

Grade K • Start Smart • Scope and Sequence

	Big Books	Shared Read	Read Alouds	Vocabulary	Comprehension	Print Concepts	Phonological Awareness	Phonics	High-Frequency Words	Writing	Weekly Project
Week 1 We Are Special Essential Question: How is everyone special?	Animals in the Park: An ABC Book Big Book of Rhymes: “Jack and Jill” “Mary Wore Her Red Dress” “Wee Willie Winkie” “Little Miss Muffet” “Humpty Dumpty”	“I Am Special” Genre: Fiction “Look at Me!” Genre: Informational Text	Interactive Read Aloud: “The Ugly Duckling” Genre: Fairy Tale Teacher’s Edition: “The Three Sisters” Genre: Folktale	Category Words: Names	Details	Parts of a Book Book Handling Reading From Left to Right ELA.K.F.1.1.d, ELA.K.F.1.1.e	Sentence Segmentation Identify Rhyme ELA.K.F.1.2, ELA.K.F.1.2.b	Letter Recognition: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh ELA.K.F.1.1.f	/ ELA.K.F.1.4	Write About the Text	Project: I Am Special!
Week 2 My Family and Me Essential Question: Who is in your family?	Animals in the Park: An ABC Book Big Book of Rhymes: “Twinkle, Twinkle Little Star” “1, 2, Buckle My Shoe” “Mix a Pancake” “Chook, Chook, Chook” “1, 2, 3, 4, 5”	“Family Fun!” Genre: Fiction “Fun Together!” Genre: Fiction	Interactive Read Aloud: “Mama Mouse and El Gato” Genre: Fable Teacher’s Edition: “Teddy’s Week” Genre: Fiction	Category Words: Numbers ELA.K.V.1.3	Details	Parts of a Book Distinguish Letters from Words Reading from Left to Right ELA.K.F.1.1.d, ELA.K.F.1.1.b, ELA.K.F.1.1.e	Sentence Segmentation Identify Rhyme ELA.K.F.1.2, ELA.K.F.1.2.b	Letter Recognition: Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr ELA.K.F.1.1.f	can ELA.K.F.1.4	Write About the Text	Project: My Family and Me
Week 3 I Can! Essential Question: What can you do?	Animals in the Park: An ABC Book Big Book of Rhymes: “Sing a Song of Sixpence” “Pat-a-Cake” “Hickory, Dickory, Dock” “Hey, Diddle, Diddle” “As I Was Going to St. Ives”	“At School!” Genre: Fiction “What Can I Do?” Genre: Informational Text	Interactive Read Aloud: “Kindergartners Can!” Genre: Informational Text Teacher’s Edition: “We Can Help” Genre: Folktale	Category Words: Days of the Week ELA.K.C.3.1	Details	Parts of a Book Distinguish Letters from Words Space Between Words ELA.K.F.1.1.d, ELA.K.F.1.1.b, ELA.K.F.1.1	Recognize Syllables Blend Syllables ELA.K.F.1.2, ELA.K.F.1.2.a	Letter Recognition: Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz ELA.K.F.1.1.f	I, can ELA.K.F.1.4	Write About the Text	Project: I Can!

Grade K • Unit 1 • Scope and Sequence

Unit 1: Take a New Step The Big Idea: What can we learn when we try new things?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 1 Make New Friends Essential Question: How can we get along with new friends? Genre Focus: Fiction	Anchor Text: <i>What About Bear?</i> Genre: Fiction Paired Selection: "How to Be a Friend" Genre: Informational Text SS.K.C.2.1	Shared Read: "I Can" Lexile: BR Shared Read: "Can I?" Lexile: BR	"The Lion and the Mouse" Genre: Fable	<i>I Can Can I?</i>	Oral Vocabulary Words: <i>friend</i> <i>problem</i> <i>grasped</i> <i>escape</i> <i>rescue</i> Category Words: Feeling Words ELA.K.V.1.1, ELA.K.V.1.3	Ask and Answer Questions Main Story Elements: Character Photographs ELA.K.R.1.1, ELA.K.R.2.1	Left to Right Tracking Hold Book Right Side Up ELA.K.F.1.1.e	Phonological Awareness: Sentence Segmentation Phonemic Awareness: Phoneme Isolation, Phoneme Identity, Phoneme Blending ELA.K.F.1.2, ELA.K.F.1.2.d, ELA.K.F.1.2.f	Phonics: /m/m (initial/final) Spelling: Words with <i>m</i> ; <i>the</i> Handwriting: Upper and Lowercase <i>Mm</i> Decodable Readers: <i>I Can Can I?</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>the</i> Build Your Word Bank: <i>out</i> ELA.K.F.1.4	Write About the Text: Expository Writing Skill: Left-to-Right Progression Writing Trait: Details Grammar: Naming Words (Nouns) ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1	Project: How to Be a Good Friend ELA.K.C.4.1, SS.K.C.2.1
Week 2 Get Up and Go! Essential Question: How do baby animals move? Genre Focus: Fiction	Anchor Text: <i>Pouch!</i> Genre: Fiction Paired Selection: "Baby Animals on the Move!" Genre: Informational Text	Shared Read: "We Can!" Lexile: BR Shared Read: "I Can, We Can" Lexile: BR	"The Tortoise and the Hare" Genre: Fable	<i>I Am We Can</i>	Oral Vocabulary Words: <i>adventure</i> <i>movement</i> <i>exhausted</i> <i>excited</i> <i>arrived</i> Category Words: Family Words ELA.K.V.1.1, ELA.K.V.1.3	Ask and Answer Questions Main Story Elements: Character Labels ELA.K.R.1.1, ELA.K.R.2.1	Parts of a Book Left to Right, Top to Bottom Tracking ELA.K.F.1.1.d, ELA.K.F.1.1.e	Phonological Awareness: Identify Rhyme Phonemic Awareness: Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Identity ELA.K.F.1.2.b, ELA.K.F.1.2.d, ELA.K.F.1.2.f	Phonics: /a/a (initial/medial) Consonant Review: /m/m Spelling: Words with <i>a</i> ; <i>we</i> Handwriting: Upper and Lowercase <i>Aa</i> Decodable Readers: <i>I Am We Can</i> ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>we</i> Build Your Word Bank: <i>down</i> ELA.K.F.1.4	Write About the Text: Expository Writing Skill: Left-to-Right Progression Writing Trait: Details Grammar: Naming Words (Nouns) ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1	Project: How Baby Animals Move ELA.K.C.4.1, SC.K.L.14.3
Week 3 Use Your Senses Essential Question: How can your senses help you learn? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>Senses at the Seashore</i> Genre: Informational Text SC.K.L.14.1 Paired Selection: "I Smell Springtime," "Taste of Purple," "Rain" Genre: Poetry	Shared Read: "Sam Can See" Lexile: BR Shared Read: "I Can See" Lexile: BR	"A Feast of the Senses" Genre: Informational Text SC.K.L.14.1	<i>Sam Can See Sam</i>	Oral Vocabulary Words: <i>explore</i> <i>senses</i> <i>feast</i> <i>finished</i> <i>kneads</i> Category Words: Sensory Words ELA.K.V.1.1, ELA.K.V.1.3	Ask and Answer Questions Topic and Details Sensory Words ELA.K.R.2.2, ELA.K.R.1.4 B.E.S.T. Literature Library <i>On a Farm</i> Genre: Informational Text Lexile: 190L	Parts of a Book Left to Right, Top to Bottom Tracking ELA.K.F.1.1.d, ELA.K.F.1.1.e	Phonological Awareness: Onset and Rime Blending Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization ELA.K.F.1.2.c, ELA.K.F.1.2.d, ELA.K.F.1.2.f	Phonics: /s/s (initial) Consonant/Vowel Review: /a/a, /m/m Spelling: Words with <i>s</i> ; <i>see</i> Handwriting: Upper and Lowercase <i>Ss</i> Decodable Readers: <i>Sam Can See Sam</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>see</i> Build Your Word Bank: <i>will</i> <i>jump</i> ELA.K.F.1.4	Write About the Text: Opinion Writing Skill: Words Are Made up of Letters Writing Trait: Details Grammar: Naming Words (Nouns) ELA.K.C.1.3, ELA.K.C.1.5, ELA.K.C.3.1	Project: The Senses ELA.K.C.4.1 SC.K.L.14.1

