <p>ELA.1.F.1.4.a</p>	<p>Automaticity ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Organization: Order of Events</p> <p>Review Trait: Fluency: Varying Sentence Length</p> <p>Grammar: Adjectives That Compare (-er and -est)</p> <p>Mechanics: Capitalize Days, Months, and Holidays ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: Find out About an Inventor ELA.1.C.4.1, SS.1.A.1.2</p>
<p>Week 4</p> <p>Sounds All Around</p> <p>Essential Question: What sounds can you hear? How are they made?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“The Squeaky Bed” Genre: Folktale (Puerto Rico)</p>	<p>“Now, What’s That Sound?” Genre: Realistic Fiction Lexile: 240L</p>	<p>Anchor Text: <i>Whistle for Willie</i> Genre: Realistic Fiction Lexile: 520L</p> <p>Paired Selection: “Shake! Strike! Strum!” Genre: How-To Text Lexile: 290L</p>	<p><i>Up or Down Sounds</i> <i>Sounds Around Us</i></p>	<p>Oral Vocabulary Words: <i>distract</i> <i>nervous</i> <i>senses</i> <i>squeaky</i> <i>volume</i></p> <p>Academic Vocabulary: <i>suddenly</i> <i>scrambled</i></p> <p>Vocabulary: Suffixes ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Ask and Answer Questions</p> <p>Events: Problem and Solution</p> <p>Directions</p> <p>ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Title ELA.1.F.1.1</p>	<p>Phonemic Awareness: Phoneme Substitution, Phoneme Isolation, Phoneme Blending</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.e</p>	<p>Phonics/Spelling: Diphthongs <i>ou, ow</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>Xx</i></p> <p>Structural Analysis: Comparative Inflectional Endings -er, -est</p> <p>Decodable Readers: <i>Up or Down Sounds; Sounds Around Us</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.d, ELA.1.F.1.4</p>	<p><i>color</i> <i>early</i> <i>instead</i> <i>nothing</i> <i>oh</i> <i>thought</i></p> <p>ELA.1.F.1.4.a</p>	<p>Expression ELA.1.F.1.4</p>	<p>Write About the Text: Narrative</p> <p>Extended Writing: How-To Article</p> <p>Writing Trait: Sentence Fluency: Vary Sentence Beginnings</p> <p>Review Trait: Organization: Beginning/Middle/End</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Using <i>a, an, this, and that</i></p> <p>Mechanics: Capitalize/Underline Book Titles ELA.1.C.1.2, ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: Experiment with Sounds ELA.1.C.4.1, SC.1.N.1.1</p>

Grade 1 • Unit 5 • Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Build It!</p> <p>Essential Question: How do things get built?</p> <p>Genre Focus: Informational Text</p>	<p>“The Sheep, the Pig, and the Goose Who Set Up House” Genre: Folktale (from Norway)</p>	<p>“Time for Kids: The Joy of a Ship” Genre: Informational Text Lexile: 560L</p>	<p>Anchor Text: <i>Time for Kids: Building Bridges</i> Genre: Informational Text Lexile: 550L</p> <p>Paired Selection: “Small Joy” Genre: Informational Text Lexile: 490L</p>	<p><i>Joy’s Birdhouse</i> <i>Beavers Make Noise</i></p>	<p>Oral Vocabulary Words: <i>contented</i> <i>intend</i> <i>marvelous</i> <i>project</i> <i>structure</i></p> <p>Academic Vocabulary: <i>balance</i> <i>section</i></p> <p>Vocabulary: Inflectional Endings ELA.1.V.1.1, ELA.1.V.1.2</p>	<p>Ask