

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/ Independent Texts	Week	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar
Unit 1: Plants and Animals Grow and Change	Why do living things change?	<ul style="list-style-type: none"> Every living thing has a life cycle in which it grows and changes. Many stories include animal characters that grow and change. 	change grow life cycle living things	Choose from Unit 1 Read Aloud Handbook Selections and Recommended Trade Books.	"Caterpillars"	Plant and Animal Life Cycles	Knowledge-Building Library: <i>Animals Are Different</i> (210L) <i>Neighbors At Play</i> (250L) <i>Gus's Tree Trip</i> (380L) <i>I Want a Pound of Plums</i> (380L) <i>Plants</i> (400L) <i>An Adventure at the Zoo</i> (360L) <i>Mammals</i> (470L) <i>The Rain Forest</i> (450L) <i>Reptiles</i> (480L) <i>Incredible Birds</i> (440L) <i>The Secrets of Soil</i> (600L) <i>Dinosaur Bone Doctor</i> (540L) Reader's Theater Scripts: <i>The Tricky Garden</i> <i>Mary's Garden: How Does It Grow?</i>	Week 1	"Five Little Tadpoles" "Someday"	I Read: "At the Pond" Decodable Readers: <i>Pals Help</i> <i>We Like to Bat</i>	Mentor Read-Alouds: "The Amazing Life Cycle of a Frog" "The Fox and the Robin"	Match Spoken Word to Written Word Directionality: Return Sweep	Recognize and Produce Rhyming Words Phoneme Blending Phoneme Segmentation	Primary Skill: short a Secondary Skill and Word Families: s /z/, ck /k/; -at, -ad, -an Spiral Review: consonants	the, see, go, she, and	Phrasing	Metacognitive: Ask Questions Metacognitive: Create Mental Images Fix-Up: Reread to Clarify or Confirm Understanding	Identify the Main Topic and Retell Key Details Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information Retell Key Story Details	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: clever sneaky Domain-Specific Listening & Speaking: gills hatches	My Reading and Writing Words: bear cub frog tadpole	Write Personal Narratives	Common and Proper Nouns
								Week 2	"Baby Animals" "Grow, Ducklings, Grow"	I Read: "A Cub Grows" Decodable Readers: <i>Get a Big Pot</i> <i>A Cub Is Fun</i>	Extended Read-Aloud 1: <i>An Oak Tree Has a Life Cycle</i>	Punctuation: Periods, Exclamation Marks, Question Marks Text Features: Italics	Phoneme Categorization Phoneme Blending Phoneme Segmentation	Primary Skill: short i Secondary Skill and Word Families: plural nouns (-s); -in, -it, -ip Spiral Review: consonants; short a; s /z/, ck /k/	play, little, you, with	Intonation	Metacognitive: Ask Questions Fix-Up: Reread to Clarify or Confirm Understanding	Identify the Main Topic and Retell Key Details Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information Identify Similarities in and Differences Between Two Texts on the Same Topic	Identify Real-Life Connections Between Words and Their Use	Domain-Specific Listening & Speaking: roots saplings stems trunk	My Reading and Writing Words: duck eggs nest	Write Personal Narratives	Verbs to Convey a Sense of Past, Present, and Future
								Week 3	"My Garden" "The Seed"	I Read: "Let's Grow Seeds" Decodable Readers: <i>Crops for Us</i> <i>A Frog Can Jump</i>	Extended Read-Aloud 2: <i>The Ugly Duckling</i>	Directionality: Return Sweep	Recognize and Produce Rhyming Words Phoneme Blending Phoneme Segmentation	Primary Skill: short o Secondary Skill and Word Families: double final consonants; -op, -og, -ot Spiral Review: short a, i; plural nouns (-s)	for, no, jump, one, have	Expression	Metacognitive: Create Mental Images Fix-Up: Reread to Clarify or Confirm Understanding	Describe Major Story Events Using Key Details Compare and Contrast the Adventures and Experiences of Characters	Sort Words into Categories to Demonstrate Understanding	General Academic Listening & Speaking: chirped flapping pecked ruffled	My Reading and Writing Words: seeds	Write Personal Narratives	Common and Proper Nouns Verbs to Convey a Sense of Past, Present, and Future

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Unit 2: Many Kinds of Characters	How do we learn about characters?	<ul style="list-style-type: none"> Stories of all kinds, including fairy tales, fables, fantasies, and realistic fiction, have characters who face challenges. Stories can teach us that families and communities work best when people make responsible choices and help one another. 	challenge solution choices lesson	Choose from Unit 2 Read Aloud Handbook Selections and Recommended Trade Books.	