Grade K • Unit 2 • Scope and Sequence

Unit 2: Let's Explore The Big Idea: What can you find out when you explore?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Tools We Use</p> <p>Essential Question: How do tools help us to explore?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Anchor Text: <i>The Handiest Things in the World</i></p> <p>Genre: Informational Text</p> <p>Paired Selection: "Discover with Tools"</p> <p>Genre: Informational Text</p>	<p>Shared Read: "Pam Can See" Lexile: BR</p> <p>Shared Read: "We Can See!" Lexile: BR</p>	<p>"Timimoto" Genre: Folktale</p>	<p><i>A Sap Map</i> <i>Pam Can See</i></p>	<p>Oral Vocabulary Words: <i>tools</i> <i>discover</i> <i>defeated</i> <i>fetch</i> <i>rumble</i></p> <p>Category Words: Color Words ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Ask and Answer Questions Topic and Details Headings ELA.K.R.2.2, ELA.K.R.2.1</p>	<p>Left to Right, Top to Bottom Tracking Locate Printed Word ELA.K.F.1.1.e, ELA.K.F.1.1.a</p>	<p>Phonological Awareness: Identify Alliteration</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Categorization ELA.K.F.1.2.b, ELA.K.F.1.2.d, ELA.K.F.1.2.f</p>	<p>Phonics: /p/p (initial/final) Consonant/Vowel/Review: /a/a, /m/m, /s/s Spelling: Words with p; a, there Handwriting: Upper and Lowercase Pp Decodable Readers: <i>A Sap Map</i> <i>Pam Can See</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>we</i></p> <p>Build Your Word Bank: <i>there</i> <i>our</i> ELA.K.F.1.4</p>	<p>Write About the Text: Opinion Writing Skill: Stretch Sounds to Write Words Writing Trait: Details Grammar: Action Words (Verbs: Present Tense) ELA.K.C.1.3, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: Tools for Exploring ELA.K.C.4.1 SC.K.N.1.5</p>
<p>Week 2</p> <p>Shapes All Around Us</p> <p>Essential Question: What shapes do you see around you?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Anchor Text: <i>Shapes All Around</i></p> <p>Genre: Informational Text</p> <p>Paired Selection: "Find the Shapes"</p> <p>Genre: Informational Text</p>	<p>Shared Read: "We Like Tam!" Lexile: BR</p> <p>Shared Read: "I Like Sam" Lexile: BR</p>	<p>"Kites in Flight" Genre: Informational Text</p>	<p><i>Tap the Mat</i> <i>I Am Pat</i></p>	<p>Oral Vocabulary Words: <i>materials</i> <i>nature</i> <i>decoration</i> <i>games</i> <i>world</i></p> <p>Category Words: Shape Words ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Ask and Answer Questions Topic and Details Bold Print ELA.K.R.2.2, ELA.K.R.2.1</p>	<p>Locate Printed Word Distinguish Letters from Words Parts of a Book Left to Right, Top to Bottom Tracking ELA.K.F.1.1.a, ELA.K.F.1.1.b, ELA.K.F.1.1.d, ELA.K.F.1.1.e</p>	<p>Phonological Awareness: Onset and Rime Blending</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending (initial/final), Phoneme Identity ELA.K.F.1.2.c, ELA.K.F.1.2.d, ELA.K.F.1.2.f</p>	<p>Phonics: /t/t (initial/final) Consonant/Vowel/Review: /a/a, /m/m, /s/s Spelling: Words with t, long: a_e; like Handwriting: Upper and Lowercase Tt Decodable Readers: <i>Tap the Mat</i> <i>I Am Pat</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>like</i></p> <p>Build Your Word Bank: <i>two</i> <i>well</i> ELA.K.F.1.4</p>	<p>Write About the Text: Expository Writing Skill: Use Word Bank Writing Trait: Details Extended Writing: Expository Text: Nonfiction Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Action Words (Verbs: Present Tense) ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: Shapes Survey ELA.K.C.4.1</p>

Grade K • Unit 2 • Scope and Sequence

Unit 2: Let's Explore The Big Idea: What can you find out when you explore?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 World of Bugs Essential Question: What kind of bugs do you know about? Genre Focus: Poetry	Anchor Text: <i>I Love Bugs!</i> Genre: Poetry Paired Selection: "Bugs All Around" Genre: Informational Text SC.K.L.14.3	"Pat" Lexile: BR "Tap! Tap! Tap!" Lexile: BR	"From Caterpillar to Butterfly" Genre: Informational Text	<i>We See Tam</i> <i>Tap, Tap, Tap!</i>	Oral Vocabulary Words: <i>curious</i> <i>observe</i> <i>attaches</i> <i>process</i> <i>slender</i> Category Words: Texture words ELA.K.V.1.1, ELA.K.V.1.3	Ask and Answer Questions Poetry: Rhyme Captions ELA.K.R.1.4, ELA.K.R.2.1 B.E.S.T. Literature Library <i>Chicka Chicka Boom Boom</i> Genre: Poetry Lexile: 530L	Distinguish Letters from Words Left to Right, Top to Bottom Tracking Parts of a Book ELA.K.F.1.1.b, ELA.K.F.1.1.e, ELA.K.F.1.1.d	Phonological Awareness: Count and Segment Syllables Phonemic Awareness: Phoneme Segmentation, Phoneme Blending Long Vowel Awareness: Long <i>a</i> ELA.K.F.1.2.a, ELA.K.F.1.2.f	Phonics: Review /m/m, a/a, /s/s, /p/p, /t/t Spelling Pattern: <i>at</i> pattern (<i>at, mat, sat</i>); <i>the, a, see, we like</i> Handwriting: Write sentences with <i>Mm, Aa, Ss, Pp, Tt</i> Decodable Readers: <i>We See Tam</i> <i>Tap, Tap, Tap!</i> ELA.K.F.1.3.a, ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>the</i> <i>a</i> <i>see</i> <i>we</i> <i>like</i> Build Your Word Bank: <i>for</i> <i>out</i> <i>down</i> <i>will</i> <i>jump</i> <i>there</i> <i>our</i> <i>two</i> <i>well</i> ELA.K.F.1.4	Write About the Text: Opinion Writing Skill: Spaces Between Words Writing Trait: Descriptive Details Grammar: Action Words (Verbs: Present Tense) ELA.K.C.1.3, ELA.K.C.1.5, ELA.K.C.3.1	Project: Bugs ELA.K.C.4.1, SC.K.L.14.3

Units 1 and 2	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	Genre Read-Aloud "Look and Learn" Activities Learn About Tools Observe with Tools SC.K.N.1.5	Choose Your Own Book