and Answer Questions</p> <p>Details: Cause and Effect</p> <p>Captions</p> <p>ELA.1.R.2.1, ELA.1.R.2.2</p>	<p>Table of Contents</p> <p>Title</p> <p>ELA.1.F.1.1</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Segmentation, Phoneme Categorization</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.d, ELA.1.F.1.2.e</p>	<p>Phonics/Spelling: Diphthongs oi, oy</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Jj</p> <p>Structural Analysis: Final Stable Syllables</p> <p>Decodable Readers: <i>Joy’s Birdhouse; Beavers Make Noise</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.c, ELA.1.F.1.3.e, ELA.1.F.1.4</p>	<p><i>above</i> <i>build</i> <i>fall</i> <i>knew</i> <i>money</i> <i>toward</i></p> <p>ELA.1.F.1.4.a</p>	<p>Intonation and Phrasing</p> <p>ELA.1.F.1.4</p>	<p>Write About the Text: Opinion</p> <p>Extended Writing: How-To Article</p> <p>Writing Trait: Ideas: Give Reasons for an Opinion</p> <p>Review Trait: Organization: Concluding Statement</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Prepositions/Prepositional Phrases</p> <p>Mechanics: Abbreviations (capitals and periods with <i>Mr.</i>, <i>Mrs.</i>, <i>Ms.</i>, <i>Dr.</i>)</p> <p>ELA.1.C.1.3, ELA.1.C.1.4, ELA.1.C.1.5, ELA.1.C.3.1</p>	<p>Project: How to Build a(n) _____</p> <p>ELA.1.C.4.1</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	<p>“Time for Kids: Great Ideas!” Genre: Online Article</p> <p>ELA.1.C.4.1, ELA.1.C.5.1, ELA.1.R.2.1, ELA.1.R.3.2.b</p>	<p>Reader’s Theater: <i>Supper with the Queen</i></p> <p>ELA.1.F.1.4, ELA.K12.EE.6.1</p>	<p>Passages: “The Night Sky” “Billions of Stars”</p> <p>Activities: Venn Diagram Observe the Sky</p> <p>ELA.1.C.1.4, ELA.1.R.1.1, ELA.1.R.2.2, ELA.1.R.3.3, ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, SC.1.E.5.1</p>	<p>Choose Your Own Book</p> <p>ELA.K12.EE.2.1</p>

Grade 1 • Unit 6 • Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Taking Action</p> <p>Essential Question: How can we work together to make our lives better?</p> <p>Genre Focus: Fantasy</p>	<p>“The Cat’s Bell” Genre: Fable</p>	<p>“Super Tools” Genre: Fantasy Lexile: 430L</p>	<p>Anchor Text: <i>Click, Clack, Moo: Cows That Type</i> Genre: Fantasy Lexile: 380L</p> <p>Paired Selection: “Be a Volunteer!” Genre: Opinion Text Lexile: 520L SS.1.C.2.3</p>	<p><i>Rooster and Goose</i> <i>Choose a Room</i> <i>The Flute Youth</i> <i>Group Rules</i> <i>Lewis and His New Suit</i> <i>A Cruise Crew</i> <i>Sue and Lucy</i> <i>A True Team</i></p>	<p>Oral Vocabulary Words: <i>fair</i> <i>conflict</i> <i>shift</i> <i>risk</i> <i>argument</i></p> <p>Academic Vocabulary: <i>demand</i> <i>emergency</i></p> <p>Vocabulary: Synonyms ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Reread Theme Captions ELA.1.R.2.1, ELA.K12.EE.2.1</p> <p>B.E.S.T Literature Library <i>The Watsons Go to Birmingham</i> Genre: Historical Fiction Lexile: 920L</p>	<p>Glossary ELA.1.F.1.1</p>	<p>Phonological Awareness: Identify and Produce Rhyme, Syllable Deletion</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Phoneme Substitution ELA.1.F.1.2, ELA.1.F.1.2.d, ELA.1.F.1.2.e</p>	<p>Phonics/Spelling: Variant Vowel Spellings oo, ou, u_e, ew, ui, ue, u <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Qq</p> <p>Structural Analysis: Suffixes -full and -less</p> <p>Decodable Readers: <i>Rooster and Goose; Choose a Room; The Flute Youth; Group Rules; Lewis and His New Suit; A Cruise Crew; Sue and Lucy; A True Team</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.4, ELA.1.V.1.2</p>	<p><i>answer</i> <i>brought</i> <i>busy</i> <i>door</i> <i>enough</i> <i>eyes</i> ELA.1.F.1.4.a</p>	<p>Expression ELA.1.F.1.4</p>	<p>Write About the Text: Write a Letter</p> <p>Writing Trait: Organization: Paragraph</p> <p>Review Trait: Word Choice: Strong Verbs</p> <p>Grammar: Pronouns <i>I, you, he, she, it, we, they</i></p> <p>Mechanics: Capitalize <i>I</i> ELA.1.C.1.2, ELA.1.C.3.1</p>	<p>Project: Poll about Taking Action ELA.1.C.4.1, SS.1.C.2.3</p>
<p>Week 2</p> <p>My Team</p> <p>Essential Question: Who helps you?</p> <p>Genre Focus: Informational Text</p> <p>SS.1.C.2.4</p>	<p>“Anansi’s Sons” Genre: Folktale (Trickster Tale)</p>	<p>“All kinds of Helpers” Genre: Informational Text Lexile: 530L</p>	<p>Anchor Text: <i>Meet Rosina</i> Genre: Informational Text Lexile: 420L</p> <p>Paired Selection: “Abuelita’s Lap” Genre: Poetry Lexile: NP</p>	<p><i>Paul’s Paw</i> <i>Thank You Authors!</i> <i>Not Too Small</i> <i>My Baseball Coach</i> <i>A Walk with Mayor Moose</i> <i>Teacher Talk</i></p>	<p>Oral Vocabulary Words: <i>decision</i> <i>distance</i> <i>inspire</i> <i>respect</i> <i>swiftly</i></p> <p>Academic Vocabulary: <i>accept</i> <i>often</i></p> <p>Vocabulary: Antonyms ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Reread Author’s Purpose Stanzas and Line Breaks ELA.1.R.1.4, ELA.1.R.2.3</p> <p>B.E.S.T Literature Library <i>The Trail of Tears</i> Genre: Expository Text Lexile: 740L</p>	<p>Author ELA.1.F.1.1</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Reversal, Phoneme Blending, Phoneme Segmentation, Phoneme Substitution ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.d, ELA.1.F.1.2.e</p>	<p>Phonics/Spelling: Variant Vowel Spellings with Digraphs: au, aw, a, augh, ai <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: A Story</p> <p>Structural Analysis: Vowel-Team Syllables</p> <p>Decodable Readers: <i>Paul’s Paw; Thank You Authors; Not Too Small; My Baseball Coach; A Walk with Mayor Moose; Teacher Talk</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.e, ELA.1.F.1.4</p>	<p><i>brother</i> <i>father</i> <i>friend</i> <i>love</i> <i>mother</i> <i>picture</i> ELA.1.F.1.4.a</p>	<p>Intonation ELA.1.F.1.4</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Voice: Use Own Voice</p> <p>Review Trait: Organization: Introduce the Topic</p> <p>Grammar: Possessive Pronouns</p> <p>Mechanics: Capitalize Days, Months, and Holidays ELA.1.C.1.4, ELA.1.C.3.1, ELA.K12.EE.6.1</p>	<p>Project: Interview a Helper ELA.1.C.4.1, SS.1.C.2.2</p>

