

Unit 1													
Big Idea: Getting to Know Us	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What makes you special?					A: Approaching Level O: On Level E: EL B: Beyond Level								
<p><b>Week 1 Weekly Concept:</b> At School</p> <p><b>Essential Question:</b> What do you do at your school?</p> <p><b>Connect to Social Studies:</b> Explore how school is a community</p>	<p><b>Title:</b> <i>This School Year Will Be the Best!</i></p> <p><b>Lexile:</b> 420L</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Concepts of Print:</b> Book Handling</p>	<p><b>Title:</b> "School Around the World"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Jack Can</i></p> <p><b>Lexile:</b> BR</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection</b> <b>Title:</b> <i>Nat and Sam</i></p> <p><b>Lexile:</b> BR</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> <b>Title:</b> "Rules at School"</p> <p><b>Lexile:</b> 180L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Photographs</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction</p> <p><b>A:</b> <i>A Fun Day</i> <b>O:</b> <i>We Like to Share</i> <b>E:</b> <i>We Like to Share</i> <b>B:</b> <i>Class Party</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "We Share" <b>O:</b> "Look at Signs" <b>E:</b> "Look at Signs" <b>B:</b> "Our Classroom Rules"</p> <p><b>Lexiles</b> <b>A:</b> BR <b>O:</b> 60L <b>E:</b> 100L <b>B:</b> 360L</p>	<p><b>Literature Big Books:</b> Organization, Connection of Ideas</p>	<p><b>Additional Domain Words:</b> <i>rules, obey, safety</i></p> <p><b>Additional Academic Vocabulary:</b> <i>events, illustrations</i></p>	<p><i>does, not, school, what</i></p>	<p><i>learn, subjects, common, object, recognize</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Identify Rhyme, Phoneme Isolation/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> short a Consonants reviewed throughout Unit 1</p> <p><b>Structural Analysis:</b> -s (inflectional ending)</p> <p><b>Decodable Readers:</b> <i>Pam Can; Pack a Bag</i></p>	<p>Appropriate Phrasing</p>	<p><b>Writing Trait:</b> Ideas: Focus on a Single Event</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Jack Can</i></p> <p><b>Literature Anthology:</b> <i>Nat and Sam</i></p> <p><b>Grammar Skill:</b> Sentences</p> <p><b>Grammar Mechanics:</b> Sentence Capitalization</p>	<p><b>Project:</b> What kinds of activities do we do at school? Make a Page for a Class Book</p>

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<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Where I Live</p> <p><b>Essential Question:</b> What is it like where you live?</p> <p><b>Connect to Social Studies:</b> Explore how our environment affects the way we live.</p>	<p><b>Title:</b> <i>Alicia's Happy Day</i></p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Concepts of Print:</b> Book Handling</p>	<p><b>Title:</b> "City Mouse and Country Mouse"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Six Kids</i></p> <p><b>Lexile:</b> 250L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection</b> <b>Title:</b> <i>Go, Pip!</i></p> <p><b>Lexile:</b> 30L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> <b>Title:</b> "I Live Here"</p> <p><b>Lexile:</b> BR</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Bold print</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections</b> <b>Genre:</b> Fantasy</p> <p><b>A:</b> <i>What Can We See?</i> <b>O:</b> <i>A Trip to the City</i> <b>E:</b> <i>A Trip to the City</i> <b>B:</b> <i>Harvest Time</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>A:</b> "My Home" <b>O:</b> "Where I Live" <b>E:</b> "Where I Live" <b>B:</b> "Where We Live"</p> <p><b>Lexiles</b> <b>A:</b> BR <b>O:</b> 30L <b>E:</b> BR <b>B:</b> 330L</p>	<p><b>Literature Big Books:</b> Organization, Lack of Prior Knowledge</p>	<p><b>Additional Domain Words:</b> <i>building, yard, playground</i></p> <p><b>Additional Academic Vocabulary:</b> <i>author, bold print, sequence</i></p>	<p><i>down, out, up, very</i></p>	<p><i>city, country, bored, feast, scurried</i></p>	<p><b>Phonemic Awareness:</b> Alliteration, Phoneme Categorization/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> short <i>i</i> Consonants reviewed throughout Unit 1</p> <p><b>Structural Analysis:</b> double final consonants</p> <p><b>Decodable Readers:</b> <i>Kim and Nick; Jill and Jim</i></p>	<p>Intonation</p>	<p><b>Writing Trait:</b> Ideas: Describing Details</p> <p><b>Write About the Text:</b> Informative Writing</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Six Kids Literature Anthology: Go, Pip!</i></p> <p><b>Grammar Skill:</b> Word Order</p> <p><b>Mechanics:</b> Sentence Punctuation (periods)</p>	<p><b>Project:</b> How are places in our community similar to, or different from, places in other communities? Venn Diagram</p>

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<b>Week 3</b> <b>Weekly Concept:</b> Our Pets <b>Essential Question:</b> What makes a pet special? <b>Connect to Science:</b> Explore what pets need to survive.	<b>Title:</b> <i>Cool Dog, School Dog</i> <b>Lexile:</b> 450L <b>Genre:</b> Fiction <b>Strategy:</b> Visualize <b>Concepts of Print:</b> Track Print and Return Sweep	<b>Title:</b> "Our Pets" <b>Genre:</b> Nonfiction <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>A Pig for Cliff</i> <b>Lexile:</b> 210 <b>Genre:</b> Fantasy <b>Strategy:</b> Visualize <b>Skill:</b> Key Details	<b>Strategy:</b> Visualize <b>Skill:</b> Key Details <b>Main Selection</b> <b>Title:</b> <i>Flip</i> <b>Lexile:</b> 30L <b>Genre:</b> Fantasy <b>Paired Selection</b> <b>Title:</b> "What Pets Need" <b>Lexile:</b> 370L <b>Genre:</b> Nonfiction <b>Text Feature:</b> Labels	<b>Strategy:</b> Visualize <b>Skill:</b> Key Details <b>Main Selections</b> <b>Genre:</b> Fantasy <b>A:</b> <i>Mouse's Moon Party</i> <b>O:</b> <i>Pet Show</i> <b>E:</b> <i>Pet Show</i> <b>B:</b> <i>Polly the Circus Star</i> <b>Paired Selections</b> <b>Genre:</b> Nonfiction <b>Titles:</b> <b>A:</b> "A Mouse in the House" <b>O:</b> "Love That Llama!" <b>E:</b> "Love That Llama!" <b>B:</b> "Birds That Talk" <b>Lexiles</b> <b>A:</b> 120L <b>O:</b> 200L <b>E:</b> 20L <b>B:</b> 280L	<b>Literature Big Books:</b> Sentence Structure, Connection of Ideas	<b>Additional Domain Words:</b> <i>living things, need, cares</i> <b>Additional Academic Vocabulary:</b> <i>consonant, label, publish</i> <b>Build Vocabulary:</b> <i>glad, plan</i>	<i>be, come, good, pull</i>	<i>care, train, groom, companion, popular</i>	<b>Phonemic Awareness:</b> Contrast Vowel Sounds, Phoneme Blending/ Substitution/ Segmentation <b>Phonics/ Spelling Skill:</b> beginning consonant blends: /-blends Consonants reviewed throughout Unit 1 <b>Structural Analysis:</b> -s (plural nouns) <b>Decodable Readers:</b> <i>Cliff Has a Plan; A Good Black Cat</i>	Appropriate Phrasing	<b>Writing Trait:</b> Ideas: Describing Details <b>Write About Text:</b> Narrative Text <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>A Pig for Cliff</i> <b>Literature Anthology:</b> <i>Flip</i> <b>Grammar Skill:</b> Statements <b>Mechanics:</b> Capitalization and Punctuation (periods)	<b>Project:</b> What are the ways to care for pets? Create a Poster

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<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Let's Be Friends</p> <p><b>Essential Question:</b> What do friends do together?</p> <p><b>Connect to Social Studies:</b> Explore why we respect the rights of others.</p>	<p><b>Title:</b> <i>Friends All Around</i></p> <p><b>Lexile:</b> 220L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Concepts of Print:</b> Book Handling and Labels</p>	<p><b>Title:</b> "Games Long Ago"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Toss! Kick! Hop!</i></p> <p><b>Lexile:</b> 290L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection</b> <b>Title:</b> <i>Friends</i></p> <p><b>Lexile:</b> 60L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Paired Selection</b> <b>Title:</b> "There Are Days and There Are Days"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Poetry</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>A:</b> <i>Friends Are Fun</i> <b>O:</b> <i>Friends Are Fun</i> <b>E:</b> <i>Friends Are Fun</i> <b>B:</b> <i>Friends Are Fun</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry</p> <p><b>Titles:</b> <b>A:</b> "I Like to Play" <b>O:</b> "I Like to Play" <b>E:</b> "I Like to Play" <b>B:</b> "I Like to Play"</p> <p><b>Lexiles</b> <b>A:</b> 130L <b>O:</b> 110L <b>E:</b> 100L <b>B:</b> 350L</p>	<p><b>Literature Big Books:</b> Organization, Connection of Ideas</p>	<p><b>Additional Domain Words:</b> <i>poem</i></p> <p><b>Additional Academic Vocabulary:</b> <i>evaluate, rhyme</i></p> <p><b>Build Vocabulary:</b> <i>toss, tag, quick, make up</i></p>	<p><i>fun, make, they, too</i></p>	<p><i>cooperate, relationship, deliver, chore, collect</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/Segmentation/Deletion, Rhyme, Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> short o Consonants reviewed throughout Unit 1</p> <p><b>Structural Analysis:</b> alphabetical order (one letter)</p> <p><b>Decodable Readers:</b> <i>Bob Is a Fun Pal; Dog and Fox</i></p>	<p>Appropriate Phrasing</p>	<p><b>Writing Trait:</b> Organization: Compare and Contrast</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Toss! Kick! Hop!</i> <b>Literature Anthology:</b> <i>Friends</i></p> <p><b>Grammar Skill:</b> Questions and Exclamations</p> <p><b>Grammar Mechanics:</b> Question and Exclamation Marks</p>	<p><b>Project:</b> What can we learn about our favorite games or sports? Make a Poster</p>