Grade K • Unit 3 • Scope and Sequence

Unit 3: Going Places The Big Idea: What can you learn by going to different places?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Rules to Go By</p> <p>Essential Question: What rules do we follow in different places?</p> <p>Genre Focus: Fiction</p>	<p>Anchor Text: <i>How Do Dinosaurs Go to School?</i> Genre: Fiction: Fantasy</p> <p>Paired Selection: "Be Safe!" Genre: Informational Text</p> <p>SS.K.C.1.1, SS.K.C.1.2</p>	<p>"Can I Pat It?" Lexile: BR "Tim Can Tip It" Lexile: 300L</p>	<p>"The Boy Who Cried Wolf" Genre: Fable</p>	<p><i>Tim Can Sit</i> <i>We Like It</i></p>	<p>Oral Vocabulary Words: <i>rules</i> <i>cooperate</i> <i>guard</i> <i>prank</i> <i>responsible</i></p> <p>Category Words: Action Words</p> <p>ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Visualize</p> <p>Main Story Elements: Character</p> <p>Lists</p> <p>ELA.K.R.1.1, ELA.K.R.2.1</p>	<p>Left to Right, Top to Bottom Tracking</p> <p>Locate Printed Word</p> <p>ELA.K.F.1.1.e, ELA.K.F.1.1.a</p>	<p>Phonological Awareness: Identify Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p> <p>ELA.K.F.1.2.b, ELA.K.F.1.2.d, ELA.K.F.1.2.f</p>	<p>Phonics: /i/i (medial)</p> <p>Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t</p> <p>Extend the Lesson: final double letters: ss, tt</p> <p>Spelling: Words with <i>i</i>; <i>to</i></p> <p>Handwriting: Upper and Lowercase <i>li</i></p> <p>Decodable Readers: <i>Tim Can Sit</i> <i>We Like It</i></p> <p>ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>to</i></p> <p>Build Your Word Bank: <i>her</i> <i>one</i> <i>say</i></p> <p>ELA.K.F.1.4</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Sentences Are Made up of Words</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Sentences</p> <p>ELA.K.C.1.2, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: Rules for Safety</p> <p>ELA.K.C.4.1, SS.K.C.1.1, SS.K.C.1.2</p>
<p>Week 2</p> <p>Sounds Around Us</p> <p>Essential Question: What are the different sounds we hear?</p> <p>Genre Focus: Fiction</p>	<p>Anchor Text: <i>Clang! Clang! Beep! Beep! Listen to the City</i> Genre: Fiction</p> <p>Paired Selection: "Sounds Are Everywhere!" Genre: Informational Text</p> <p>SC.K.P.10.1</p>	<p>"Nat and Tip" Lexile: 250L "Tim and Nan" Lexile: 250L</p>	<p>"The Turtle and the Flute" Genre: Tale</p>	<p><i>Nat and Nan</i> <i>Nat and Nan See</i></p>	<p>Oral Vocabulary Words: <i>listen</i> <i>volume</i> <i>chat</i> <i>exclaimed</i> <i>familiar</i></p> <p>Category Words: Sound Words</p> <p>ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Visualize</p> <p>Main Story Elements: Setting</p> <p>Captions</p> <p>ELA.K.R.1.1, ELA.K.R.2.1</p>	<p>Locate Printed Word</p> <p>Left to Right, Top to Bottom Tracking</p> <p>Parts of a Book</p> <p>ELA.K.F.1.1.a, ELA.K.F.1.1.e, ELA.K.F.1.1.d</p>	<p>Phonological Awareness: Onset and Rime Blending</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Categorization</p> <p>ELA.K.F.1.2.c, ELA.K.F.1.2.d, ELA.K.F.1.2.f</p>	<p>Phonics: /n/n</p> <p>Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t</p> <p>Spelling: Words with <i>n</i>; <i>and</i></p> <p>Handwriting: Upper and Lowercase <i>Nn</i></p> <p>Decodable Readers: <i>Nat and Nan</i> <i>Nan and Nat See</i></p> <p>ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>and</i></p> <p>Build Your Word Bank: <i>then</i> <i>new</i> <i>saw</i></p> <p>ELA.K.F.1.4</p>	<p>Write About the Text: Expository</p> <p>Writing Skill: Sentence Capitalization</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Sentences</p> <p>ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: Experiment with Sounds</p> <p>ELA.K.C.4.1, SC.K.N.1.3, SC.K.N.1.4, SC.K.N.1.5</p>

Grade K • Unit 3 • Scope and Sequence

Unit 3: Going Places The Big Idea: What can you learn by going to different places?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>The Places We Go</p> <p>Essential Question: What places do you go to during the week?</p> <p>Genre Focus: Fiction</p>	<p>Anchor Text: <i>Please Take Me for a Walk</i> Genre: Fiction</p> <p>Paired Selection: "A Neighborhood" Genre: Informational Text</p> <p>SS.K.G.1.2, SS.K.G.2.1</p>	<p>"We Go to See Nan" Lexile: 140L</p> <p>"Can We Go?" Lexile: 60L</p>	<p>"Field Trips" Genre: Informational Text</p>	<p><i>Cam Cat</i> <i>See the Cat</i></p>	<p>Oral Vocabulary Words: <i>local</i> <i>routine</i> <i>neighborhood</i> <i>volunteer</i> <i>intelligent</i></p> <p>Category Words: Sequence Words</p> <p>ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Visualize</p> <p>Main Story Elements: Character</p> <p>Map</p> <p>ELA.K.R.1.1, ELA.K.R.2.1</p> <p>B.E.S.T. Literature Library <i>Red Is Best</i> Genre: Fiction Lexile: 420L</p>	<p>Left to Right, Top to Bottom Tracking</p> <p>Parts of a Book</p> <p>ELA.K.F.1.1.e, ELA.K.F.1.1.d</p>	<p>Phonological Awareness: Count and Segment Syllables</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation</p> <p>Long Vowel Awareness: Long <i>i</i></p> <p>ELA.K.F.1.2.a, ELA.K.F.1.2.d, ELA.K.F.1.2.f</p>	<p>Phonics: /k/c</p> <p>Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t</p> <p>Spelling Pattern: <i>an</i> pattern (<i>an, can, ran, pan, man</i>)</p> <p>Handwriting: Upper and Lowercase Cc</p> <p>Decodable Readers: <i>Cam Cat</i> <i>See the Cat</i></p> <p>ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>go</i></p> <p>Build Your Word Bank: <i>could</i> <i>place</i> <i>white</i></p> <p>ELA.K.F.1.4</p>	<p>Write About the Text: Expository</p> <p>Writing Skill: End Punctuation</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Sentences</p> <p>ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: School Places Interview</p> <p>ELA.K.C.4.1, SS.K.G.2.1</p>

Grade K • Unit 4 • Scope and Sequence

Unit 4: Around the Neighborhood The Big Idea: What do you know about the people and the places in your neighborhood?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Time for Work</p> <p>Essential Question: What do people use to do their jobs?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Anchor Text: <i>Whose Shoes? A Shoe for Every Job</i> Genre: Informational Text</p> <p>Paired Selection: "Workers and Their Tools" Genre: Informational Text SS.K.E.1.1</p>	<p>"Tom on Top!" Lexile: 70L</p>	<p>"Little Juan and the Cooking Pot" Genre: Tale</p>	<p><i>Tom Can</i> <i>Mom and Nan</i></p>	<p>Oral Vocabulary Words: <i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i></p> <p>Category Words: Jobs ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Ask and Answer Questions Topic and Details Labels ELA.K.R.2.2, ELA.K.R.2.1</p> <p>B.E.S.T. Literature Library <i>The Liberty Bell</i> Genre: Informational Text Lexile: 720L</p>	<p>Parts of a Book Match Speech to Print ELA.K.F.1.1.d, ELA.K.F.1.1.c</p>	<p>Phonological Awareness: Onset and Rime Segmentation</p> <p>Phonemic Awareness: Phoneme Isolation (initial), Phoneme Isolation (initial, medial), Phoneme Blending, Phoneme Categorization ELA.K.F.1.2.c, ELA.K.F.1.2.d, ELA.K.F.1.2.f</p>	<p>Phonics: /o/o (initial/medial) Consonant/Vowel Review: /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t Spelling: Words with o; <i>you</i> Handwriting: Upper and Lowercase Oo Decodable Readers: <i>Tom Can</i> <i>Mom and Nan</i> ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>you</i></p> <p>Build Your Word Bank: <i>all</i> <i>that</i> <i>four</i> ELA.K.F.1.4</p>	<p>Write About the Text: Expository Writing Skill: Return Sweep Writing Trait: Supporting Details Grammar: Describing Words (Adjectives: Color, Shape, Size) ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: Workers and Their Tools ELA.K.C.4.1, SS.K.E.1.1</p>
<p>Week 2</p> <p>Meet Your Neighbors</p> <p>Essential Question: Who are your neighbors?</p> <p>Genre Focus: Realistic Fiction</p>	<p>Anchor Text: <i>What Can You Do with a Paleta?</i> Genre: Realistic Fiction</p> <p>Paired Selection: "My Great Neighborhood!" Genre: Personal Narrative SS.K.G.2.1</p>	<p>"Sid" Lexile: 340L</p>	<p>"Cultural Festivals" Genre: Informational Text</p>	<p><i>Did Dan?</i> <i>Did Sid See Don?</i></p>	<p>Oral Vocabulary Words: <i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i></p> <p>Category Words: Food Words ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Ask and Answer Questions Main Story Elements: Character, Setting Illustrations ELA.K.R.1.1</p>	<p>Parts of a Book Match Speech to Print ELA.K.F.1.1.d, ELA.K.F.1.1.c</p>	<p>Phonological Awareness: Sentence Segmentation</p> <p>Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation</p> <p>Long Vowel Awareness: Long o ELA.K.F.1.2, ELA.K.F.1.2.d, ELA.K.F.1.2.f</p>	<p>Phonics: /d/d (initial/final) Consonant/Vowel Review: /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t Spelling: Words with d, long o: o_e; <i>do</i> Handwriting: Upper and Lowercase Dd Decodable Readers: <i>Did Dan?</i> <i>Did Sid See Don?</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>do</i></p> <p>Build Your Word Bank: <i>day</i> <i>long</i> <i>blue</i> ELA.K.F.1.4</p>	<p>Write About the Text: Expository Writing Skill: Stretch Sounds to Write Words Writing Trait: Supporting Details Extended Writing: Personal Narrative Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Describing Words (Adjectives) ELA.K.C.1.4, ELA.K.C.1.2, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: Neighbors Interview ELA.K.C.4.1</p>

