



# Grade K • Unit 1 • Scope and Sequence

Big Idea: Take a New Step  What can we learn when we try new things?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Make New Friends</p> <p><b>Essential Question:</b> How can we get along with new friends?</p>	<p><b>Title:</b> "The Lion and the Mouse"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>What About Bear?</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "How to Be a Friend"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Photographs</p>	<p><b>Short Text:</b> <i>I Can</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Short Text:</b> <i>Can I?</i></p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Fantasy</p> <p><b>Titles:</b> A: <i>Soup!</i> O: <i>Mouse and Monkey</i> E: <i>Mouse and Monkey</i> B: <i>Come and Play!</i></p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Academic Words:</b> <i>title</i> <i>author</i> <i>illustrator</i> <i>noun</i></p>	<i>the</i>	<p><i>friend</i> <i>problem</i> <i>escape</i> <i>grasped</i> <i>rescue</i></p>	Feeling Words	<p><b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending</p> <p><b>Phonics</b> <i>/m/m</i> (initial/final)</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Intonation</p>	<p><b>Writing Trait:</b> Ideas</p> <p><b>Grammar Skill:</b> Nouns</p> <p><b>Weekly Writing Focus:</b> Write a Personal Narrative</p>	<p><b>Weekly:</b> What makes a good friend?</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Get Up and Go!</p> <p><b>Essential Question:</b> How do baby animals move?</p>	<p><b>Title:</b> "The Tortoise and the Hare"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>Pouch!</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "Baby Animals on the Move"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Labels</p>	<p><b>Short Text:</b> <i>We Can</i></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Short Text:</b> <i>I Can, I Can</i></p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Fantasy</p> <p><b>Titles:</b> A: <i>Hop!</i> O: <i>We Hop!</i> E: <i>We Hop!</i> B: <i>We Can Move!</i></p>	<p><b>Literature Big Book:</b> informational text, observation, poetry</p>	<p><b>Academic Words:</b> <i>fantasy</i> <i>fable</i> <i>opinion</i> <i>details</i></p>	<i>we</i>	<p><i>adventure</i> <i>movement</i> <i>arrived</i> <i>exciting</i> <i>exhausted</i></p>	Family Words	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending</p> <p><b>Phonics</b> <i>/a/a</i> (initial/medial)</p> <p><b>Consonant Review:</b> <i>/m/m</i></p>	<p><b>Sound-Spelling and Word Automaticity:</b> Intonation</p>	<p><b>Writing Trait:</b> Ideas</p> <p><b>Grammar Skill:</b> Nouns</p> <p><b>Weekly Writing Focus:</b> Write an opinion</p>	<p><b>Weekly:</b> How do animals move?</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Use Your Senses</p> <p><b>Essential Question:</b> How can your senses help you learn?</p>	<p><b>Title:</b> "A Feast of the Senses"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <i>Senses at the Seashore</i></p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details (Use Photos)</p> <p><b>Paired Selection Title:</b> "I Smell Springtime," "Taste of Purple," "Rain"</p> <p><b>Genre:</b> Poetry</p> <p><b>Literary Element:</b> Sensory Words</p>	<p><b>Short Text:</b> <i>Sam Can</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Short Text:</b> <i>I Can See</i></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>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>The Beach</i> O: <i>At School</i> E: <i>At School</i> B: <i>See It Grow!</i></p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Academic Words:</b> <i>informational text</i> <i>observation</i> <i>poetry</i></p>	<i>see</i>	<p><i>explore</i> <i>senses</i> <i>feast</i> <i>finished, kneads</i></p>	Sensory Words	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization</p> <p><b>Phonics:</b> <i>/s/s</i> (initial)</p> <p><b>Consonant/Vowel Review:</b> <i>/a/a, /m/m</i></p>	<p><b>Sound-Spelling and Word Automaticity:</b> Phrasing</p>	<p><b>Writing Trait:</b> Ideas</p> <p><b>Grammar Skill:</b> Nouns</p> <p><b>Weekly Writing Focus:</b> Make a Picture Web</p>	<p><b>Weekly Project:</b> What can we learn by using our senses?</p>



