


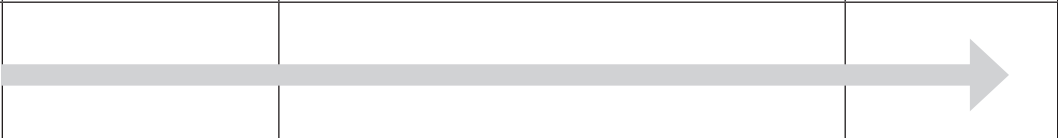
Grade 1 • Start Smart • Scope and Sequence

	Phonological/ Phonemic Awareness	Phonics/Handwriting	High-Frequency Words
<p>Week 1</p> <p>All About Me</p> <p>Essential Question: Who am I?</p> <p>Genre Focus: Nursery Rhyme</p>	<p>Phonological Awareness: Onset and Rime, Syllable Segmentation, Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Identity</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>Review: <i>a can do go has he I like to you</i></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>Phonological Awareness: Onset and Rime, Syllable Segmentation, Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending</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>Review: <i>this is my look little where here play the we</i></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</p>	<p>Phonemic Awareness: Rhyme</p> <p>Phonemic Awareness: Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics: Identify and Blend: <i>k, ck, u, g, w, x, v, qu, j, y, z</i></p> <p>Handwriting: <i>k, ck, u, g, w, x, v, qu, j, y, z</i></p>	<p>Review: <i>are me she with for and have said see was</i></p>


Grade 1 • Unit 1 • Scope and Sequence

Big Idea: Getting to Know Us What makes you special?	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words
<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>Phonemic Awareness:</p> <p>Identify Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short <i>a</i></p> <p><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: “Pam Can”; “Pack a Bag!”</p>	<p><i>does</i> <i>not</i> <i>school</i> <i>what</i></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>Phonemic Awareness:</p> <p>Phoneme Blending, Alliteration, Phoneme Categorization, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short <i>i</i></p> <p><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: “Kim and Nick Zip!”; “Jill and Jim”</p>	<p><i>down</i> <i>out</i> <i>up</i> <i>very</i></p>
<p>Week 3</p> <p>Our Pets</p> <p>Essential Question: What makes a pet special?</p> <p>Genre Focus: Fantasy</p>	<p>Phonemic Awareness:</p> <p>Phoneme Blending, Phoneme Substitution, Contrast Vowel Sounds, Phoneme Segmentation</p>	<p>Phonics/Spelling: Beginning Consonant Blends: <i>l</i>-blends</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>Ll</i></p> <p>Structural Analysis: Plural Nouns -s</p> <p>Decodable Readers: “Cliff Has a Plan”; “A Good Black Cat”</p>	<p><i>be</i> <i>come</i> <i>good</i> <i>pull</i></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>Phonemic Awareness:</p> <p>Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Identify and Produce Rhyme, Phoneme Blending</p>	<p>Phonics/Spelling: Short <i>o</i></p> <p><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: “Bob Is a Fun Pal”; “Dog and Fox”</p>	<p><i>fun</i> <i>make</i> <i>they</i> <i>too</i></p>
<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>Phonemic Awareness:</p> <p>Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending</p>	<p>Phonics/Spelling: Beginning Consonant Blends: <i>r</i>-blends and <i>s</i>-blends</p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>Ss</i></p> <p>Structural Analysis: Possessives</p> <p>Decodable Readers: “Snap, Skip, Trot!”; “Snip and Trip Can Move”</p>	<p><i>jump</i> <i>move</i> <i>run</i> <i>two</i></p>
<p>Week 6</p> <p>Extend, Connect, and Assess</p>			