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What makes you special?					A: Approaching Level O: On Level E: EL B: Beyond Level								
<b>Week 5</b> <b>Weekly Concept:</b> Let's Move! <b>Essential Question:</b> How does your body move? <b>Connect to Science:</b> Explore how people and animals use their body parts.	<b>Title:</b> <i>Move!</i> <b>Lexile:</b> 430L <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions <b>Concepts of Print:</b> Special Text Treatments	<b>Title:</b> "Rabbit and Coyote Race" <b>Lexile:</b> 350L <b>Genre:</b> Folktale <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Move and Grin!</i> <b>Genre:</b> Nonfiction <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details <b>Main Selection</b> <b>Title:</b> <i>Move It!</i> <b>Lexile:</b> 60L <b>Genre:</b> Nonfiction <b>Paired Selection</b> <b>Title:</b> "Using Diagrams" <b>Lexile:</b> 440L <b>Genre:</b> Nonfiction <b>Text Feature:</b> Diagram	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details <b>Main Selections</b> <b>Genre:</b> Nonfiction <b>A:</b> <i>We Can Move!</i> <b>O:</b> <i>We Can Move!</i> <b>E:</b> <i>We Can Move!</i> <b>B:</b> <i>We Can Move!</i> <b>Paired Selections</b> <b>Genre:</b> Nonfiction <b>Titles:</b> <b>A:</b> "What's Under Your Skin?" <b>O:</b> "What's Under Your Skin?" <b>E:</b> "What's Under Your Skin?" <b>B:</b> "What's Under Your Skin?" <b>Lexiles</b> <b>A:</b> 170L <b>O:</b> 200L <b>E:</b> 190L <b>B:</b> 390L	<b>Literature Big Books:</b> Purpose, Vocabulary	<b>Additional Academic Vocabulary:</b> <i>diagram, statement, nonfiction</i> <b>Build Vocabulary:</b> <i>land, spin</i>	<i>jump, move, run, two</i>	<i>physical, exercise, agree, exhausted, difficult</i>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Segmentation/ Deletion/ Blending <b>Phonics/ Spelling Skill:</b> Beginning consonant blends: <i>r</i> -blends; <i>s</i> -blends Consonants reviewed throughout Unit 1 <b>Structural Analysis:</b> possessives <b>Decodable Readers:</b> <i>Snap, Skip, Trot; Snip and Fred Can Move</i>	Appropriate Phrasing	<b>Writing Trait:</b> Organization: Order of Events <b>Write About the Text:</b> Informative Writing <b>Write to Sources: Reading/Writing Workshop:</b> <i>Move and Grin!</i> <b>Literature Anthology:</b> <i>Move It!</i> <b>Grammar Skill:</b> Writing Sentences <b>Mechanics:</b> Capitalization and Punctuation (periods, question and exclamation marks)	<b>Weekly:</b> How does the human body move? Create a Visual Record <b>Unit Level: Research Skill:</b> Selecting a Topic <b>Unit Project:</b> Self-select and develop from weekly research projects.

Unit 2													
<b>Big Idea:</b> Our Community  What makes a community?	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b> <b>Weekly Concept:</b> Jobs Around Town  <b>Essential Question:</b> What jobs need to be done in a community?  <b>Connect to Social Studies:</b> Explore the work people do.	<b>Title:</b> <i>Millie Waits for the Mail</i>  <b>Lexile:</b> 610L  <b>Genre:</b> Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Ellipses and Dashes	<b>Title:</b> "Jobs Around Town"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>Good Job, Ben!</i>  <i>Lexile: 130L</i>  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>Main Selection</b> <b>Title:</b> <i>The Red Hat</i>  <b>Lexile:</b> BR  <b>Genre:</b> Realistic Fiction  <b>Paired Selection</b> <b>Title:</b> "Firefighters at Work"  <b>Lexile:</b> 290L  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Labels	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  <b>A:</b> <i>Pick Up Day</i> <b>O:</b> <i>Ben Brings the Mail</i> <b>E:</b> <i>Ben Brings the Mail</i> <b>B:</b> <i>At Work with Mom</i>  <b>Paired Selections</b> <b>Genre:</b> nonfiction  <b>Titles:</b> <b>A:</b> "The Recycling Center" <b>O:</b> "At the Post Office" <b>E:</b> "At the Post Office" <b>B:</b> "Tools for the School Nurse"  <b>Lexiles</b> <b>A:</b> 70L <b>O:</b> 200L <b>E:</b> 70L <b>B:</b> 330L	Literature Big Books: Sentence Structure, Organization	<b>Additional Domain Words:</b> <i>firefighter, siren, protect</i>  <b>Additional Academic Vocabulary:</b> <i>end, middle</i>  <b>Build Vocabulary:</b> <i>grabs</i>	<i>again, help, new, there, use</i>	<i>occupation, community, equipment, fortunately, astonishing</i>	<b>Phonemic Awareness:</b> Phoneme Blending/Isolation/Segmentation  <b>Phonics/ Spelling Skill:</b> short e spelled e and ea  <b>Structural Analysis:</b> inflectional ending -ed (no spelling change)  <b>Decodable Readers:</b> <i>Ted Gets a Job; I Sell Crabs</i>	Intonation	<b>Writing Trait:</b> Organization: Focus on an Idea  <b>Write About the Text:</b> Opinion  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Good Job, Ben!</i> <b>Literature Anthology:</b> <i>The Red Hat</i>  <b>Grammar Skill:</b> Nouns  <b>Mechanics:</b> Commas in a Series	<b>Project:</b> What can we learn about jobs that help the community? Write a Script

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<b>Week 2 Weekly Concept:</b> Buildings All Around  <b>Essential Question:</b> What buildings do you know? What are they made of?  <b>Connect to Social Studies:</b> Explore how the environment affects the ways people live.	<b>Title:</b> <i>The 3 Little Pigs</i>  <b>Lexile:</b> 780L  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Quotations	<b>Title:</b> "The Three Little Pigs"  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions	<b>Short Text:</b> <i>Cubs in a Hut</i>  <b>Lexile:</b> 390L  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>Main Selection</b> <b>Title:</b> <i>The Pigs, the Wolf, and the Mud</i>  <b>Lexile:</b> 320L  <b>Genre:</b> Fantasy  <b>Paired Selection</b> <b>Title:</b> "Homes Around the World"  <b>Lexile:</b> 330  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Captions	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>Main Selections</b> <b>Genre:</b> Fantasy  <b>A:</b> <i>What a Nest!</i> <b>O:</b> <i>Staying Afloat</i> <b>E:</b> <i>Staying Afloat</i> <b>B:</b> <i>City Armadillo, Country Armadillo</i>  <b>Paired Selections</b> <b>Genre:</b> Nonfiction  <b>Titles:</b> <b>A:</b> "Stone Castles" <b>O:</b> "A Day on a Houseboat" <b>E:</b> "A Day on a Houseboat" <b>B:</b> "City or Country?"  <b>Lexiles</b> <b>A:</b> 170L <b>O:</b> 150L <b>E:</b> 10L <b>B:</b> 330L	Literature Big Books: Vocabulary	<b>Additional Domain Words:</b> <i>homes, build, shelter</i>  <b>Additional Academic Vocabulary:</b> <i>apostrophe, dialogue, presentation</i>  <b>Build Vocabulary:</b> <i>mess</i>	<i>could, live, one, then, three</i>	<i>shelter, materials, collapsed, furious, refused</i>	<b>Phonemic Awareness:</b> Rhyme, Phoneme Identity/Blending/Segmentation  <b>Phonics/ Spelling Skill:</b> short <i>u</i>  <b>Structural Analysis:</b> contractions with 's  <b>Decodable Readers:</b> <i>Can Bud Stop Bug; It's Up to Us</i>	Expression	<b>Writing Trait:</b> Organization: Beginning Sentence  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> Cubs in a Hut <b>Literature Anthology:</b> <i>The Pigs, The Wolf, and the Mud</i>  <b>Grammar Skill:</b> Singular and Plural Nouns  <b>Mechanics: Adding</b> s and -es to form plural nouns	<b>Project:</b> What can we learn about the buildings in our community? What are they made of? Draw and Label a Building

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Big Idea: Our Community	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What makes a community?					A: Approaching Level O: On Level E: EL B: Beyond Level								
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> A Community in Nature</p> <p><b>Essential Question:</b> Where do animals live together?</p> <p><b>Connect to Science:</b> Explore how animals adapt to different environments.</p>	<p><b>Title:</b> <i>Babies in the Bayou</i></p> <p><b>Lexile:</b> 710L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Concepts of Print:</b> Distinguish Sentences</p>	<p><b>Title:</b> "Animals in the Desert"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>The Best Spot</i></p> <p><b>Lexile:</b> 160</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection</b> <b>Title:</b> <i>At a Pond</i></p> <p><b>Lexile:</b> 190L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Paired Selection</b> <b>Title:</b> "Way Down Deep"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Poetry</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>A:</b> <i>Meerkat Family</i> <b>O:</b> <i>Meerkat Family</i> <b>E:</b> <i>Meerkat Family</i> <b>B:</b> <i>Meerkat Family</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry</p> <p><b>Titles:</b> <b>A:</b> "I Live in a House!" <b>O:</b> "I Live in a House!" <b>E:</b> "I Live in a House!" <b>B:</b> "I Live in a House!"</p> <p><b>Lexiles</b> <b>A:</b> 170L <b>O:</b> 210L <b>E:</b> 170L <b>B:</b> 370L</p>	<p><b>Literature Big Books:</b> Purpose, Organization</p>	<p><b>Additional Domain Word:</b> <i>poem</i></p> <p><b>Additional Academic Vocabulary:</b> <i>draft, repetition, rhythm</i></p> <p><b>Build Vocabulary:</b> <i>pond, rest, twigs</i></p>	<p><i>eat, no, of, under, who</i></p>	<p><i>habitat, depend, hibernate, tranquil, tolerate</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Blending/ Substitution/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> ending consonant blends <i>nd, nk, nt, st, sk, mp</i></p> <p><b>Structural Analysis:</b> inflectional ending <i>-ing</i> (no spelling change); first introduction to two-syllable words</p> <p><b>Decodable Readers:</b> <i>In a Land of Grass; Stomp and Romp</i></p>	<p>Appropriate Phrasing</p>	<p><b>Writing Trait:</b> Ideas: Facts</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>The Best Spot</i> <b>Literature Anthology:</b> <i>At a Pond</i></p> <p><b>Grammar Skill:</b> Possessive Nouns</p> <p><b>Mechanics:</b> Apostrophe with Possessive Nouns</p>	<p><b>Project:</b> What can we learn about a habitat? What kinds of creatures live there? Make a Collage</p>