"By Myself"	Animals as Literary Characters	Knowledge-Building Library: <i>Betty the Bee</i> (160L) <i>The Treasure Map</i> (330L) <i>A Wolf, a Girl, and Her Grandma</i> (60L) <i>Stormy Stuart</i> (480L) <i>Saving Squirt</i> (530L) <i>Blanca and the Animals</i> (500L) <i>Elena and Luisa Switch Houses</i> (330L) <i>Carla's Piggy Bank</i> (380L) <i>Susie Sunflower</i> (480L) <i>Rescue in the Amazon River</i> (440L) <i>The Prince and the Three Oranges: A Fairy Tale from Mexico</i> (480L) <i>Andre's Dream</i> (490L) Reader's Theater Scripts: <i>The Little Girl with the Curl</i> <i>How the Chipmunk Got Its Stripes</i>	Week 1	"Look in a Book!" "Old Mother Hubbard"	I Read: "Little Red" Decodable Readers: <i>When Red Hen Fell</i> <i>Red at the Vet</i>	Mentor Read-Alouds: "The Ant and the Grasshopper" "Little Red Riding Hood"	Punctuation: Periods, Question Marks, Exclamation Marks Uppercase Letters	Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation	Primary Skill: short u Secondary Skill and Word Families: inflectional ending (-s); -ug, -up, -un Spiral Review: short a, i, o, e; double final consonants	are, said, two, look, my	Phrasing	Metacognitive: Draw Inferences Metacognitive: Determine Text Importance Fix-Up: Use Pictures to Understand Text	Describe Characters, Settings, and Major Events in a Story Use Illustrations and Details to Describe Characters, Setting, or Events	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: industrious idle lively wicked	My Reading and Writing Words: girl wolf mother old	Write Narrative Text	Singular and Plural Nouns with Matching Verbs in Basic Sentences
								Week 2	"Three Little Kittens" "The Turtle and the Hare"	I Read: "Come Here, Friend" Decodable Readers: <i>Big Bus Gets Stuck</i> <i>Bud, Gus, and Dot</i>	Extended Read-Aloud 1: <i>Wolfie the Bunny</i>	Punctuation: Periods, Question Marks, Exclamation Marks Quotation Marks	Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation	Primary Skill: short u Secondary Skill and Word Families: inflectional ending (-s); -ug, -up, -un Spiral Review: short a, i, o, e; double final consonants	come, here, to, of	Expression	Metacognitive: Draw Inferences Fix-Up: Use Pictures to Understand Text	Describe Characters, Settings, and Major Events in a Story Use Illustrations and Details to Describe Characters, Setting, or Events Compare and Contrast the Adventures and Experiences of Characters	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: whispered screamed roared demanded	My Reading and Writing Words: little fast slow	Write Narrative Text	Articles Demonstratives
								Week 3	"The Boy Who Cried Wolf" "The Elves and the Shoemaker"	I Read: "What Is It? Riddles" Decodable Readers: <i>Let's Sled!</i> <i>Glenn the Robot</i>	Extended Read-Aloud 2: <i>Abuelita's Secret</i>	Punctuation: Periods, Question Marks, Exclamation Marks	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: l-blends Secondary Skill and Word Families: -ob, -ot, -ock Spiral Review: medial short vowels; inflectional ending (-s); double final consonants	what, put, want, this, saw	Expression Self-Correcting	Metacognitive: Determine Text Importance Fix-Up: Use Pictures to Understand Text	Describe Characters, Settings, and Major Events in a Story Compare and Contrast the Adventures and Experiences of Characters	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: insisted suggested secret explained	My Reading and Writing Words: boy	Write Narrative Text	Singular and Plural Nouns with Matching Verbs in Basic Sentences Articles Demonstratives

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Unit 3: Being a Good Community Member	Why do people get involved in their communities?	<ul style="list-style-type: none"> When people exhibit the qualities of good citizenship, communities become safer and more enjoyable. Responsible citizens follow laws and principles that include respect for the rights, opinions, and property of others. 	safe citizen responsible community	Choose from Unit 3 Read Aloud Handbook Selections and Recommended Trade Books.	"We Have a Little Garden"	Community Helpers	Knowledge-Building Library: <i>Students Vote</i> (300L) <i>I Can Help</i> (160L) <i>A Neighborhood of Friends</i> (390L) <i>Let's Vote</i> (460L) <i>The President of the United States</i> (650L) <i>Red, White, and Bloom</i> (520L) <i>The Great Seal of the United States</i> (460L) <i>Where Is the President?</i> (370L) <i>Monuments for Presidents</i> (460L) <i>Our Classroom Rules</i> (360L) <i>Citizenship</i> (360L) <i>Susan B. Casts a Ballot</i> (450L) Reader's Theater Scripts: <i>Humpty Dumpty's Fall</i> <i>The Earth Day Garden</i>	Week 1	"In the Neighborhood" "Neighbors, Neighbors"	I Read: "Bag and Grab It!" Decodable Readers: <i>Mr. Drake's Plan</i> <i>Make It Safe</i>	Mentor Read-Alouds: "Hello, Community Garden!" "Safe to Go!"	End Punctuation Uppercase Letters	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: r-blends Secondary Skill and Word Families: -im, -ill, -ick Spiral Review: l-blends; medial short vowels	now, do, which, went	Pitch and Intonation Self-Correcting	Metacognitive: Make Connections Metacognitive: Summarize and Synthesize Fix-Up: Read More Slowly and Think About Words	Answer Questions About Relevant Details Using Photographs Find Text Evidence: Identify Relevant Details	Identify and Use Context Clues	Domain-Specific Listening & Speaking: plot vacant inventor signal	My Reading and Writing Words: trash park bus driver fire truck	Informative Process Writing	Noun-Verb Agreement with Singular and Plural Nouns/ Pronouns