# Grade K • Unit 2 • Scope and Sequence

Big Idea: Let's Explore  What can you find out when you explore?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Tools We Use  <b>Essential Question:</b> How do tools help us to explore?	<b>Title:</b> "Timimoto" <b>Genre:</b> Tale <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>The Handiest Things in the World</i> <b>Genre:</b> Informational Text <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details (Use Photos) <b>Paired Selection Title:</b> "'Discover with Tools'" <b>Genre:</b> Informational Text <b>Text Feature:</b> Headings	<b>Short Text:</b> "Pam Can See" <b>Genre:</b> Fiction <b>Short Text:</b> "We Can See!" <b>Genre:</b> Nonfiction	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details <b>Main Selection Genre:</b> Informational Text <b>Titles:</b> A: <i>We Need Tools</i> O: <i>A Trip</i> E: <i>A Trip</i> B: <i>What Can You See?</i>	<b>Literature Big Book:</b> Connection of Ideas	<b>Academic Words:</b> <i>photographs</i> <i>sentence</i> <i>verb</i>	a	<i>tools</i> <i>discover</i> <i>defeated</i> <i>fetch</i> <i>rumble</i>	Color Words	<b>Phonological/Phonemic Awareness:</b> Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending  <b>Phonics:</b> /p/p (initial/final)  <b>Consonant/Vowel Review:</b> /a/a, /m/m, /s/s	<b>Sound-Spelling and Word Automaticity:</b> Phrasing	<b>Writing Trait:</b> Idea  <b>Grammar Skill:</b> Verbs  <b>Weekly Writing Focus:</b> Write an Explanatory Sentence	<b>Weekly Project:</b> In what ways are tools useful?
<b>Week 2</b>  <b>Weekly Concept:</b> Shapes All Around Us  <b>Essential Question:</b> What shapes do you see around you?	<b>Title:</b> "Kites in Flight" <b>Genre:</b> Informational Text <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>Shapes All Around</i> <b>Genre:</b> Informational Text <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details (Use Photos) <b>Paired Selection Title:</b> "'Find the Shapes'" <b>Genre:</b> Informational Text <b>Text Feature:</b> Bold Print	<b>Short Text:</b> "We Like Tam!" <b>Genre:</b> Fiction <b>Short Text:</b> "I Like Sam" <b>Genre:</b> Nonfiction	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details <b>Main Selection Genre:</b> Informational Text <b>Titles:</b> A: <i>Shapes!</i> O: <i>Play With Shapes!</i> E: <i>Play With Shapes!</i> B: <i>Use a Shape!</i>	<b>Literature Big Book:</b> Connection of Ideas	<b>Academic Words:</b> <i>rectangle</i> <i>circle</i> <i>square</i> <i>triangle</i>	like	<i>materials</i> <i>nature</i> <i>decoration</i> <i>games</i> <i>world</i>	Shapes Words	<b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial/final), Phoneme Blending, Phoneme Categorization  <b>Phonics:</b> /t/t (initial/final)  <b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s	<b>Sound-Spelling and Word Automaticity:</b> Automaticity; Expression; Intonation	<b>Writing Trait:</b> Idea  <b>Grammar Skill:</b> Verbs  <b>Weekly Writing Focus:</b> Make a Shape Poster	<b>Weekly Project:</b> Where can you find shapes?
<b>Week 3</b>  <b>Weekly Concept:</b> World of Bugs  <b>Essential Question:</b> What kind of bugs do you know about?	<b>Title:</b> "Animals in the Desert" <b>Genre:</b> Nonfiction <b>Strategy:</b> Reread	<b>Title:</b> <i>I Love Bugs!</i> <b>Genre:</b> Fiction <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details (Use Illustrations) <b>Paired Selection Title:</b> "'Bugs All Around'" <b>Genre:</b> Informational Text <b>Text Feature:</b> Captions	<b>Short Text:</b> "Pat" <b>Genre:</b> Fiction <b>Short Text:</b> "Tap! Tap! Tap!" <b>Genre:</b> Nonfiction	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details <b>Main Selection Genre:</b> Fiction <b>Titles:</b> A: <i>We Like Bugs!</i> O: <i>The Bugs Run</i> E: <i>The Bugs Run</i> B: <i>I See a Bug!</i>	<b>Literature Big Book:</b> Specific Vocabulary	<b>Academic Words:</b> <i>caption</i> <i>word</i> <i>web</i> <i>sort</i>	the a see we like	<i>curious</i> <i>observe</i> <i>attaches</i> <i>process</i> <i>slender</i>	Movement Words	<b>Phonological/Phonemic Awareness:</b> Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending  <b>Phonics:</b> /m/m, /a/a, /s/s, /p/p, /t/t	<b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation	<b>Writing Trait:</b> Idea  <b>Grammar Skill:</b> Verbs  <b>Weekly Writing Focus:</b> Write a Story Sentence	<b>Weekly Project:</b> What do bugs do in their environments?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