Unit 2													
Big Idea: Our Community	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What makes a community?					A: Approaching Level O: On Level E: EL B: Beyond Level								
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Let's Help</p> <p><b>Essential Question:</b> How do people help out in the community?</p> <p><b>Connect to Social Studies:</b> Understand respecting other's differences.</p>	<p><b>Title:</b> <i>The Story of Martin Luther King Jr.</i></p> <p><b>Lexile:</b> 510L</p> <p><b>Genre:</b> Nonfiction/Biography</p> <p><b>Strategy:</b> Reread</p> <p><b>Concepts of Print:</b> Special Text Treatments</p>	<p><b>Title:</b> "Luis's Library"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Thump Thump Helps Out King Jr.</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection</b> <b>Title:</b> <i>Nell's Books</i></p> <p><b>Lexile:</b> 200L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> <b>Title:</b> "Kids Can Help!"</p> <p><b>Lexile:</b> 350L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> List</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selections</b> <b>Genre:</b> Fantasy</p> <p><b>A:</b> <i>The Sick Tree</i> <b>O:</b> <i>Squirrels Help</i> <b>E:</b> <i>Squirrels Help</i> <b>B:</b> <i>Wow, Kitty!</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Beach Clean-Up" <b>O:</b> "Food Drive" <b>E:</b> "Food Drive" <b>B:</b> "Sharing Skills"</p> <p><b>Lexiles</b> <b>A:</b> 40L <b>O:</b> 200L <b>E:</b> 190L <b>B:</b> 390L</p>	<p><b>Literature Big Books:</b> Genre, Prior Knowledge</p>	<p><b>Additional Domain Words:</b> <i>neighborhood, garden, recycle</i></p> <p><b>Additional Academic Vocabulary:</b> <i>fantasy, imaginary</i></p> <p><b>Build Vocabulary:</b> <i>shelf, clang, bang, wish</i></p>	<p><i>all, call, day, her, want</i></p>	<p><i>leadership, admire, enjoy, rely, connections</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Isolation/ Categorization/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> consonant digraphs <i>th, sh, -ng</i></p> <p><b>Structural Analysis:</b> closed syllables</p> <p><b>Decodable Readers:</b> <i>Dash Has a Wish; Help in a Flash; The Helping Game; Send a Big Thanks</i></p>	<p>Intonation</p>	<p><b>Writing Trait:</b> Organization: Beginning, Middle</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Thump Thump Helps Out Literature Anthology: Nell's Books</i></p> <p><b>Grammar Skill:</b> Common and Proper Nouns</p> <p><b>Mechanics:</b> Capitalize Proper Nouns (people, pets, places, and things)</p>	<p><b>Project:</b> How can we make our classroom a better place? Make a List</p>



Unit 3													
Big Idea: Changes Over Time	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What can happen over time?					A: Approaching Level O: On Level E: EL B: Beyond Level								
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> What Time Is It?</p> <p><b>Essential Question:</b> How do we measure time?</p> <p><b>Connect to Social Studies:</b> Explore the relativity of time.</p>	<p><b>Title:</b> <i>A Second Is a Hiccup</i></p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Concepts of Print:</b> Capitalization and Punctuation</p>	<p><b>Title:</b> "Measuring Time"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>Nate the Snake Is Late</i></p> <p><b>Lexile 460L</b></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selection</b> <b>Title:</b> <i>On My Way to School</i></p> <p><b>Lexile:</b> 330L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> <b>Title:</b> "It's About Time"</p> <p><b>Lexile:</b> 270L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Bold print</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selections</b> <b>Genre:</b> Fantasy</p> <p><b>A:</b> <i>Busy's Watch</i> <b>O:</b> <i>Kate Saves the Date!</i> <b>E:</b> <i>Kate Saves the Date!</i> <b>B:</b> <i>Uncle George Is Coming</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Make a Clock" <b>O:</b> "Use a Calendar" <b>E:</b> "Use a Calendar" <b>B:</b> "So Many Clocks!"</p> <p><b>Lexiles</b> <b>A:</b> 40L <b>O:</b> 220L <b>E:</b> 330L <b>B:</b> 320L</p>	<p><b>Literature Big Books:</b> Purpose, Organization</p>	<p><b>Additional Domain Words:</b> <i>clock, sundial, shadow</i></p> <p><b>Additional Academic Vocabulary:</b> <i>flare, timetable</i></p> <p><b>Build Vocabulary:</b> <i>wig, at last, zips, mop, lake</i></p>	<p><i>away, now, some, today, way, why</i></p>	<p><i>schedule, immediately, weekend, calendar, occasion</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Identity/ Addition/ Substitution/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> long a: a_e</p> <p><b>Structural Analysis:</b> contractions with <i>not (isn't, aren't, wasn't, weren't, hasn't, haven't, can't)</i></p> <p><b>Decodable Readers:</b> <i>Dave Was Late; Is It Late?</i></p>	<p>Intonation</p>	<p><b>Writing Trait:</b> Word Choice: Sensory Details</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Nate the Snake Is Late</i> <b>Literature Anthology:</b> <i>On My Way to School</i></p> <p><b>Grammar Skill:</b> Verbs</p> <p><b>Mechanics:</b> Commas in Series</p>	<p><b>Project:</b> What are the different ways to measure time? Explore Sun Dials</p>

Unit 3													
Big Idea: Changes Over Time	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What can happen over time?					A: Approaching Level O: On Level E: EL B: Beyond Level								
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Watch It Grow!</p> <p><b>Essential Question:</b> How do plants change as they grow?</p> <p><b>Connect to Science:</b> Explore what helps plants survive</p>	<p><b>Title:</b> <i>Mystery Vine</i></p> <p><b>Lexile:</b> 480</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Concepts of Print:</b> Punctuation Within Sentences</p>	<p><b>Title:</b> "The Great Big, Gigantic Turnip"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>Time to Plant!</i></p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Drama</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Sequence</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Sequence</p> <p><b>Main Selection</b></p> <p><b>Title:</b> <i>The Big Yuca Plant</i></p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Play</p> <p><b>Paired Selection</b></p> <p><b>Title:</b> "How Plants Grow"</p> <p><b>Lexile:</b> 400L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Diagram</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Sequence</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Play</p> <p><b>A:</b> <i>Corn Fun</i></p> <p><b>O:</b> <i>Yum, Strawberries!</i></p> <p><b>E:</b> <i>Yum, Strawberries!</i></p> <p><b>B:</b> <i>A Tree's Life</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Titles:</b></p> <p><b>A:</b> "Ear of Corn"</p> <p><b>O:</b> "Strawberry Plant"</p> <p><b>E:</b> "Strawberry Plant"</p> <p><b>B:</b> "Inside Trees"</p> <p><b>Lexiles</b></p> <p><b>A:</b> NP</p> <p><b>O:</b> NP</p> <p><b>E:</b> NP</p> <p><b>B:</b> NP</p>	<p><b>Literature Big Books:</b> Prior Knowledge, Vocabulary</p>	<p><b>Additional Domain Words:</b> <i>seed, root, sprout</i></p> <p><b>Additional Academic Vocabulary:</b> <i>audience, vegetables</i></p> <p><b>Build Vocabulary:</b> <i>root, grab, stuck, vine</i></p>	<p><i>green, grow, pretty, should, together, water</i></p>	<p><i>bloom, sprout, grasped, assist, spied</i></p>	<p><b>Phonemic Awareness:</b> Alliteration, Phoneme Deletion/Segmentation/Blending</p> <p><b>Phonics/ Spelling Skill:</b> long <i>i: i_e</i></p> <p><b>Structural Analysis:</b> plurals (with CVCe words)</p> <p><b>Decodable Readers:</b> <i>A Fine Plant; Plants Take Time to Grow</i></p>	<p>Appropriate Phrasing</p>	<p><b>Writing Trait:</b> Word Choice: Specific Words</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b></p> <p><b>Reading/Writing Workshop:</b> Time to Plant!</p> <p><b>Literature Anthology:</b> The Big Yuca Plant</p> <p><b>Grammar Skill:</b> Present-Tense Verbs</p> <p><b>Mechanics:</b> Capitalize and Underline Titles of Plays</p>	<p><b>Project:</b> How do plants change as they grow? Make a Flip Book</p>

Unit 3 <b>Big Idea:</b> Changes Over Time  What can happen over time?	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Tales Over Time</p> <p><b>Essential Question:</b> What is a folktale?</p> <p><b>Connect to Social Studies:</b> Explore the similarities in literature over time.</p>	<p><b>Title:</b> <i>Interrupting Chicken</i></p> <p><b>Lexile:</b> 360L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Concepts of Print:</b> Quotation Marks/ Text Styles</p>	<p><b>Title:</b> "The Foolish, Timid Rabbit"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>The Nice Mitten</i></p> <p><b>Lexile:</b> 460L</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Cause and Effect</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selection</b></p> <p><b>Title:</b> <i>The Gingerbread Man</i></p> <p><b>Lexile:</b> 320L</p> <p><b>Genre:</b> Folktale</p> <p><b>Paired Selection</b></p> <p><b>Title:</b> "Mother Goose Rhymes"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Rhyme</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Folktale</p> <p><b>A:</b> <i>How Coquí Got Her Voice</i></p> <p><b>O:</b> <i>The Magic Paintbrush</i></p> <p><b>E:</b> <i>The Magic Paintbrush</i></p> <p><b>B:</b> <i>The Storytelling Stone</i></p> <p><b>Paired Selections:</b></p> <p><b>Genre:</b> Poetry/Song</p> <p><b>Titles:</b></p> <p><b>A:</b> "El Coquí/The Coquí"</p> <p><b>O:</b> "Make New Friends"</p> <p><b>E:</b> "Wanted: A Friend"</p> <p><b>B:</b> "Family Stories"</p> <p><b>Lexiles</b></p> <p><b>A:</b> 300L</p> <p><b>O:</b> 230L</p> <p><b>E:</b> 240L</p> <p><b>B:</b> 460L</p>	<p><b>Literature Big Books:</b> Organization, Connection of Ideas</p>	<p><b>Additional Domain Words:</b> <i>poem</i></p> <p><b>Additional Academic Vocabulary:</b> <i>folktale, adapt, poetry</i></p> <p><b>Build Vocabulary:</b> <i>except, raced, passed, wish, edge</i></p>	<p><i>any, from, happy, once, so, upon</i></p>	<p><i>tale, hero, timid, foolish, eventually</i></p>	<p><b>Phonemic Awareness:</b> Rhyme, Phoneme Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> soft c; soft g, dge</p> <p><b>Structural Analysis:</b> inflectional endings <i>-ed</i> and <i>-ing</i> (drop final e)</p> <p><b>Decodable Reader:</b> <i>King and Five Nice Mice</i></p>	<p>Expression</p>	<p><b>Writing Trait:</b> Word Choice: Strong Verbs</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b></p> <p><b>Reading/Writing Workshop:</b> <i>The Nice Mitten</i></p> <p><b>Literature Anthology:</b> <i>The Gingerbread Man</i></p> <p><b>Grammar Skill:</b> Past- and Future-Tense Verbs</p> <p><b>Mechanics:</b> Commas in Series</p>	<p><b>Project:</b> What can we learn about folktales? Make a Character Puppet</p>