Grade K • Unit 4 • Scope and Sequence

Unit 4: Around the Neighborhood The Big Idea: What do you know about the people and the places in your neighborhood?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 Pitch In Essential Question: How can people help to make your community better? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>Roadwork</i> Genre: Informational Text Paired Selection: "A Community Garden" Genre: Informational Text SS.K.G.2.1	"I Can, You Can!" Lexile: 180L	"The Bundle of Sticks" Genre: Fable	<i>Tip It</i> <i>Stop the Top!</i>	Oral Vocabulary Words: <i>community</i> <i>improve</i> <i>confused</i> <i>harvest</i> <i>quarrel</i> Category Words: Position Words ELA.K.V.1.1, ELA.K.V.1.3	Ask and Answer Questions Details: Time Order Captions ELA.K.R.2.2, ELA.K.R.2.1	First Word in Sentence Is Capitalized Left to Right, Top to Bottom Tracking Parts of a Book ELA.K.F.1.1.e, ELA.K.F.1.1.d	Phonological Awareness: Identify Rhyme Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Segmentation ELA.K.F.1.2.b ELA.K.F.1.2.d, ELA.K.F.1.2.f	Phonics: Review /i/i, n/n, /k/c, /o/o, /d/d; s-Blends (<i>sn, sp, st</i>) Consonant/Vowel Review: /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t Long Vowel Express (optional): Long <i>a</i> (<i>a_e</i>) Spelling Pattern: <i>ot</i> pattern (<i>not, cot, dot, pot, tot</i>) Handwriting: Write sentences with <i>i, n, c, o, d, s</i> -Blends (<i>sn, sp, st</i>) Decodable Readers: <i>Tip It</i> <i>Stop the Top!</i> ELA.K.F.1.3.a, ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i> Build Your Word Bank: <i>her</i> <i>one</i> <i>say</i> <i>then</i> <i>new</i> <i>saw</i> <i>could</i> <i>place</i> <i>white</i> <i>all</i> <i>that</i> <i>four</i> <i>day</i> <i>long</i> <i>blue</i> ELA.K.F.1.4	Write About the Text: Expository Writing Skill: Use Word Bank Writing Trait: Focus on One Idea Grammar: Describing Words (Adjectives) ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1	Project: Interview About School ELA.K.C.4.1, SS.K.C.2.1

Units 3 and 4	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	Genre Read-Aloud "Firefighters Help Out" Activities Find Out About Firefighters Make a Job Poster SS.K.E.1.1	Choose Your Own Book

Grade K • Unit 5 • Scope and Sequence

Unit 5: Wonders of Nature The Big Idea: What kinds of things can you find growing in nature?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>How Does Your Garden Grow?</p> <p>Essential Question: What do living things need to grow?</p> <p>Genre Focus: Realistic Fiction</p>	<p>Anchor Text: <i>My Garden</i> Genre: Realistic Fiction</p> <p>Paired Selection: "Tommy," "Maytime Magic," "The Seed," "Garden" Genre: Poetry SC.K.L.14.3</p>	<p>"Hop Can Hop!" Lexile: 110L</p>	<p>"Growing Plants" Genre: Informational Text</p>	<p><i>Hap Hid the Ham</i> <i>Hip Hop</i></p>	<p>Oral Vocabulary Words: <i>require</i> <i>plant</i> <i>harmful</i> <i>soak</i> <i>crowd</i></p> <p>Category Words: Size Words Plurals with -s ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Reread</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Rhyme and Repetition ELA.K.R.1.1, ELA.K.R.1.4</p>	<p>Locate Printed Word</p> <p>Parts of a Book ELA.K.F.1.1.a, ELA.K.F.1.1.d</p>	<p>Phonological Awareness: Count and Blend Syllables</p> <p>Phonemic Awareness: Phoneme Isolation Phoneme Blending, Phoneme Categorization ELA.K.F.1.2.a, ELA.K.F.1.2.d, ELA.K.F.1.2.f</p>	<p>Phonics: /h/h (initial)</p> <p>Consonant/Vowel Review: <i>/a/a, /k/c, /d/d, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</i></p> <p>Extend the Lesson: Final /z/s</p> <p>Spelling: Words with <i>h</i>; <i>my</i></p> <p>Handwriting: Upper and Lowercase <i>Hh</i></p> <p>Decodable Readers: <i>Hap Hid the Ham</i> <i>Hip Hop</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>my</i></p> <p>Build Your Word Bank: <i>than</i> <i>his</i> <i>three</i> ELA.K.F.1.4</p>	<p>Write About the Text: Opinion</p> <p>Writing Skill: End Punctuation</p> <p>Writing Trait: Focus on One Idea</p> <p>Grammar: Pronouns (Subjective) ELA.K.C.1.3, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: Parts of a Plant ELA.K.C.4.1, SC.K.L.14.3</p>
<p>Week 2</p> <p>Trees</p> <p>Essential Question: How do living things change as they grow?</p> <p>Genre Focus: Informational Text</p>	<p>Anchor Text: <i>A Grand Old Tree</i> Genre: Informational Text</p> <p>Paired Selection: "From a Seed to a Tree" Genre: Informational Text SC.K.L.14.3</p>	<p>"Ed and Ned" Lexile: 230L</p>	<p>"The Pine Tree" Genre: Fairy Tale</p>	<p><i>Ed and Ted Can Go On</i> <i>Not a Pet!</i></p>	<p>Oral Vocabulary Words: <i>develop</i> <i>amazing</i> <i>content</i> <i>enormous</i> <i>imagine</i></p> <p>Category Words: Tree Parts Inflectional Ending -ed ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Reread</p> <p>Topic and Details Diagram ELA.K.R.2.2</p> <p>B.E.S.T. Literature Library <i>A Picture Book of Benjamin Franklin</i> Genre: Biography Lexile: 730L</p>	<p>Left to Right, Top to Bottom Tracking; Return Sweep</p> <p>Parts of a Book ELA.K.F.1.1.e, ELA.K.F.1.1.d</p>	<p>Phonological Awareness: Onset and Rime Blending</p> <p>Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation ELA.K.F.1.2.c, ELA.K.F.1.2.d, ELA.K.F.1.2.f</p>	<p>Phonics: /e/e (initial/medial)</p> <p>Consonant/Vowel Review: <i>/a/a, /k/c, /d/d, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</i></p> <p>Spelling: Words with /e/e; <i>are</i></p> <p>Handwriting: Upper and Lowercase <i>Ee</i></p> <p>Decodable Readers: <i>Ed and Ted Can Go</i> <i>Not a Pet!</i> ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>are</i></p> <p>Build Your Word Bank: <i>when</i> <i>which</i> <i>soon</i> ELA.K.F.1.4</p>	<p>Write About the Text: Opinion</p> <p>Writing Skill: Return Sweep</p> <p>Writing Trait: Words That Connect Ideas</p> <p>Grammar: Pronouns (Subjective) ELA.K.C.1.3, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: How Trees Grow ELA.K.C.4.1</p>

Grade K • Unit 5 • Scope and Sequence

Unit 5: Wonders of Nature The Big Idea: What kinds of things can you find growing in nature?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 Fresh from the Farm Essential Question: What kinds of things grow on a farm? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>An Orange in January</i> Genre: Informational Text Paired Selection: "Farmers' Market" Genre: Informational Text	"Ron With Red" Lexile: 170L	"Farms Around the World" Genre: Informational Text	<i>Ron Ram</i> <i>Red and Ron</i>	Oral Vocabulary Words: <i>fresh</i> <i>delicious</i> <i>beneath</i> <i>raise</i> <i>special</i> Category Words: Food Words Sentence Clues ELA.K.V.1.1, ELA.K.V.1.3	Reread Topic and Details Lists ELA.K.R.2.2, ELA.K.R.2.1	Parts of a Book Match Speech to Print ELA.K.F.1.1.d, ELA.K.F.1.1.c	Phonological Awareness: Identify Rhyme Phonemic Awareness: Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition Long Vowel Awareness: Long e: ee ELA.K.F.1.2.b, ELA.K.F.1.2.d, ELA.K.F.1.2.f, ELA.K.F.1.2.e	Phonics: /f/ (initial/final), /r/ (initial) Consonant/Vowel Review: /a/α, /k/c, /d/d, /e/e, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t Spelling Pattern: en pattern (<i>pen, ten, men, den, hen</i>) Handwriting: Upper and Lowercase <i>Ff</i> and <i>Rr</i> Decodable Readers: <i>Ron Ram</i> <i>Red and Ron</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>with</i> <i>he</i> Build Your Word Bank: <i>many</i> <i>them</i> <i>eat</i> ELA.K.F.1.4	Write About the Text: Expository Writing Skill: Stretch Sounds to Write Words Writing Trait: Sequence Grammar: Pronouns (Subjective) ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1	Project: Plants on a Farm ELA.K.C.4.1