# Grade K • Unit 3 • Scope and Sequence

Big Idea: Going Places  What can you learn by going to different places?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Rules to Go By  <b>Essential Question:</b> What rules do we follow in different places?	<b>Title:</b> "The Boy Who Cried Wolf" <b>Genre:</b> Fable <b>Strategy:</b> Visualize	<b>Main Selection Title:</b> <i>How Do Dinosaurs Go to School?</i> <b>Genre:</b> Fantasy <b>Strategy:</b> Visualize <b>Skill:</b> Key Details (Use Illustrations) <b>Paired Selection Title:</b> "Be Safe" <b>Genre:</b> Informational Text <b>Text Feature:</b> List	<b>Short Text:</b> "Can I Pat It?" <b>Genre:</b> Nonfiction <b>Short Text:</b> "Tim Can Tip It" <b>Genre:</b> Nonfiction	<b>Strategy:</b> Visualize <b>Skill:</b> Key Details <b>Main Selection Genre:</b> Fantasy <b>Titles:</b> A: <i>We Run</i> O: <i>Go, Nat!</i> E: <i>Go, Nat!</i> B: <i>The Birdhouse!</i>	<b>Literature Big Book:</b> Organization; Connection of Ideas	<b>Academic Words:</b> <i>visualize</i> <i>punctuation</i> <i>retell</i> <i>predict</i>	to	<i>rules</i> <i>cooperate</i> <i>guard</i> <i>prank</i> <i>responsible</i>	Movement Words	<b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Segmentation <b>Phonics:</b> /n/n (initial/final) <b>Consonant/Vowel Review:</b> /a/a, /i/i, /m/m, /p/p, /s/s, /t/t <b>Extend:</b> final double letters, -ss, -tt	<b>Sound-Spelling and Word Automaticity:</b> Intonation	<b>Writing Trait:</b> Sentence Fluency <b>Grammar Skill:</b> Sentences <b>Weekly Writing Focus:</b> Write a Sentence	<b>Weekly Project:</b> What rules do we need to follow at school?
<b>Week 2</b>  <b>Weekly Concept:</b> Sounds Around Us  <b>Essential Question:</b> What are the different sounds we hear?	<b>Title:</b> "The Turtle and the Flute" <b>Genre:</b> Fable <b>Strategy:</b> Visualize	<b>Main Selection Title:</b> <i>Clang! Clang! Beep! Beep! Listen to the City</i> <b>Genre:</b> Fiction <b>Strategy:</b> Visualize <b>Skill:</b> Key Details (Use Illustrations) <b>Paired Selection Title:</b> "Sounds Are Everywhere" <b>Genre:</b> Informational Text <b>Text Feature:</b> Captions	<b>Short Text:</b> "Nat and Tip" <b>Genre:</b> Fiction <b>Short Text:</b> "Tim and Nan" <b>Genre:</b> Nonfiction	<b>Strategy:</b> Visualize <b>Skill:</b> Key Details <b>Main Selection Genre:</b> Fiction <b>Titles:</b> A: <i>City Sounds</i> O: <i>Farm Sounds</i> E: <i>Farm Sounds</i> B: <i>A Noisy Night</i>	<b>Literature Big Book:</b> Connection of Ideas	<b>Academic Words:</b> <i>events</i> <i>period</i> <i>vocabulary</i>	and	<i>listen</i> <i>volume</i> <i>chat</i> <i>exclaimed</i> <i>familiar</i>	Sound Words	<b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending <b>Phonics:</b> /a/a (initial/medial) <b>Consonant Review:</b> /m/m	<b>Sound-Spelling and Word Automaticity:</b> Intonation	<b>Writing Trait:</b> Ideas <b>Grammar Skill:</b> Sentences <b>Weekly Writing Focus:</b> Write a Personal Narrative Sentence	<b>Weekly Project:</b> What sounds do we hear at school?
<b>Week 3</b>  <b>Weekly Concept:</b> The Places We Go  <b>Essential Question:</b> What places do you go to during the week?	<b>Title:</b> "Field Trips" <b>Genre:</b> Informational Text <b>Strategy:</b> Visualize	<b>Main Selection Title:</b> <i>Please Take Me for a Walk</i> <b>Genre:</b> Fantasy <b>Strategy:</b> Visualize <b>Skill:</b> Character, Setting, Events (Use Illustrations) <b>Paired Selection Title:</b> "A Neighborhood" <b>Genre:</b> Informational Text <b>Text Feature:</b> Map	<b>Short Text:</b> "We Go to See Nan" <b>Genre:</b> Fiction <b>Short Text:</b> "Can We Go?" <b>Genre:</b> Nonfiction	<b>Strategy:</b> Visualize <b>Skill:</b> Character, Setting, Events <b>Main Selection Genre:</b> Fiction <b>Titles:</b> A: <i>We Can Go</i> O: <i>Going By Cab</i> E: <i>Going By Cab</i> B: <i>Cal's Busy Week</i>	<b>Literature Big Book:</b> Sentence Structure; Organization	<b>Academic Words:</b> <i>characters</i> <i>setting</i> <i>map</i>	go	<i>local</i> <i>routine</i> <i>neighborhood</i> <i>volunteer</i> <i>intelligent</i>	Sequence Words	<b>Phonological/Phonemic Awareness:</b> Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation <b>Phonics:</b> /k/c (initial) <b>Consonant/Vowel Review:</b> /a/a, /i/i, /m/m, /n/n, /s/s, /p/p, /t/t	<b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation	<b>Writing Trait:</b> Sentence Fluency <b>Grammar Skill:</b> Sentences <b>Weekly Writing Focus:</b> Write an Opinion Sentence	<b>Weekly Project:</b> What places do you go to during the week? What do you do there?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



# Grade K • Unit 4 • Scope and Sequence

Big Idea: Around the Neighborhood  What do you know about the people and the places in your neighborhood?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Rules to Go By</p> <p><b>Essential Question:</b> What rules do we follow in different places?</p>	<p><b>Title:</b> "Little Juan and the Cooking Pot"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> Whose Shoes? A Shoe for Every Job</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details (Sequence)</p> <p><b>Paired Selection Title:</b> "Workers and Their Tools"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Labels</p>	<p><b>Short Text:</b> "Tom on Top!"</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>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>You Cook</i> O: <i>On the Job</i> E: <i>On the Job</i> B: <i>The Neighborhood</i></p>	<p><b>Literature Big Book:</b> Connection of Ideas</p>	<p><b>Academic Words:</b> <i>adjective</i> <i>category</i> <i>revise</i> <i>draft</i></p>	<p><i>you</i></p>	<p><i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i></p>	<p>Job Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending Onset and Rime Segmentation, Phoneme Isolation (initial), Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p> <p><b>Phonics:</b> n/o/o (initial/medial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /l/i, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p><b>Extend:</b> final double letters, -ss, -tt</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Intonation</p>	<p><b>Writing Trait:</b> Ideas</p> <p><b>Grammar Skill:</b> Adjectives</p> <p><b>Weekly Writing Focus:</b> Write a Descriptive Sentence</p>	<p><b>Weekly Project:</b> Which tools help workers do their jobs?</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Meet Your Neighbors</p> <p><b>Essential Question:</b> Who are your neighbors?</p>	<p><b>Title:</b> "Cultural Festivals"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>What Can You Do with a Paleta?</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Character, Setting, Events (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "A World Festival"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Environmental Print</p>	<p><b>Short Text:</b> "Sid"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>My Neighbors</i> O: <i>Neighborhood Party</i> E: <i>Neighborhood Parties</i> B: <i>Parade Day</i></p>	<p><b>Literature Big Book:</b> Sentence Structure</p>	<p><b>Academic Words:</b> <i>research</i> <i>Internet</i> <i>present</i> <i>publish</i></p>	<p><i>do</i></p>	<p><i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i></p>	<p>Food Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /d/d (initial/final)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /l/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Word Choice</p> <p><b>Grammar Skill:</b> Adjectives</p> <p><b>Weekly Writing Focus:</b> Write a Menu</p>	<p><b>Weekly Project:</b> What cultures can be found in your neighborhood?</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Pitch In</p> <p><b>Essential Question:</b> How can people help to make your</p>	<p><b>Title:</b> "The Bundle of Sticks"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> Roadwork</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details (Sequence)</p> <p><b>Paired Selection Title:</b> "A Community Garden"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Captions Genre: Informational Text</p> <p><b>Text Feature:</b> Map</p>	<p><b>Short Text:</b> "I Can, You Can!"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>We Clean!</i> O: <i>Can You Fix It?</i> E: <i>Can You Fix It?</i> B: <i>Helping Mom</i></p>	<p><b>Literature Big Book:</b> Sentence Specific Vocabulary</p>	<p><b>Academic Words:</b> <i>chart</i> <i>sequence</i> <i>blend</i> <i>plot</i></p>	<p><i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i></p>	<p><i>community</i> <i>improve</i> <i>confused</i> <i>harvest</i> <i>quarrel</i></p>	<p>Position Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /l/i, /n/n, /k/c, /o/o, /d/d</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /l/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Word Choice</p> <p><b>Grammar Skill:</b> Adjectives</p> <p><b>Weekly Writing Focus:</b> Write an Expository Sentence</p>	<p><b>Weekly Project:</b> In what ways can we improve our community?</p>





