

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

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

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

<p>Week 3 Weekly Concept: The Places We Go? Essential Question: What places do you go to during the week?</p>	<p>Title: "Field Trips" Genre: Informational Text Strategy: Visualize</p>	<p>Main Selection Title: <i>Please Take Me for a Walk</i> Genre: Fantasy Strategy: Visualize Skill: Character, Setting, Events (Use Illustrations) Paired Selection Title: "A Neighborhood" Genre: Informational Text Text Feature: Map</p>	<p>Short Text: "We Go to See Nan" Genre: Fiction Short Text: "Can We Go?" Genre: Nonfiction</p>	<p>Strategy: Visualize Skill: Character, Setting, Events Main Selection Genre: Fiction Titles: A: <i>We Can Go</i> O: <i>Going by Cab</i> E: <i>Going by Cab</i> B: <i>Cal's Busy Week</i></p>	<p>Literature Big Book: Sentence Structure; Organization</p>	<p>Academic Words: <i>go</i> <i>characters</i> <i>setting</i> <i>map</i></p>	<p><i>local</i> <i>routine</i> <i>neighborhood</i> <i>volunteer</i> <i>intelligent</i></p>	<p>Sequence Words</p>	<p>Phonological/Phonemic Awareness: Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation Phonics: /k/c (initial)</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Sentence Fluency Grammar Skill: Sentences Weekly Writing Focus: Write an Opinion Sentence</p>	<p>Weekly Project: Create a page for a class book about the different places people go</p>
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Unit 4													
<p>Big Idea: Around the Neighborhood</p> <p>What do you know about the people and the places in your neighborhood?</p>	<p>Read Aloud</p>	<p>Literature Big Books, Paired Selection</p>	<p>Reading/Writing Workshop</p>	<p>Leveled Reader Main Selection</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>High-Frequency Words</p>	<p>Oral Vocabulary Words</p>	<p>Category Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing</p>	<p>Research and Inquiry</p>
<p>Week 1</p> <p>Weekly Concept: Time for Work</p> <p>Essential Question: What do people use to do their jobs?</p>	<p>Title: "Little Juan and the Cooking Pot"</p> <p>Genre: Fable</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>Whose Shoes? A Shoe for Every Job</i></p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Sequence)</p> <p>Paired Selection Title: "Workers and Their Tools"</p> <p>Genre: Informational Text</p> <p>Text Feature: Labels</p>	<p>Short Text: "Tom on Top!"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>You Cook</i> O: <i>On the Job</i> E: <i>On the Job</i> B: <i>The Neighborhood</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Academic Words: <i>adjective</i> <i>category</i> <i>revise</i> <i>draft</i></p>	<p><i>you</i></p>	<p><i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i></p>	<p>Job Words</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization</p> <p>Phonics: /o/o (initial/medial)</p>	<p>Sound-Spelling and Word Automaticity; Intonation</p>	<p>Writing Trait: Ideas</p> <p>Grammar Skill: Adjectives</p> <p>Weekly Writing Focus: Write a Descriptive Sentence</p>	<p>Weekly Project: Make a poster about a job and the tools needed for that job</p>
<p>Week 2</p> <p>Weekly Concept: Meet Your Neighbors</p> <p>Essential Question: Who are your neighbors?</p>	<p>Title: "Cultural Festivals"</p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>What Can You Do with a Paleta?</i></p> <p>Genre: Fiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Character, Setting, Events (Use Illustrations)</p> <p>Paired Selection Title: "A World Festival"</p> <p>Genre: Informational Text</p> <p>Text Feature: Environmental Print</p>	<p>Short Text: "Sid"</p> <p>Genre: Fiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Character, Setting, Events</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>My Neighbors</i> O: <i>Neighborhood Party</i> E: <i>Neighborhood Party</i> B: <i>Parade Day</i></p>	<p>Literature Big Book: Sentence Structure</p>	<p>Academic Words: <i>research</i> <i>Internet</i> <i>present</i> <i>publish</i></p>	<p><i>do</i></p>	<p><i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i></p>	<p>Food Words</p>	<p>Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation</p> <p>Phonics: /d/d (initial/final)</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Word Choice</p> <p>Grammar Skill: Adjectives</p> <p>Weekly Writing Focus: Write a Menu</p>	<p>Weekly Project: Make a display about the customs and traditions of some of the students' neighbors</p>