Unit 3													
Big Idea: Changes Over Time	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What can happen over time?					A: Approaching Level O: On Level E: EL B: Beyond Level								
<b>Week 4</b> <b>Weekly Concept:</b> Now and Then <b>Essential Question:</b> How is life different than it was long ago? <b>Connect to Social Studies:</b> Explore transportation from long ago.	<b>Title:</b> <i>The Last Train</i> <b>Lexile:</b> NP <b>Genre:</b> Fiction <b>Strategy:</b> Reread <b>Concepts of Print:</b> Reading Sentences Across Pages	<b>Title:</b> "Pioneers" <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Life at Home</i> <b>Lexile:</b> 490 <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread <b>Skill:</b> Connections Within Text: Compare and Contrast <b>Strategy:</b> Reread <b>Skill:</b> Connections Within Text: Compare and Contrast	<b>Strategy:</b> Reread <b>Skill:</b> Connections Within Text: Compare and Contrast <b>Main Selection</b> <b>Title:</b> <i>Long Ago and Now</i> <b>Lexile:</b> 480L <b>Genre:</b> Nonfiction <b>Paired Selection</b> <b>Title:</b> "From Horse to Plane" <b>Lexile:</b> 370L <b>Genre:</b> Nonfiction <b>Text Feature:</b> Captions	<b>Strategy:</b> Reread <b>Skill:</b> Connections Within Text: Compare and Contrast <b>Main Selections</b> <b>Genre:</b> Nonfiction <b>A:</b> <i>Schools Then and Now</i> <b>O:</b> <i>Schools Then and Now</i> <b>E:</b> <i>Schools Then and Now</i> <b>B:</b> <i>Schools Then and Now</i> <b>Paired Selections</b> <b>Genre:</b> Nonfiction <b>Titles:</b> <b>A:</b> "School Days" <b>O:</b> "School Days" <b>E:</b> "School Days" <b>B:</b> "School Days" <b>Lexiles</b> <b>A:</b> 170L <b>O:</b> 220L <b>E:</b> 270L <b>B:</b> 380L	<b>Literature Big Books:</b> Prior Knowledge, Vocabulary <b>Additional Academic Vocabulary:</b> <i>opinion, frontier, caption</i> <b>Build Vocabulary:</b> <i>wagons, tongs, block, scrub, attend</i>	<b>Additional Domain Words:</b> <i>transportation, engines, invented</i> <b>ago, boy, girl, how, old, people</b>	<i>century, past, present, future, entertainment</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation/ Isolation/ Blending <b>Phonics/ Spelling Skill:</b> long o: o_e; long u: u_e; long e: e_e <b>Structural Analysis:</b> CVCe syllables <b>Decodable Readers:</b> <i>Those Old Classes; That Old Globe</i>	Appropriate Phrasing	<b>Writing Trait:</b> Ideas: Give Reasons for an Opinion <b>Write About the Text:</b> Opinion <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Life at Home</i> <b>Literature Anthology:</b> <i>Long Ago and Now</i> <b>Grammar Skill:</b> <i>Is and Are</i> <b>Mechanics:</b> Commas in Dates	<b>Weekly:</b> How has our way of life changed over time? Write a Report	

Unit 3													
Big Idea: Changes Over Time	Literature Big Book	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What can happen over time?					A: Approaching Level O: On Level E: EL B: Beyond Level								
<b>Week 5</b> <b>Weekly Concept:</b> From Farm to Table <b>Essential Question:</b> How do we get our food? <b>Connect to Social Studies:</b> Explore how people get food.	<b>Title:</b> <i>Where Does Food Come From?</i> <b>Lexile:</b> 770L <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread <b>Concepts of Print:</b> Special Text Treatments	<b>Title:</b> "The Little Red Hen" <b>Genre:</b> Folktale <b>Strategy:</b> Reread	<b>Short Text:</b> <i>A Look at Breakfast</i> <b>Lexile:</b> 340L <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread <b>Skill:</b> Connections Within Text: Sequence	<b>Strategy:</b> Reread <b>Skill:</b> Connections Within Text: Sequence <b>Main Selection</b> <b>Title:</b> <i>From Cows to You</i> <b>Lexile:</b> 550L <b>Genre:</b> Nonfiction <b>Paired Selection</b> <b>Title:</b> "A Food Chart" <b>Lexile:</b> 410L <b>Genre:</b> Nonfiction <b>Text Feature:</b> Chart	<b>Strategy:</b> Reread <b>Skill:</b> Connections Within Text: Sequence <b>Main Selections</b> <b>Genre:</b> Nonfiction <b>Paired Selections</b> <b>Genre:</b> Nonfiction <b>Titles:</b> <b>A:</b> "A Dairy Treat" <b>O:</b> "A Dairy Treat" <b>E:</b> "A Dairy Treat" <b>B:</b> "A Dairy Treat" <b>Lexiles</b> <b>A:</b> 330L <b>O:</b> 550L <b>E:</b> 430L <b>B:</b> 580L	<b>Literature Big Books:</b> Purpose, Genre	<b>Additional Academic Vocabulary:</b> <i>chart, contraction, facts</i> <b>Build Vocabulary:</b> <i>graze, spoil, boil</i>	<i>after, buy, done, every, soon, work</i>	<i>delicious, nutritious, responsibility, enormous, delighted</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation/ Blending/Deletion <b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: oo, u <b>Structural Analysis:</b> inflectional endings <i>-ed</i> and <i>-ing</i> (double final consonant) <b>Decodable Readers:</b> <i>A Good Cook; That Looks Good</i>	Intonation	<b>Writing Trait:</b> Ideas: Give Reasons for an Opinion <b>Write About the Text:</b> Opinion <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>A Look at Breakfast Literature Anthology: From Cows to You</i> <b>Grammar Skill:</b> Contractions with <i>Not</i> <b>Mechanics:</b> Apostrophes in Contractions	<b>Project:</b> Where does food come from? How is food produced? Make a Flowchart <b>Unit Level:</b> <b>Research Skill:</b> Using Different Resources <b>Unit Project:</b> Self-select and develop from weekly research projects.

Unit 4												
Big Idea: Animals Everywhere	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What animals do you know about? What are they like?				A: Approaching Level O: On Level E: EL B: Beyond Level								
<p><b>Week 1 Weekly Concept:</b> Animal Features</p> <p><b>Essential Question:</b> How do animals' bodies help them?</p> <p><b>Connect to Science:</b> Explore different animals' body parts</p>	<p><b>Title:</b> "The Elephant's Child"</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>A Tale of a Tail</i>: "How the Beaver Got Its Flat Tail"</p> <p><b>Lexile:</b> 430L</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Sequence</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Sequence</p> <p><b>Main Selection</b> <b>Title:</b> <i>How Bat Got Its Wings</i></p> <p><b>Genre:</b> Folktale</p> <p><b>Lexile:</b> 410L</p> <p><b>Paired Selection</b> <b>Title:</b> "Bats! Bats! Bats!"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 400L</p> <p><b>Text Feature:</b> Chart</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Sequence</p> <p><b>Main Selections</b> <b>Genre:</b> Folktale</p> <p><b>A:</b> <i>The King of the Animals</i> <b>O:</b> <i>Fly to the Rescue!</i> <b>E:</b> <i>Fly to the Rescue!</i> <b>B:</b> <i>Hummingbird's Wings</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Lions and Elephants" <b>O:</b> "Animal Traits" <b>E:</b> "Animal Traits" <b>B:</b> "What Is a Hummingbird?"</p> <p><b>Lexiles</b> <b>A:</b> 350L <b>O:</b> 290L <b>E:</b> 270L <b>B:</b> 520L</p>	<p><b>Literature Anthology:</b> Prior Knowledge</p>	<p><b>Vocabulary Words:</b> <i>special, splendid</i></p> <p><b>Additional Domain Words:</b> <i>mammal, bird, hunt</i></p> <p><b>Additional Academic Vocabulary:</b> <i>folktale, traditions, unusual</i></p> <p><b>Build Vocabulary:</b> <i>skin, zipped, close, field</i></p> <p><b>Vocabulary Strategy:</b> Use a Dictionary</p>	<p><i>about, animal, carry, eight, give, our</i></p>	<p><i>feature, appearance, determined, predicament, relief</i></p>	<p><b>Phonemic Awareness:</b> Rhyme, Phoneme Categorization/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> long a : a, ai, ay</p> <p><b>Structural Analysis:</b> alphabetical order (two letters)</p> <p><b>Decodable Readers:</b> <i>April the Agent; A Basic Dog; Snail Mail; Tails</i></p>	<p>Intonation</p>	<p><b>Writing Trait:</b> Word Choice: Specific Words</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>A Tale of a Tail: How the Beaver Got Its Flat Tail</i></p> <p><b>Literature Anthology:</b> <i>How Bat Got Its Wings</i></p> <p><b>Grammar Skill:</b> <i>Was and Were</i></p> <p><b>Mechanics:</b> Apostrophe with Contractions</p>	<p><b>Project:</b> What can we learn about animal features? Make a Poster</p>