Grade 1 • Unit 2 • Scope and Sequence

Big Idea: Our Community What makes a community?	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words
<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>Phonemic Awareness: Phoneme Blending, Phoneme Isolation, Phoneme Segmentation</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</p> <p>Decodable Readers: “Ted Gets a Job”; “I Sell Crabs”</p>	<p><i>again</i> <i>help</i> <i>new</i> <i>there</i> <i>use</i></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>Phonemic Awareness: Identify and Produce Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation</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: “Can Bud Stop Bug?”; “It’s Up to Us”</p>	<p><i>could</i> <i>live</i> <i>one</i> <i>then</i> <i>three</i></p>
<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>Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Phoneme Categorization, Phoneme Segmentation</p>	<p>Phonics/Spelling: Ending Consonant Blends <i>nd, nk, nt, st, sk, mp</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase Tt</p> <p>Structural Analysis: Inflectional Ending -ing</p> <p>Decodable Readers: “In a Land of Grass”; “Stomp and Romp”</p>	<p><i>eat</i> <i>no</i> <i>of</i> <i>under</i> <i>who</i></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>Phonemic Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</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: “Dash Has a Wish”; “Help in a Flash”; “The Helping Gang”; “Send a Big Thanks!”</p>	<p><i>all</i> <i>call</i> <i>day</i> <i>her</i> <i>want</i></p>
<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>Phonemic Awareness: Phoneme Segmentation, Phoneme Addition, Phoneme Blending</p>	<p>Phonics/Spelling: Consonant Digraphs: <i>wh, ph, ch</i>; Trigraph: <i>-tch</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase Cc</p> <p>Structural Analysis: -es with Plural Nouns</p> <p>Decodable Readers: “A Map Match”; “A Fun Chest”; “Phil and Steph Get Lost”; “Maps and Graphs”</p>	<p><i>around</i> <i>by</i> <i>many</i> <i>place</i> <i>walk</i></p>
<p>Week 6</p> <p>Extend, Connect, and Assess</p>			

Grade 1 • Unit 3 • Scope and Sequence

Big Idea: Changes Over Time What can happen over time?	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words
<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>Phonemic Awareness:</p> <p>Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Long <i>a</i> spelled <i>a_e</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>Dd</i></p> <p>Structural Analysis: Contractions with <i>not</i></p> <p>Decodable Readers: “Dave Was Late”; “Is It Late?”</p>	<p><i>away</i> <i>now</i> <i>some</i> <i>today</i> <i>way</i> <i>why</i></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>Phonemic Awareness:</p> <p>Alliteration, Phoneme Deletion, Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Long <i>i</i> spelled <i>i_e</i></p> <p><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: “A Fine Plant”; “Plants Take Time to Grow”</p>	<p><i>green</i> <i>grow</i> <i>pretty</i> <i>should</i> <i>together</i> <i>water</i></p>
<p>Week 3</p> <p>Tales Over Time</p> <p>Essential Question: What is a folktale?</p> <p>Genre Focus: Folktale</p>	<p>Phonemic Awareness:</p> <p>Identify and Produce Rhyme, Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Soft <i>c</i>; Soft <i>g, dge</i></p> <p><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></p> <p>Decodable Readers: “The King and Five Mice”; “Tales from a Past Age”</p>	<p><i>any</i> <i>from</i> <i>happy</i> <i>once</i> <i>so</i> <i>upon</i></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>Phonemic Awareness:</p> <p>Phoneme Segmentation, Phoneme Isolation, Phoneme Blending</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></p> <p><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: “Those Old Classes”; “That Old Globe”</p>	<p><i>ago</i> <i>boy</i> <i>girl</i> <i>how</i> <i>old</i> <i>people</i></p>
<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>Phonemic Awareness:</p> <p>Phoneme Segmentation, Phoneme Blending, Phoneme Deletion</p>	<p>Phonics/Spelling: Variant Vowel Spellings with Digraphs <i>oo, u</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>Bb</i></p> <p>Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i> (double final consonant)</p> <p>Decodable Readers: “A Good Cook”; “That Looks Good”</p>	<p><i>after</i> <i>buy</i> <i>done</i> <i>every</i> <i>soon</i> <i>work</i></p>
<p>Week 6</p> <p>Extend, Connect, and Assess</p>			