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

<p>Week 3 Weekly Concept: Fresh from the Farm</p> <p>Essential Question: What kinds of things grow on a farm?</p>	<p>Title: "Farms Around the World"</p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>An Orange in January</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Paired Selection Title: "Farmers' Market"</p> <p>Genre: Informational Text</p> <p>Text Feature: Lists</p>	<p>Short Text: "Ron With Red"</p> <p>Genre: Fiction</p>	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>The Farmer</i> O: <i>Let's Make a Salad!</i> E: <i>Let's Make a Salad!</i> B: <i>Farm Fresh Finn</i></p>	<p>Literature Big Book: Sentence Structure</p>	<p>Academic Words: <i>reread</i> <i>lists</i></p> <p>Vocabulary Strategy: Context Clues</p>	<p><i>with</i> <i>he</i></p>	<p>fresh delicious beneath raise special</p>	<p>Food Words</p>	<p>Phonological/Phonemic Awareness: Recognize Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition</p> <p>Phonics: /f/, /r/ (initial)</p>	<p>Sound-Spelling and Word Automaticity; Intonation; Phrasing</p>	<p>Writing Trait: Organization</p> <p>Grammar Skill: Pronouns</p> <p>Weekly Writing Focus: Write Story Sentences</p>	<p>Weekly Project: Make an informational fruit and vegetable basket for the bulletin board</p>
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Unit 6													
Big Idea: Weather for all Seasons How do weather and seasons affect us?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research and Inquiry
Week 1 Weekly Concept: The Four Seasons Essential Question: How are the seasons different?	Title: "A Tour of the Seasons" Genre: Informational Text Strategy: Visualize	Main Selection Title: <i>Mama, Is It Summer Yet?</i> Genre: Fiction Strategy: Visualize Skill: Key Details (Sequence) Paired Selection Titles: "New Snow," "Rain Song," "Covers," excerpt from "Honey, I Love You" Genre: Poetry Literary Element: Rhyme	Short Text: "Is It Hot?" Genre: Nonfiction	Strategy: Visualize Skill: Key Details (Sequence) Main Selection Genre: Fiction Titles: A: <i>It Is Hot!</i> O: <i>Little Bear</i> E: <i>Little Bear</i> B: <i>Ant and Grasshopper</i>	Literature Big Book: Organization	Academic Words: <i>plural</i> <i>pattern</i> Vocabulary Strategy: Context Clues (multiple-meaning words, unknown phrases)	<i>is</i> <i>little</i>	<i>weather</i> <i>seasons</i> <i>migrate</i> <i>active</i> <i>spot</i>	Seasons	Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation Phonics: /b/b (initial/final), /l/l (initial)	Sound-Spelling and Word Automaticity; Expression	Writing Trait: Voice Grammar Skill: Nouns Weekly Writing Focus: Write Opinion Sentences	Weekly Project: Make a chart that gives information about the different seasons
Week 2 Weekly Concept: What's the Weather? Essential Question: What happens in different kinds of weather?	Title: "The Frog and the Locust" Genre: Folktale Strategy: Visualize	Main Selection Title: <i>Rain</i> Genre: Fantasy Strategy: Visualize Skill: Key Details (Sequence) Paired Selection Title: "Cloud Watch" Genre: Informational Text Text Feature: Speech Bubbles	Short Text: "Kim and Nan" Genre: Fiction	Strategy: Visualize Skill: Key Details Main Selection Genre: Fiction Titles: A: <i>The Rain</i> O: <i>Weather Is Fun</i> E: <i>Weather Is Fun</i> B: <i>Kate and Tuck</i>	Literature Big Book: Lack of Prior Knowledge	Academic Words: <i>narrative</i> <i>folktale</i> <i>speech bubbles</i> <i>dialogue</i> Vocabulary Strategy: Shades of Meaning	<i>she</i> <i>was</i>	<i>predict</i> <i>temperature</i> <i>drought</i> <i>clever</i> <i>storm</i>	Weather Words	Phonological/Phonemic Awareness: Recognize Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation Phonics: /k/k (initial), /k/ck (final)	Sound-Spelling and Word Automaticity; Expression; Intonation	Writing Trait: Voice Grammar Skill: Nouns Weekly Writing Focus: Write a Personal Narrative	Weekly Project: Make a windsock and record on a chart how strong the wind is blowing throughout the day