Grade K • Unit 6 • Scope and Sequence

Unit 6: Weather for All Seasons The Big Idea: How do weather and seasons affect us?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 1 The Four Seasons Essential Question: How are the seasons different? Genre Focus: Realistic Fiction	Anchor Text: <i>Mama, Is It Summer Yet?</i> Genre: Realistic Fiction Paired Selection: “New Snow,” “Rain Song,” “Covers,” excerpt from “Honey I Love” Genre: Poetry	“Is It Hot?” Lexile: 200L	“A Tour of the Seasons” Genre: Informational Text	<i>Bob and Ben</i> <i>Ben, Deb, Lin</i>	Oral Vocabulary Words: <i>weather</i> <i>seasons</i> <i>migrate</i> <i>active</i> <i>spot</i> Category Words: Seasons Sentence Clues ELA.K.V.1.1, ELA.K.V.1.3	Visualize Events: Sequence Rhyme ELA.K.R.1.1, ELA.K.R.1.4	Left to Right, Top to Bottom Tracking Parts of a Book ELA.K.F.1.1.e, ELA.K.F.1.1.d	Phonological Awareness: Onset and Rime Segmentation Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation ELA.K.F.1.2.c, ELA.K.F.1.2.d, ELA.K.F.1.2.f	Phonics: /b/b (initial/final), /l/l (initial) Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t Extend the Lesson: Final double letters: // Spelling: Words with <i>b, l; is, little</i> Handwriting: Upper and Lowercase <i>Bb, Ll</i> Decodable Readers: <i>Bob and Ben</i> <i>Ben, Deb, Lin</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>is</i> <i>little</i> Build Your Word Bank: <i>by</i> <i>some</i> <i>brown</i> ELA.K.F.1.4	Write About the Text: Opinion Writing Skill: Left-to-Right Progression Writing Trait: Focus on One Idea Grammar: Nouns (Singular and Plural) ELA.K.C.1.3, ELA.K.C.1.5, ELA.K.C.3.1	Project: The Seasons ELA.K.C.4.1, SS.K.G.3.3
Week 2 What’s the Weather? Essential Question: What happens in different kinds of weather? Genre Focus: Fantasy	Anchor Text: <i>Rain</i> Genre: Fantasy Paired Selection: “Cloud Watch” Genre: Informational Text SS.K.G.3.3	“Kim and Nan” Lexile: 120L	“The Battle of Wind and Rain” Genre: Tale	<i>Pack It, Kim</i> <i>Kick It, Nick!</i>	Oral Vocabulary Words: <i>predict</i> <i>temperature</i> <i>drought</i> <i>clever</i> <i>storm</i> Category Words: Weather Words Shades of Meaning ELA.K.V.1.1, ELA.K.V.1.3	Visualize Events: Sequence Speech Bubbles ELA.K.R.1.1, ELA.K.R.2.1	First Word in Sentence Is Capitalized Periods and Exclamation Marks Parts of a Book ELA.K.F.1.1.d	Phonological Awareness: Identify Rhyme Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation ELA.K.F.1.2.b, ELA.K.F.1.2.d, ELA.K.F.1.2.f	Phonics: /k/k (initial), /k/ck (final) Consonant/Vowel Review: /a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t Spelling: Words with <i>k, ck; she, was</i> Handwriting: Upper and Lowercase <i>Kk</i> Decodable Readers: <i>Pack It, Kim</i> <i>Kick It, Nick!</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>she</i> <i>was</i> Build Your Word Bank: <i>now</i> <i>way</i> <i>under</i> ELA.K.F.1.4	Write About the Text: Narrative Writing Skill: Spaces Between Words Writing Trait: Sequence Grammar: Proper Nouns ELA.K.C.1.2, ELA.K.C.1.5, ELA.K.C.3.1	Project: Kinds of Weather ELA.K.C.4.1, SS.K.G.3.3

Grade K • Unit 6 • Scope and Sequence

Unit 6: Weather for All Seasons The Big Idea: How do weather and seasons affect us?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 Stormy Weather Essential Question: How can you stay safe in bad weather? Genre Focus: Realistic Fiction	Anchor Text: <i>Waiting Out the Storm</i> Genre: Realistic Fiction Paired Selection: "Be Safe in Bad Weather" Genre: Informational Text SS.K.G.3.3	"Mack and Ben" Lexile: 210L	"The Storm that Shook the Signs" Genre: Fairy Tale	<i>Rock Ken</i> <i>Flip, Flop, Flip!</i>	Oral Vocabulary Words: <i>safe</i> <i>prepare</i> <i>notice</i> <i>celebration</i> <i>enough</i> Category Words: Question Words Question Words ELA.K.V.1.1, ELA.K.V.1.3	Visualize Events: Sequence Directions ELA.K.R.1.1, ELA.K.R.2.1 B.E.S.T. Literature Library <i>Corduroy</i> Genre: Fiction Lexile: 600L	Locate Printed Word First Word in Sentence Is Capitalized Parts of a Book ELA.K.F.1.1.a, ELA.K.F.1.1.d	Phonological Awareness: Identify Alliteration Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Addition ELA.K.F.1.2.b, ELA.K.F.1.2.d, ELA.K.F.1.2.f, ELA.K.F.1.2.e	Phonics: Review /h/h, e/e, f/f, /r/r, /b/b, /l/l, /k/k, /k/ck; /-Blends (bl, cl, fl, sl) Consonant/Vowel Review: /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 Long Vowel Express (optional): Long <i>i</i> (i_e) Spelling Pattern: <i>ack</i> pattern (pack, rack, sack, back, stack) Handwriting: Write sentences with <i>h, e, f, r, b, l, k, ck; /-Blends (bl, cl, fl, sl)</i> Decodable Readers: <i>Rock Ken</i> <i>Flip, Flop, Flip!</i> ELA.K.F.1.3.a, ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>are</i> <i>he</i> <i>is</i> <i>little</i> <i>my</i> <i>she</i> <i>was</i> <i>with</i> Build Your Word Bank: <i>than</i> <i>his</i> <i>three</i> <i>when</i> <i>which</i> <i>soon</i> <i>many</i> <i>them</i> <i>eat</i> <i>by</i> <i>some</i> <i>brown</i> <i>now</i> <i>way</i> <i>under</i> ELA.K.F.1.4	Write About the Text: Narrative Writing Skill: Write on the Lines Writing Trait: Descriptive Words Extended Writing: Realistic Fiction Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Nouns (Singular and Plural) ELA.K.C.1.2, ELA.K.C.1.2, ELA.K.C.1.5, ELA.K.C.3.1	Project: Stormy Weather ELA.K.C.4.1, SS.K.G.3.3

Units 5 and 6	Reading Digitally	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	"Changes with the Wind" Genre: Online Article	Genre Read-Aloud "A Farm Year" Activities Seasons on a Farm Make a Seasons Poster SS.K.3.3	Choose Your Own Book