								Week 2	"Can You Keep Earth Clean?" "Reduce, Reuse, Recycle"	I Read: "Tim Can Clean" Decodable Readers: <i>Stop for Socks</i> <i>Kids Can Fix It</i>	Extended Read-Aloud 1: <i>Being a Responsible Citizen</i>	End Punctuation Uppercase Letters	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: s-blends Secondary Skill and Word Families: contractions ('s); -ap, -am, -ag Spiral Review: l-, r-blends; short vowels	was, there, then, out	Pausing Self-Correcting Features of a Sentence	Metacognitive: Make Connections Fix-Up: Read More Slowly and Think About Words	Use Text Features to Locate Key Facts or Information: Table of Contents Identify the Reasons an Author Gives to Support Points Answer Questions About Relevant Details Using Photographs Find Text Evidence: Identify Relevant Details	Identify and Use Context Clues	General Academic Listening & Speaking: honest respect decision Domain-Specific Listening & Speaking: citizen	My Reading and Writing Words: clean help	Informative Process Writing	Personal and Possessive Pronouns
								Week 3	"Firefighters" "Firefighters to the Rescue"	I Read: "One Fast Wagon!" Decodable Readers: <i>Grant's Coat</i> <i>Let's Clean It Up</i>	Extended Read-Aloud 2: <i>People Who Made Contributions</i>	End Punctuation Uppercase Letters	Phoneme Categorization Phoneme Blending Recognize and Produce Rhyme	Primary Skill: final consonant blends Secondary Skill and Word Families: inflectional ending (-ed, no spelling change); -ent, -est Spiral Review: initial blends; short vowels	who, good, by, them	Expression Self-Correcting Features of a Sentence	Metacognitive: Summarize and Synthesize Fix-Up: Read More Slowly and Think About Words	Identify the Reasons an Author Gives to Support Points Answer Questions About Relevant Details Using Photographs Find Text Evidence: Identify Relevant Details	Identify and Use Context Clues	General Academic Listening & Speaking: contribution Domain-Specific Listening & Speaking: enslaved abolitionist rights	My Reading and Writing Words: work save	Informative Process Writing	Indefinite Pronouns Noun-Verb Agreement with Singular and Plural Nouns/ Pronouns

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Unit 4: Stories Have a Narrator	How do people create stories?	<ul style="list-style-type: none"> Realistic stories tell about characters, settings, and events that could exist. Fantasy stories include elements that could not happening real life. Reading stories from different points of view allows us to learn about other people's perspectives. 	realistic fantasy perspective experience	Choose from Unit 4 Read Aloud Handbook Selections and Recommended Trade Books.	"Old King Cole"	Author Study	Knowledge-Building Library: <i>Jin and Pedro Get to Work!</i> (330L) <i>A Day at the Beach</i> (280L) <i>The Band</i> (360L) <i>Juan and Claudia's Stand</i> (510L) <i>A Bowl of Dust</i> (500L) <i>My Wish</i> (510L) <i>The Piñata</i> (370L) <i>My Favorite Holiday</i> (490L) <i>The Flight of the Eagles</i> (450L) <i>Salsa, Maestro</i> (470L) <i>A Mysterious Light</i> (460L) <i>Adventure in a Hot-Air Balloon</i> (430L) Reader's Theater Scripts: <i>Jack and Jill Play on the Hill</i> <i>Inspector Insector</i>	Week 1	"Fairy Tale Song" "Lavender's Blue"	I Read: "The King's Wish" Decodable Readers: <i>I Wish, I Wish</i> <i>Trish's Birthday</i>	Mentor Read-Alouds: "The City Mouse and the Country Mouse" "A Quiet Camping Trip"	Punctuation in Context: Dashes, Commas, Quotation Marks Punctuation: Periods, Exclamation Marks, Question Marks Phoneme Identification	Phoneme Identification Phoneme Blending Phoneme Substitution	Primary Skill: consonant digraphs th, sh, -ng Secondary Skill and Word Families: inflectional ending (-ing, no spelling change); -ung, -ing, -ink Spiral Review: initial/final consonant blends; inflectional ending (-ed)	were, our, could, these	Self-Correction Rate: Pausing Expression	Metacognitive: Ask Questions Metacognitive: Create Mental Images Fix-Up: Read Out Loud to Support Comprehension	Identify Who Is Telling the Story Describe Characters, Settings, and Major Events Using Key Details Identify Words and Phrases That Appeal to the Senses	Identify Root Words and Their Inflectional Forms	General Academic Listening & Speaking: boring peaceful lumbered peered	My Reading and Writing Words: once	Write Opinion Texts	Adjectives
								Week 2	"Once I Saw a Little Bird" "Over in the Meadow"	I Read: "I Saw It" Decodable Readers: <i>Chad and Patch</i> <i>A Picnic Lunch</i>	Extended Read-Aloud 1: <i>Mother Bruce</i>	Punctuation in Context: Dashes, Commas, Quotation Marks Uppercase Letters	Phoneme Categorization Phoneme Blending Phoneme Addition	Primary Skill: consonant digraphs ch, -tch, wh Secondary Skill and Word Families: closed syllables (rab/bit, kit/ten); -unk, -ump, -uck Spiral Review: consonant digraphs th, sh, -ng; inflectional endings (-ed, -ing)	once, upon, hurt, that	Self-Correction Expression	Metacognitive: Ask Questions Fix-Up: Read Out Loud to Support Comprehension	Identify Who Is Telling the Story Ask and Answer Questions About Key Details Describe Characters, Settings, and Major Events Using Key Details	Define Words by Category and Key Attributes	General Academic Listening & Speaking: stern pesky grumpy migrate(d) Domain-Specific Listening & Speaking: migrate(d)	My Reading and Writing Words: cried watched said	Write Opinion Texts	Use Commas in Dates and to Separate Words in a Series