Grade 1 • Unit 4 • Scope and Sequence

Big Idea: Animals Everywhere What animals do you know about? What are they like?	Phonological/Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words
Week 1 Animal Features Essential Question: How do animals' bodies help them? Genre Focus: Folktale	Phonemic Awareness: Identify and Produce Rhyme, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation	Phonics/Spelling: Long <i>a</i> spelled <i>a, ai, ay</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Nn</i> Structural Analysis: Alphabetical Order (two letters) Decodable Readers: "April the Agent"; "A Basic Dog"; "Snail Mail"; "Tails"	<i>about</i> <i>animal</i> <i>carry</i> <i>eight</i> <i>give</i> <i>our</i>
Week 2 Animals Together Essential Question: How do animals help each other? Genre Focus: Informational Text	Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Identify and Produce Rhyme, Phoneme Blending	Phonics/Spelling: Long <i>e</i> spelled <i>e, ee, ea, ie</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Gg</i> Structural Analysis: Prefixes <i>re-, un-, pre-</i> Decodable Readers: "The Green Eel"; "Clean Up the Team"	<i>because</i> <i>blue</i> <i>into</i> <i>or</i> <i>other</i> <i>small</i>
Week 3 In the Wild Essential Question: How do animals survive in nature? Genre Focus: Informational Text	Phonemic Awareness: Phoneme Categorization, Phoneme Blending, Contrast Vowel Sounds, Phoneme Substitution	Phonics/Spelling: Long <i>o</i> : <i>o, oa, ow, oe</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Pp</i> Structural Analysis: Open Syllables Decodable Readers: "Toads"; "Joan and Elmo Swim"; "A Doe and a Buck"; "Joe Goes Slow"	<i>find</i> <i>food</i> <i>more</i> <i>over</i> <i>start</i> <i>warm</i>
Week 4 Insects! Essential Question: What insects do you know about? How are they alike and different? Genre Focus: Fantasy	Phonemic Awareness: Phoneme Categorization, Phoneme Identity, Phoneme Segmentation, Phoneme Substitution	Phonics/Spelling: Long <i>i</i> spelled <i>i, igh, y, ie</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Zz</i> Structural Analysis: Inflectional Endings (change <i>y</i> to <i>i</i>) Decodable Readers: "Jay Takes Flight"; "Be Kind to Bugs"; "Why Hope Flies"; "Glowing Bugs Fly By"	<i>caught</i> <i>flew</i> <i>know</i> <i>laugh</i> <i>listen</i> <i>were</i>
Week 5 Working with Animals Essential Question: How do people work with animals? Genre Focus: Informational Text	Phonemic Awareness: Phoneme Categorization, Phoneme Deletion, Phoneme Blending, Phoneme Addition	Phonics/Spelling: Long <i>e</i> spelled <i>y, ey</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Mm</i> Structural Analysis: Compound Words Decodable Readers: "Race Pony!"; "Study with Animals"	<i>found</i> <i>hard</i> <i>near</i> <i>woman</i> <i>would</i> <i>write</i>
Week 6 Extend, Connect, and Assess			

Grade 1 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out How can we make sense of the world around us?	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words
Week 1 See It, Sort It Essential Question: How can we classify and categorize things? Genre Focus: Fantasy	Phonemic Awareness: Contrast Vowel Sounds, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation	Phonics/Spelling: <i>r</i> -Controlled Vowel <i>ar</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Hh</i> Structural Analysis: Plurals: Change <i>-y</i> to <i>-ies</i> Decodable Readers: “Charm Scarves”; “Car Parts”	<i>four</i> <i>large</i> <i>none</i> <i>only</i> <i>put</i> <i>round</i>
Week 2 Up in the Sky Essential Question: What can you see in the sky? Genre Focus: Fantasy	Phonemic Awareness: Identify and Produce Rhyme, Phoneme Substitution, Phoneme Blending, Phoneme Deletion	Phonics/Spelling: <i>r</i> -Controlled Vowels <i>or, ir, ur, er</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Kk</i> Structural Analysis: Suffix <i>-er</i> Decodable Readers: “Sir Worm and Bird Girl”; “Bird in the Sky”; “Ginger and the Stars”; “Bats Under the Dark Sky”	<i>another</i> <i>climb</i> <i>full</i> <i>great</i> <i>poor</i> <i>through</i>
Week 3 Great Inventions Essential Question: What inventions do you know about? Genre Focus: Biography	Phonemic Awareness: Phoneme Categorization, Phoneme Substitution, Phoneme Blending, Phoneme Addition	Phonics/Spelling: <i>r</i> -Controlled Vowels <i>or, ore, oar</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Rr</i> Structural Analysis: Abbreviations Decodable Readers: “Born to Learn”; “Sport Stars”; “A Board That Can Soar”; “Hard Chores”	<i>began</i> <i>better</i> <i>guess</i> <i>learn</i> <i>right</i> <i>sure</i>
Week 4 Sounds All Around Essential Question: What sounds can you hear? How are they made? Genre Focus: Realistic Fiction	Phonemic Awareness: Phoneme Substitution, Phoneme Isolation, Phoneme Blending	Phonics/Spelling: Diphthongs <i>ou, ow</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Xx</i> Structural Analysis: Comparative Inflectional Endings <i>-er, -est</i> Decodable Readers: “Up or Down Sounds”; “Sounds Around Us”	<i>color</i> <i>early</i> <i>instead</i> <i>nothing</i> <i>oh</i> <i>thought</i>
Week 5 Build It! Essential Question: How do things get built? Genre Focus: Informational Text	Phonemic Awareness: Phoneme Blending, Phoneme Segmentation, Phoneme Categorization	Phonics/Spelling: Diphthongs <i>oi, oy</i> <i>Differentiated Spelling Lists available</i> Handwriting: Upper and Lowercase <i>Jj</i> Structural Analysis: Final Stable Syllables Decodable Readers: “Joy’s Birdhouse”; “Beavers Make Noise”	<i>above</i> <i>build</i> <i>fall</i> <i>knew</i> <i>money</i> <i>toward</i>
Week 6 Extend, Connect, and Assess			

