

Grade 1 • Unit 1 • Plants and Animals Grow and Change

Essential Question: Why do living things change?

- Enduring Understandings:**
- Every living thing has a life cycle in which it grows and changes.
 - Many stories include animal characters that grow and change.

Build Knowledge Word Bank: *change, grow, life cycle, living things*

Research & Inquiry Project: Plant and Animal Life Cycles

Unit Readings

Read-Alouds: Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

- Knowledge-Building Library:**
- Animals Are Different* (210L)
 - Neighbors At Play* (250L)
 - Gus’s Tree Trip* (380L)
 - I Want a Pound of Plums* (380L)
 - Plants* (400L)
 - An Adventure at the Zoo* (360L)
 - Mammals* (470L)
 - The Rain Forest* (450L)
 - Reptiles* (480L)
 - Incredible Birds* (440L)
 - The Secrets of Soil* (600L)
 - Dinosaur Bone Doctor* (540L)

- Reader’s Theater Scripts:**
- The Tricky Garden*
 - Mary’s Garden: How Does It Grow?*



Weekly Readings			Weekly Skills and Strategies													
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
Week 1	“Five Little Tadpoles” “Someday” “Caterpillars”	I Read: “At the Pond” Decodable Readers: <i>Pals Help</i> <i>We Like to Bat</i>	Mentor Read-Alouds: “The Amazing Life Cycle of a Frog” “The Fox and the Robin”	Match Spoken Word to Written Word Directionality: Return Sweep	Recognize and Produce Rhyming Words Phoneme Blending Phoneme Segmentation	Primary Skill: short a Secondary Skill and Word Families: s /z/, ck /k/; -at, -ad, -an Spiral Review: consonants	<i>the</i> <i>see</i> <i>go</i> <i>she</i> <i>and</i>		Phrasing	Metacognitive: Ask Questions Metacognitive: Create Mental Images Fix-Up: Reread to Clarify or Confirm Understanding	Identify the Main Topic and Retell Key Details Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information Retell Key Story Details	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: <i>clever</i> <i>sneaky</i> Domain-Specific Listening & Speaking: <i>gills</i> <i>hatches</i>	My Reading and Writing Words: <i>bear</i> <i>cub</i> <i>frog</i> <i>tadpole</i>	Write Personal Narratives	Common and Proper Nouns
Week 2	“Baby Animals” “Grow, Ducklings, Grow” “Caterpillars”	I Read: “A Cub Grows” Decodable Readers: <i>Get a Big Pot</i> <i>A Cub Is Fun</i>	Extended Read-Aloud 1: <i>An Oak Tree Has a Life Cycle</i>	Punctuation: Periods, Exclamation Marks, Question Marks Text Features: Italics	Phoneme Categorization Phoneme Blending Phoneme Segmentation	Primary Skill: short i Secondary Skill and Word Families: plural nouns (-s); -in, -it, -ip Spiral Review: consonants; short a; s /z/, ck /k/	<i>play</i> <i>little</i> <i>you</i> <i>with</i>		Intonation	Metacognitive: Ask Questions Fix-Up: Reread to Clarify or Confirm Understanding	Identify the Main Topic and Retell Key Details Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information Identify Similarities in and Differences Between Two Texts on the Same Topic	Identify Real-Life Connections Between Words and Their Use	Domain-Specific Listening & Speaking: <i>roots</i> <i>sapling</i> <i>stems</i> <i>trunk</i>	My Reading and Writing Words: <i>duck</i> <i>eggs</i> <i>nest</i>	Write Personal Narratives	Verbs to Convey a Sense of Past, Present, and Future
Week 3	“My Garden” “The Seed” “Caterpillars”	I Read: “Let’s Grow Seeds” Decodable Readers: <i>Crops for Us</i> <i>A Frog Can Jump</i>	Extended Read-Aloud 2: <i>The Ugly Duckling</i>	Directionality: Return Sweep	Recognize and Produce Rhyming Words Phoneme Blending Phoneme Segmentation	Primary Skill: short o Secondary Skill and Word Families: double final consonants; -op, -og, -ot Spiral Review: short a, i; plural nouns (-s)	<i>for</i> <i>no</i> <i>jump</i> <i>one</i> <i>have</i>		Expression	Metacognitive: Create Mental Images Fix-Up: Reread to Clarify or Confirm Understanding	Describe Major Story Events Using Key Details Compare and Contrast the Adventures and Experiences of Characters	Sort Words into Categories to Demonstrate Understanding	General Academic Listening & Speaking: <i>chirped</i> <i>flapping</i> <i>pecked</i> <i>ruffled</i>	My Reading and Writing Words: <i>seeds</i>	Write Personal Narratives	Common and Proper Nouns Verbs to Convey a Sense of Past, Present, and Future

Grade 1 • Unit 2 • Many Kinds of Characters

Essential Question: How do we learn about characters?

Enduring Understandings:

- Stories of all kinds, including fairy tales, fables, fantasies, and realistic fiction, have characters who face challenges.
- Stories can teach us that families and communities work best when people make responsible choices and help one another.

Build Knowledge Word Bank: *challenge, solution, choices, lesson*

Research & Inquiry Project: Animals as Literary Characters

Unit Readings

Read-Alouds: Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

- Betty the Bee* (160L)
- The Treasure Map* (330L)
- A Wolf, a Girl, and Her Grandma* (60L)
- Stormy Stuart* (480L)
- Saving Squirt* (530L)
- Blanca and the Animals* (500L)
- Elena and Luisa Switch Houses* (330L)

- Carla's Piggy Bank* (380L)
- Susie Sunflower* (480L)
- Rescue in the Amazon River* (440L)
- The Prince and the Three Oranges: A Fairy Tale from Mexico* (480L)
- Andre's Dream* (490L)



Reader's Theater Scripts:

- The Little Girl with the Curl*
- How the Chipmunk Got Its Stripes*

Weekly Readings			Weekly Skills and Strategies													
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
Week 1	"Look in a Book!" "Old Mother Hubbard" "By Myself"	I Read: "Little Red" Decodable Readers: <i>When Red Hen Fell</i> <i>Red at the Vet</i>	Mentor Read-Alouds: "The Ant and the Grasshopper" "Little Red Riding Hood"	Punctuation: Periods, Question Marks, Exclamation Marks Uppercase Letters	Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation	Primary Skill: short e Secondary Skill and Word Families: inflectional ending (-s); -ug, -up, -un Spiral Review: short a, i, o, e; double final consonants	<i>are</i> <i>said</i> <i>two</i> <i>look</i> <i>my</i>		Phrasing	Metacognitive: Draw Inferences Metacognitive: Determine Text Importance Fix-Up: Use Pictures to Understand Text	Describe Characters, Settings, and Major Events in a Story Use Illustrations and Details to Describe Characters, Setting, or Events	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>industrious</i> <i>idle</i> <i>lively</i> <i>wicked</i>	My Reading and Writing Words: <i>girl</i> <i>wolf</i> <i>mother</i> <i>old</i>	Write Narrative Text	Singular and Plural Nouns with Matching Verbs in Basic Sentences
Week 2	"Three Little Kittens" "The Turtle and the Hare" "By Myself"	I Read: "Come Here, Friend" Decodable Readers: <i>Big Bus Gets Stuck</i> <i>Bud, Gus, and Dot</i>	Extended Read-Aloud 1: <i>Wolfie the Bunny</i>	Punctuation: Periods, Question Marks, Exclamation Marks Quotation Marks	Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation	Primary Skill: short u Secondary Skill and Word Families: inflectional ending (-s); -ug, -up, -un Spiral Review: short a, i, o, e; double final consonants	<i>come</i> <i>here</i> <i>to</i> <i>of</i>		Expression Self-Correcting	Metacognitive: Draw Inferences Fix-Up: Use Pictures to Understand Text	Describe Characters, Settings, and Major Events in a Story Use Illustrations and Details to Describe Characters, Setting, or Events Compare and Contrast the Adventures and Experiences of Characters	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>whispered</i> <i>screamed</i> <i>roared</i> <i>demanded</i>	My Reading and Writing Words: <i>little</i> <i>fast</i> <i>slow</i>	Write Narrative Text	Articles Demonstratives
Week 3	"The Boy Who Cried Wolf" "The Elves and the Shoemaker" "By Myself"	I Read: "What Is It? Riddles" Decodable Readers: <i>Let's Sled!</i> <i>Glenn the Robot</i>	Extended Read-Aloud 2: <i>Abuelita's Secret</i>	Punctuation: Periods, Question Marks, Exclamation Marks	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: l-blends Secondary Skill and Word Families: -ob, -ot, -ock Spiral Review: medial short vowels; inflectional ending (-s); double final consonants	<i>what</i> <i>put</i> <i>want</i> <i>this</i> <i>saw</i>		Expression	Metacognitive: Determine Text Importance Fix-Up: Use Pictures to Understand Text	Describe Characters, Settings, and Major Events in a Story Compare and Contrast the Adventures and Experiences of Characters	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>insisted</i> <i>suggested</i> <i>secret</i> <i>explained</i>	My Reading and Writing Words: <i>boy</i>	Write Narrative Text	Singular and Plural Nouns with Matching Verbs in Basic Sentences Articles Demonstratives

Grade 1 • Unit 3 • Being a Good Community Member

Essential Question: Why do people get involved in their communities?

Enduring Understandings:

- When people exhibit the qualities of good citizenship, communities become safer and more enjoyable.
- Responsible citizens follow laws and principles that include respect for the rights, opinions, and property of others.

Build Knowledge Word Bank: *safe, citizen, responsible, community*

Research & Inquiry Project: Community Helpers

Unit Readings

Read-Alouds: Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

- Students Vote* (300L)
- I Can Help* (160L)
- A Neighborhood of Friends* (390L)
- Let's Vote* (460L)
- The President of the United States* (650L)
- Red, White, and Bloom* (520L)

- The Great Seal of the United States* (460L)
- Where Is the President?* (370L)
- Monuments for Presidents* (460L)
- Our Classroom Rules* (360L)
- Citizenship* (360L)
- Susan B. Casts a Ballot* (450L)



Reader's Theater Scripts:

- Humpty Dumpty's Fall*
- The Earth Day Garden*

Weekly Readings			Weekly Skills and Strategies													
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
Week 1	"In the Neighborhood" "Neighbors, Neighbors" "We Have a Garden"	I Read: "Bag and Grab It!" Decodable Readers: <i>Mr. Drake's Plan</i> <i>Make It Safe</i>	Mentor Read-Alouds: "Hello, Community Garden!" "Safe to Go!"	End Punctuation Uppercase Letters	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: r-blends Secondary Skill and Word Families: -im, -ill, -ick Spiral Review: l-blends; medial short vowels	<i>now</i> <i>do</i> <i>which</i> <i>went</i>		Pitch and Intonation Self-Correcting	Metacognitive: Make Connections Metacognitive: Summarize and Synthesize Fix-Up: Read More Slowly and Think About Words	Answer Questions About Relevant Details Using Photographs Find Text Evidence: Identify Relevant Details	Identify and Use Context Clues	Domain-Specific Listening & Speaking: <i>plot</i> <i>vacant</i> <i>inventor</i> <i>signal</i>	My Reading and Writing Words: <i>trash</i> <i>park</i> <i>bus driver</i> <i>fire truck</i>	Informative Process Writing	Noun-Verb Agreement with Singular and Plural Nouns/ Pronouns
Week 2	"Can You Keep Earth Clean?" "Reduce, Reuse, Recycle" "We Have a Garden"	I Read: "Tim Can Clean" Decodable Readers: <i>Stop for Socks</i> <i>Kids Can Fix It</i>	Extended Read-Aloud 1: <i>Being a Responsible Citizen</i>	End Punctuation Uppercase Letters	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: s-blends Secondary Skill and Word Families: contractions ('s); -ap, -am, -ag Spiral Review: l-, r-blends; short vowels	<i>was</i> <i>there</i> <i>then</i> <i>out</i>		Pausing Self-Correcting Features of a Sentence	Metacognitive: Make Connections Fix-Up: Read More Slowly and Think About Words	Use Text Features to Locate Key Facts or Information: Table of Contents Identify the Reasons an Author Gives to Support Points Answer Questions About Relevant Details Using Photographs Find Text Evidence: Identify Relevant Details	Identify and Use Context Clues	General Academic Listening & Speaking: <i>honest</i> <i>respect</i> <i>decision</i> Domain-Specific Listening & Speaking: <i>citizen</i>	My Reading and Writing Words: <i>clean</i> <i>help</i>	Informative Process Writing	Personal and Possessive Pronouns
Week 3	"Firefighters" "Firefighters to the Rescue" "We Have a Garden"	I Read: "One Fast Wagon!" Decodable Readers: <i>Grant's Coat</i> <i>Let's Clean It Up</i>	Extended Read-Aloud 2: <i>People Who Made Contributions</i>	End Punctuation Uppercase Letters	Phoneme Categorization Phoneme Blending Recognize and Produce Rhyme	Primary Skill: final consonant blends Secondary Skill and Word Families: inflectional ending (-ed, no spelling change); -ent, -est Spiral Review: initial blends; short vowels	<i>who</i> <i>good</i> <i>by</i> <i>them</i>		Expression Self-Correcting Features of a Sentence	Metacognitive: Summarize and Synthesize Fix-Up: Read More Slowly and Think About Words	Identify the Reasons an Author Gives to Support Points Answer Questions About Relevant Details Using Photographs Find Text Evidence: Identify Relevant Details	Identify and Use Context Clues	General Academic Listening & Speaking: <i>contribution</i> Domain-Specific Listening & Speaking: <i>enslaved</i> <i>abolitionist</i> <i>rights</i>	My Reading and Writing Words: <i>work</i> <i>save</i>	Informative Process Writing	Indefinite Pronouns Noun-Verb Agreement with Singular and Plural Nouns/ Pronouns