								Week 3	"The Fox and the Hen" "The Secret"	I Read: "One Spring Day" Decodable Readers: <i>Splat and Sprat</i> <i>Splash at the Pond</i>	Extended Read-Aloud 2: <i>The Lost Kitten</i>	Punctuation in Context: Dashes, Commas, Quotation Marks Phoneme Identification	Phoneme Categorization Phoneme Blending Recognize and Produce Rhyme	Primary Skill: three-letter blends (spl, spr, squ, str) Secondary Skill and Word Families: plurals (-es); -ash, -ack Spiral Review: consonant digraphs; closed syllables	because, from, their, when	Self-Correction Expression	Metacognitive: Create Mental Images Fix-Up: Read Out Loud to Support Comprehension	Ask and Answer Questions About Key Details Describe Characters, Settings, and Major Events Using Key Details Identify Words and Phrases That Appeal to the Senses	Use Context as a Clue to Word Meaning	General Academic Listening & Speaking: explained gobbled claimed Domain-Specific Listening & Speaking: saffron	My Reading and Writing Words: hungry tired afraid know(s)	Write Opinion Texts	Adjectives Use Commas in Dates and to Separate Words in a Series

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Unit 5: Technology at Work	How can technology make a difference in our lives?	<ul style="list-style-type: none"> The use of technology can help people work more quickly and efficiently. People create technology to solve problems and improve the way people live and do work. 	robots computer technology equipment	Choose from Unit 5 Read Aloud Handbook Selections and Recommended Trade Books.	"The Drinking Fountain"	Technology in Pictures	Knowledge-Building Library: <i>We Are Firefighters</i> (BR) <i>Technology Brings Us Together</i> (120L) <i>A Bridge in San Francisco</i> (370L) <i>My Mom Makes Cars</i> (490L) <i>Changes in the Kitchen</i> (290L) <i>Carlos Noriega</i> (550L)	Week 1	"Go, Robots, Go!" "Robots: Big and Small"	I Read: "Make a Robot" Decodable Readers: <i>At the Lake</i> <i>Blake and Shane Play</i>	Mentor Read-Alouds: "Robots at Work" "What a Great Idea!"	End Punctuation Punctuation in Context: Commas	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: long a (final -e) Secondary Skill and Word Families: -ame, -ake Spiral Review: three-letter blends; consonant digraphs; closed syllables; plural (-es)	why, many, right, start	Pausing	Metacognitive: Draw Inferences Metacognitive: Determine Text Importance Fix-Up: Stop and Think About the Author's Purpose	Use Illustrations and Details to Describe Key Ideas Describe Characters, Settings, and Major Events in a Story (Draw Inferences) Identify Main Topic and Retell Key Details	Sort Words into Categories	Domain-Specific Listening & Speaking: machines programmed computer programmer invention	My Reading and Writing Words: robot human tasks	Explanatory Process Writing	Sentence Types
								Week 2	"We're Going to the Moon" "The Moon"	I Read: "You Can Find It" Decodable Readers: <i>Around the Globe</i> <i>All Kinds of Holes</i>	Extended Read-Aloud 1: <i>Working with Technology</i>	Return Sweep Directionality	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: long o (final -e) Secondary Skill and Word Families: -ope, -ape Spiral Review: long vowel a (final -e); short vowel a; consonant digraphs and blends	find, how, over, under	Expression Rate	Metacognitive: Draw Inferences Fix-Up: Stop and Think About the Author's Purpose	Know and Use Text Features to Locate Key Facts or Information Use Illustrations and Details to Describe Key Ideas Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text Identify Main Topic and Retell Key Details	Sort Words into Categories	Domain-Specific Listening & Speaking: communicate solve problems cure career	My Reading and Writing Words: Moon landed study	Explanatory Process Writing	Prepositions
								Week 3	"I Wonder" "Picture This"	I Read: "Dear Family" Decodable Readers: <i>Mole City</i> <i>We Live in Space</i>	Extended Read-Aloud 2: <i>Technology Breakdown</i>	Upper-Case Letters	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: soft c, g Secondary Skill and Word Families: contractions with "not"; -ace, -age Spiral Review: long vowels o, a (final -e); short vowels o, a	try, give, far, too	Expression Mood	Metacognitive: Determine Text Importance Fix-Up: Stop and Think About the Author's Purpose	Describe Characters, Settings, and Major Events in a Story (Draw Inferences)	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: high-tech on the blink capacity blurry	My Reading and Writing Words: e-mail change	Explanatory Process Writing	Sentence Types Prepositions