# Grade K • Unit 5 • Scope and Sequence

Big Idea: Wonders of Nature  What kinds of things can you find growing in nature?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> How Does Your Garden Grow?</p> <p><b>Essential Question:</b> What do living things need to grow?</p>	<p><b>Title:</b> "Growing Plants"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>My Garden</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events (Use Illustrations)</p> <p><b>Paired Selection Titles:</b> "Tommy," "Maytime Magic," "The Seed," "Garden"</p> <p><b>Genre:</b> Poetry</p> <p><b>Literary Element:</b> Rhyme and Repetition</p>	<p><b>Short Text:</b> "Hop Can Hop!"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection Genre:</b> Fantasy</p> <p><b>Titles:</b> A: <i>My Garden</i> O: <i>My Garden Grows</i> E: <i>My Garden Grows</i> B: <i>The Mystery Seeds</i></p>	<p><b>Literature Big Book:</b> Purpose</p>	<p><b>Academic Words:</b> <i>pronoun</i> <i>rhyme</i> <i>event</i> <i>beginning</i></p> <p><b>Vocabulary Strategy:</b> <i>Plurals</i></p>	<p><i>my</i></p>	<p><i>require</i> <i>plant</i> <i>harmful</i> <i>soak</i> <i>crowd</i></p>	<p>Job Words</p>	<p><b>Phonological/ Phonemic Awareness:</b> Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization</p> <p><b>Phonics:</b> /h/h (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p><b>Extend:</b> final /z/s</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait:</b> Organization</p> <p><b>Grammar Skill:</b> Pronouns</p> <p><b>Weekly Writing Focus:</b> Write a Poem</p>	<p><b>Weekly Project:</b> What do plants need to grow?</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Trees</p> <p><b>Essential Question:</b> How do living things change as they grow?</p>	<p><b>Title:</b> "The Pine Tree"</p> <p><b>Genre:</b> Fairy Tale</p> <p><b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>A Grand Old Tree</i></p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Paired Selection Title:</b> "From a Seed to a Tree"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Diagram</p>	<p><b>Short Text:</b> "Ed and Ned"</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>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>The Tree</i> O: <i>Many Trees</i> E: <i>Many Trees</i> B: <i>Our Apple Tree</i></p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Academic Words:</b> <i>fact</i> <i>topic</i> <i>fairy tale</i> <i>diagram</i></p> <p><b>Vocabulary Strategy:</b> Inflectional Ending -ed</p>	<p><i>are</i></p>	<p><i>develop</i> <i>amazing</i> <i>content</i> <i>enormous</i> <i>imagine</i></p>	<p>Tree Parts</p>	<p><b>Phonological/ Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation</p> <p><b>Phonics:</b> /e/e (initial/medial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /h/h, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Organization</p> <p><b>Grammar Skill:</b> Pronouns</p> <p><b>Weekly Writing Focus:</b> Write an Opinion About a Book</p>	<p><b>Weekly Project:</b> How do trees change as they grow?</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Fresh from the Farm</p> <p><b>Essential Question:</b> What kinds of things grow on a farm?</p>	<p><b>Title:</b> "Farms Around the World"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>An Orange in January</i></p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Paired Selection Title:</b> "Farmers' Market"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Lists</p>	<p><b>Short Text:</b> "Ron With Red"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>The Farmer</i> O: <i>Let's Make a Salad!</i> E: <i>Let's Make a Salad!</i> B: <i>Farm Fresh Finn</i></p>	<p><b>Literature Big Book:</b> Sentence Structure</p>	<p><b>Academic Words:</b> <i>reread</i> <i>lists</i></p> <p><b>Vocabulary Strategy:</b> Context Clues</p>	<p><i>with</i> <i>he</i></p>	<p><i>fresh</i> <i>delicious</i> <i>beneath</i> <i>raise</i> <i>special</i></p>	<p>Food Words</p>	<p><b>Phonological/ Phonemic Awareness:</b> Recognize Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition</p> <p><b>Phonics:</b> /f/f, /r/r (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /e/e, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Intonation; Phrasing</p>	<p><b>Writing Trait:</b> Organization</p> <p><b>Grammar Skill:</b> Pronouns</p> <p><b>Weekly Writing Focus:</b> Write Story Sentences</p>	<p><b>Weekly Project:</b> How do fruits and vegetables grow?</p>