Grade 1 • Unit 4 • Stories Have a Narrator

Essential Question: How do people create stories?

Enduring Understandings:

- Realistic stories tell about characters, settings, and events that could exist. Fantasy stories include elements that could not happen in real life.
- Reading stories from different points of view allows us to learn about other people’s perspectives.

Build Knowledge Word Bank: *realistic, fantasy, perspective, experience*

Research & Inquiry Project: Author Study

Unit Readings

Read-Alouds: Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Jin and Pedro Get to Work! (330L)
A Day at the Beach (280L)
The Band (360L)
Juan and Claudia’s Stand (510L)
A Bowl of Dust (500L)
My Wish (510L)

The Piñata (370L)
My Favorite Holiday (490L)
The Flight of the Eagles (450L)
Salsa, Maestro (470L)
A Mysterious Light (460L)
Adventure in a Hot-Air Balloon (430L)

Reader’s Theater Scripts:

Jack and Jill Play on the Hill
Inspector Insector



Weekly Readings			Weekly Skills and Strategies													
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
Week 1	“Fairy Tale Song” “Lavender’s Blue” “Old King Cole”	I Read: “The King’s Wish” Decodable Readers: <i>I Wish, I Wish</i> <i>Trish’s Birthday</i>	Mentor Read-Alouds: “The City Mouse and the Country Mouse” “A Quiet Camping Trip”	Punctuation in Context: Dashes, Commas, Quotation Marks Punctuation: Periods, Exclamation Marks, Question Marks	Phoneme Identification Phoneme Blending Phoneme Substitution	Primary Skill: consonant digraphs th, sh, -ng Secondary Skill and Word Families: inflectional ending (-ing, no spelling change); -ung, -ing, -ink Spiral Review: initial/final consonant blends; inflectional ending (-ed)	<i>were</i> <i>our</i> <i>could</i> <i>these</i>		Self-Correction Rate: Pausing	Metacognitive: Ask Questions Metacognitive: Create Mental Images Fix-Up: Read Out Loud to Support Comprehension	Identify Who Is Telling the Story Describe Characters, Settings, and Major Events Using Key Details Identify Words and Phrases That Appeal to the Senses	Identify Root Words and Their Inflectional Forms	General Academic Listening & Speaking: <i>boring</i> <i>peaceful</i> <i>lumbered</i> <i>peered</i>	My Reading and Writing Words: <i>once</i>	Write Opinion Texts	Adjectives
Week 2	“Once I Saw a Little Bird” “Over in the Meadow” “Old King Cole”	I Read: “I Saw It” Decodable Readers: <i>Chad and Patch</i> <i>A Picnic Lunch</i>	Extended Read-Aloud 1: <i>Mother Bruce</i>	Punctuation in Context: Dashes, Commas, Quotation Marks Uppercase Letters	Phoneme Categorization Phoneme Blending Phoneme Addition	Primary Skill: consonant digraphs ch, -tch, wh Secondary Skill and Word Families: closed syllables (rab/bit, kit/ten); -unk, -ump, -uck Spiral Review: consonant digraphs th, sh, -ng; inflectional endings (-ed, -ing)	<i>once</i> <i>upon</i> <i>hurt</i> <i>that</i>		Self-Correction Expression	Metacognitive: Ask Questions Fix-Up: Read Out Loud to Support Comprehension	Identify Who Is Telling the Story Ask and Answer Questions About Key Details Describe Characters, Settings, and Major Events Using Key Details	Define Words by Category and Key Attributes	General Academic Listening & Speaking: <i>stern</i> <i>pesky</i> <i>grumpy</i> Domain-Specific Listening & Speaking: <i>migrate(d)</i>	My Reading and Writing Words: <i>cried</i> <i>watched</i> <i>said</i>	Write Opinion Texts	Use Commas in Dates and to Separate Words in a Series
Week 3	“The Fox and the Hen” “The Secret” “Old King Cole”	I Read: “One Spring Day” Decodable Readers: <i>Splat and Sprat</i> <i>Splash at the Pond</i>	Extended Read-Aloud 2: <i>The Lost Kitten</i>	Punctuation in Context: Dashes, Commas, Quotation Marks	Phoneme Categorization Phoneme Blending Recognize and Produce Rhyme	Primary Skill: three-letter blends (spl, spr, squ, str) Secondary Skill and Word Families: plurals (-es); -ash, -ack Spiral Review: consonant digraphs; closed syllables	<i>because</i> <i>from</i> <i>their</i> <i>when</i>		Self-Correction Expression	Metacognitive: Create Mental Images Fix-Up: Read Out Loud to Support Comprehension	Ask and Answer Questions About Key Details Describe Characters, Settings, and Major Events Using Key Details Identify Words and Phrases That Appeal to the Senses	Use Context as a Clue to Word Meaning	General Academic Listening & Speaking: <i>exclaimed</i> <i>gobbled</i> <i>claimed</i> Domain-Specific Listening & Speaking: <i>saffron</i>	My Reading and Writing Words: <i>hungry</i> <i>tired</i> <i>afraid</i> <i>know(s)</i>	Write Opinion Texts	Use Commas in Dates and to Separate Words in a Series

Grade 1 • Unit 5 • Technology at Work

Essential Question: How can technology make a difference in our lives?