Unit 4													
<p><b>Big Idea:</b> Animals Everywhere</p> <p>What animals do you know about? What are they like?</p>		<p><b>Read Aloud</b></p>	<p><b>Reading/Writing Workshop Comprehension</b></p>	<p><b>Literature Anthology Main Selection, Paired Selection</b></p>	<p><b>Leveled Reader Main Selection, Paired Selection</b></p> <p>A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p><b>Access Complex Text (ACT)</b></p>	<p><b>Vocabulary Words</b></p>	<p><b>High-Frequency Words</b></p>	<p><b>Oral Vocabulary Words</b></p>	<p><b>Phonics</b></p>	<p><b>Fluency Skill</b></p>	<p><b>Writing</b></p>	<p><b>Research</b></p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Animals Together</p> <p><b>Essential Question:</b> How do animals help each other?</p> <p><b>Connect to Science:</b> Explore how animals have behaviors that help them to survive.</p>		<p><b>Title:</b> "Animals Working Together"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>A Team of Fish</i></p> <p><b>Lexile:</b> 340L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection</b> <b>Title:</b> <i>Animal Teams</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 480L</p> <p><b>Text Feature:</b> Captions</p> <p><b>Paired Selection</b> <b>Title:</b> "Busy As a Bee"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 500L</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>A:</b> <i>Penguins All Around</i> <b>O:</b> <i>Penguins All Around</i> <b>E:</b> <i>Penguins All Around</i> <b>B:</b> <i>Penguins All Around</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Animals Work Together!" <b>P:</b> "Animals Work Together!" <b>E:</b> "Animals Work Together!" <b>B:</b> "Animals Work Together!"</p> <p><b>Lexiles</b> <b>A:</b> 340L <b>O:</b> 450L <b>E:</b> 340L <b>B:</b> 610L</p>	<p><b>Literature Anthology:</b> Purpose, Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>partner, danger</i></p> <p><b>Additional Domain Words:</b> <i>worker, honey, queen</i></p> <p><b>Additional Academic Vocabulary:</b> <i>cooperate, theme, captions, nonfiction</i></p> <p><b>Build Vocabulary:</b> <i>odd, deal, flicks, pal, liquid, pests, spots</i></p> <p><b>Vocabulary Strategy:</b> Context Clues:</p>	<p><i>because, blue, into, or, other, small</i></p>	<p><i>behavior, beneficial, dominant, instinct, endangered</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Identity/Segmentation, Rhyme, Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> long e: e, ee, ea, ie</p> <p><b>Structural Analysis:</b> prefixes <i>re-, un-, pre-</i></p> <p><b>Decodable Readers:</b> <i>A Green Eel; Clean Up Team</i></p>	<p>Appropriate Phrasing</p>	<p><b>Writing Trait:</b> Organization: Introduce the Topic</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>A Team of Fish</i> <b>Literature Anthology:</b> <i>Animal Teams</i></p> <p><b>Grammar Skill:</b> <i>Has and Have</i></p> <p><b>Mechanics:</b> Capitalization and End Punctuation</p>	<p><b>Project:</b> How can animals help one another? Write a Report</p>

Unit 4							ni						
<b>Big Idea:</b> <b>Animals Everywhere</b>  <b>What animals do you know about? What are they like?</b>		<b>Read Aloud</b>	<b>Reading/Writing Workshop Comprehension</b>	<b>Literature Anthology Main Selection, Paired Selection</b>	<b>Leveled Reader Main Selection, Paired Selection</b>  A: Approaching Level O: On Level E: EL B: Beyond Level	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>High-Frequency Words</b>	<b>Oral Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>	<b>Research</b>
<b>Week 3 Weekly Concept:</b> In the Wild  <b>Essential Question:</b> How do animals survive in nature?  <b>Connect to Science:</b> Explore how animals adapt to their environment.		<b>Title:</b> "Animals in Winter"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text: <i>Go Wild!</i></b>  <b>Lexile:</b> 530L  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Feature:</b> Illustrations/ Photographs	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Title:</b> <i>Vulture View</i>  <b>Lexile:</b> 70L  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Illustrations/ Photographs  <b>Paired Selection</b> <b>Title:</b> "When It's Snowing"  <b>Genre:</b> Poetry  <b>Lexile:</b> NP (Non-Prose)	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selections</b> <b>Genre:</b> Nonfiction  <b>A:</b> <i>Go, Gator!</i> <b>O:</b> <i>Go, Gator!</i> <b>E:</b> <i>Go, Gator!</i> <b>B:</b> <i>Go, Gator!</i>  <b>Paired Selections</b> <b>Genre:</b> Poetry  <b>Titles:</b> <b>A:</b> "Ducklings" <b>O:</b> "Ducklings" <b>E:</b> "Ducklings" <b>B:</b> "Ducklings"  <b>Lexiles</b> <b>A:</b> 320L <b>O:</b> 510L <b>E:</b> 270L <b>B:</b> 590L	<b>Literature Anthology:</b> Organization, Sentence Structure	<b>Vocabulary Words:</b> <i>search, seek</i>  <b>Additional Domain Words:</b> poem  <b>Additional Academic Vocabulary:</b> <i>wild, topic, sequence</i>  <b>Build Vocabulary:</b> <i>search, seek, reek, fragrant, spicy, stinky, dine, preen, glide, gather, settle, heats, stretch, warming, tilt, soar, scan</i>	<i>find, food, more, over, start, warm</i>	<i>survive, provide, wilderness, communicate, superior</i>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Blending, Contrast Sounds, Phoneme Segmentation  <b>Phonics/ Spelling Skill:</b> long o: o, oa, ow, oe  <b>Structural Analysis:</b> open syllables  <b>Decodable Readers:</b> <i>A Doe Is a Deer; Joe Goes Slow; Toads; Joan and Elmo Swim</i>	Expression  <b>Writing Trait:</b> Organization: Topic  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Reading/Writing Workshop:</b> <i>Go Wild!</i> <b>Literature Anthology:</b> <i>Vulture View</i>  <b>Grammar Skill:</b> <i>Go and Do</i>  <b>Mechanics:</b> Capitalize Proper Nouns	<b>Project:</b> How do animals survive in their habitats? Make a Diorama	

Unit 4													
Big Idea: Animals Everywhere		Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What animals do you know about? What are they like?					A: Approaching Level O: On Level E: EL B: Beyond Level								
<p><b>Week 4 Weekly Concept:</b> Insects!</p> <p><b>Essential Question:</b> What insects do you know about? How are they alike and different?</p> <p><b>Connect to Science:</b> Explore how insects adapt to different environments.</p>		<p><b>Title:</b> "Insect Hide and Seek"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Creep Low, Fly High</i></p> <p><b>Lexile:</b> 290L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Point of View</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selection</b> <b>Title:</b> <i>Hi! Fly Guy</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Lexile:</b> 200L</p> <p><b>Paired Selection</b> <b>Title:</b> "Meet the Insects"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 420L</p> <p><b>Text Feature:</b> Headings</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selections</b> <b>Genre:</b> Fantasy</p> <p><b>A:</b> <i>Where Is My Home?</i> <b>O:</b> <i>The Hat</i> <b>E:</b> <i>The Hat</i> <b>B:</b> <i>Come One, Come All</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Wings" <b>O:</b> "Let's Look at Insects!" <b>E:</b> "Let's Look at Insects!" <b>B:</b> "Compare Insects"</p> <p><b>Lexiles</b> <b>A:</b> 170L <b>O:</b> 290L <b>E:</b> 230L <b>B:</b> 330L</p>	Literature Anthology: Organization	<p><b>Vocabulary Words:</b> <i>beautiful, fancy</i></p> <p><b>Additional Domain Words:</b> <i>body, protects, senses, insects</i></p> <p><b>Additional Academic Vocabulary:</b> <i>fantasy, chapters, point of view, concluding statement</i></p> <p><b>Build Vocabulary:</b> <i>tasty</i></p> <p><b>Vocabulary Strategy:</b></p>	<i>caught, flew, know, laugh, listen, were</i>	<i>flutter, different, resemble(s), protect(s), imitate</i>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Identity/ Segmentation/ Substitution</p> <p><b>Phonics/ Spelling Skill:</b> long <i>i: i, y, igh, ie</i></p> <p><b>Structural Analysis:</b> inflectional endings (change <i>y</i> to <i>i</i>)</p> <p><b>Decodable Readers:</b> <i>Jay Takes Flight; Be Kind to Bugs; Why Hope Flies; Glowing Bugs Fly</i></p>	Appropriate Phrasing	<p><b>Writing Trait:</b> Organization: Write a Concluding Statement</p> <p><b>Write About the Text:</b> Informative</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Creep Low, Fly High</i></p> <p><b>Literature Anthology:</b> <i>Hi! Fly Guy</i></p> <p><b>Grammar Skill:</b> See and Saw</p> <p><b>Mechanics:</b> Underline Titles of Books</p>	<p><b>Project:</b> What can we learn about insects? Make a Diagram</p>

Unit 4												
Big Idea:	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
<p><b>Animals Everywhere</b></p> <p>What animals do you know about? What are they like?</p>				<p>A: Approaching Level O: On Level E: EL B: Beyond Level</p>								
<p><b>Week 5 Weekly Concept:</b> Working with Animals</p> <p><b>Essential Question:</b> How do people work with animals?</p> <p><b>Connect to Science:</b> Explore different ways that people work with animals.</p>	<p><b>Title:</b> "Ming's Teacher"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> Time for Kids: <i>From Puppy to Guide Dog</i></p> <p><b>Lexile:</b> 680L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Connections Within Text: Sequence</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Connections Within Text: Sequence</p> <p><b>Main Selection</b> <b>Title:</b> Time for Kids: <i>Koko and Penny</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 370L</p> <p><b>Paired Selection</b> <b>Title:</b> "Saving Mountain Gorillas"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 450L</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Connections Within Text: Sequence</p> <p><b>Main Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>A:</b> <i>Teach a Dog!</i> <b>O:</b> <i>Teach a Dog!</i> <b>E:</b> <i>Teach a Dog!</i> <b>B:</b> <i>Teach a Dog!</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Working with Dolphins" <b>O:</b> "Working with Dolphins" <b>E:</b> "Working with Dolphins" <b>B:</b> "Working with Dolphins"</p> <p><b>Lexiles</b> <b>A:</b> 270L <b>O:</b> 330L <b>E:</b> 220L <b>B:</b> 440L</p>	<p><b>Literature Anthology:</b> Organization, Genre</p>	<p><b>Vocabulary Words:</b> <i>clever, signal</i></p> <p><b>Additional Academic Vocabulary:</b> <i>guide dog, tasks, time-order words, adverb</i></p> <p><b>Build Vocabulary:</b> <i>study, pets, projects, hobby</i></p> <p><b>Vocabulary Strategy:</b> Root Words</p>	<p><i>found, hard, near, woman, would, write</i></p>	<p><i>career, soothe, remarkable, advice, trust</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Deletion/ Blending/ Addition</p> <p><b>Phonics/ Spelling Skill:</b> long e: y, ey</p> <p><b>Structural Analysis:</b> compound words</p> <p><b>Decodable Readers:</b> <i>Race Pony!; Study With Animals</i></p>	<p>Intonation</p>	<p><b>Writing Trait:</b> Word Choice: Words That Tell Order</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Time for Kids: From Puppy to Guide Dog</i></p> <p><b>Literature Anthology:</b> <i>Time for Kids: Koko and Penny</i></p> <p><b>Grammar Skill:</b> Adverbs That Tell When</p> <p><b>Mechanics:</b> Commas in a Series</p>	<p><b>Project:</b> How do people and animals work together? Make a Poster</p> <p><b>Unit Level: Research Skill:</b> Asking Questions</p> <p><b>Unit Project:</b> Self-select and develop from weekly research projects.</p>