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Unit 6: Stories Teach Many Lessons	What can we learn from a mistake?	<ul style="list-style-type: none"> Stories, such as fables, folktales, and realistic fiction, can teach the reader a moral or lesson. Teamwork can help people solve problems that they may not have been able to solve on their own. 	problem teamwork moral cooperation	Choose from Unit 6 Read Aloud Handbook Selections and Recommended Trade Books.	"Friends"	Comparing Messages in Fables	Knowledge-Building Library: <i>Sam Can't Sleep</i> (BR) <i>Ajay's Big Move</i> (170L) <i>The Shepherd and the Wolf</i> (390L) <i>The King's Elephant</i> (430L) <i>Beware of the Wolf!</i> (420L) <i>Postcards From Luis</i> (420L)	Week 1	"Lunch" "No Tiger Hunt Today"	I Read: "Mike Can Fix It" Decodable Readers: <i>Five Kittens</i> <i>Fox Jumps</i>	Mentor Read-Alouds: "The Boy Who Cried Wolf" "The Ant and the Pigeon"	Punctuation in Context: Dashes, Colons, Quotation Marks Punctuation: Periods, Question Marks, Exclamation Points	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: long i (final -e) Secondary Skill and Word Families: VCe syllables; -ine, -ife, -ide Spiral Review: soft c and g; contractions with "not"; long vowels a, o (final -e)	after, call, large, her	Self-Correcting Pausing	Metacognitive: Make Connections Metacognitive: Summarize and Synthesize Fix-Up: Confirm or Correct Word Recognition and Understanding	Describe Characters, Settings, and Major Events Using Key Details Understand the Central Message Compare and Contrast the Adventures and Experiences of Characters	Use Context as a Clue to Word Meaning	General Academic Listening & Speaking: angry furious Domain-Specific Listening & Speaking: weary grateful	My Reading and Writing Words: forgot mistake learned lesson	Opinion Process Writing	Use Frequently Occurring Conjunctions
								Week 2	"When I Hurry" "The Ant and the Grasshopper"	I Read: "Steve's House" Decodable Readers: <i>A Hat for Pete</i> <i>Zeke's Garden</i>	Extended Read-Aloud 1: <i>When Turtle Grew Feathers</i>	Punctuation in Context: Dashes, Colons, Quotation Marks Uppercase Letters	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: long e (final -e), long u (final -e) Secondary Skill and Word Families: inflectional endings (-ed, -ing, dropping final -e); -ale, -ane, -une Spiral Review: soft c and g; long VCe syllables with a, i, o	house, long, off, small	Rate Phrasing	Metacognitive: Make Connections Fix-Up: Confirm or Correct Word Recognition and Understanding	Describe Characters, Settings, and Major Events Using Key Details Understand the Central Message Compare and Contrast the Adventures and Experiences of Characters	Use Affixes as a Clue to Word Meaning	General Academic Listening & Speaking: blame fault shattered truce	My Reading and Writing Words: hurry learned	Opinion Process Writing	Produce Simple and Compound Sentences Use Frequently Occurring Conjunctions
								Week 3	"Five Brown Bears" "Stories That Teach Lessons"	I Read: "Which Train?" Decodable Readers: <i>Painting in May</i> <i>Gail and Gram</i>	Extended Read-Aloud 2: <i>Tall and Small Play Ball</i>	Punctuation in Context: Dashes, Colons, Quotation Marks Punctuation: Periods, Question Marks, Exclamation Points Return Sweep	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: long a spellings (a, ai, ay) Secondary Skill and Word Families: inflectional endings (-ed, -ing, double final consonant); -ail, -ain, -ay Spiral Review: long Vce syllables with a, i, o, e, and u; inflectional endings (drop -e)	brown, work, year, live	Self-Correcting Expression	Metacognitive: Summarize and Synthesize Fix-Up: Confirm or Correct Word Recognition and Understanding	Describe Characters, Settings, and Major Events Using Key Details Understand the Central Message	Use Affixes as a Clue to Word Meaning	General Academic Listening & Speaking: tease block height dribbled	My Reading and Writing Words: sorry teach moral	Opinion Process Writing	Produce Simple and Compound Sentences Use Frequently Occurring Conjunctions

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Unit 7: Past, Present, and Future	Why is the past important?	<ul style="list-style-type: none"> Knowledge of the past is important to understand the present and plan for the future. People use tools, such as time lines and maps, to help organize and understand events of the past. 	future past present events	Choose from Unit 7 Read Aloud Handbook Selections and Recommended Trade Books.	"Now We Are Six"	Honoring History	Knowledge-Building Library: <i>Good Friends</i> (90L) <i>The Mayflower</i> (BR) <i>The Maya Calendar</i> (520L) <i>We All Help</i> (460L) <i>Flag Day</i> (430L) <i>Lake Maracaibo</i> (480L) <i>Abraham Lincoln</i> (450L)	Week 1	"Let's Go, Go, Go!" "Long Ago on the Go"	I Read: "From Place to Place" Decodable Readers: How We Go Toad's Big Boat	Mentor Read-Alouds: "School Days" "The Story of the White House"	Literary Element: Onomatopoeia and Sound Words End Punctuation: Periods, Question Marks, Exclamation Points	Phoneme Isolation Add Syllables in Compound Words Substitute Syllables in Compound Words	Primary Skill: long o spellings (o, oa, ow, oe) Secondary Skill and Word Families: -ow, -oat, -old Spiral Review: long a vowel teams; long VCe syllables with a, i, o, e, and u	found, your, know, always	Rate Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Reread to Clarify or Confirm Understanding	Identify Main Topic and Retell Key Details Use Text Features to Locate Information: Captions, Glossaries, Time Lines	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	General Academic Listening & Speaking: discover modern improvement Domain-Specific Listening & Speaking: factories	My Reading and Writing Words: today past long ago slower	How-To Process Writing	Possessive Nouns