Enduring Understandings:

- The use of technology can help people work more quickly and efficiently.
- People create technology to solve problems and improve the way people live and do work.

Build Knowledge Word Bank: *robots, computer, technology, equipment*

Research & Inquiry Project: Technology in Pictures

Unit Readings

Read-Alouds: Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

We Are Firefighters (BR)
Technology Brings Us Together (120L)
A Bridge in San Francisco (370L)
My Mom Makes Cars (490L)
Changes in the Kitchen (290L)
Carlos Noriega (550L)

Becoming a Veterinarian (330L)
A Trip to the Past, Present, and Future (510L)
On the Move (480L)
What Time Is It? (440L)
Tools We Use (610L)
Opinions About Computers (520L)



Reader's Theater Scripts:

Working on the Railroad
Under the Sea with Jacques Cousteau

Weekly Readings			Weekly Skills and Strategies													
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
Week 1	"Go, Robots, Go!" "Robots: Big and Small" "The Drinking Fountain"	I Read: "Make a Robot" Decodable Readers: <i>At the Lake</i> <i>Blake and Shane Play</i>	Mentor Read-Alouds: "Robots at Work" "What a Great Idea!"	End Punctuation Punctuation in Context: Commas	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: long a (final -e) Secondary Skill and Word Families: -ame, -ake Spiral Review: three-letter blends; consonant digraphs; closed syllables; plural (-es)	<i>why many right start</i>		Pausing	Metacognitive: Draw Inferences Metacognitive: Determine Text Importance Fix-Up: Stop and Think About the Author's Purpose	Use Illustrations and Details to Describe Key Ideas Describe Characters, Settings, and Major Events in a Story (Draw Inferences) Identify Main Topic and Retell Key Details	Sort Words into Categories	Domain-Specific Listening & Speaking: <i>machines</i> <i>programmed</i> <i>computer</i> <i>programmer</i> <i>invention</i>	My Reading and Writing Words: <i>robot</i> <i>human</i> <i>tasks</i>	Explanatory Process Writing	Sentence Types
Week 2	"We're Going to the Moon" "The Moon" "The Drinking Fountain"	I Read: "You Can Find It" Decodable Readers: <i>Around the Globe</i> <i>All Kinds of Holes</i>	Extended Read-Aloud 1: <i>Working with Technology</i>	Return Sweep Directionality	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: long o (final -e) Secondary Skill and Word Families: -ope, -ape Spiral Review: long vowel a (final -e); short vowel a; consonant digraphs and blends	<i>find how over under</i>		Expression Rate	Metacognitive: Draw Inferences Fix-Up: Stop and Think About the Author's Purpose	Know and Use Text Features to Locate Key Facts or Information Use Illustrations and Details to Describe Key Ideas Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text Identify Main Topic and Retell Key Details	Sort Words into Categories	Domain-Specific Listening & Speaking: <i>communicate</i> <i>solve problems</i> <i>cure</i> <i>career</i>	My Reading and Writing Words: <i>moon</i> <i>landed</i> <i>study</i>	Explanatory Process Writing	Prepositions
Week 3	"I Wonder" "Picture This" "The Drinking Fountain"	I Read: "Dear Family" Decodable Readers: <i>Mole City</i> <i>We Live in Space</i>	Extended Read-Aloud 2: <i>Technology Breakdown</i>	Upper-Case Letters	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: soft c, g Secondary Skill and Word Families: contractions with "not"; -ace, -age Spiral Review: long vowels o, a (final -e); short vowels o, a	<i>try give far too</i>		Expression Mood	Metacognitive: Determine Text Importance Fix-Up: Stop and Think About the Author's Purpose	Describe Characters, Settings, and Major Events in a Story (Draw Inferences)	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>high-tech</i> <i>on the blink</i> <i>capacity</i> <i>blurry</i>	My Reading and Writing Words: <i>e-mail</i> <i>change</i>	Explanatory Process Writing	Sentence Types Prepositions

Grade 1 • Unit 6 • Stories Teach Many Lessons

Essential Question: What can we learn from a mistake?

Enduring Understandings:

- Stories, such as fables, folktales, and realistic fiction, can teach the reader a moral or lesson.
- Teamwork can help people solve problems that they may not have been able to solve on their own.

Build Knowledge Word Bank: *problem, teamwork, moral, cooperation*

Research & Inquiry Project: Comparing Messages in Fables

Unit Readings

Read-Alouds: Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

- Sam Can't Sleep* (BR)
- Ajay's Big Move* (170L)
- The Shepherd and the Wolf* (390L)
- The King's Elephant* (430L)
- Beware of the Wolf!* (420L)
- Postcards From Luis* (420L)

- Sam Walks on the Ceiling* (400L)
- No More Bananas for Moncho* (420L)
- The Race of the Little Turtles* (490L)
- Rosita and the Rooster* (470L)
- Julia and the Plants* (420L)
- The Neighbors Next Door* (460L)



Reader's Theater Scripts:

- The Purple Cow*
- Why Mosquitoes Buzz in People's Ears*

Weekly Readings			Weekly Skills and Strategies													
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
Week 1	"Lunch" "No Tiger Hunt Today" "Friends"	I Read: "Mike Can Fix It" Decodable Readers: <i>Five Kittens</i> <i>Fox Jumps</i>	Mentor Read-Alouds: "The Boy Who Cried Wolf" "The Ant and the Pigeon"	Punctuation in Context: Dashes, Colons, Quotation Marks Punctuation: Periods, Question Marks, Exclamation Points	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: long i (final -e) Secondary Skill and Word Families: VCe syllables; -ine, -ife, -ide Spiral Review: soft c and g; contractions with "not"; long vowels a, o (final -e)	<i>after</i> <i>call</i> <i>large</i> <i>her</i>		Self-Correcting Pausing	Metacognitive: Make Connections Metacognitive: Summarize and Synthesize Fix-Up: Confirm or Correct Word Recognition and Understanding	Describe Characters, Settings, and Major Events Using Key Details Understand the Central Message Compare and Contrast the Adventures and Experiences of Characters	Use Context as a Clue to Word Meaning	General Academic Listening & Speaking: <i>angry</i> <i>furious</i> Domain-Specific Listening & Speaking: <i>weary</i> <i>grateful</i>	My Reading and Writing Words: <i>forgot</i> <i>mistake</i> <i>learned</i> <i>lesson</i>	Opinion Process Writing	Use Frequently Occurring Conjunctions
Week 2	"When I Hurry" "The Ant and the Grasshopper" "Friends"	I Read: "Steve's House" Decodable Readers: <i>A Hat for Pete</i> <i>Zeke's Garden</i>	Extended Read-Aloud 1: <i>When Turtle Grew Feathers</i>	Punctuation in Context: Dashes, Colons, Quotation Marks Uppercase Letters	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: long e (final -e), long u (final -e) Secondary Skill and Word Families: inflectional endings (-ed, -ing, dropping final -e); -ale, -ane, -une Spiral Review: soft c and g; long VCe syllables with a, i, o	<i>house</i> <i>long</i> <i>off</i> <i>small</i>		Rate Phrasing Self-Correcting	Metacognitive: Make Connections Fix-Up: Confirm or Correct Word Recognition and Understanding	Describe Characters, Settings, and Major Events Using Key Details Understand the Central Message Compare and Contrast the Adventures and Experiences of Characters	Use Affixes as a Clue to Word Meaning	General Academic Listening & Speaking: <i>blame</i> <i>fault</i> <i>shattered</i> <i>truce</i>	My Reading and Writing Words: <i>hurry</i> <i>learned</i>	Opinion Process Writing	Produce Simple and Compound Sentences Use Frequently Occurring Conjunctions
Week 3	"Five Brown Bears" "Stories That Teach Lessons" "Friends"	I Read: "Which Train?" Decodable Readers: <i>Painting in May</i> <i>Gail and Gram</i>	Extended Read-Aloud 2: <i>Tall and Small Play Ball</i>	Punctuation in Context: Dashes, Colons, Quotation Marks Punctuation: Periods, Question Marks, Exclamation Points Return Sweep	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: long a spellings (a, ai, ay) Secondary Skill and Word Families: inflectional endings (-ed, -ing, double final consonant); -ail, -ain, -ay Spiral Review: long VCe syllables with a, i, o, e, and u; inflectional endings (drop -e)	<i>brown</i> <i>work</i> <i>year</i> <i>live</i>		Self-Correcting Expression	Metacognitive: Summarize and Synthesize Fix-Up: Confirm or Correct Word Recognition and Understanding	Describe Characters, Settings, and Major Events Using Key Details Understand the Central Message	Use Affixes as a Clue to Word Meaning	General Academic Listening & Speaking: <i>tease</i> <i>block</i> <i>height</i> <i>dribbled</i>	My Reading and Writing Words: <i>sorry</i> <i>teach</i> <i>moral</i>	Opinion Process Writing	Produce Simple and Compound Sentences Use Frequently Occurring Conjunctions

Grade 1 • Unit 7 • Past, Present, and Future

Essential Question: Why is the past important?

Enduring Understandings:

- Knowledge of the past is important to understand the present and plan for the future.
- People use tools, such as time lines and maps, to help organize and understand events of the past.

Build Knowledge Word Bank: *future, past, present, events*

Research & Inquiry Project: Honoring History

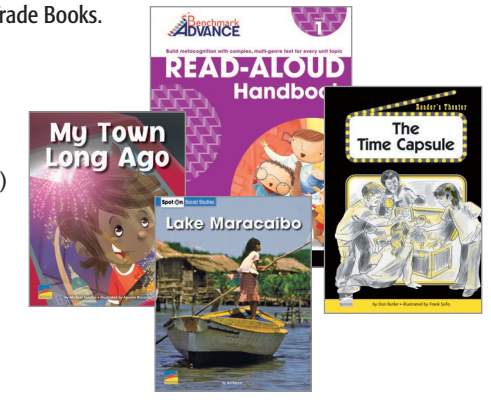
Unit Readings

Read-Alouds: Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

- Good Friends* (90L)
- The Mayflower* (BR)
- The Maya Calendar* (520L)
- We All Help* (460L)
- Flag Day* (430L)
- Lake Maracaibo* (480L)

- Abraham Lincoln* (450L)
- Cinco de Mayo* (530L)
- Mary McLeod Bethune: An Educator* (500L)
- Rules and Laws* (520L)
- Before or After?* (450L)
- My Town Long Ago* (540L)



Reader's Theater Scripts:

- London Bridge Has Fallen Down*
- The Time Capsule*

Weekly Readings			Weekly Skills and Strategies													
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
Week 1	"Let's Go, Go, Go!" "Long Ago on the Go" "Now We Are Six"	I Read: "From Place to Place" Decodable Readers: <i>How We Go</i> <i>Toad's Big Boat</i>	Mentor Read-Alouds: "School Days" "The Story of the White House"	Literary Element: Onomatopoeia and Sound Words End Punctuation: Periods, Question Marks, Exclamation Points	Phoneme Isolation Add Syllables in Compound Words Substitute Syllables in Compound Words	Primary Skill: long o spellings (o, oa, ow, oe) Secondary Skill and Word Families: -ow, -oat, -old Spiral Review: long a vowel teams; long VCe syllables with a, i, o, e, and u	<i>found your know always</i>		Rate Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Reread to Clarify or Confirm Understanding	Identify Main Topic and Retell Key Details Use Text Features to Locate Information: Captions, Glossaries, Time Lines	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>discover modern improvements</i> Domain-Specific Listening & Speaking: <i>factories</i>	My Reading and Writing Words: <i>today past long ago slower</i>	How-To Process Writing	Possessive Nouns
Week 2	"Playing Games" "Sounds of a School Day Long Ago" "Now We Are Six"	I Read: "Fun and Games" Decodable Readers: <i>Bees, Bees, Bees!</i> <i>Lee, Dee, and Zees</i>	Extended Read-Aloud 1: <i>Using Time Lines</i>	Punctuation in Context: Dashes, Ellipses, Hyphens	Phoneme Categorization Add Syllables in Compound Words Substitute Syllables in Compound Words	Primary Skill: long e spellings (e, ee, ea, ie) Secondary Skill and Word Families: prefixes un-, re-, -eat, -eet, -eed Spiral Review: long o and a vowel teams	<i>all people where draw</i>		Accuracy Pausing	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Use Pictures to Understand the Text	Identify Main Topic and Retell Key Details Use Text Features to Locate Information: Captions, Glossaries, Time Lines Distinguish Between Information in Pictures and Text	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>event happen(ed)</i>	My Reading and Writing Words: <i>passed down</i>	How-To Process Writing	Noun-Verb Agreement with Singular and Plural Nouns
Week 3	"Hooray for Heroes" "Who Was Harriet Tubman?" "Now We Are Six"	I Read: "Our Flag" Decodable Readers: <i>Way Up High</i> <i>Bright Lights</i>	Extended Read-Aloud 2: <i>Statues and Monuments</i>	End Punctuation: Periods, Question Marks, Exclamation Points Text Features: Italics	Phoneme Isolation Add Syllables in Compound Words Substitute Syllables in Compound Words	Primary Skill: long i spellings (i, y, igh) Secondary Skill and Word Families: open syllables; -ight, -ice, -ile Spiral Review: long o, a, and e vowel teams	<i>again round they country</i>		Pausing Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix Up: Read More Slowly and Think About the Words	Use Text Features to Locate Information: Captions, Glossaries, Time Lines Distinguish Between Information in Pictures and Text Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>honor</i> Domain-Specific Listening & Speaking: <i>structures protests pioneers</i>	My Reading and Writing Words: <i>remember present brave</i>	How-To Process Writing	Possessive Nouns Noun-Verb Agreement with Singular and Plural Nouns

Grade 1 • Unit 8 • Observing the Sky

Essential Question: Why do the sun and moon capture our imagination?

Enduring Understandings:

- By observing and exploring, we develop knowledge about Earth, the sun, the moon, and the stars.
- In many cultures, people tell stories to explain what they observe in the night sky.

Build Knowledge Word Bank: *observe, explore, sky, planet*

Research & Inquiry Project: Investigating the Sky

Unit Readings

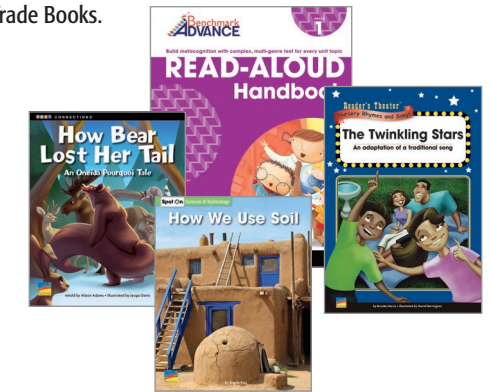
Read-Alouds: Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

- | | |
|---------------------------------------|--|
| <i>In My Country</i> (120L) | <i>Rivers</i> (430L) |
| <i>What Is the Sun?</i> (180L) | <i>The Grand Canyon</i> (530L) |
| <i>Let's Explore the Caves</i> (360L) | <i>Paw Prints</i> (380L) |
| <i>How Bear Lost Her Tail</i> (290L) | <i>Puerto Rico Is an Island</i> (480L) |
| <i>It's Raining Ice Cream!</i> (430L) | <i>The Little Raindrop</i> (440L) |
| <i>How We Use Soil</i> (400L) | <i>Living Dinosaurs</i> (670L) |

Reader's Theater Scripts:

- The Twinkling Stars*
Why the Moon Changes in the Night Sky



Weekly Readings			Weekly Skills and Strategies													
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
Week 1	"Twinkle, Twinkle, Little Star" "Stars in the Night Sky" "The Moon's The North Wind's Cookie"	I Read: "The Night Sky" Decodable Readers: <i>Mark and the Stars</i> <i>Sparkling Stars</i>	Mentor Read-Alouds: "Why Sun and Moon Live in the Sky" "A Walk on the Moon"	Punctuation in Context: Commas, Quotation Marks Uppercase Letters	Phoneme Identification Phoneme Blending Delete Syllables in Compound Words	Primary Skill: /är/ (farm) Secondary Skill and Word Families: compound words; -ar, -all Spiral Review: open syllables; long o, a, e, and I vowel teams	<i>four great boy city</i>		Rate Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Metacognitive: Read Out Loud to Support Comprehension	Describe Characters, Settings, and Major Events Using Key Details Distinguish Between Information in Pictures and Text Explain Differences Between Stories and Informational Text	Use Context as a Clue to Word Meaning	General Academic Listening & Speaking: <i>lovely invited star sky</i> Domain-Specific Listening & Speaking: <i>craters gravity</i>	My Reading and Writing Words: <i>star sky sunlight bright</i>	Opinion Process Writing	Pronouns
Week 2	"Zoom, Zoom, Zoom" "An Astronaut's Space Suit" "The Moon's The North Wind's Cookie"	I Read: "The Sun and Moon" Decodable Readers: <i>Search for Food</i> <i>The Sun is Important</i>	Extended Read-Aloud 1: <i>Night and Day</i>	Punctuation in Context: Commas, Quotation Marks End Punctuation: Periods, Question Marks, Exclamation Points Uppercase Letters	Phoneme Categorization Phoneme Blending Delete Syllables in Compound Words	Primary Skill: /ôr/ (for, ore, oar) Secondary Skill and Word Families: -orn, -ore, -oar Spiral Review: r-controlled words with /är/; long o, a, e, and I vowel teams	<i>laugh move change away</i>		Rate Intonation Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Metacognitive: Stop and Think About the Author's Purpose	Distinguish Between Information in Pictures and Text Use Illustrations and Details to Describe Key Ideas Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information Identify Main Topic and Retell Key Details	Use Context as a Clue to Word Meaning	Domain-Specific Listening & Speaking: <i>meteors planets rotate reflects</i>	My Reading and Writing Words: <i>rocket space</i>	Opinion Process Writing	Past-, Present-, and Future-Tense Verbs of Being
Week 3	"April Clouds" "Tears from the Silver River" "The Moon's The North Wind's Cookie"	I Read: "Cloud Shapes" Decodable Readers: <i>The North Wind Blows</i> <i>Soar to the Moon</i>	Extended Read-Aloud 2: <i>Night Sky</i>	Punctuation in Context: Commas, Quotation Marks Return Sweep	Phoneme Identification Phoneme Blending Delete Syllables in Compound Words	Primary Skill: /ür/ (girl, herb, spur) Secondary Skill and Word Families: r-controlled syllables; -ern, -urn Spiral Review: long vowel teams; r-controlled words with /är/, /ôr/	<i>every near school earth</i>		Expression Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Metacognitive: Confirm or Correct Word Recognition and Understanding	Describe Characters, Settings, and Major Events Using Key Details Explain Differences Between Stories and Informational Text Understand the Central Message	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>harm faithful</i> Domain-Specific Listening & Speaking: <i>constellations observe</i>	My Reading and Writing Words: <i>clouds Milky Way</i>	Opinion Process Writing	Pronouns Past-, Present-, and Future-Tense Verbs of Being