<p>Week 3 Weekly Concept: Stormy Weather Essential Question: How can you stay safe in bad weather?</p>	<p>Title: "Rainbow Crow" Genre: Myth Strategy: Visualize</p>	<p>Main Selection Title: <i>Waiting Out the Storm</i> Genre: Fiction Strategy: Visualize Skill: Key Details (Use Illustrations) Paired Selection Title: "Be Safe in Bad Weather" Genre: Informational Text Text Feature: Directions</p>	<p>Short Text: "Mack and Ben" Genre: Fiction</p>	<p>Strategy: Visualize Skill: Key Details Main Selection Genre: Fiction Titles: A: <i>Bad Weather</i> O: <i>Getting Ready</i> E: <i>Getting Ready</i> B: <i>The Storm</i></p>	<p>Literature Big Book: Sentence Structure</p>	<p>Academic Words: <i>purpose</i> <i>report</i> <i>myth</i> Vocabulary Strategy: Question Words</p>	<p><i>are</i> <i>he</i> <i>is</i> <i>little</i> <i>my</i> <i>she</i> <i>was</i> <i>with</i></p>	<p><i>safe</i> <i>prepare</i> <i>notice</i> <i>celebration</i> <i>enough</i></p>	<p>Question Words</p>	<p>Phonological/Phonemic Awareness: Recognize Alliteration, Phoneme Identity, Phoneme Blending, Phoneme Addition Phonics: /h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /ck</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Voice Grammar Skill: Nouns Weekly Writing Focus: Write a Weather Report</p>	<p>Weekly Project: Make a book that gives information about how to stay safe in different kinds of weather</p>
Unit 7													
<p>Big Idea: The Animal Kingdom What are different kinds of animals?</p>	<p>Read Aloud</p>	<p>Literature Big Books, Paired Selection</p>	<p>Reading/Writing Workshop</p>	<p>Leveled Reader Main Selection</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>High-Frequency Words</p>	<p>Oral Vocabulary Words</p>	<p>Category Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing</p>	<p>Research and Inquiry</p>
<p>Week 1 Weekly Concept: Baby Animals Essential Question: How are some animals alike and how are they different?</p>	<p>Title: "Baby Farm Animals" Genre: Informational Text Strategy: Reread</p>	<p>Main Selection Title: <i>ZooBorns!</i> Genre: Informational Text Strategy: Reread Skill: Connections Within Text (Compare and Contrast) Paired Selection Title: "Mischievous Goat," "Over in the Meadow," "Kitty Caught a Caterpillar" Genre: Poetry Literary Element: Alliteration</p>	<p>Short Text: "A Pup and a Cub" Genre: Nonfiction</p>	<p>Strategy: Reread Skill: Connections Within Text (Compare and Contrast) Main Selection Genre: Informational Text Titles: A: <i>Two Cubs</i> O: <i>Animal Bodies</i> E: <i>Animal Bodies</i> B: <i>Two Kinds of Bears</i></p>	<p>Literature Big Book: Lack of Prior Knowledge</p>	<p>Academic Words: <i>same</i> <i>different</i> <i>verb</i> <i>inquiry</i> Vocabulary Strategy: Compound Words</p>	<p><i>for</i> <i>have</i></p>	<p><i>appearance</i> <i>behavior</i> <i>exercise</i> <i>wander</i> <i>plenty</i></p>	<p>Animal Parts</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion Phonics: /u/u (initial/medial)</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Word Choice Grammar Skill: Verbs Weekly Writing Focus: Write an Animal Card</p>	<p>Weekly Project: Make a chart that compares the features of different animals</p>