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



# Grade K • Unit 6 • Scope and Sequence

Big Idea: Weather for all Seasons  How do weather and seasons affect us?	Read Aloud	Literature Big Books, Paired Selection	Reading/ Writing Workshop	Leveled Reader Main Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> The Four Seasons</p> <p><b>Essential Question:</b> How are the seasons different?</p>	<p><b>Title:</b> "A Tour of the Seasons"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <i>Mama, Is It Summer Yet?</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details (Sequence)</p> <p><b>Paired Selection Titles:</b> "New Snow," "Rain Song," "Covers," excerpt from "Honey, I Love You"</p> <p><b>Genre:</b> Poetry</p> <p><b>Literary Element:</b> Rhyme</p>	<p><b>Short Text:</b> "Is It Hot?"</p> <p><b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details (Sequence)</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>It Is Hot!</i> O: <i>Little Bear</i> E: <i>Little Bear</i> B: <i>Ant and Grasshopper</i></p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Academic Words:</b> <i>plural pattern</i></p> <p><b>Vocabulary Strategy:</b> Context Clues (multiple-meaning words, unknown phrases)</p>	<p><i>is</i> <i>little</i></p>	<p><i>weather</i> <i>seasons</i> <i>migrate</i> <i>active</i> <i>spot</i></p>	<p>Seasons</p>	<p><b>Phonological/ Phonemic Awareness:</b> Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /a/b (initial/final), /l/ (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /r/r, /s/s, /t/t</p> <p><b>Extend:</b> final double letters, -ll</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Voice</p> <p><b>Grammar Skill:</b> Nouns</p> <p><b>Weekly Writing Focus:</b> Write Opinion Sentences</p>	<p><b>Weekly Project:</b> What do we do in different seasons?</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> What's the Weather?</p> <p><b>Essential Question:</b> What happens in different kinds of weather?</p>	<p><b>Title:</b> "The Frog and the Locust"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <b>Rain</b></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details (Sequence)</p> <p><b>Paired Selection Title:</b> "Cloud Watch"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Speech Bubbles</p>	<p><b>Short Text:</b> "Kim and Nan"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>The Rain</i> O: <i>Weather Is Fun</i> E: <i>Weather Is Fun</i> B: <i>Kate and Tuck</i></p>	<p><b>Literature Big Book:</b> Lack of Prior Knowledge</p>	<p><b>Academic Words:</b> <i>narrative</i> <i>folktale</i> <i>speech bubbles</i> <i>dialogue</i></p> <p><b>Vocabulary Strategy:</b> Shades of Meaning</p>	<p><i>she</i> <i>was</i></p>	<p><i>predict</i> <i>temperature</i> <i>drought</i> <i>clever</i> <i>storm</i></p>	<p>Weather Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /k/k (initial), /k/ck, (final)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /d/d, /e/e, /h/h, /i/i, /l/l, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait:</b> Voice</p> <p><b>Grammar Skill:</b> Nouns</p> <p><b>Weekly Writing Focus:</b> Write a Personal Narrative</p>	<p><b>Weekly Project:</b> How can you observe how strong the wind blows?</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Stormy Weather</p> <p><b>Essential Question:</b> How can you stay safe in bad weather?</p>	<p><b>Title:</b> "Rainbow Crow"</p> <p><b>Genre:</b> Myth</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <i>Waiting Out the Storm</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "Be Safe in Bad Weather"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Directions</p>	<p><b>Short Text:</b> "Mack and Ben"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>Bad Weather</i> O: <i>Getting Ready</i> E: <i>Getting Ready</i> B: <i>The Storm</i></p>	<p><b>Literature Big Book:</b> Sentence Structure</p>	<p><b>Academic Words:</b> <i>purpose</i> <i>report</i> <i>myth</i></p> <p><b>Vocabulary Strategy:</b> Question Words</p>	<p><i>are</i> <i>he</i> <i>is</i> <i>little</i> <i>my</i> <i>she</i> <i>was</i> <i>with</i></p>	<p><i>safe</i> <i>prepare</i> <i>notice</i> <i>celebration</i> <i>enough</i></p>	<p>Question Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Alliteration, Phoneme Identity, Phoneme Blending, Phoneme Addition</p> <p><b>Phonics:</b> /h/h, /e/e, /ff, /r/r, /b/b, /l/l, /k/k, /k/ck</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Voice</p> <p><b>Grammar Skill:</b> Nouns</p> <p><b>Weekly Writing Focus:</b> Write a Weather Report</p>	<p><b>Weekly Project:</b> What are some ways to stay safe in bad weather?</p>