								Week 2	"Playing Games" "Sounds of a School Day Long Ago"	I Read: "Fun and Games" Decodable Readers: Bees, Bees, Bees! Lee, Dee, and Zees	Extended Read-Aloud 1: <i>Using Time Lines</i>	Punctuation in Context: Dashes, Ellipses, Hyphens	Phoneme Categorization Add Syllables in Compound Words Substitute Syllables in Compound Words	Primary Skill: long e spellings (e, ee, ea, ie) Secondary Skill and Word Families: prefixes un-, re-, -eat, -eet, -eed Spiral Review: long o and a vowel teams	all, people, where, draw	Accuracy Pausing	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Use Pictures to Understand the Text	Identify Main Topic and Retell Key Details Use Text Features to Locate Information: Captions, Glossaries, Time Lines Distinguish Between Information in Pictures and Text	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	General Academic Listening & Speaking: event happen(ed)	My Reading and Writing Words: passed down	How-To Process Writing	Noun-Verb Agreement with Singular and Plural Nouns
								Week 3	"Hooray for Heroes" "Who Was Harriet Tubman?"	I Read: "Our Flag" Decodable Readers: Way Up High Bright Lights	Extended Read-Aloud 2: <i>Statues and Monuments</i>	End Punctuation: Periods, Question Marks, Exclamation Points Text Features: Italics	Phoneme Isolation Add Syllables in Compound Words Substitute Syllables in Compound Words	Primary Skill: long i spellings (i, y, igh) Secondary Skill and Word Families: open syllables; -ight, -ice, -ile Spiral Review: long o, a, and e vowel teams	again, round, they, country	Pausing Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix Up: Read More Slowly and Think About the Words	Use Text Features to Locate Information: Captions, Glossaries, Time Lines Distinguish Between Information in Pictures and Text Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	General Academic Listening & Speaking: honor Domain-Specific Listening & Speaking: structures protests pioneers	My Reading and Writing Words: remember present brave	How-To Process Writing	Possessive Nouns Noun-Verb Agreement with Singular and Plural Nouns

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/ Independent Texts	Week	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar
Unit 8: Observing the Sky	Why do the sun and moon capture our imagination?	<ul style="list-style-type: none"> By observing and exploring, we develop knowledge about Earth, the sun, the moon, and the stars. In many cultures, people tell stories to explain what they observe in the night sky. 	observe explore sky planet	Choose from Unit 8 Read Aloud Handbook Selections and Recommended Trade Books.	"The Moon's The North Wind's Cookie"	Investigating the Sky	Knowledge-Building Library: <i>In My Country</i> (120L) <i>What Is the Sun?</i> (180L) <i>Let's Explore the Caves</i> (360L) <i>How Bear Lost Her Tail</i> (290L) <i>It's Raining Ice Cream!</i> (430L) <i>How We Use Soil</i> (400L) <i>Rivers</i> (430L) <i>The Grand Canyon</i> (530L) <i>Paw Prints</i> (380L) <i>Puerto Rico Is an Island</i> (480L) <i>The Little Raindrop</i> (440L) <i>Living Dinosaurs</i> (670L) Reader's Theater Scripts: <i>The Twinkling Stars</i> <i>Why the Moon Changes in the Night Sky</i>	Week 1	"Twinkle, Twinkle, Little Star" "Stars in the Night Sky"	I Read: "The Night Sky" Decodable Readers: <i>Mark and the Stars</i> <i>Sparkling Stars</i>	Mentor Read-Alouds: "Why Sun and Moon Live in the Sky" "A Walk on the Moon"	Punctuation in Context: Commas, Quotation Marks Uppercase Letters	Phoneme Identification Phoneme Blending Delete Syllables in Compound Words	Primary Skill: /är/ (farm) Secondary Skill and Word Families: compound words; -ar, -all Spiral Review: open syllables; long o, a, e, and l vowel teams	four, great, boy, city	Rate Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Metacognitive: Read Out Loud to Support Comprehension	Describe Characters, Settings, and Major Events Using Key Details Distinguish Between Information in Pictures and Text Explain Differences Between Stories and Informational Text	Use Context as a Clue to Word Meaning	General Academic Listening & Speaking: lovely invited star sky Domain-Specific Listening & Speaking: craters gravity	My Reading and Writing Words: star sky sunlight bright	Opinion Process Writing	Pronouns