<p>Week 2 Weekly Concept: Pet Pals? Essential Question: How do you take care of different kinds of pets?</p>	<p>Title: "The Family Pet" Genre: Informational Text Strategy: Make Predictions</p>	<p>Main Selection Title: <i>The Birthday Pet</i> Genre: Fiction Strategy: Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot (Problem and Solution) Paired Selection Title: "The Perfect Pet" Genre: Fiction Text Feature: Chart</p>	<p>Short Text: "I Hug Gus!" Genre: Fiction</p>	<p>Strategy: Make. Confirm, and Revise Predictions Skill: Character, Setting, Plot Main Selection Genre: Fiction Titles: A: <i>My Cats</i> O: <i>Their Pets</i> E: <i>Their Pets</i> B: <i>Will's Pet</i></p>	<p>Literature Big Book: Organization</p>	<p>Academic Words: <i>of they</i> Vocabulary Strategy: Prepositions</p>	<p><i>responsibility train depend compared social</i></p>	<p>Pet Words</p>	<p>Phonological/Phonemic Awareness: Recognize and Generate Rhyme, Phoneme Isolation (initial/final <i>g</i>; initial <i>w</i>), Phoneme Blending, Phoneme Substitution Phonics: /<i>g/g</i> (initial/final), /<i>w/w</i> (initial)</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Word Choice Grammar Skill: Verbs Weekly Writing Focus: Write an Explanatory</p>	<p>Weekly Project: Make a poster that gives information on pet care</p>	
<p>Week 3 Weekly Concept: Animal Habitats Essential Question: Where do animals live?</p>	<p>Title: "Anansi: An African Tale" Genre: Tale Strategy: Make. Confirm, and Revise Predictions</p>	<p>Main Selection Title: <i>Bear Snores On</i> Genre: Fantasy Strategy: Make. Confirm, and Revise Predictions Skill: Character, Setting, Plot (Cause and Effect) Paired Selection Title: "Animal Homes" Genre: Informational Text Text Feature: Glossary</p>	<p>Short Text: "A Vet in a Van" Genre: Fiction</p>	<p>Strategy: Make. Confirm, and Revise Predictions Skill: Character, Setting, Plot (Cause and Effect) Main Selection Genre: Fantasy Titles: A: <i>We Want Water</i> O: <i>A New Home</i> E: <i>A New Home</i> B: <i>Bird's New Home</i></p>	<p>Literature Big Book: Purpose</p>	<p>Academic Words: <i>said, want questions, answer, glossary</i> Vocabulary Strategy: Shades of Meaning</p>	<p><i>habitat, wild, complain, join, stubborn</i></p>	<p>Animal Homes</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Isolation (initial <i>v</i>, final <i>x</i>), Phoneme Blending, Phoneme Substitution Phonics: /<i>x/x</i> (final), /<i>v/v</i> (initial)</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Ideas Grammar Skill: Verbs Weekly Writing Focus: Write Questions and Answers</p>	<p>Weekly Project: Make a diorama of an animal habitat</p>	
<p>Unit 8</p>													
<p>Big Idea: From Here to There Where can you go that is near and far?</p>	<p>Read Aloud</p>	<p>Literature Big Books, Paired Selection</p>	<p>Reading/Writing Workshop</p>	<p>Leveled Reader Main Selection</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>High-Frequency Words</p>	<p>Oral Vocabulary Words</p>	<p>Category Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing</p>	<p>Research and Inquiry</p>