Grade 1 • Unit 9 • We Use Goods and Services

Essential Question: Why do people trade with each other?

Enduring Understandings:

- The exchange of goods and services is an essential part of living in a community.
- There are many different ways to create goods and provide services.

Build Knowledge Word Bank: *provide, opinion, good, service*

Research & Inquiry Project: Goods and Services

Unit Readings

Read-Alouds: Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Making Things, Doing Things (BR)
Pam's New Puppy (310L)
Same and Different Kids
Around the World (310L)
Let's Save (460L)
How to Spend and Save Money (440L)
Choices, Choices (320L)

Providing Services (400L)
Trading for Goods and Services (440L)
I Like to Make Things (560L)
One Hundred Pennies Is a Dollar! (440L)
The Perfect Babysitter (570L)
How to Help Others (510L)



Reader's Theater Scripts:

Pies for Simple Simon
Yard Sale: What Was Mine Can Be Yours

Weekly Readings			Weekly Skills and Strategies													
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
Week 1	<p>"The Breakfast Trade"</p> <p>"Cushy Cow Bonny"</p> <p>"The Animal Store"</p>	<p>I Read: "Trading Then and Now"</p> <p>Decodable Readers: <i>Our Town</i> <i>All Around Town</i></p>	<p>Mentor Read-Alouds: "From Dairy Farm to You"</p> <p>"The Most Important Service"</p>	<p>Locate Parts of Books</p> <p>Review Previously Taught Learned Concepts</p>	<p>Phoneme Categorization</p> <p>Phoneme Blending</p> <p>Substitute Parts of Blends</p>	<p>Primary Skill: /ou/ (house, down)</p> <p>Secondary Skill and Word Families: comparative inflectional endings -er, -est; -out, -ouse, -own</p> <p>Spiral Review: r-controlled syllables with /är/, /ôr/, /ûr/</p>	<i>before</i> <i>done</i> <i>about</i> <i>even</i>		Rate and Pausing	<p>Metacognitive: Apply Cumulative Metacognitive Strategies</p> <p>Fix-Up: Reread to Clarify or Confirm Understanding</p>	<p>Retell: Use Topic and Relevant Ideas</p> <p>Identify Stanzas and Line Breaks in Poems</p> <p>Identify Author's Opinion About the Topic</p>	Identify and Use Context Clues to Determine Meaning	<p>General Academic Listening & Speaking: <i>protect</i> <i>provide</i></p> <p>Domain-Specific Listening & Speaking: <i>service</i> <i>good</i></p>	<p>My Reading and Writing Words: <i>trade</i> <i>want</i> <i>give</i></p>	Write a Research Report	Use Commas in a Series
Week 2	<p>"A Pet Needs a Vet"</p> <p>"Rat-a-Tat-Tat"</p> <p>"The Animal Store"</p>	<p>I Read: "Good Boy, Scruffs!"</p> <p>Decodable Readers: <i>Roy and Joy</i> <i>Earthworm's Soil</i></p>	<p>Extended Read-Aloud 1: <i>In My Opinion... Goods and Services Are Important</i></p>	<p>Locate Parts of Books</p> <p>Review Previously Taught Learned Concepts</p>	<p>Phoneme Isolation</p> <p>Phoneme Blending</p> <p>Substitute Parts of Blends</p>	<p>Primary Skill: /oi/ (join, boy)</p> <p>Secondary Skill and Word Families: suffix -ly; -oil, -oin</p> <p>Spiral Review: r-controlled syllables with /är/, /ôr/, /ûr/; vowel teams with /ou/</p>	<i>walk</i> <i>buy</i> <i>only</i> <i>through</i>		Accuracy	<p>Metacognitive: Apply Cumulative Metacognitive Strategies</p> <p>Fix-Up: Use Pictures to Understand the Text</p>	<p>Retell: Use Topic and Relevant Ideas</p> <p>Identify Stanzas and Line Breaks in Poems</p> <p>Identify Author's Opinion About the Topic</p> <p>Compare and Contrast Two Texts on the Same Topic</p>	Identify and Use Context Clues to Determine Meaning	<p>General Academic Listening & Speaking: <i>energy</i> <i>save lives</i> <i>make life easier</i> <i>succeed</i></p>	<p>My Reading and Writing Words: <i>need</i> <i>money</i></p>	Write a Research Report	Form Plural Possessives
Week 3	<p>"Pay and Play at the Zoo"</p> <p>"Crocodile"</p> <p>"The Animal Store"</p>	<p>I Read: "Jack's Jobs"</p> <p>Decodable Readers: <i>One Cool Day</i> <i>Brooms Sweep</i></p>	<p>Extended Read-Aloud 2: <i>The Shoemaker and the Elves</i></p>	<p>Locate Parts of Books</p> <p>Review Previously Taught Learned Concepts</p>	<p>Phoneme Isolation</p> <p>Phoneme Blending</p> <p>Substitute Parts of Blends</p>	<p>Primary Skill: /oo/, /ôô/ (broom, book)</p> <p>Secondary Skill and Word Families: vowel team syllables; -oom, -ood</p> <p>Spiral Review: vowel teams with /ou/, /oi/; suffix -ly</p>	<i>does</i> <i>another</i> <i>wash</i> <i>some</i>		Phrasing Inflection, Intonation, and Stress	<p>Metacognitive: Apply Cumulative Metacognitive Strategies</p> <p>Fix-Up: Read Slowly and Think About the Words</p>	<p>Identify and Describe Main Story Elements</p> <p>Identify Stanzas and Line Breaks in Poems</p> <p>Identify and Explain the Moral of a Story</p> <p>Retell: Use Main Story Elements</p>	Identify and Use Base Words and Their Inflections	<p>General Academic Listening & Speaking: <i>customer</i> <i>stitch</i> <i>earn</i> <i>make a living</i></p>	<p>My Reading and Writing Words: <i>pay</i> <i>buy</i> <i>dinner</i></p>	Write a Research Report	Use Commas in a Series Form Plural Possessives