Unit 5													
Big Idea: Figure It Out		Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can we make sense of the world around us?													
<b>Week 1</b> <b>Weekly Concept:</b> See It, Sort It		<b>Title:</b> "Goldilocks"	<b>Short Text:</b> <i>A Barn Full of Hats</i>	<b>Strategy:</b> Make and Confirm Predictions	<b>Strategy:</b> Make and Confirm Predictions	<b>Literature Anthology:</b> Organization, Connection of Ideas	<b>Vocabulary Words:</b> <i>trouble, whole</i>	<i>four, large, none, only, put, round</i>	<i>distinguish, classify, organize, entire, startled</i>	<b>Phonemic Awareness:</b> Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation	Phrasing	<b>Writing Trait:</b> Sentence Fluency: Use Complete Sentences	<b>Project:</b> How do we classify and categorize objects? Make a Graph
<b>Essential Question:</b> How can we classify and categorize things?  Connect to Science: Explore how animals adapt to their environment.		<b>Genre:</b> Folktale	<b>Lexile:</b> 320L <b>Genre:</b> Fantasy	<b>Skill:</b> Point of View	<b>Skill:</b> Point of View		<b>Additional Domain Words:</b> <i>alike, different, sort</i>			<b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowel <i>ar</i>		<b>Write About the Text:</b> Opinion	
		<b>Strategy:</b> Make and Confirm Predictions	<b>Strategy:</b> Make and Confirm Predictions	<b>Main Selection</b> <b>Title:</b> <i>A Lost Button (from Frog and Toad Are Friends)</i>	<b>Main Selections</b> <b>Genre:</b> Fantasy <b>A:</b> <i>Nuts for Winter</i> <b>O:</b> <i>Dog Bones</i> <b>E:</b> <i>Dog Bones</i> <b>B:</b> <i>Spark's Toys</i>		<b>Additional Academic Vocabulary:</b> <i>categorize, classify, conjunction, comma</i>			<b>Structural Analysis:</b> plurals (irregular)		<b>Write to Sources: Reading/Writing Workshop:</b> <i>A Barn Full of Hats</i> <b>Literature Anthology:</b> <i>A Lost Button</i>	
			<b>Genre:</b> Fantasy	<b>Skill:</b> Point of View	<b>Genre:</b> Fantasy		<b>Additional Academic Vocabulary:</b> <i>categorize, classify, conjunction, comma</i>			<b>Decodable Readers:</b> <i>Charm Scarves; Car Parts</i>		<b>Grammar Skill:</b> Words That Join	
			<b>Lexile:</b> 340L	<b>Genre:</b> Nonfiction	<b>Genre:</b> Nonfiction		<b>Build Vocabulary:</b> <i>meadow, screamed, slammed</i>					<b>Mechanics:</b> Capitalize Proper Nouns (places)	
			<b>Skill:</b> Point of View	<b>Paired Selection</b> <b>Title:</b> "Sort It Out"	<b>Paired Selections</b> <b>Genre:</b> Nonfiction		<b>Vocabulary Strategy:</b> Context Clues:						
			<b>Text Feature:</b> Photographs	<b>Genre:</b> Nonfiction	<b>Genre:</b> Nonfiction								
			<b>Lexile:</b> 210L	<b>Genre:</b> Nonfiction	<b>Genre:</b> Nonfiction								
			<b>Lexiles</b> <b>A:</b> 170L <b>O:</b> 360L <b>E:</b> 260L <b>B:</b> 390L										

Unit 5													
<p><b>Big Idea:</b> Figure It Out</p> <p>How can we make sense of the world around us?</p>		<p><b>Read Aloud</b></p>	<p><b>Reading/Writing Workshop Comprehension</b></p>	<p><b>Literature Anthology Main Selection, Paired Selection</b></p>	<p><b>Leveled Reader Main Selection, Paired Selection</b></p> <p>A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p><b>Access Complex Text (ACT)</b></p>	<p><b>Vocabulary Words</b></p>	<p><b>High-Frequency Words</b></p>	<p><b>Oral Vocabulary Words</b></p>	<p><b>Phonics</b></p>	<p><b>Fluency Skill</b></p>	<p><b>Writing</b></p>	<p><b>Research</b></p>
<p><b>Week 2 Weekly Concept:</b> Up in the Sky</p> <p><b>Essential Question:</b> What can you see in the sky?</p> <p><b>Connect to Science:</b> Explore how animals respond to the things around them.</p>		<p><b>Title:</b> "Why the Sun and Moon Are in the Sky"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>Short Text:</b> <i>A Bird Named Fern</i></p> <p><b>Lexile:</b> 360L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Cause and Effect</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selection</b> <b>Title:</b> <i>Kitten's First Full Moon</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Lexile:</b> 550L</p> <p><b>Paired Selection</b> <b>Title:</b> "The Moon"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 400L</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selections</b> <b>Genre:</b> Fantasy</p> <p><b>A:</b> <i>Little Blue's Dream</i> <b>O:</b> <i>Hide and Seek</i> <b>E:</b> <i>Hide and Seek</i> <b>B:</b> <i>The Foxes Build a Home</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Hello, Little Dipper!" <b>O:</b> "Our Sun Is a Star!" <b>E:</b> "Our Sun Is a Star!" <b>B:</b> "Sunrise and Sunset"</p> <p><b>Lexiles</b> <b>A:</b> 280L <b>O:</b> 310L <b>E:</b> 310L <b>B:</b> 420L</p>	<p><b>Literature Anthology:</b> Connection of Ideas, Sentence Structure</p>	<p><b>Vocabulary Words:</b> <i>leaped, stretched</i></p> <p><b>Additional Domain Words:</b> <i>earth, telescope, astronaut</i></p> <p><b>Additional Academic Vocabulary:</b> <i>enthusiasm, excitement, adjectives, exclamation mark</i></p> <p><b>Build Vocabulary:</b> <i>closed, wiggled, sprung, tumbled, chased, raced, might, hungry, lucky</i></p> <p><b>Vocabulary Strategy:</b></p>	<p><i>another, climb, full, great, poor, through</i></p>	<p><i>observe, vast, thoughtful, certain, remained</i></p>	<p><b>Phonological Awareness:</b> Rhyme, Phoneme Substitution/ Blending/Deletion/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> <i>r</i>-controlled vowels <i>er, ir, ur, or</i></p> <p><b>Structural Analysis:</b> inflectional ending -<i>er</i></p> <p><b>Decodable Readers:</b> <i>Sir Worm and Bird Girl; Birds in the Sky; Ginger and the Stars; Bats Under the Dark Sky; Born to Learn; Sport Stars</i></p>	<p>Intonation</p>	<p><b>Writing Trait:</b> Word Choice: Describing Words</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>A Bird Named Fern</i> <b>Literature Anthology:</b> <i>Kitten's First Full Moon</i></p> <p><b>Grammar Skill:</b> Adjectives</p> <p><b>Mechanics:</b> Capitalization and End Marks</p>	<p><b>Weekly:</b> What can we see in the sky? Make a Poster</p>

Unit 5													
<p><b>Big Idea:</b> Figure It Out</p> <p>How can we make sense of the world around us?</p>		<p><b>Read Aloud</b></p>	<p><b>Reading/Writing Workshop Comprehension</b></p>	<p><b>Literature Anthology Main Selection, Paired Selection</b></p>	<p><b>Leveled Reader Main Selection, Paired Selection</b></p> <p>A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p><b>Access Complex Text (ACT)</b></p>	<p><b>Vocabulary Words</b></p>	<p><b>High-Frequency Words</b></p>	<p><b>Oral Vocabulary Words</b></p>	<p><b>Phonics</b></p>	<p><b>Fluency Skill</b></p>	<p><b>Writing</b></p>	<p><b>Research</b></p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Great Inventions</p> <p><b>Essential Question:</b> What inventions do you know about?</p> <p><b>Connect to Social Studies:</b> Explore how inventors of the past are similar and different to today's inventors.</p>		<p><b>Title:</b> "Great Inventions"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>The Story of a Robot Inventor</i></p> <p><b>Lexile:</b> 420L</p> <p><b>Genre:</b> Nonfiction/Biography</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Connections Within Text: Problem and Solution</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Connections Within Text: Problem and Solution</p> <p><b>Main Selection</b></p> <p><b>Title:</b> <i>Thomas Edison, Inventor</i></p> <p><b>Genre:</b> Nonfiction/Biography</p> <p><b>Lexile:</b> 510L</p> <p><b>Paired Selection</b></p> <p><b>Title:</b> "Windshield Wipers" and "Scissors"</p> <p><b>Genre:</b> Poetry</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Connections Within Text: Problem and Solution</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Biography</p> <p><b>A:</b> <i>The Wright Brothers</i></p> <p><b>O:</b> <i>The Wright Brothers</i></p> <p><b>E:</b> <i>The Wright Brothers</i></p> <p><b>B:</b> <i>The Wright Brothers</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Poetry</p> <p><b>Titles:</b></p> <p><b>A:</b> "Fly Away, Butterfly"</p> <p><b>O:</b> "Fly Away, Butterfly"</p> <p><b>E:</b> "Fly Away, Butterfly"</p> <p><b>B:</b> "Fly Away, Butterfly"</p> <p><b>Lexiles</b></p> <p><b>A:</b> 410L</p> <p><b>O:</b> 500L</p> <p><b>E:</b> 430L</p> <p><b>B:</b> 660L</p>	<p><b>Literature Anthology:</b> Genre, Purpose, Organization</p>	<p><b>Vocabulary Words:</b> <i>idea, unusual</i></p> <p><b>Additional Domain Words:</b> <i>poem</i></p> <p><b>Additional Academic Words:</b> <i>alliteration, problem and solution, abbreviation, biography</i></p> <p><b>Build Vocabulary:</b> <i>hatch, lumber mill, cellar, baggage car, messages, code, brought light to</i></p> <p><b>Vocabulary Strategy:</b></p>	<p><i>began, better, guess, learn, right, sure</i></p>	<p><i>curious, improve, complicated, imagine, device</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Substitution/ Blending/Addition</p> <p><b>Phonics/ Spelling Skill:</b> <i>r-controlled vowels or, ore, oar</i></p> <p><b>Structural Analysis:</b> abbreviations</p> <p><b>Decodable Readers:</b> <i>A Board That Can Soar; Hard Chores</i></p>	<p>Appropriate Phrasing</p>	<p><b>Writing Trait:</b> Word Choice: Time-Order Words</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>The Story of a Robot Inventor</i></p> <p><b>Literature Anthology:</b> <i>Thomas Edison, Inventor</i></p> <p><b>Grammar Skill:</b> Adjectives That Compare (-er and -est)</p> <p><b>Mechanics:</b> Capitalize Days, Months, and Holidays</p>	<p><b>Weekly:</b> What can we learn about an invention? Make a Collage</p>