<p>Week 1 Weekly Concept: On the Move</p> <p>Essential Question: What can help you go from here to there?</p>	<p>Title: "The King of the Winds"</p> <p>Genre: Tale</p> <p>Strategy: Make Predictions</p>	<p>Main Selection Title: <i>When Daddy's Truck Picks Me Up</i></p> <p>Genre: Fiction</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot (Use Illustrations)</p> <p>Paired Selection Title: "From Here to There"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Headings</p>	<p>Short Text: "Dad Got a Job"</p> <p>Genre: Fiction</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>I Go Places</i> O: <i>Run, Quinn!</i> E: <i>Run, Quinn!</i> B: <i>Going to Gran's House</i></p>	<p>Literature Big Book: Organization</p>	<p>Academic Words: <i>here</i> <i>me</i></p> <p>Vocabulary Strategy: Context Clues</p>	<p><i>transportation</i> <i>vehicle</i> <i>journey</i> <i>fierce</i> <i>wide</i></p>	<p>Vehicles</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Isolation (initial <i>j</i>, <i>qu</i>), Phoneme Blending, Phoneme Segmentation</p> <p>Phonics: /j/j, /kw/qu (initial)</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Sentence Fluency</p> <p>Grammar Skill: Sentences with Prepositions</p> <p>Weekly Writing Focus: Write a Personal Narrative</p>	<p>Weekly Project: Make a display showing different forms of transportation</p>
<p>Week 2 Weekly Concept: My U.S.A.</p> <p>Essential Question: What do you know about our country?</p>	<p>Title: "The Best of the West"</p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>Ana Goes to Washington, D.C.</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Paired Selection Title: "See Our Country"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Captions</p>	<p>Short Text: "Pack a Bag!"</p> <p>Genre: Fiction</p>	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>See This!</i> O: <i>Places to See</i> E: <i>Places to See</i> B: <i>My Trip to Yellowstone</i></p>	<p>Literature Big Book: Genre</p>	<p>Academic Words: <i>this</i> <i>what</i></p> <p>Vocabulary Strategy: Synonyms</p>	<p><i>country</i> <i>travel</i> <i>careful</i> <i>purpose</i> <i>connect</i></p>	<p>Ordinal Numbers</p>	<p>Phonological/Phonemic Awareness: Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p>Phonics: /y/y, /z/z (initial)</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Sentence Fluency</p> <p>Grammar Skill: Sentences with Prepositions</p> <p>Weekly Writing Focus: Write a Travel Poster</p>	<p>Weekly Project: Make a travel book about different places in the United States</p>

<p>Week 3 Weekly Concept: Look to the Sky Essential Question: What do you see in the sky?</p>	<p>Title: "A View from the Moon" Genre: Informational Text Strategy: Make Predictions</p>	<p>Main Selection Title: <i>Bringing Down the Moon</i> Genre: Fiction Strategy: Make Confirm, Revise Predictions Skill: Character Setting, Plot (Problem and Solution) Paired Selection Title: "Day and Night Sky" Genre: Informational Text Text Feature: Headings</p>	<p>Short Text: "Up! Up! Up!" Genre: Nonfiction</p>	<p>Strategy: Make, Confirm, and Revise Predictions Skill: Character, Setting, Plot (Problem and Solution) Main Selection Genre: Fantasy Titles: A: <i>Going Up</i> O: <i>In the Clouds</i> E: <i>In the Clouds</i> B: <i>How Sun and Moon Found Home</i></p>	<p>Literature Big Book: Sentence Structure</p>	<p>Academic Words: <i>for have they of said want here me this what</i> Vocabulary Strategy: Similes</p>	<p><i>distance recognize space challenge surface</i></p>	<p>Opposites</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition Phonics: /u/u, /g/g, /w/w, /x/x, /v/v, /j/j, /k/qu, /z/z</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Sentence Fluency Grammar Skill: Sentences with Prepositions Weekly Writing Focus: Write a Counting Book</p>	<p>Weekly Project: Make a display showing objects in the sky during the day and at night</p>	
Unit 9													
<p>Big Idea: How Things Change How do things change?</p>	<p>Read Aloud</p>	<p>Literature Big Books, Paired Selection</p>	<p>Reading/Writing Workshop</p>	<p>Leveled Reader Main Selection</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>High-Frequency Words</p>	<p>Oral Vocabulary Words</p>	<p>Category Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing</p>	<p>Research and Inquiry</p>
<p>Week 1 Weekly Concept: Growing Up Essential Question: How can you help out at home?</p>	<p>Title: "Helping Out at Home" Genre: Informational Text Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>Peter's Chair</i> Genre: Fiction Strategy: Ask and Answer Questions Skill: Plot: Sequence Paired Selection Title: "The Clean Up!" Genre: Fiction Text Feature: Chart</p>	<p>Short Text: Jake and Dale Help!" Genre: Fiction</p>	<p>Strategy: Ask and Answer Questions Skill: Character, Setting, Plot (Sequence) Main Selection Genre: Fiction Titles: A: <i>Let Me Help You</i> O: <i>How Can Jane Help?</i> E: <i>How Can Jane Help?</i> B: <i>I Used to Help Too</i></p>	<p>Literature Big Book: Purpose</p>	<p>Academic Words: <i>selection</i> Vocabulary Strategy: Prefixes and Suffixes</p>	<p><i>help, too</i></p>	<p><i>chores, contribute, member, organize, accomplish</i></p>	<p>Household Furniture</p>	<p>Phonological/Phonemic Awareness: Syllable Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Deletion Phonics: /ā/a_e</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Word Choice Grammar Skill: Adjectives Weekly Writing Focus: Write an Opinion About a Book</p>	<p>Weekly Project: Read books by Ezra Jack Keats about growing up</p>