Grade 1 • Unit 6 • Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Weather Together</p> <p>Essential Question: How can weather affect us?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“Paul Bunyan and the Popcorn Blizzard” Genre: Folktale (Tall Tale)</p>	<p>“Wrapped in Ice” Genre: Realistic Fiction Lexile: 320L</p>	<p>Anchor Text: <i>Rain School</i> Genre: Realistic Fiction Lexile: 440L</p> <p>Paired Selection: “Rainy Weather” Genre: Informational Text Lexile: 470L</p>	<p><i>Miss Wright’s Job</i> <i>A Lighthouse Stops Wrecks</i> <i>Know About Snowstorms</i> <i>The Rusty Knight</i></p>	<p>Oral Vocabulary Words: <i>creative cycle</i> <i>frigid</i> <i>predict</i> <i>scorching</i></p> <p>Academic Vocabulary: <i>country</i> <i>gathers</i></p> <p>Vocabulary: Similes ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Visualize Events: Cause and Effect Headings ELA.1.R.1.1, ELA.1.R.2.1</p>	<p>Table of Contents ELA.1.F.1.1</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Substitution ELA.1.F.1.2, ELA.1.F.1.2.d, ELA.1.F.1.2.e</p>	<p>Phonics/Spelling: Silent Letter Consonant Digraphs: <i>wr, kn, gn</i> <i>Differentiated Spelling Lists available</i> Handwriting: A Story Structural Analysis: Compound Words Decodable Readers: <i>Miss Wright’s Job; A Lighthouse Stops Wrecks; Know About Snowstorms; The Rusty Knight</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.4</p>	<p><i>been</i> <i>children</i> <i>month</i> <i>question</i> <i>their</i> <i>year</i> ELA.1.F.1.4.a</p>	<p>Intonation ELA.1.F.1.4</p>	<p>Write About the Text: Write to Sources Extended Writing: Opinion Writing Trait: Ideas: Main Idea Review Trait: Ideas: Descriptive Details Writing Process: Expert and Student Models; Plan; Draft Grammar: Special Pronouns (anyone, everyone, anything, everything, nothing) Mechanics: Commas in Dates and Letters ELA.1.C.1.4, ELA.1.C.3.1</p>	<p>Project: The Weather in My State ELA.1.C.4.1, SC.1.N.1.3</p>
<p>Week 4</p> <p>Sharing Traditions</p> <p>Essential Question: What traditions do you know about?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“Let’s Dance!” Genre: Informational Text</p>	<p>“A Spring Birthday” Genre: Realistic Fiction Lexile: 380L</p>	<p>Anchor Text: <i>Lissy’s Friends</i> Genre: Realistic Fiction Lexile: 460L</p> <p>Paired Selection: “Making Paper Shapes” Genre: How-To Text Lexile: 520L</p>	<p><i>Three Shrimp</i> <i>A Thrilling Dance</i></p>	<p>Oral Vocabulary Words: <i>ancient</i> <i>drama</i> <i>effort</i> <i>movement</i> <i>tradition</i></p> <p>Academic Vocabulary: <i>difficult</i> <i>nobody</i></p> <p>Vocabulary: Compound Words ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Visualize Theme Directions ELA.1.R.2.1, ELA.K.12.EE.2.1</p>	<p>Author ELA.1.F.1.1</p>	<p>Phonological Awareness Syllable Addition Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Substitution ELA.1.F.1.2, ELA.1.F.1.2.b, ELA.1.F.1.2.c, ELA.1.F.1.2.d, ELA.1.F.1.2.e</p>	<p>Phonics/Spelling: Three-Letter Consonant Blends: <i>scr, spl, spr, str, thr, shr</i> <i>Differentiated Spelling Lists available</i> Handwriting: Dates Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i> Decodable Readers: <i>Three Shrimp; A Thrilling Dance</i> ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.a, ELA.1.F.1.3.d, ELA.1.F.1.4</p>	<p><i>before</i> <i>front</i> <i>heard</i> <i>push</i> <i>tomorrow</i> <i>your</i> ELA.1.F.1.4.a</p>	<p>Phrasing ELA.1.F.1.4</p>	<p>Write About the Text: Write a Letter Extended Writing: Opinion Writing Trait: Sentence Fluency: Varying Sentence Types Review Trait: Organization: Beginning/Middle/End Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Subjective and Objective Pronouns Mechanics: Commas in Dates and Letters ELA.1.C.1.2, ELA.1.C.3.1</p>	<p>Project: Interview about Traditions ELA.1.C.4.1, SS.1.C.2.4</p>