Grade 1 • Unit 6 • Scope and Sequence

Big Idea: Together We Can! How does teamwork help us?	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting/ Structural Analysis	High-Frequency Words
<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>Phonemic Awareness:</p> <p>Phoneme Identity, Phoneme Segmentation, Identify and Produce Rhyme, Syllable Deletion, Phoneme Substitution</p>	<p>Phonics/Spelling: Variant Vowel Spellings <i>oo, ou, u_e, ew, ui, ue, u</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>Qq</i></p> <p>Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i></p> <p>Decodable Readers: “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”</p>	<p><i>answer</i> <i>brought</i> <i>busy</i> <i>door</i> <i>enough</i> <i>eyes</i></p>
<p>Week 2</p> <p>My Team</p> <p>Essential Question: Who helps you?</p> <p>Genre Focus: Informational Text</p>	<p>Phonemic Awareness:</p> <p>Phoneme Categorization, Phoneme Reversal, Phoneme Blending, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Variant Vowel Spellings <i>au, aw, a, augh, al</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: A Story</p> <p>Structural Analysis: Vowel-Team Syllables</p> <p>Decodable Readers: “Paul’s Paw”; “Thank You Authors!”; “Not Too Small”; “My Baseball Coach”; “A Walk with Mayor Moose”; “Teacher Talk”</p>	<p><i>brother</i> <i>father</i> <i>friend</i> <i>love</i> <i>mother</i> <i>picture</i></p>
<p>Week 3</p> <p>Weather Together</p> <p>Essential Question: How can weather affect us?</p> <p>Genre Focus: Realistic Fiction</p>	<p>Phonemic Awareness:</p> <p>Phoneme Categorization, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Silent Letters: <i>wr, kn, gn</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: A Story</p> <p>Structural Analysis: Compound Words</p> <p>Decodable Readers: “Miss Wright’s Job”; “A Lighthouse Stops Wrecks”; “Know About Snowstorms”; “The Rusty Knight”</p>	<p><i>been</i> <i>children</i> <i>month</i> <i>question</i> <i>their</i> <i>year</i></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>Phonemic Awareness:</p> <p>Syllable Addition, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p>	<p>Phonics/Spelling: Three-Letter Consonant Blends: <i>scr, spl, spr, str, thr, shr</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Dates</p> <p>Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i></p> <p>Decodable Readers: “Three Shrimp”; “A Thrilling Dance”</p>	<p><i>before</i> <i>front</i> <i>heard</i> <i>push</i> <i>tomorrow</i> <i>your</i></p>
<p>Week 5</p> <p>Celebrate America!</p> <p>Essential Question: Why do we celebrate holidays?</p> <p>Genre Focus: Informational Text</p>	<p>Phonemic Awareness:</p> <p>Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition, Syllable Deletion, Syllable Addition</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: “A Pair at the Fair”; “Lights in the Air”; “The Bears Prepare a Feast”; “Leaders Care”</p>	<p><i>favorite</i> <i>few</i> <i>gone</i> <i>surprise</i> <i>wonder</i> <i>young</i></p>
<p>Week 6</p> <p>Extend, Connect, and Assess</p>			