<p>Week 2 Weekly Concept: Good Citizens Essential Question: What do good citizens do?</p>	<p>Title: "The Little Red Hen" Genre: Fable Strategy: Reread</p>	<p>Main Selection Title: <i>Hen Hears Gossip</i> Genre: Fantasy Strategy: Reread Skill: Character, Setting, Plot (Cause and Effect) Paired Selection Title: "Team Up to Clean Up" Genre: Informational Text Text Feature: Captions</p>	<p>Short Text: "We Can Play" Genre: Fiction</p>	<p>Strategy: Reread Skill: Character, Setting, Plot (Cause and Effect) Main Selection Genre: Fantasy Titles: A: <i>Mike Helps Out</i> O: <i>Clive and His Friend</i> E: <i>Clive and His Friend</i> B: <i>Farmer White's Best Friend</i></p>	<p>Literature Big Book: Organization</p>	<p>Academic Words: <i>has play</i> Vocabulary Strategy: Question Words</p>	<p><i>has play</i></p>	<p><i>citizen respect tidy necessary hauled</i></p>	<p>Farm Animals</p>	<p>Phonological/Phonemic Awareness: Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion Phonics: /i_e</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Organization Grammar Skill: Adjectives Weekly Writing Focus: Write a Story</p>	<p>Weekly Project: Make a poster for a school citizenship display about bullying</p>
<p>Week 3 Weekly Concept: Our Natural Resources Essential Question: How can things in nature be used to make new things?</p>	<p>Title: "Spider Woman Teaches the Navajo" Genre: Tale Strategy: Reread</p>	<p>Main Selection Title: <i>Bread Comes to Life</i> Genre: Informational Text Strategy: Reread Skill: Connections Within Text (Sequence) Paired Selection Title: "Nature Artists" Genre: Informational Text Text Feature: Directions</p>	<p>Short Text: "Nature Artists" Genre: Informational Text</p>	<p>Strategy: Reread Skill: Connections Within Text (Sequence) Main Selection Genre: Informational Text Titles: A: <i>Look Where It Is From</i> O: <i>What's for Breakfast?</i> E: <i>What's for Breakfast?</i> B: <i>Nature at the Craft Fair</i></p>	<p>Literature Big Book: Specific Vocabulary</p>	<p>Academic Words: <i>where, look directions</i> Vocabulary Strategy: Context Clues</p>	<p><i>where, look</i></p>	<p><i>natural resources, create, designs, weave, knowledge</i></p>	<p>Foods Made from Grain</p>	<p>Phonological/Phonemic Awareness: Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution Phonics: /ō/o_e, o</p>	<p>Sound-Spelling and Word Automaticity; Rate</p>	<p>Writing Trait: Organization Grammar Skill: Adjectives Weekly Writing Focus: Write a Recipe</p>	<p>Weekly Project: Create a wall display showing samples of different fabrics used to make clothing</p>
<p>Unit 10</p>													
<p>Big Idea: Thinking Outside the Box How can new ideas help us?</p>	<p>Read Aloud</p>	<p>Literature Big Books, Paired Selection</p>	<p>Reading/Writing Workshop</p>	<p>Leveled Reader Main Selection</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>High-Frequency Words</p>	<p>Oral Vocabulary Words</p>	<p>Category Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing</p>	<p>Research and Inquiry</p>