Unit 5												
Big Idea: Figure It Out	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can we make sense of the world around us?				A: Approaching Level O: On Level E: EL B: Beyond Level								
<b>Week 4</b> <b>Weekly Concept:</b> Sounds All Around  <b>Essential Question:</b> What sounds can you hear? How are they made?  <b>Connect to Science:</b> Explore the sounds around us.	<b>Title:</b> "The Squeaky Bed"  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Now, What's That Sound?</i>  <b>Lexile:</b> 240L  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Problem and Solution	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Problem and Solution  <b>Main Selection</b> <b>Title:</b> <i>Whistle for Willie</i>  <b>Genre:</b> Realistic Fiction  <b>Lexile:</b> 520L  <b>Paired Selection</b> <b>Title:</b> "Shake! Strike! Strum!"  <b>Genre:</b> Nonfiction  <b>Lexile:</b> 290L  <b>Text Feature:</b> Directions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Problem and Solution  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  <b>A:</b> <i>Thump, Jangle, Crash</i> <b>O:</b> <i>Down on the Farm</i> <b>E:</b> <i>Down on the Farm</i> <b>B:</b> <i>Going on a Bird Walk</i>  <b>Paired Selections</b> <b>Genre:</b> How-to  <b>Titles:</b> <b>A:</b> "How to Make Maracas" <b>O:</b> "How to Make a Rain Stick" <b>E:</b> "How to Make a Rain Stick" <b>B:</b> "How to Make a Wind Chime"  <b>Lexiles</b> <b>A:</b> 180L <b>O:</b> 390L <b>E:</b> 170L <b>B:</b> 420L	<b>Literature Anthology:</b> Organization, Sentence Structure	<b>Vocabulary Words:</b> <i>suddenly, scrambled</i>  <b>Additional Domain Words:</b> <i>pitch, volume, instrument</i>  <b>Additional Academic Words:</b> <i>expression, patterns, suffix, articles</i>  <b>Build Vocabulary:</b> <i>carton, pretended, grocery store</i>  <b>Vocabulary Strategy:</b> Suffixes	<i>color, early, instead, nothing, oh, thought</i>	<i>volume, senses, squeaky, nervous, distract</i>	<b>Phonemic Awareness:</b> Phoneme Substitution/ Isolation/Blending  <b>Phonics/ Spelling Skill:</b> diphthongs <i>ou, ow</i>  <b>Structural Analysis:</b> comparative inflectional endings <i>-er, -est</i>  <b>Decodable Readers:</b> <i>Up and Down Sounds; Sounds Around Us</i>	Expression	<b>Writing Trait:</b> Sentence Fluency: Use Complete Sentences  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Now What's That Sound?</i> <b>Literature Anthology:</b> <i>Whistle for Willie</i>  <b>Grammar Skill:</b> Using <i>a, an, and the</i>  <b>Mechanics:</b> Capitalize/ Underline Book Titles	<b>Project:</b> What can we learn about the sounds we hear, specifically on the radio? Sound Effects Chart

Unit 5													
Big Idea: Figure It Out		Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can we make sense of the world around us?													
<p><b>Week 5 Weekly Concept:</b> Build It!</p> <p><b>Essential Question:</b> How do things get built?</p> <p><b>Connect to Science:</b> Explore engineering solutions to everyday problems.</p>		<p><b>Title:</b> "The Sheep, the Pig, and the Goose Who Set Up House"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> Time for Kids: <i>The Joy of a Ship</i></p> <p><b>Lexile:</b> 560L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Text Features:</b> Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selection</b> <b>Title:</b> Time for Kids: <i>Building Bridges</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 550L</p> <p><b>Paired Selection</b> <b>Title:</b> "Small Joy"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 490L</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>A:</b> <i>What Is a Yurt?</i> <b>O:</b> <i>What Is a Yurt?</i> <b>E:</b> <i>What Is a Yurt?</i> <b>B:</b> <i>What Is a Yurt?</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Treehouses" <b>O:</b> "Treehouses" <b>E:</b> "Treehouses" <b>B:</b> "Treehouses"</p> <p><b>Lexiles</b> <b>A:</b> 430L <b>O:</b> 440L <b>E:</b> 390L <b>B:</b> 620L</p>	<p><b>Literature Anthology:</b> Purpose</p>	<p><b>Vocabulary Words:</b> <i>balance, section</i></p> <p><b>Additional Academic Vocabulary:</b> <i>materials, preposition, reasons</i></p> <p><b>Build Vocabulary:</b> <i>sturdy, arch, supported</i></p> <p><b>Vocabulary Strategy:</b> Inflectional Endings</p>	<p><i>above, build, fall, knew, money, toward</i></p>	<p><i>structure, project, contented, intend, marvelous</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Blending/ Segmentation/ Categorization</p> <p><b>Phonics/ Spelling Skill:</b> diphthongs <i>oi, oy</i></p> <p><b>Structural Analysis:</b> final stable syllables</p> <p><b>Decodable Readers:</b> <i>Joy's Bird House; Beavers Make Noise</i></p>	<p>Intonation, Appropriate Phrasing</p>	<p><b>Writing Trait:</b> Organization: Topic</p> <p><b>Write About the Text:</b> <i>Opinion</i></p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Time for Kids: The Joy of a Ship</i></p> <p><b>Literature Anthology:</b> <i>Time for Kids: Building Bridges</i></p> <p><b>Grammar Skill:</b> Prepositions/ Prepositional Phrases</p> <p><b>Mechanics:</b> Name Titles (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p>	<p><b>Project:</b> How are things built? Make a Model</p> <p><b>Unit Level: Research Skill:</b> Taking Notes</p> <p><b>Unit Project:</b> Self-select and develop from weekly research projects.</p>

Unit 6													
Big Idea: Together We Can!		Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How does teamwork help us?													
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Taking Action</p> <p><b>Essential Question:</b> How can we work together to make our lives better?</p> <p><b>Connect to Social Studies:</b> Explore how people can change their world.</p>		<p><b>Title:</b> "The Cat's Bell"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Super Tools</i></p> <p><b>Lexile:</b> 430L</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection</b> <b>Title:</b> <i>Click, Clack, Moo: Cows That Type</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Lexile:</b> 380L</p> <p><b>Paired Selection</b> <b>Title:</b> "March On!"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 510L</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selections</b> <b>Genre:</b> Fantasy</p> <p><b>A:</b> <i>Two Hungry Elephants</i> <b>O:</b> <i>What a Feast!</i> <b>E:</b> <i>What a Feast!</i> <b>B:</b> <i>Beware of the Lion!</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "Dogs Helping People" <b>O:</b> "Helpers Bring Food" <b>E:</b> "Helpers Bring Food" <b>B:</b> "Pete Seeger"</p> <p><b>Lexiles</b> <b>A:</b> 290L <b>O:</b> 500L <b>E:</b> 350L <b>B:</b> 480L</p>	<p><b>Literature Anthology:</b> Organization, Connection of Ideas, Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>demand, emergency</i></p> <p><b>Additional Domain Words:</b> <i>rights, protest, improve</i></p> <p><b>Additional Academic Vocabulary:</b> <i>collaborate, disagreement, reasonable, persuade</i></p> <p><b>Build Vocabulary:</b> <i>problem, background, run, furious, snoop</i></p> <p><b>Vocabulary Strategy:</b> Synonyms</p>	<p><i>answer, brought, busy, door, enough, eyes</i></p>	<p><i>fair, conflict, shift, risk, argument</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Identity/ Segmentation/ Substitution, Rhyme, Syllable Deletion</p> <p><b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: <i>oo, u, u_e, ew, ue, ui, ou</i></p> <p><b>Structural Analysis:</b> suffixes <i>ful and -less</i></p> <p><b>Decodable Readers:</b> <i>Rooster and Goose; Choose a Room; The Flute Youth; Group Rules; Lewis and His New Suit; A Cruise Crew, Sue and Lucy; A True Team</i></p>	<p>Expression</p>	<p><b>Writing Trait:</b> Sentence Fluency: Varying Sentence Length</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Super Tools</i></p> <p><b>Literature Anthology:</b> <i>Click, Clack, Moo: Cows That Type</i></p> <p><b>Grammar Skill:</b> Pronouns <i>I, you, he, she, it, we, they</i></p> <p><b>Mechanics:</b> Capitalize <i>I</i></p>	<p><b>Project:</b> How can people work together to make things better? Make a Plan Proposal</p>