Grade 1 • Unit 10 • Exploring Sound, Light, and Heat

Essential Question: How would our lives be different without sound, light, and heat?

Enduring Understandings:

- Living things use energy in the form of sound, light, and heat every day.
- We can use our senses to build knowledge about light, sound, and heat.

Build Knowledge Word Bank: *energy, source, moves/movement, senses*

Research & Inquiry Project: Exploring Sound and Light

Unit Readings

Read-Alouds: Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

- My Pet* (90L)
- Jill Explores Energy* (380L)
- The Power of the Sun* (400L)
- Fun Changes* (410L)
- How Much Does It Weigh?* (430L)
- Coal* (480L)

- Cool Waves* (410L)
- Daylight and Night Light!* (420L)
- A Visit to the Aquarium* (460L)
- Carlos and the Drum* (220L)
- Meteorites on Earth* (540L)
- Magnets on the Move* (480L)

Reader's Theater Scripts:

- Old MacDonald's Noisy Farm*
- Thomas Edison Invents the Lightbulb*



Weekly Readings			Weekly Skills and Strategies												
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar
Week 1	"Dawn Is the Best Time of Day" "Animal Talk" "I Know All the Sounds That the Animals Make"	I Read: "Do You Know Me?" Decodable Readers: <i>All About Storms</i> <i>Food Grows</i>	Mentor Read-Alouds: "Sounds I Love!" "Heat Is All Around"	Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks Uppercase Letters	Phoneme Categorization Phoneme Blending Delete Parts of Blends	Primary Skill: Silent Letters (wr, kn, gn) Secondary Skill and Word Families: -oon, -ool Spiral Review: Vowel Team Syllables with /ou/, /oi/, /oo/, /oo/; Suffix -ly	<i>better</i> <i>carry</i> <i>learn</i> <i>very</i>		Pausing/Rate Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Read Out Loud to Support Comprehension	Draw Inferences to Identify Who is Telling the Story Identify Words and Phrases That Appeal to the Senses Use Illustrations and Details to Describe Key Ideas	Use Context as a Clue to the Meaning of Multiple Meaning Words General Academic Listening & Speaking: <i>shriek</i> <i>clang</i> Domain-Specific Listening & Speaking: <i>transferred</i> <i>matter</i>	My Reading and Writing Words: <i>sound</i> <i>dark</i>	Poetry Process Writing	Irregular Plural Nouns
Week 2	"I Clap My Hands" "Good Vibrations" "I Know All the Sounds That the Animals Make"	I Read: "Loud All Around" Decodable Readers: <i>What Does Paul See?</i> <i>Crows Caw</i>	Extended Read-Aloud 1: <i>I Hear with My Ears</i>	Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks Uppercase Letters	Phoneme Categorization Phoneme Blending Delete Parts of Blends	Primary Skill: /ô/ (aw, au, al, augh) Secondary Skill and Word Families: suffixes -ful, -less; -aw, -awn Spiral Review: vowel team syllables; silent letters	<i>mother</i> <i>father</i> <i>never</i> <i>below</i>		Self-Correcting Phrasing	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Stop and Think About the Author's Purpose	Draw Inferences to Describe Setting Compare and Contrast the Adventures and Experiences of Characters Identify Words and Phrases That Appeal to the Senses Use Illustrations and Details to Describe Characters	Identify Real-Life Connections Between Words and Their Use General Academic Listening & Speaking: <i>handier</i> <i>thunder</i> <i>swishing</i> <i>assists</i>	My Reading and Writing Words: <i>snap</i> <i>move</i> <i>low</i> <i>high</i>	Poetry Process Writing	Irregularly Conjugated Verbs
Week 3	"My Shadow" "How Shadows Form" "I Know All the Sounds That the Animals Make"	I Read: "Light and Shadow" Decodable Readers: <i>The Hermit Crab</i> <i>In the Woods</i>	Extended Read-Aloud 2: <i>The Light Around Us</i>	Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks	Phoneme Isolation Phoneme Blending Delete Parts of Blends	Primary Skill: long e (y, ey) Secondary Skill and Word Families: consonant -le syllables; -eep, -ey Spiral Review: vowel team syllables; silent letters; suffixes	<i>blue</i> <i>answer</i> <i>eight</i> <i>any</i>		Pausing/Rate Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Use Pictures to Understand the Text	Use Text Features to Locate Key Information Use Illustrations and Details to Describe Key Ideas Explain Differences Between Stories and Informational Texts	Identify Real-Life Connections Between Words and Their Use Domain-Specific Listening & Speaking: <i>shines</i> <i>clear</i> <i>pass through</i> <i>straight line</i>	My Reading and Writing Words: <i>shadow</i> <i>sunny</i>	Writing Reflections: Narrative, Informative/Explanatory, Opinion, Poetry	Irregular Plural Nouns Irregularly Conjugated Verbs Correct Noun-Verb Agreement