Grade K • Unit 7 • Scope and Sequence

Unit 7: The Animal Kingdom The Big Idea: What are different kinds of animals?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Baby Animals</p> <p>Essential Question: How are some animals alike and how are they different?</p> <p>Genre Focus: Informational Text; Nonfiction</p>	<p>Anchor Text: <i>ZooBorns!</i> Genre: Informational Text</p> <p>Paired Selection: “Mischievous Goat,” “Over in the Meadow,” “Kitty Caught a Caterpillar” Genre: Poetry SC.K.L.14.3</p>	<p>“A Pup and a Cub” Lexile: 110L</p>	<p>“Baby Farm Animals” Genre: Informational Text</p>	<p><i>Sun Fun</i> <i>Pup and Cub</i></p>	<p>Oral Vocabulary Words: <i>appearance, behavior, exercise, wander, plenty</i></p> <p>Category Words: Animal Parts Compound Words ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Reread Fact and Opinion Alliteration ELA.K.R.2.4, ELA.K.R.1.4</p>	<p>Locate Printed Word Parts of a Book ELA.K.F.1.1.a, ELA.K.F.1.1.d</p>	<p>Phonological Awareness: Onset and Rime Blending Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion ELA.K.F.1.2.c, ELA.K.F.1.2.d, ELA.K.F.1.2.f, ELA.K.F.1.2.e</p>	<p>Phonics: /u/u (initial/medial) Consonant/Vowel Review: /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 Spelling: Words with <i>u</i>; <i>for, have</i> Handwriting: Upper and Lowercase <i>Uu</i> Decodable Readers: <i>Sun Fun, Pup and Cub</i> ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>for, have</i> Build Your Word Bank: <i>from, how, pretty</i> ELA.K.F.1.4</p>	<p>Write About the Text: Expository Writing Skill: Sentence Capitalization Writing Trait: Descriptive Words Grammar: Verbs (Present Tense) ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: Animal Features ELA.K.C.4.1, SC.K.L.14.3</p>
<p>Week 2</p> <p>Pet Pals</p> <p>Essential Question: How do you take care of different kinds of pets?</p> <p>Genre Focus: Realistic Fiction</p>	<p>Anchor Text: <i>The Birthday Pet</i> Genre: Realistic Fiction</p> <p>Paired Selection: “Lola and Bella” Genre: Personal Narrative</p>	<p>“I Hug Gus!” Lexile: 300L</p>	<p>“The Family Pet” Genre: Informational Text</p>	<p><i>Wet Gus</i> <i>See a Bug?</i></p>	<p>Oral Vocabulary Words: <i>responsibility, train, depend, compared, social</i></p> <p>Category Words: Pets Prepositions ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Make and Confirm Predictions Events: Problem and Solution Narrator ELA.K.R.1.1 B.E.S.T. Literature Library <i>Swimmy</i> Genre: Fiction Lexile: 570L</p>	<p>Left to Right, Top to Bottom Tracking Exclamation Point Parts of a Book ELA.K.F.1.1.e, ELA.K.F.1.1.d</p>	<p>Phonological Awareness: Identify and Produce Rhyming Words Phonemic Awareness: Phoneme Isolation (initial/final <i>g</i>; initial <i>w</i>), Phoneme Blending, Phoneme Substitution ELA.K.F.1.2.b, ELA.K.F.1.2.d, ELA.K.F.1.2.f, ELA.K.F.1.2.e</p>	<p>Phonics: /g/g (initial/final), w/w (initial) Consonant/Vowel Review: /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 Spelling: Words with <i>g, w</i>; <i>she, was</i> Handwriting: Upper and Lowercase <i>Gg, Ww</i> Decodable Readers: <i>Wet Gus, See a Bug?</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>of, they</i> Build Your Word Bank: <i>water, these, yellow</i> ELA.K.F.1.4</p>	<p>Write About the Text: Narrative Writing Skill: Left-to-Right Progression Writing Trait: Descriptive Words Grammar: Verbs (Past Tense) ELA.K.C.1.2, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: Caring for a Pet ELA.K.C.4.1</p>

Grade K • Unit 7 • Scope and Sequence

Unit 7: The Animal Kingdom The Big Idea: What are different kinds of animals?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 Animal Habitats Essential Question: Where do animals live? Genre Focus: Fantasy	Anchor Text: <i>Bear Snores On</i> Genre: Fantasy Paired Selection: "Animal Homes" Genre: Informational Text SC.K.L.14.3	"A Vet in a Van" Lexile: 250L	"Aunt Nancy" Genre: Tale	<i>Rex the Vet</i> <i>Fox Had a Big Box</i>	Oral Vocabulary Words: <i>habitat</i> <i>wild</i> <i>complain</i> <i>join</i> <i>stubborn</i> Category Words: Animal Homes Shades of Meaning ELA.K.V.1.1, ELA.K.V.1.3	Make and Confirm Predictions Events: Cause and Effect Glossary ELA.K.R.1.1, ELA.K.R.2.1	Distinguish Letters from Words Parts of a Book ELA.K.F.1.1.b, ELA.K.F.1.1.d	Phonological Awareness: Onset and Rime Segmentation Phonemic Awareness: Phoneme Isolation (initial v, final x), Phoneme Blending, Phoneme Substitution Long Vowel Awareness Long u: u_e ELA.K.F.1.2.c, ELA.K.F.1.2.d, ELA.K.F.1.2.f, ELA.K.F.1.2.e	Phonics: /ks/x, (final), /v/v (initial) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /w/w Spelling Pattern: et pattern (<i>vet, get, pet, let, bet</i>) Handwriting: Upper and Lowercase Vv, Xx Decodable Readers: <i>Rex the Vet</i> <i>Fox Had a Big Box</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>said</i> <i>want</i> Build Your Word Bank: <i>people</i> <i>work</i> <i>funny</i> ELA.K.F.1.4	Write About the Text: Opinion Writing Skill: Use Word Bank Writing Trait: Descriptive Words Grammar: Verbs (Future Tense) ELA.K.C.1.3, ELA.K.C.1.5, ELA.K.C.3.1	Project: Animal Habitats ELA.K.C.4.1, SC.K.L.14.3

Grade K • Unit 8 • Scope and Sequence

Unit 8: From Here to There The Big Idea: Where can you go that is far and near?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 1 On the Move Essential Question: What can help you go from here to there? Genre Focus: Realistic Fiction	Anchor Text: <i>When Daddy's Truck Picks Me Up</i> Genre: Realistic Fiction Paired Selection: "From Here to There" Genre: Informational Text SS.K.A.2.1	"Dad Got a Job" Lexile: 190L	"The King of the Winds" Genre: Tale	<i>Get It Quick!</i> <i>Jen Is Quick!</i>	Oral Vocabulary Words: <i>transportation</i> <i>vehicle</i> <i>journey</i> <i>fierce</i> <i>wide</i> Category Words: Vehicles Context Clues ELA.K.V.1.1, ELA.K.V.1.3	Make and Confirm Predictions Main Story Elements: Character, Setting, Events Headings ELA.K.R.1.1, ELA.K.R.2.1	Left to Right, Top to Bottom Tracking First Word in Sentence Is Capitalized Parts of a Book ELA.K.F.1.1.e, ELA.K.F.1.1.d	Phonological Awareness: Syllable Addition Phonemic Awareness: Phoneme Isolation (initial <i>j</i> , <i>qu</i>), Phoneme Blending, Phoneme Segmentation ELA.K.F.1.2.a, ELA.K.F.1.2.d, ELA.K.F.1.2.f	Phonics: /j/ (initial), /kw/qu (initial) Consonant/Vowel Review: /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, /x/x Spelling: Words with <i>j</i> , <i>qu</i> ; <i>here</i> , <i>me</i> Handwriting: Upper and Lowercase <i>Jj</i> , <i>Qq</i> Decodable Readers: <i>Get It Quick!</i> <i>Jen Is Quick!</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>here</i> <i>me</i> Build Your Word Bank: <i>about</i> <i>may</i> <i>away</i> ELA.K.F.1.4	Write About the Text: Expository Writing Skill: End Punctuation Writing Trait: Use Complete Sentences Grammar: Sentences (with Prepositions) ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1	Project: Kinds of Vehicles ELA.K.C.4.1
Week 2 My U.S.A. Essential Question: What do you know about our country? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>Ana Goes to Washington, D.C.</i> Genre: Informational Text Paired Selection: "See Our Country" Genre: Informational Text SS.K.A.1.2, SS.K.A.3.1	"Pack a Bag!" Lexile: 160L	"The Best of the West" Genre: Informational Text	<i>Yes, Zack Can Go!</i> <i>Rex, Kim, and Zig</i>	Oral Vocabulary Words: <i>country</i> <i>travel</i> <i>careful</i> <i>purpose</i> <i>connect</i> Category Words: Location Words Synonyms ELA.K.V.1.1, ELA.K.V.1.3	Reread Fact and Opinion Captions ELA.K.R.2.4, ELA.K.R.2.1 B.E.S.T. Literature Library <i>The Bald Eagle</i> Genre: Narrative Nonfiction Lexile: 710L	Quotation Marks Sentence Boundaries Parts of a Book ELA.K.F.1.1.d	Phonological Awareness: Identify and Produce Rhyming Words Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Substitution ELA.K.F.1.2.b, ELA.K.F.1.2.d, ELA.K.F.1.2.f, ELA.K.F.1.2.e	Phonics: /y/y (initial), /z/z (initial) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /x/x Spelling: Words with <i>y</i> , <i>z</i> ; <i>she</i> , <i>was</i> Handwriting: Upper and Lowercase <i>Yy</i> , <i>Zz</i> Decodable Readers: <i>Yes, Zack Can Go!</i> <i>Rex, Kim, and Zig</i> ELA.K.F.1.3.a, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>this</i> <i>what</i> Build Your Word Bank: <i>or</i> <i>each</i> <i>please</i> ELA.K.F.1.4	Write About the Text: Expository Writing Skill: End Punctuation Writing Trait: Sentence Length Grammar: Sentences (with Prepositions) ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1	Project: An Important American ELA.K.C.4.1, SS.K.A.2.4