Unit 6													
Big Idea: Together We Can!		Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How does teamwork help us?					A: Approaching Level O: On Level E: EL B: Beyond Level								
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> My Team</p> <p><b>Essential Question:</b> Who helps you?</p> <p><b>Connect to Social Studies:</b> Explore different elements of fair play and good sportsmanship.</p>		<p><b>Title:</b> "Anansi's Sons"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>All Kinds of Helpers</i></p> <p><b>Lexile:</b> 530L</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selection</b></p> <p><b>Title:</b> <i>Meet Rosina</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 420L</p> <p><b>Paired Selection</b></p> <p><b>Title:</b> "Abuelita's Lap"</p> <p><b>Genre:</b> Poetry</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Nonfiction</p> <p>A: <i>Helping Me, Helping You!</i> O: <i>Helping Me, Helping You!</i> E: <i>Helping Me, Helping You!</i> B: <i>Helping Me, Helping You!</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Poetry</p> <p><b>Titles:</b> A: "Fire!" O: "Fire!" E: "Fire!" B: "Fire!"</p> <p><b>Lexiles</b> A: 310L O: 400L E: 290L B: 540L</p>	<p><b>Literature Anthology:</b> Purpose, Organization</p>	<p><b>Vocabulary Words:</b> <i>accept, often</i></p> <p><b>Additional Domain Words:</b> <i>poem</i></p> <p><b>Additional Academic Vocabulary:</b> <i>admire, possessive pronoun intonation</i></p> <p><b>Build Vocabulary:</b> <i>recess, librarian, trophy, coach, chop, roots</i></p> <p><b>Vocabulary Strategy:</b> Antonyms</p>	<p><i>brother, father, friend, love, mother, picture</i></p>	<p><i>inspire, respect, distance, swiftly, decision</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Reversal/Blending/ Segmentation/ Substitution</p> <p><b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: <i>a, aw, au, augh, al</i></p> <p><b>Structural Analysis:</b> vowel-team syllables</p> <p><b>Decodable Readers:</b> <i>Thank You Authors; Not Too Small; My Baseball Coach; A Walk With Moose; Teacher Talk</i></p>	<p>Intonation</p>	<p><b>Writing Trait:</b> Voice: Use Your Own Voice</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b></p> <p><b>Reading/Writing Workshop:</b> <i>All Kinds of Helpers</i></p> <p><b>Literature Anthology:</b> <i>Meet Rosina</i></p> <p><b>Grammar Skill:</b> Possessive Pronouns</p> <p><b>Mechanics:</b> Capitalize Days, Months, and Holidays</p>	<p><b>Project:</b> What are the different parts of a newspaper? Make a Newspaper</p>

Unit 6													
Big Idea: Together We Can!		Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How does teamwork help us?													
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Weather Together</p> <p><b>Essential Question:</b> How can weather affect us?</p> <p><b>Connect to Social Studies:</b> Explore how weather affects the way people live.</p>		<p><b>Title:</b> "Paul Bunyan and the Popcorn Blizzard"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Wrapped in Ice</i></p> <p><b>Lexile:</b> 320L</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Plot: Cause and Effect</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selection</b> <b>Title:</b> <i>Rain School</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Lexile:</b> 440L</p> <p><b>Paired Selection</b> <b>Title:</b> "Rainy Weather"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 470L</p> <p><b>Text Feature:</b> Headings</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Plot: Cause and Effect</p> <p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction</p> <p><b>A:</b> <i>Snow Day</i> <b>O:</b> <i>Heat Wave</i> <b>E:</b> <i>Heat Wave</i> <b>B:</b> <i>Rainy Day Fun</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> <b>A:</b> "A Mountain of Snow" <b>O:</b> "Stay Safe When It's Hot" <b>E:</b> "Stay Safe When It's Hot" <b>B:</b> "Let's Stay Dry!"</p> <p><b>Lexiles</b> <b>A:</b> 390L <b>O:</b> 460L <b>E:</b> 370L <b>B:</b> 420L</p>	<p><b>Literature Anthology:</b> Prior Knowledge</p>	<p><b>Vocabulary Words:</b> <i>country, gathers</i></p> <p><b>Additional Domain Words:</b> <i>storm, damage, predict</i></p> <p><b>Additional Academic Vocabulary:</b> <i>affect, tall tale, snowdrift, figure of speech</i></p> <p><b>Build Vocabulary:</b> <i>leading the way, notebook, lesson, brick, stool, blackboard, stroke, excellent, rumped, slump</i></p> <p><b>Vocabulary Strategy:</b></p>	<p><i>been, children, month, question, their, year</i></p>	<p><i>predict, cycle, creative, frigid, scorching</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/Segmentation/Substitution</p> <p><b>Phonics/ Spelling Skill:</b> silent letters <i>wr, kn, gn</i></p> <p><b>Structural Analysis:</b> compound words</p> <p><b>Decodable Readers:</b> <i>Miss Wright's Job; A Lighthouse Stops Wrecks; Know About Snowstorms; The Rusty Knight</i></p>	<p>Intonation</p>	<p><b>Writing Trait:</b> Ideas: Main Idea</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> <i>Wrapped in Ice</i></p> <p><b>Literature Anthology:</b> <i>Rain School</i></p> <p><b>Grammar Skill:</b> Special Pronouns (<i>anyone, everyone, anything, everything, nothing</i>)</p> <p><b>Mechanics:</b> Commas in Dates and Letters</p>	<p><b>Project:</b> What can we learn about tornadoes? Make a Mini Tornado</p>

Unit 6													
Big Idea: Together We Can!		Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How does teamwork help us?													
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Sharing Traditions</p> <p><b>Essential Question:</b> What traditions do you know about?</p> <p><b>Connect to Social Studies:</b> Explore how people of different backgrounds are all part of the same world.</p>		<p><b>Title:</b> "Let's Dance"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>A Spring Birthday</i></p> <p><b>Lexile:</b> 380L</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection</b> <b>Title:</b> <i>Lissy's Friends</i></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Lexile:</b> 460L</p> <p><b>Paired Selection</b> <b>Title:</b> "Making Paper Shapes"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Lexile:</b> 510L</p> <p><b>Text Feature:</b> Directions</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction</p> <p><b>A:</b> <i>The Quilt</i> <b>O:</b> <i>Latkes for Sam</i> <b>E:</b> <i>Latkes for Sam</i> <b>B:</b> <i>Patty Jumps!</i></p> <p><b>Paired Selections</b> <b>Genre:</b> How-to</p> <p><b>Titles:</b> <b>A:</b> "Making a Quilt Square" <b>O:</b> "What Is a Taco?" <b>E:</b> "What Is a Taco?" <b>B:</b> "How to Play Four Square"</p> <p><b>Lexiles</b> <b>A:</b> 380L <b>O:</b> 410L <b>E:</b> 290L <b>B:</b> 440L</p>	<p><b>Literature Anthology:</b> Genre, Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>difficult, nobody</i></p> <p><b>Additional Domain Words:</b> <i>origami, decorations, holiday</i></p> <p><b>Additional Academic Vocabulary:</b> <i>celebrate, greeting, signature</i></p> <p><b>Build Vocabulary:</b> <i>fluttered, secret, pocket, difficult, nodded</i></p> <p><b>Vocabulary Strategy:</b> Compound Words</p>	<p><i>before, front, heard, push, tomorrow, your</i></p>	<p><i>tradition, effort, ancient, movement, drama</i></p>	<p><b>Phonemic Awareness:</b> Syllable Addition, Phoneme Segmentation/ Blending/ Substitution</p> <p><b>Phonics/ Spelling Skill:</b> three-letter blends <i>scr, spl, spr, str, thr, shr</i></p> <p><b>Structural Analysis:</b> inflectional endings <i>-ed, -ing</i></p> <p><b>Decodable Readers:</b> <i>Three Shrimp; A Thrilling Dance</i></p>	<p>Appropriate Phrasing</p>	<p><b>Writing Trait:</b> Sentence Fluency: Varying Sentence Types</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>A Spring Birthday</i> <b>Literature Anthology:</b> <i>Lissy's Friends</i></p> <p><b>Grammar Skill:</b> <i>I and Me</i></p> <p><b>Mechanics:</b> Commas in Dates and Letters</p>	<p><b>Project:</b> Why are traditions important? Make a Poster</p>

Unit 6													
Big Idea: Together We Can!		Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How does teamwork help us?					A: Approaching Level O: On Level E: EL B: Beyond Level								
<b>Week 5</b> <b>Weekly Concept:</b> Celebrate America!		<b>Title:</b> "Celebrate the Flag"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b>Short Text:</b> Time for Kids: <i>Share the Harvest and Give Thanks</i>  <b>Lexile:</b> 680L  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>Main Selections</b> <b>Genre:</b> Nonfiction  <b>Title:</b> Time for Kids: <i>Happy Birthday, U.S.A.!</i>  <b>Genre:</b> Nonfiction  <b>Lexile:</b> 580L  <b>Paired Selection</b> <b>Title:</b> "A Young Nation Grows"  <b>Genre:</b> Nonfiction  <b>Lexile:</b> 390L  <b>Text Feature:</b> Map	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>Main Selections</b> <b>Genre:</b> Nonfiction  <b>A:</b> <i>It's Labor Day!</i> <b>O:</b> <i>It's Labor Day!</i> <b>E:</b> <i>It's Labor Day!</i> <b>B:</b> <i>It's Labor Day!</i>  <b>Paired Selections</b> <b>Genre:</b> Nonfiction  <b>Titles:</b> <b>A:</b> "Four Voyages" <b>O:</b> "Four Voyages" <b>E:</b> "Four Voyages" <b>B:</b> "Four Voyages"  <b>Lexiles</b> <b>A:</b> 440L <b>O:</b> 620L <b>E:</b> 360L <b>B:</b> 660L	<b>Literature Anthology:</b> Purpose, Organization	<b>Vocabulary Words:</b> <i>nation, unite</i>  <b>Additional Academic Vocabulary:</b> <i>justice, adverb, phrasing</i>  <b>Build Vocabulary:</b> <i>roar, split, dared</i>  <b>Vocabulary Strategy:</b> Metaphors	<i>favorite, few, gone, surprise, wonder, young</i>	<i>pride, display, design, purpose, represent</i>	<b>Phonemic Awareness:</b> Phoneme Reversal/ Blending/ Deletion/Addition, Syllable Deletion/Addition  <b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowels <i>air, are, ear</i>  <b>Structural Analysis:</b> <i>r</i> -controlled vowel syllables  <b>Decodable Readers:</b> <i>A Pair at the Fair; Lights in the Air; The Bears Prepare a Feast; Leader's Care</i>	Appropriate Phrasing	<b>Writing Trait:</b> Voice: Author's Voice  <b>Write About Text:</b> Opinion  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> <i>Time for Kids: Share the Harvest and Give Thanks</i>  <b>Literature Anthology:</b> <i>Time for Kids: Happy Birthday U.S.A.!</i>  <b>Grammar Skill:</b> Adverbs That Tell How  <b>Mechanics:</b> Name Titles (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i> )	<b>Weekly:</b> What can we learn about national holidays in other countries? Make a Japanese Children's Day Flag  <b>Unit Level:</b> <b>Research Skill:</b> Using Key Words <b>Unit Project:</b> Self-select and develop from weekly research projects.