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



# Grade K • Unit 7 • Scope and Sequence

Big Idea: The Animal Kingdom  What are different kinds of animals?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Baby Animals</p> <p><b>Essential Question:</b> How are some animals alike and how are they different?</p>	<p><b>Title:</b> "Baby Farm Animals"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>Zoo Borns!</i></p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text (Compare and Contrast)</p> <p><b>Paired Selection Title:</b> "Mischievous Goat," "Over in the Meadow," "Kitty Caught a Caterpillar"</p> <p><b>Genre:</b> Poetry</p> <p><b>Literary Element:</b> Alliteration</p>	<p><b>Short Text:</b> "A Pup and a Cub"</p> <p><b>Genre:</b> Nonfiction Text</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within Text (Compare and Contrast)</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b></p> <ul style="list-style-type: none"> <li>A: <i>Two Cubs</i></li> <li>O: <i>Animal Bodies</i></li> <li>E: <i>Animal Bodies</i></li> <li>B: <i>Two Kinds of Bears</i></li> </ul>	<p><b>Literature Big Book:</b> Lack of Prior Knowledge</p>	<p><b>Academic Words:</b> <i>same, different, verb, inquiry</i></p> <p><b>Vocabulary Strategy:</b> Compound Words</p>	<p><i>for, have</i></p>	<p><i>appearance, behavior, exercise, wander, plenty</i></p>	<p>Animal Parts</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion</p> <p><b>Phonics:</b> /u/u (initial/medial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait:</b> Word Choice</p> <p><b>Grammar Skill:</b> Verbs</p> <p><b>Weekly Writing Focus:</b> Write an Animal Card</p>	<p><b>Weekly Project:</b> What features do animals have?</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Pet Pals?</p> <p><b>Essential Question:</b> How do you take care of different kinds of pets?</p>	<p><b>Title:</b> "The Frog and the Locust"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <i>The Birthday Pet</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot (Problem and Solution)</p> <p><b>Paired Selection Title:</b> "The Perfect Pet"</p> <p><b>Genre:</b> Fiction</p> <p><b>Text Feature:</b> Chart</p>	<p><b>Short Text:</b> "I Hug Gus!"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b></p> <ul style="list-style-type: none"> <li>A: <i>My Cats</i></li> <li>O: <i>Their Pets</i></li> <li>E: <i>Their Pets</i></li> <li>B: <i>Will's Pet</i></li> </ul>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Academic Words:</b> <i>explain, prediction</i></p> <p><b>Vocabulary Strategy:</b> Prepositions</p>	<p><i>of, they</i></p>	<p><i>responsibility, train, depend, compared, social</i></p>	<p>Pet Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize and Generate Rhyme, Phoneme Isolation (initial/final g; initial w), Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /g/g (initial/final), /w/w (initial)</p> <p><b>Extend:</b> <i>l-blends; sl, gl, cl</i></p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait:</b> Word Choice</p> <p><b>Grammar Skill:</b> Verbs</p> <p><b>Weekly Writing Focus:</b> Write an Explanatory</p>	<p><b>Weekly Project:</b> How do you take care of a pet?</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Animal Habitats</p> <p><b>Essential Question:</b> Where do animals live?</p>	<p><b>Title:</b> "Anansi: An African Tale"</p> <p><b>Genre:</b> Tale</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p>	<p><b>Main Selection Title:</b> <i>Bear Snores On</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot (Cause and Effect)</p> <p><b>Paired Selection Title:</b> "Animal Homes"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Glossary</p>	<p><b>Short Text:</b> "A Vet in a Van"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot (Cause and Effect)</p> <p><b>Main Selection Genre:</b> Fantasy</p> <p><b>Titles:</b></p> <ul style="list-style-type: none"> <li>A: <i>We Want Water</i></li> <li>O: <i>A New Home</i></li> <li>E: <i>A New Home</i></li> <li>B: <i>Bird's New Home</i></li> </ul>	<p><b>Literature Big Book:</b> Purpose</p>	<p><b>Academic Words:</b> <i>questions, answer, glossary</i></p> <p><b>Vocabulary Strategy:</b> Shades of Meaning</p>	<p><i>said, want</i></p>	<p><i>habitat, wild, complain, join, stubborn</i></p>	<p>Animal Homes</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, Phoneme Isolation (initial v, final x), Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /x/x (final), /v/v (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait:</b> Ideas</p> <p><b>Grammar Skill:</b> Verbs</p> <p><b>Weekly Writing Focus:</b> Write Questions and Answers</p>	<p><b>Weekly Project:</b> What do animals' homes look like?</p>



# Grade K • Unit 8 • Scope and Sequence

Big Idea: From Here to There  Where can you go that is near and far?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> On the Move</p> <p><b>Essential Question:</b> What can help you go from here to there?</p>	<p><b>Title:</b> "The King of the Winds"</p> <p><b>Genre:</b> Tale</p> <p><b>Strategy:</b> Make Predictions</p>	<p><b>Main Selection Title:</b> <i>When Daddy's Truck Picks Me Up</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "From Here to There"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Headings</p>	<p><b>Short Text:</b> "Dad Got a Job"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>I Go Places</i> O: <i>Run, Quinn!</i> E: <i>Run, Quinn!</i> B: <i>Going to Gran's House</i></p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Academic Words:</b> <i>preposition</i> <i>order</i> <i>headings</i></p> <p><b>Vocabulary Strategy:</b> Context Clues</p>	<p><i>here</i> <i>me</i></p>	<p><i>transportation</i> <i>vehicle</i> <i>journey</i> <i>fierce</i> <i>wide</i></p>	<p>Vehicles</p>	<p><b>Phonological/ Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial j, qu), Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /j/, /kw/qu (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Sentence Fluency</p> <p><b>Grammar Skill:</b> Sentences with Prepositions</p> <p><b>Weekly Writing Focus:</b> Write a Personal Narrative</p>	<p><b>Weekly Project:</b> What are different ways to travel?</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> My U.S.A.</p> <p><b>Essential Question:</b> What do you know about our country?</p>	<p><b>Title:</b> "The Best of the West"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>Ana Goes to Washington, D.C.</i></p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Paired Selection Title:</b> "See Our Country"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Short Text:</b> "Pack a Bag!"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>See This!</i> O: <i>Places to See</i> E: <i>Places to See</i> B: <i>My Trip to Yellowstone</i></p>	<p><b>Literature Big Book:</b> Genre</p>	<p><b>Academic Words:</b> <i>history</i> <i>text</i></p> <p><b>Vocabulary Strategy:</b> Synonyms</p>	<p><i>this</i> <i>what</i></p>	<p><i>country</i> <i>travel</i> <i>careful</i> <i>purpose</i> <i>connect</i></p>	<p>Ordinal Numbers</p>	<p><b>Phonological/Phonemic Awareness:</b> Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /y/y, /z/z (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Sentence Fluency</p> <p><b>Grammar Skill:</b> Sentences with Prepositions</p> <p><b>Weekly Writing Focus:</b> Write a Travel Poster</p>	<p><b>Weekly Project:</b> What would you like to find out about in our country?</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Look to the Sky</p> <p><b>Essential Question:</b> What do you see in the sky?</p>	<p><b>Title:</b> "A View from the Moon"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Make Predictions</p>	<p><b>Main Selection Title:</b> <i>Bringing Down the Moon</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make Confirm, Revise Predictions</p> <p><b>Skill:</b> Character Setting, Plot (Problem and Solution)</p> <p><b>Paired Selection Title:</b> "Day and Night Sky"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Headings</p>	<p><b>Short Text:</b> "Up! Up! Up!"</p> <p><b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot (Problem and Solution)</p> <p><b>Main Selection Genre:</b> Fantasy</p> <p><b>Titles:</b> A: <i>Going Up</i> O: <i>In the Clouds</i> E: <i>In the Clouds</i> B: <i>How Sun and Moon Found Home</i></p>	<p><b>Literature Big Book:</b> Sentence Structure</p>	<p><b>Academic Words:</b> <i>prepositional phrase</i></p> <p><b>Vocabulary Strategy:</b> Similes</p>	<p><i>for</i> <i>have</i> <i>they</i> <i>of</i> <i>said</i> <i>want</i> <i>here</i> <i>me</i> <i>this</i> <i>what</i></p>	<p><i>distance</i> <i>recognize</i> <i>space</i> <i>challenge</i> <i>surface</i></p>	<p>Opposites</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition</p> <p><b>Phonics:</b> /u/u, /g/g, /w/w, /x/x, /v/v, /j/, /k/qu, /z/z</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Sentence Fluency</p> <p><b>Grammar Skill:</b> Sentences with Prepositions</p> <p><b>Weekly Writing Focus:</b> Write a Counting Book</p>	<p><b>Weekly Project:</b> What can you see in the sky during the day and at night?</p>