								Week 2	"Zoom, Zoom, Zoom" "An Astronaut's Space Suit"	I Read: "The Sun and Moon" Decodable Readers: <i>Search for Food</i> <i>The Sun is Important</i>	Extended Read-Aloud 1: <i>Night and Day</i>	Punctuation in Context: Commas, Quotation Marks End Punctuation: Periods, Question Marks, Exclamation Points Uppercase Letters	Phoneme Categorization Phoneme Blending Delete Syllables in Compound Words	Primary Skill: /ör/ (for, ore, oar) Secondary Skill and Word Families: -orn, -ore, -z-oar Spiral Review: r-controlled words with /är/; long o, a, e, and l vowel teams	laugh, move, change, away	Rate Intonation Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Metacognitive: Stop and Think About the Author's Purpose	Distinguish Between Information in Pictures and Text Use Illustrations and Details to Describe Key Ideas Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information Identify Main Topic and Retell Key Details	Use Context as a Clue to Word Meaning	Domain-Specific Listening & Speaking: meteors planets rotate reflects	My Reading and Writing Words: rocket space	Opinion Process Writing	Past-, Present-, and Future-Tense Verbs of Being
								Week 3	"April Clouds" "Tears from the Silver River"	I Read: "Cloud Shapes" Decodable Readers: <i>The North Wind Blows</i> <i>Soar to the Moon</i>	Extended Read-Aloud 2: <i>Night Sky</i>	Punctuation in Context: Commas, Quotation Marks Return Sweep	Phoneme Identification Phoneme Blending Delete Syllables in Compound Words	Primary Skill: /ür/ (girl, herb, spur) Secondary Skill and Word Families: r-controlled syllables; -ern, -urn Spiral Review: long vowel teams; r-controlled words with /är/, /ör/	every, near, school, earth	Expression Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Metacognitive: Confirm or Correct Word Recognition and Understanding	Describe Characters, Settings, and Major Events Using Key Details Explain Differences Between Stories and Informational Text Understand the Central Message	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: harm faithful Domain-Specific Listening & Speaking: constellations observe	My Reading and Writing Words: clouds Milky Way	Opinion Process Writing	Pronouns Past-, Present-, and Future-Tense Verbs of Being

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/ Independent Texts	Week	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar
Unit 9: We Use Goods and Services	Why do people trade with each other?	<ul style="list-style-type: none"> The exchange of goods and services is an essential part of living in a community. There are many different ways to create goods and provide services. 	provide opinion good service	Choose from Unit 9 Read Aloud Handbook Selections and Recommended Trade Books.	"The Animal Store"	Goods and Services	Knowledge-Building Library: <i>Making Things, Doing Things</i> (BR) <i>Pam's New Puppy</i> (310L) <i>Same and Different Kids Around the World</i> (310L) <i>Let's Save</i> (460L) <i>How to Spend and Save Money</i> (440L) <i>Choices, Choices</i> (320L) <i>Providing Services</i> (400L) <i>Trading for Goods and Services</i> (440L) <i>I Like to Make Things</i> (560L) <i>One Hundred Pennies Is a Dollar!</i> (440L) <i>The Perfect Babysitter</i> (570L) <i>How to Help Others</i> (510L) Reader's Theater Scripts: <i>Pies for Simple Simon</i> <i>Yard Sale: What Was Mine Can Be Yours</i>	Week 1	"The Breakfast Trade" "Cushy Cow Bonny"	I Read: "Trading Then and Now" Decodable Readers: <i>Our Town</i> <i>All Around Town</i>	Mentor Read-Alouds: "From Dairy Farm to You" "The Most Important Service"	Locate Parts of Books Review Previously Taught Learned Concepts	Phoneme Categorization Phoneme Blending Substitute Parts of Blends	Primary Skill: /ou/ (house, clown) Secondary Skill and Word Families: comparative inflectional endings -er, -est; -out, -ouse, -own Spiral Review: r-controlled syllables with /är/, /ôr/, /ûr/	before, done, about, even	Rate and Pausing	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Reread to Clarify or Confirm Understanding	Retell: Use Topic and Relevant Ideas Identify Stanzas and Line Breaks in Poems Identify Author's Opinion About the Topic	Identify and Use Context Clues to Determine Meaning	General Academic Listening & Speaking: protect provide Domain-Specific Listening & Speaking: service good	My Reading and Writing Words: trade want give	Write a Research Report	Use Commas in a Series
								Week 2	"A Pet Needs a Vet" "Rat-a-Tat-Tat"	I Read: "Good Boy, Scruffs!" Decodable Readers: <i>Roy and Joy</i> <i>Earthworm's Soil</i>	Extended Read-Aloud 1: <i>In My Opinion... Goods and Services Are Important</i>	Locate Parts of Books Review Previously Taught Learned Concepts	Phoneme Isolation Phoneme Blending Substitute Parts of Blends	Primary Skill: /oi/ (join, boy) Secondary Skill and Word Families: suffix -ly; -oil, -oin Spiral Review: r-controlled syllables with /är/, /ôr/, /ûr/; vowel teams with /ou/	walk, buy, only, through	Accuracy	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Use Pictures to Understand the Text	Retell: Use Topic and Relevant Ideas Identify Stanzas and Line Breaks in Poems Identify Author's Opinion About the Topic Compare and Contrast Two Texts on the Same Topic	Identify and Use Context Clues to Determine Meaning	General Academic Listening & Speaking: energy save lives make life easier succeed	My Reading and Writing Words: need money	Write a Research Report	Form Plural Possessives