Grade 1 • Unit 6 • Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Celebrate America!</p> <p>Essential Question: Why do we celebrate holidays?</p> <p>Genre Focus: Informational Text</p> <p>SS.1.A.2.3</p>	<p>“Celebrate the Flag”</p> <p>Genre: Informational Text</p>	<p>“Share the Harvest and Give Thanks”</p> <p>Genre: Informational Text</p> <p>Lexile: 650L</p>	<p>Anchor Text: <i>Time for Kids: Happy Birthday, U.S.A.!</i></p> <p>Genre: Informational Text</p> <p>Lexile: 490L</p> <p>Paired Selection: “Time for Kids: Martin Luther King, Jr. Day”</p> <p>Genre: Informational Text</p> <p>Lexile: 500L</p> <p>SS.1.A.2.3</p>	<p><i>A Pair at the Fair</i></p> <p><i>Lights in the Air</i></p> <p><i>The Bears Prepare a Feast</i></p> <p><i>Leaders Care</i></p>	<p>Oral Vocabulary Words: <i>design</i> <i>display</i> <i>pride</i> <i>purpose</i> <i>represent</i></p> <p>Academic Vocabulary: <i>nation</i> <i>unite</i></p> <p>Vocabulary: Metaphors</p> <p>ELA.1.V.1.1, ELA.1.V.1.3</p>	<p>Reread</p> <p>Author’s Purpose</p> <p>Captions</p> <p>ELA.1.R.2.1, ELA.1.R.2.3, SS.1.A.2.3</p>	<p>Table of Contents</p> <p>ELA.1.F.1.1</p>	<p>Phonological Awareness</p> <p>Syllable Deletion, Syllable Addition</p> <p>Phonemic Awareness: Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition</p> <p>ELA.1.F.1.2, ELA.1.F.1.2.c, ELA.1.F.1.2.e</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowels <i>air, are, ear</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Letter</p> <p>Structural Analysis: <i>r</i>-Controlled Vowel Syllables</p> <p>Decodable Readers: <i>A Pair at the Fair; Lights in the Air; The Bears Prepare a Feast; Leaders Care</i></p> <p>ELA.1.C.1.1, ELA.1.C.3.1, ELA.1.F.1.3, ELA.1.F.1.3.b, ELA.1.F.1.3.e, ELA.1.F.1.4</p>	<p><i>favorite</i> <i>few</i> <i>gone</i> <i>surprise</i> <i>wonder</i> <i>young</i></p> <p>ELA.1.F.1.4.a</p>	<p>Phrasing</p> <p>ELA.1.F.1.4</p>	<p>Write About the Text: Opinion</p> <p>Writing Trait: Voice: Author’s Voice</p> <p>Review Trait: Ideas: Give Reason’s for Opinion</p> <p>Grammar: Adverbs That Tell How</p> <p>Mechanics: Abbreviations (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p> <p>ELA.1.C.1.3, ELA.1.C.3.1, ELA.K12.EE.6.1</p>	<p>Project: Find Out About a Holiday</p> <p>ELA.1.C.4.1, SS.1.A.2.3</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Extend Your Learning
<p>Extend, Connect, and Assess</p>	<p>“Time for Kids: This Land Is Our Land”</p> <p>Genre: Online Article</p> <p>ELA.1.C.4.1, ELA.1.C.5.1, ELA.1.R.2.1, ELA.1.R.3.2.b</p>	<p>Reader’s Theater: <i>That Goat Has GOT to Go!</i></p> <p>ELA.1.F.1.4, ELA.K12.EE.6.1</p>	<p>Passages: “Max’s Plan” “Let’s Recycle!”</p> <p>Activities: Venn Diagram Take Action Poster</p> <p>ELA.1.C.1.4, ELA.1.C.5.1, ELA.1.R.1.1, ELA.1.R.2.1, ELA.1.R.3.3, ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, SS.1.C.2.3</p>	<p>Choose Your Own Book</p> <p>ELA.K12.EE.2.1</p>