Grade K • Unit 8 • Scope and Sequence

Unit 8: From Here to There The Big Idea: Where can you go that is far and near?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 Look to the Sky Essential Question: What do you see in the sky? Genre Focus: Fantasy	Anchor Text: <i>Bringing Down the Moon</i> Genre: Fantasy Paired Selection: "Day and Night Sky" Genre: Informational Text SC.K.E.5.2, SC.K.E.5.3, SC.K.E.5.4	"Up, Up, Up!" Lexile: 90L	"A View from the Moon" Genre: Informational Text	<i>Zig-Zag Jet Can Zip</i> <i>A Big Trip for Gram</i>	Oral Vocabulary Words: <i>distance</i> <i>recognize</i> <i>space</i> <i>challenge</i> <i>surface</i> Category Words: Opposites Similes ELA.K.V.1.1, ELA.K.V.1.3	Make and Confirm Predictions Events: Problem and Solution Headings ELA.K.R.1.1, ELA.K.R.2.1	Quotation Marks Left to Right, Top to Bottom Tracking Parts of a Book ELA.K.F.1.1.e, ELA.K.F.1.1.d	Phonological Awareness: Syllable Deletion Phonemic Awareness: Phoneme Identity, Phoneme Categorization, Phoneme Addition ELA.K.F.1.2.a, ELA.K.F.1.2.d, ELA.K.F.1.2.e	Phonics: Review /u/u, /g/g, w/w, /ks/x, /v/v, /lj/, /kw/qu, /y/y, /z/z; r-Blends (br, cr, dr, gr, tr) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Long Vowel Express (optional): Long o (o_e) Spelling Pattern: <i>it</i> pattern (quit, bit, lit, hit, fit) Handwriting: Write sentences with u, g, w, x, v, j, qu, z; r-Blends (br, cr, dr, gr, tr) Decodable Readers: <i>Zig-Zag Jet Can Zip</i> <i>A Big Trip for Gram</i> ELA.K.F.1.3.a, ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>for</i> <i>have</i> <i>they</i> <i>of</i> <i>said</i> <i>want</i> <i>here</i> <i>me</i> <i>this</i> <i>what</i> Build Your Word Bank: <i>from</i> <i>how</i> <i>pretty</i> <i>water</i> <i>these</i> <i>yellow</i> <i>people</i> <i>work</i> <i>funny</i> <i>about</i> <i>may</i> <i>away</i> <i>or</i> <i>each</i> <i>please</i> ELA.K.F.1.4	Write About the Text: Expository Extended Writing: Fantasy Writing Skill: Left-to-Right and Top-to-Bottom Progression Writing Trait: Use Complete Sentences Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Sentences (with Prepositions) ELA.K.C.1.4, ELA.K.C.1.2, ELA.K.C.1.5, ELA.K.C.3.1	Project: Objects in the Sky ELA.K.C.4.1, SC.K.E.5.5, SC.K.E.5.6

Units 7 and 8	Reading Digitally	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	"The Way We Go to School" Genre: Online Article	Genre Read-Aloud "Our Country Celebrates!" Activities Time to Celebrate! Make a Holiday Postcard SS.K.A.2.2	Choose Your Own Book

Grade K • Unit 9 • Scope and Sequence

Unit 9: How Things Change The Big Idea: How do things change?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 1 Growing Up Essential Question: How can you help out at home? Genre Focus: Realistic Fiction	Anchor Text: <i>Peter's Chair</i> Genre: Realistic Fiction Paired Selection: "Mom's Helpers" Genre: Drama	"Jake and Dale Help!" Lexile: 300L	"Helping Out at Home" Genre: Informational Text	<i>Jake Made Cake</i> <i>We Help Make it</i>	Oral Vocabulary Words: <i>chores</i> <i>contribute</i> <i>member</i> <i>organize</i> <i>accomplish</i> Category Words: Household Furniture Prefixes and Suffixes ELA.K.V.1.1, ELA.K.V.1.3	Ask and Answer Questions Events: Sequence Format of a Play ELA.K.R.1.1 B.E.S.T. Literature Library <i>Where the Wild Things Are</i> Genre: Fantasy Lexile: 740L	Left to Right, Top to Bottom Tracking; Return Sweep Locate Printed Word Parts of a Book ELA.K.F.1.1.e, ELA.K.F.1.1.a, ELA.K.F.1.1.d	Phonological Awareness: Syllable Segmentation Phonemic Awareness: Phoneme Identify, Phoneme Blending, Phoneme Deletion ELA.K.F.1.2.a, ELA.K.F.1.2.d, ELA.K.F.1.2.f, ELA.K.F.1.2.e	Phonics: long <i>a</i> : <i>a_e</i> Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Extend the Lesson: Digraph <i>sh</i> Spelling: Words with long <i>a</i> : <i>a_e</i> ; <i>help</i> , <i>too</i> Handwriting: Write sentences with <i>a_e</i> words Decodable Readers: <i>Jake Made Cake</i> <i>We Help Make it</i> ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>help</i> <i>too</i> Build Your Word Bank: <i>other</i> <i>into</i> <i>more</i> ELA.K.F.1.4	Write About the Text: Expository Writing Skill: Stay on the Lines Writing Trait: Words That Connect Ideas Grammar: Adjectives ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1	Project: Helping Out at Home ELA.K.C.4.1
Week 2 Good Citizens Essential Question: What do good citizens do? Genre Focus: Fantasy	Anchor Text: <i>Hen Hears Gossip</i> Genre: Fantasy Paired Selection: "Team Up to Clean Up" Genre: Informational Text SS.K.C.2.1	"We Can Play" Lexile: 220L	"The Little Red Hen" Genre: Fable	<i>Lake Time Fun</i> <i>Pike Lane</i>	Oral Vocabulary Words: <i>citizen</i> <i>respect</i> <i>tidy</i> <i>necessary</i> <i>hailed</i> Category Words: Farm Animals Question Words ELA.K.V.1.1, ELA.K.V.1.3	Reread Events: Cause and Effect Captions ELA.K.R.1.1, ELA.K.R.2.1	Left to Right, Top to Bottom Tracking First Word in Sentence Is Capitalized Parts of a Book ELA.K.F.1.1.e, ELA.K.F.1.1.d	Phonological Awareness: Identify and Produce Rhyming Words Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Deletion ELA.K.F.1.2.b, ELA.K.F.1.2.d, ELA.K.F.1.2.f, ELA.K.F.1.2.e	Phonics: long <i>i</i> : <i>i_e</i> Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Extend the Lesson: Digraph <i>ch</i> Spelling: Words with long <i>i</i> : <i>i_e</i> ; <i>of</i> , <i>they</i> Handwriting: Write sentences with <i>i_e</i> words Decodable Readers: <i>Lake Time Fun</i> <i>Pike Lane</i> ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<i>has</i> <i>play</i> Build Your Word Bank: <i>find</i> <i>over</i> <i>were</i> ELA.K.F.1.4	Write About the Text: Expository Writing Skill: Sentence Capitalization Writing Trait: Sequence Grammar: Adjectives (Including Articles) ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1	Project: Being a Good Citizen ELA.K.C.4.1, SS.K.C.2.1