								Week 3	"Pay and Play at the Zoo" "Crocodile"	I Read: "Jack's Jobs" Decodable Readers: <i>One Cool Day</i> <i>Brooms Sweep</i>	Extended Read-Aloud 2: <i>The Shoemaker and the Elves</i>	Locate Parts of Books Review Previously Taught Learned Concepts	Phoneme Isolation Phoneme Blending Substitute Parts of Blends	Primary Skill: /oo/, /oo/ (broom, book) Secondary Skill and Word Families: vowel team syllables; -oom, -ood Spiral Review: vowel teams with /ou/, /oi/; suffix -ly	does, another, wash, some	Phrasing Inflection, Intonation, and Stress	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Read Slowly and Think About the Words	Identify and Describe Main Story Elements Identify Stanzas and Linee Breaks in Poems Identify and Explain the Moral of a Story Retell: Use Main Story Elements	Identify and Use Base Words and Their Inflections	General Academic Listening & Speaking: customer stitch earn make a living	My Reading and Writing Words: pay buy dinner	Write a Research Report	Use Commas in a Series Form Plural Possessives

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/Independent Texts	Week	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar
Unit 10: Exploring Sound, Light, and Heat	How would our lives be different without sound, light, and heat?	<ul style="list-style-type: none"> Living things use energy in the form of sound, light, and heat every day. We can use our senses to build knowledge about light, sound, and heat. 	energy source moves/movement senses	Choose from Unit 10 Read Aloud Handbook Selections and Recommended Trade Books.	"I Know All the Sounds That the Animals Make"	Exploring Sound and Light	Knowledge-Building Library: <i>My Pet</i> (90L) <i>Jill Explores Energy</i> (380L) <i>The Power of the Sun</i> (400L) <i>Fun Changes</i> (410L) <i>How Much Does It Weigh?</i> (430L) <i>Coal</i> (480L)	Week 1	"Dawn Is the Best Time of Day" "Animal Talk"	I Read: "Do You Know Me?" Decodable Readers: <i>All About Storms</i> <i>Food Grows</i>	Mentor Read-Alouds: "Sounds I Love!" "Heat Is All Around"	Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks Uppercase Letters	Phoneme Categorization Phoneme Blending Delete Parts of Blends	Primary Skill: silent letters (wr, kn, gn) Secondary Skill and Word Families: -oon, -ool Spiral Review: vowel team syllables with /ou/, /oi/, /oo/, /oo/; suffix -ly	better, carry, learn, very	Pausing/Rate Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Read Out Loud to Support Comprehension	Draw Inferences to Identify Who is Telling the Story Identify Words and Phrases That Appeal to the Senses Use Illustrations and Details to Describe Key Ideas	Use Context as a Clue to the Meaning of Multiple Meaning Words	General Academic Listening & Speaking: shriek clang Domain-Specific Listening & Speaking: transferred matter	My Reading and Writing Words: sound dark	Poetry Process Writing	Irregular Plural Nouns
								Week 2	"I Clap My Hands" "Good Vibrations"	I Read: "Loud All Around" Decodable Readers: <i>What Does Paul See?</i> <i>Crows Caw</i>	Extended Read-Aloud 1: <i>I Hear with My Ears</i>	Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks Uppercase Letters	Phoneme Categorization Phoneme Blending Delete Parts of Blends	Primary Skill: /b/ (aw, au, al, augh) Secondary Skill and Word Families: suffixes -ful, -less; -aw, -awn Spiral Review: vowel team syllables; silent letters	mother, father, never, below	Self-Correcting Phrasing	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Stop and Think About the Author's Purpose	Draw Inferences to Describe Setting Compare and Contrast the Adventures and Experiences of Characters Identify Words and Phrases That Appeal to the Senses Use Illustrations and Details to Describe Characters	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: handier thunder swishing assists	My Reading and Writing Words: snap move low high	Poetry Process Writing	Irregularly Conjugated Verbs
								Week 3	"My Shadow" "How Shadows Form"	I Read: "Light and Shadow" Decodable Readers: <i>The Hermit Crab</i> <i>In the Woods</i>	Extended Read-Aloud 2: <i>The Light Around Us</i>	Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks	Phoneme Isolation Phoneme Blending Delete Parts of Blends	Primary Skill: long e (y, ey) Secondary Skill and Word Families: consonant -le syllables; -eep, -ey Spiral Review: vowel team syllables; silent letters; suffixes	blue, answer, eight, any	Pausing/Rate Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies Fix-Up: Use Pictures to Understand the Text	Use Text Features to Locate Key Information Use Illustrations and Details to Describe Key Ideas Explain Differences Between Stories and Informational Texts	Identify Real-Life Connections Between Words and Their Use	Domain-Specific Listening & Speaking: shines clear pass through straight line	My Reading and Writing Words: shadow sunny	Writing Reflections: Narrative, Informative/Explanatory, Opinion, Poetry	Irregular Plural Nouns Irregularly Conjugated Verbs Correct Noun-Verb Agreement