# Grade K • Unit 9 • Scope and Sequence

Big Idea: Things Change How do things change?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <b>A:</b> Approaching Level <b>O:</b> On Level <b>E:</b> ELL <b>B:</b> Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<b>Week 1</b> <b>Weekly Concept:</b> Growing Up <b>Essential Question:</b> How can you help out at home?	<b>Title:</b> "Helping Out at Home" <b>Genre:</b> Informational Text <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>Peter's Chair</i> <b>Genre:</b> Fiction <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Sequence <b>Paired Selection Title:</b> "The Clean Up!" <b>Genre:</b> Fiction <b>Text Feature:</b> Chart	<b>Short Text:</b> Jake and Dale Help! <b>Genre:</b> Fiction	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Character, Setting, Plot (Sequence) <b>Main Selection Genre:</b> Fiction <b>Titles:</b> <b>A:</b> <i>Let Me Help You</i> <b>O:</b> <i>How Can Jane Help?</i> <b>E:</b> <i>How Can Jane Help?</i> <b>B:</b> <i>Used to Help Too</i>	<b>Literature Big Book:</b> Purpose	<b>Academic Words:</b> <i>selection</i> <b>Vocabulary Strategy:</b> Prefixes and Suffixes	<i>help</i> <i>too</i>	<i>chores</i> <i>contribute</i> <i>member, organize</i> <i>accomplish</i>	Household Furniture	<b>Phonological/Phonemic Awareness:</b> Syllable Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Deletion <b>Phonics:</b> /ā/a_e <b>Extend:</b> digraphs; sh <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y	<b>Sound-Spelling and Word Automaticity:</b> Expression	<b>Writing Trait:</b> Word Choice <b>Grammar Skill:</b> Adjectives <b>Weekly Writing Focus:</b> Write an Opinion About a Book	<b>Weekly Project:</b> How do characters in Ezra Jack Keats's books show they are growing up?
<b>Week 2</b> <b>Weekly Concept:</b> Good Citizens <b>Essential Question:</b> What do good citizens do?	<b>Title:</b> "The Little Red Hen" <b>Genre:</b> Fable <b>Strategy:</b> Reread	<b>Main Selection Title:</b> <i>Hen Hears Gossip</i> <b>Genre:</b> Fantasy <b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Plot (Cause and Effect) <b>Paired Selection Title:</b> "Team Up to Clean Up" <b>Genre:</b> Informational Text <b>Text Feature:</b> Captions	<b>Short Text:</b> "We Can Play" <b>Genre:</b> Fiction	<b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Plot (Cause and Effect) <b>Main Selection Genre:</b> Fantasy <b>Titles:</b> <b>A:</b> <i>Mike Helps Out</i> <b>O:</b> <i>Clive and His Friend</i> <b>E:</b> <i>Clive and His Friend</i> <b>B:</b> <i>Farmer White's Best Friend</i>	<b>Literature Big Book:</b> Organization	<b>Academic Words:</b> <i>describing words</i> <b>Vocabulary Strategy:</b> Question Words	<i>has</i> <i>play</i>	<i>citizen</i> <i>respect</i> <i>tidy</i> <i>necessary</i> <i>hailed</i>	Farm Animals	<b>Phonological/Phonemic Awareness:</b> Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion <b>Phonics:</b> /i/i_e <b>Extend:</b> digraphs; ch <b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y	<b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation	<b>Writing Trait:</b> Organization <b>Grammar Skill:</b> Adjectives <b>Weekly Writing Focus:</b> Write a Story	<b>Weekly Project:</b> How can you be a good citizen at school?
<b>Week 3</b> <b>Weekly Concept:</b> Our Natural Resources <b>Essential Question:</b> How can things in nature be used to make new things?	<b>Title:</b> "Spider Woman Teaches the Navajo" <b>Genre:</b> Tale <b>Strategy:</b> Reread	<b>Main Selection Title:</b> <i>Bread Comes to Life</i> <b>Genre:</b> Informational Text <b>Strategy:</b> Reread <b>Skill:</b> Connections Within Text (Sequence) <b>Paired Selection Title:</b> "Nature Artists" <b>Genre:</b> Informational Text <b>Text Feature:</b> Directions	<b>Short Text:</b> "Nature Artists" <b>Genre:</b> Informational Text	<b>Strategy:</b> Reread <b>Skill:</b> Connections Within Text (Sequence) <b>Main Selection Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> <i>Look Where It Is From</i> <b>O:</b> <i>What's for Breakfast?</i> <b>E:</b> <i>What's for Breakfast?</i> <b>B:</b> <i>Nature at the Craft Fair</i>	<b>Literature Big Book:</b> Specific Vocabulary	<b>Academic Words:</b> <i>directions</i> <b>Vocabulary Strategy:</b> Context Clues	<i>where</i> <i>look</i>	<i>natural resources</i> <i>create</i> <i>designs</i> <i>weave</i> <i>knowledge</i>	Foods Made from Grain	<b>Phonological/Phonemic Awareness:</b> Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution <b>Phonics:</b> /ō/o_e, o <b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /i/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y	<b>Sound-Spelling and Word Automaticity:</b> Rate	<b>Writing Trait:</b> Organization <b>Grammar Skill:</b> Adjectives <b>Weekly Writing Focus:</b> Write a Recipe	<b>Weekly Project:</b> What are our clothes made from?