<p>Week 1 Weekly Concept: Problem Solvers</p> <p>Essential Question: What can happen when we work together?</p>	<p>Title: "The Elves and the Shoemakers"</p> <p>Genre: Tale</p> <p>Strategy: Make Predictions</p>	<p>Main Selection Title: <i>What's the Big Idea, Molly?</i></p> <p>Genre: Fantasy</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Plot: Sequence</p> <p>Paired Selection Title: "The Variety Show"</p> <p>Genre: Fiction</p> <p>Text Feature: Speech Bubbles</p>	<p>Short Text: "A Good Time for Luke!"</p> <p>Genre: Fiction</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot (Sequence)</p> <p>Main Selection Genre: Fantasy</p> <p>Titles: A: <i>Animal Band</i> O: <i>We Want Honey</i> E: <i>We Want Honey</i> B: <i>A Good Idea</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Academic Words: <i>first last syllables</i></p> <p>Vocabulary Strategy: Context Clues</p>	<p><i>good who</i></p>	<p><i>decide opinion ragged marvel grateful</i></p>	<p>Question Words</p>	<p>Phonological/Phonemic Awareness: Sentence Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p>Phonics: /ū/u_e</p>	<p>Sound-Spelling and Word Automaticity; Expression; Intonation</p>	<p>Writing Trait: Word Choice</p> <p>Grammar Skill: Pronouns</p> <p>Weekly Writing Focus: Write a Story with Dialogue</p>	<p>Weekly Project: Make a poster that provides a solution to a classroom or school-wide problem</p>
<p>Week 2 Weekly Concept: Sort It Out</p> <p>Essential Question: In what ways are things alike? How are they different?</p>	<p>Title: "The Perfect Color"</p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Main Selection Title: <i>All Kinds of Families!</i></p> <p>Genre: Fiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Use Illustrations)</p> <p>Paired Selection Title: "Good For You"</p> <p>Genre: Informational Text</p> <p>Text Feature: Labels</p>	<p>Short Text: "We Come on Time!"</p> <p>Genre: Fiction</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details (Use Illustrations)</p> <p>Main Selection Genre: Fiction</p> <p>Titles: A: <i>My Box</i> O: <i>Let's Make a Band</i> E: <i>Let's Make a Band</i> B: <i>Going Camping</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Academic Words: <i>voice</i></p> <p>Vocabulary Strategy: Antonyms</p>	<p><i>come does</i></p>	<p><i>sort similar perfect endless experiment</i></p>	<p>Opposites</p>	<p>Phonological/Phonemic Awareness: Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p>Phonics: /ē/e, ee, e_e</p>	<p>Sound-Spelling and Word Automaticity; Phrasing</p>	<p>Writing Trait: Voice</p> <p>Grammar Skill: Pronouns</p> <p>Weekly Writing Focus: Write a Thank-You Note</p>	<p>Weekly Project: Make a chart that shows how to organize classroom materials</p>

<p>Week 3 Weekly Concept: Protect Our Earth</p> <p>Essential Question: What ideas can you suggest to protect the environment?</p>	<p>Title: "Protect the Environment!"</p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p>	<p>Main Selection Title: <i>Panda Kindergarten</i></p> <p>Genre: Informational Text</p> <p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Paired Selection Title: "Save Big Blue!"</p> <p>Genre: Informational Text</p> <p>Text Feature: Captions</p>	<p>Short Text: "Who Can Help?"</p> <p>Genre: Nonfiction</p>	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Main Selection Genre: Informational Text</p> <p>Titles: A: <i>Help Clean Up</i> O: <i>Let's Save Earth</i> E: <i>Let's Save Earth</i> B: <i>Babysitters for Seals</i></p>	<p>Literature Big Book: Connection of Ideas</p>	<p>Academic Words: <i>reference</i></p> <p>Vocabulary Strategy: Prefixes and Suffixes</p>	<p><i>help</i> <i>too</i> <i>play</i> <i>has</i> <i>where</i> <i>look</i> <i>who</i> <i>good</i> <i>come</i> <i>does</i></p>	<p><i>environment</i> <i>protect</i> <i>recycle</i> <i>wisely</i> <i>encourage</i></p>	<p>Baby Animals</p>	<p>Phonological/Phonemic Awareness: Generate Alliteration, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p> <p>Phonics: ā, ī, ē, ō, ū</p>	<p>Sound-Spelling and Word Automaticity; Expression</p>	<p>Writing Trait: Voice</p> <p>Grammar Skill: Pronouns</p> <p>Weekly Writing Focus: Write an Opinion Poster</p>	<p>Weekly Project: Make a display that tells what students are doing to protect Earth</p>
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