Grade K • Unit 9 • Scope and Sequence

Unit 9: How Things Change The Big Idea: How do things change?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Our Natural Resources</p> <p>Essential Question: How can things in nature be used to make new things?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Anchor Text: <i>Bread Comes to Life</i> Genre: Informational Text</p> <p>Paired Selection: "Nature Artists" Genre: Informational Text</p>	<p>"Look! A Home!" Lexile: 170L</p>	<p>"Nature's Art Fair" Genre: Drama</p>	<p><i>Jo Made It At Home</i> <i>Joke Note</i></p>	<p>Oral Vocabulary Words: <i>natural resources</i> <i>create</i> <i>designs</i> <i>weave</i> <i>knowledge</i></p> <p>Category Words: Foods Made from Grain Sentence Clues ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Reread Details: Time Order Photographs ELA.K.R.2.2, ELA.K.R.2.1,</p>	<p>Distinguish Letters from Words Parts of a Book ELA.K.F.1.1.b, ELA.K.F.1.1.d</p>	<p>Phonological Awareness: Segment and Blend Syllables Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Substitution ELA.K.F.1.2.a, ELA.K.F.1.2.d, ELA.K.F.1.2.f, ELA.K.F.1.2.e</p>	<p>Phonics: long o: o_e Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Spelling Pattern: oke pattern (<i>joke, poke, woke, spoke</i>) Handwriting: Write sentences with o_e words Decodable Readers: <i>Jo Made It At Home</i> <i>Joke Note</i> ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>where</i> <i>look</i> Build Your Word Bank: <i>know</i> <i>would</i> <i>write</i> ELA.K.F.1.4</p>	<p>Write About the Text: Expository Writing Skill: End Punctuation Writing Trait: Focus on One Idea Grammar: Adjectives ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: Products from Trees ELA.K.C.4.1</p>

Grade K • Unit 10 • Scope and Sequence

Unit 10: Thinking Outside the Box The Big Idea: How can new ideas help us?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Problem Solvers</p> <p>Essential Question: What can happen when we work together?</p> <p>Genre Focus: Fantasy</p>	<p>Anchor Text: <i>What's the Big Idea, Molly?</i> Genre: Fantasy</p> <p>Paired Selection: "Better Together" Genre: Opinion Text</p>	<p>"A Good Time for Luke!" Lexile: 270L</p>	<p>"The Elves and the Shoemaker" Genre: Fairy Tale</p>	<p><i>Tube Race</i> <i>The Sad Duke</i></p>	<p>Oral Vocabulary Words: <i>decide</i>, <i>opinion</i>, <i>ragged</i>, <i>marvel</i>, <i>grateful</i></p> <p>Category Words: Directions Sentence Clues ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Make and Confirm Predictions Events: Sequence Photographs ELA.K.R.1.1, ELA.K.R.2.4</p>	<p>Left to Right, Top to Bottom Tracking; Return Sweep Parts of a Book ELA.K.F.1.1.e, ELA.K.F.1.1.d</p>	<p>Phonological Awareness: Syllable Segmentation Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Substitution ELA.K.F.1.2.a, ELA.K.F.1.2.d, ELA.K.F.1.2.f, ELA.K.F.1.2.e</p>	<p>Phonics: long u: u_e Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Spelling: Words with long u: u_e; <i>good, who</i> Handwriting: Write u_e words Decodable Readers: <i>Tube Race</i>, <i>The Sad Duke</i> ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>good</i> <i>who</i></p> <p>Build Your Word Bank: <i>part</i>, <i>only</i>, <i>words</i> ELA.K.F.1.4</p>	<p>Write About the Text: Expository Writing Skill: Left-to-Right and Top-to-Bottom Progression Writing Trait: Descriptive Words Grammar: Pronouns (Subjective) ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: Working Together Interview ELA.K.C.4.1</p>
<p>Week 2</p> <p>Sort It Out</p> <p>Essential Question: In what ways are things alike? How are they different?</p> <p>Genre Focus: Poetry</p>	<p>Anchor Text: <i>All Kinds of Families!</i> Genre: Poetry</p> <p>Paired Selection: "Good for You" Genre: Opinion Text</p>	<p>"We Come on Time!" Lexile: 270L</p>	<p>"The Perfect Color" Genre: Informational Text</p>	<p><i>Pete and Eve</i> <i>Pete Can Fix It</i> <i>See It?</i> <i>Deb Bee</i></p>	<p>Oral Vocabulary Words: <i>sort</i>, <i>similar</i>, <i>perfect</i>, <i>endless</i>, <i>experiment</i></p> <p>Category Words: Opposites Antonyms ELA.K.V.1.1, ELA.K.V.1.3</p>	<p>Ask and Answer Questions Poetry: Rhyme Labels ELA.K.R.1.4, ELA.K.R.2.1</p>	<p>Left to Right, Top to Bottom Tracking; Return Sweep Parts of a Book ELA.K.F.1.1.e, ELA.K.F.1.1.d</p>	<p>Phonological Awareness: Syllable Substitution Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Substitution ELA.K.F.1.2.a, ELA.K.F.1.2.d, ELA.K.F.1.2.f, ELA.K.F.1.2.e</p>	<p>Phonics: long e: e, ee, e_e Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Extend the Lesson: Digraph <i>th</i> Spelling Pattern: Words with long e: e, ee, e_e; <i>come, does</i> Handwriting: Write words with e, ee, e_e Decodable Readers: <i>Pete and Eve</i>, <i>Pete Can Fix It</i>, <i>See It?</i>, <i>Deb Bee</i> ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1</p>	<p><i>come</i> <i>does</i></p> <p>Build Your Word Bank: <i>first</i>, <i>sound</i>, <i>their</i> ELA.K.F.1.4</p>	<p>Write About the Text: Expository Writing Skill: Stretch Sounds to Write Words Writing Trait: Sentence Length Grammar: Pronouns (Objective) ELA.K.C.1.4, ELA.K.C.1.5, ELA.K.C.3.1</p>	<p>Project: Name Sort ELA.K.C.4.1, SC.K.P.8.1, SC.K.N.1.3, SC.K.N.1.4</p>

Grade K • Unit 10 • Scope and Sequence

Unit 10: Thinking Outside the Box The Big Idea: How can new ideas help us?	Literature Big Book	Shared Read	Interactive Read Aloud	Decodable Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 Protect Our Earth Essential Question: What ideas can you suggest to protect the environment? Genre Focus: Informational Text; Nonfiction	Anchor Text: <i>Panda Kindergarten</i> Genre: Informational Text Paired Selection: "Save Big Blue!" Genre: Informational Text SC.K.L.14.3	"Who Can Help?" Lexile: 360L	"Protect the Environment" Genre: Informational Text	<i>We Can Save!</i> <i>We Can Use It!</i>	Oral Vocabulary Words: <i>environment</i> <i>protect</i> <i>recycle</i> <i>wisely</i> <i>encourage</i> Category Words: Names of Baby Animals Suffixes ELA.K.V.1.1, ELA.K.V.1.3	Reread Topic and Details Captions ELA.K.R.2.2, ELA.K.R.2.1 B.E.S.T. Literature Library <i>The Sky Painter: Louis Guertes, Bird Artis</i> Genre: Biography Lexile: 970L	Left to Right, Top to Bottom Tracking; Return Sweep Parts of a Book Distinguish Letters from Words ELA.K.F.1.1.e, ELA.K.F.1.1.d, ELA.K.F.1.1.b	Phonological Awareness: Identify Alliteration Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Substitution ELA.K.F.1.2.b, ELA.K.F.1.2.f, ELA.K.F.1.2.e	Phonics: long <i>a, i, o, u, e</i> , final blends (<i>st, nd, nk</i>) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Spelling Pattern: eep pattern (<i>deep, peep, keep, beep, sleep</i>) Handwriting: Write sentences with long <i>a, i, o, u, e</i> Decodable Readers: <i>We Can Save!</i> <i>We Can Use It!</i> ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d, ELA.K.C.1.1	<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> Build Your Word Bank: <i>other</i> <i>into</i> <i>more</i> <i>find</i> <i>over</i> <i>were</i> <i>know</i> <i>would</i> <i>write</i> <i>part</i> <i>only</i> <i>words</i> <i>first</i> <i>sound</i> <i>their</i> ELA.K.F.1.4	Write About the Text: Expository Writing Skill: Use Word Bank Writing Trait: Descriptive Words Extended Writing: Opinion Writing Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Pronouns (Possessive) ELA.K.C.1.4, ELA.K.C.1.3, ELA.K.C.1.5, ELA.K.C.3.1	Project: Protecting Our Planet ELA.K.C.4.1, SC.K.N.1.2

Units 9 and 10	Reading Digitally	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	"What's Next?" Genre: Online Article	Genre Read-Aloud "Little and Big" and "Buttons" Activities Ways to Sort Observe and Sort SC.K.P.8.1	Choose Your Own Book