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



# Grade K • Unit 10 • Scope and Sequence

Big Idea: Thinking Outside the Box  How can new ideas help us?	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Problem Solvers</p> <p><b>Essential Question:</b> What can happen when we work together?</p>	<p><b>Title:</b> "The Elves and the Shoemakers"</p> <p><b>Genre:</b> Tale</p> <p><b>Strategy:</b> Make Predictions</p>	<p><b>Main Selection Title:</b> <i>What's the Big Idea, Molly?</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Plot: Sequence</p> <p><b>Paired Selection Title:</b> "The Variety Show"</p> <p><b>Genre:</b> Fiction</p> <p><b>Text Feature:</b> Speech Bubbles</p>	<p><b>Short Text:</b> "A Good Time for Luke!"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot (Sequence)</p> <p><b>Main Selection Genre:</b> Fantasy</p> <p><b>Titles:</b> A: <i>Animal Band</i> O: <i>We Want Honey</i> E: <i>We Want Honey</i> B: <i>A Good Idea</i></p>	<p><b>Literature Big Book:</b> Connection of Ideas</p>	<p><b>Academic Words:</b> <i>first last syllables</i></p> <p><b>Vocabulary Strategy:</b> Context Clues</p>	<p><i>good who</i></p>	<p><i>decide opinion ragged marvel grateful</i></p>	<p>Question Words</p>	<p><b>Phonological/ Phonemic Awareness:</b> Sentence Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /ū/u_e</p> <p><b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /ks/x, /y/y, /z/z</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait:</b> Word Choice</p> <p><b>Grammar Skill:</b> Pronouns</p> <p><b>Weekly Writing Focus:</b> Write a Story with Dialogue</p>	<p><b>Weekly Project:</b> How can we solve a problem at school together?</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Sort It Out</p> <p><b>Essential Question:</b> In what ways are things alike? How are they different?</p>	<p><b>Title:</b> "The Perfect Color"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Main Selection Title:</b> <i>All Kinds of Families!</i></p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill: Key Details</b> (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "Good For You"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Labels</p>	<p><b>Short Text:</b> "We Come on Time!"</p> <p><b>Genre:</b> Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details (Use Illustrations)</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>My Box</i> O: <i>Let's Make a Band</i> E: <i>Let's Make a Band</i> B: <i>Going Camping</i></p>	<p><b>Literature Big Book:</b> Connection of Ideas</p>	<p><b>Academic Words:</b> <i>voice</i></p> <p><b>Vocabulary Strategy:</b> Antonyms</p>	<p><i>come does</i></p>	<p><i>sort similar perfect endless experiment</i></p>	<p>Farm Animals</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /ē/e, ee, e_e</p> <p><b>Extend:</b> digraphs; <i>th</i></p> <p><b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /z/z</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Phrasing</p>	<p><b>Writing Trait:</b> Voice</p> <p><b>Grammar Skill:</b> Pronouns</p> <p><b>Weekly Writing Focus:</b> Write a Thank-You Note</p>	<p><b>Weekly Project:</b> How can we sort classroom materials?</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Protect Our Earth</p> <p><b>Essential Question:</b> What ideas can you suggest to protect the environment?</p>	<p><b>Title:</b> "Protect the Environment!"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p>	<p><b>Main Selection Title:</b> <i>Panda Kindergarten</i></p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Paired Selection Title:</b> "Save Big Blue!"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Short Text:</b> "Who Can Help?"</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>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>Help Clean Up</i> O: <i>Let's Save Earth</i> E: <i>Let's Save Earth</i> B: <i>Babysitters for Seals</i></p>	<p><b>Literature Big Book:</b> Connection of Ideas</p>	<p><b>Academic Words:</b> <i>reference</i></p> <p><b>Vocabulary Strategy:</b> Prefixes and Suffixes</p>	<p><i>help too play has where look who good come does</i></p>	<p><i>environment protect recycle wisely encourage</i></p>	<p>Baby Animals</p>	<p><b>Phonological/Phonemic Awareness:</b> Generate Alliteration, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> ā, ī, ē, ō, ū</p> <p><b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /ē/ ee, e_e, e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /ks/x, /y/y, /z/z</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Voice</p> <p><b>Grammar Skill:</b> Pronouns</p> <p><b>Weekly Writing Focus:</b> Write an Opinion Poster</p>	<p><b>Weekly Project:</b> What things can we do to protect the earth?</p>

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.