

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)	Writing	Grammar
Unit 1: Plants and Animals Have Needs	Why do living things have different needs?	<ul style="list-style-type: none"> Animals and plants need certain things, including food, water, air, and space to survive. Animals and plants have traits, parts, and structures that keep them alive and help them grow and reproduce. 	grow need survive	Choose from Unit 1 Read Aloud Handbook Selections and Recommended Trade Books.	"Tommy"	Needs of Living Things	Knowledge-Building Library: <i>Where Do They Live?</i> (BR70L) <i>Big Animals</i> (BR50L) <i>Tasty Fruit</i> (BR50L) <i>Who Is in the Tree?</i> (0L) <i>How Dragonflies Change</i> (150L) <i>Where Do Plants Grow?</i> (240L) <i>Frog and the Forest</i> (290L) <i>Red the Horse</i> (300L) <i>The Parts of a Plant</i> (300L) Reader's Theater Scripts: <i>The Giant Turnip</i> <i>Plants Grow</i>	Week 1	"Bears Eat Honey!" "What Animals Need"	I Read: "My ABCs" Decodable Readers: <i>The ABC Train</i> <i>A to Z Animals</i> <i>On the Farm</i>	Mentor Read-Alouds: "Lessons from Mama Bear" "Grow, Pumpkin Grow"	Letter Recognition Words Are Made of Letters Words Are Separated by Spaces Directionality -- Read Left to Right	Recognize and Produce Rhyme Syllable Blending	Primary Skill: alphabet review		Rate and Pausing Read and Sing Alphabet Song	Metacognitive: Ask and Answer Questions Metacognitive: Create Mental Images	Identify Parts and Features of a Book to Predict and Confirm the Topic Identify Main Topic and Retell Key Details Describe the Relationship Between Illustrations and the Text	Ask and Answer Questions About Unknown Words in a Text	Domain-Specific Listening & Speaking: shelter den fertile soil bloom	Draw, Write, and Share a Message	Use Nouns in Sentences
								Week 2	"Soil, Water, Air, and Light" "Plant Parts"	I Read: "I Know My ABCs" Decodable Readers: <i>I Can Do It</i>	Extended Read-Aloud 1: <i>What Do Plants Need?</i>	Letter Recognition Words Are Separated by Spaces Directionality -- Read Left to Right	Phoneme Isolation	Primary Skill: m (initial, final) Secondary Skill and Word Families: s Spiral Review: alphabet review		Rate and Pausing Read and Sing Alphabet Song	Metacognitive: Ask and Answer Questions	Identify Parts and Features of a Book to Predict and Confirm the Topic Describe the Relationship Between Illustrations and the Text Identify Similarities and Differences Between Two Texts on the Same Topic	Ask and Answer Questions About Unknown Words in a Text	Domain-Specific Listening & Speaking: air sunlight water space	Draw, Write, and Share a Message	Use Action Verbs in Sentences
								Week 3	"Baby Mice" "Parent and Baby Animals"	I Read: "I Like" Decodable Readers: <i>I Am Big</i>	Extended Read-Aloud 2: <i>What Do Animals Need?</i>	Directionality-- Read Left to Right Sentences Are Represented by Words	Phoneme Isolation	Primary Skill: short a (initial, medial) Secondary Skill and Word Families: short i Spiral Review: m	like, eat	Expression and Intonation	Metacognitive: Ask and Answer Questions Metacognitive: Create Mental Images	Identify Parts and Features of a Book to Predict and Confirm the Topic Identify Main Topic and Retell Key Details Describe the Relationship Between Illustrations and the Text Identify Similarities and Differences Between Two Texts on the Same Topic	Identify Real-Life Connections Between Words and Their Use	Domain-Specific Listening & Speaking: energy grow oxygen survive	Draw, Write, and Share a Message	Use Nouns in Sentences Use Action Verbs in Sentences

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Unit 2: Every Story Has Characters	How are characters different?	<ul style="list-style-type: none"> Being helpful and hard-working are two important character traits. We can appreciate other people more when we understand their perspectives 	appreciate perspective trait	Choose from Unit 2 Read Aloud Handbook Selections and Recommended Trade Books.	"April Rain Song"	Story Characters	Knowledge-Building Library: <i>My New Dog</i> (BR80L) <i>Dad Can</i> (BR50L) <i>I Play</i> (BR50L) <i>I See</i> (BR40L) <i>Yago Helps a Lot</i> (80L) <i>I Can</i> (70L) <i>Flora the Iguana Can Fly</i> (330L) <i>Cows of Many Colors</i> (250L) <i>Who Lives in This Cave?</i> (270L) Reader's Theater Scripts: <i>Tortoise and Hare Run a Race</i> <i>Meet the Three Bears</i>	Week 1	"Little Miss Muffet" "Humpty Dumpty"	I Read: "Sam" Decodable Readers: <i>Sam Likes the Farm</i>	Mentor Read-Alouds: "The Tortoise and the Hare" "The Little Helper"	Directionality: Read Left to Right Letter Recognition	Phoneme Isolation Categorization Blend Onset and Rime	Primary Skill: s (initial) Secondary Skill and Word Families: m, t, r Spiral Review: m, short a	the, we	Expression	Metacognitive: Draw Inferences Metacognitive: Distinguish Between Important and Unimportant Information	Identify and Describe Characters, Setting, and Major Events Retell Familiar Stories Using Key Details Compare and Contrast the Adventures and Experiences of Characters in Stories	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: shouted shrieked cried roared	Draw and Write Narrative Texts	Regular Plural Nouns
								Week 2	"Little Bo-Peep" "Gregory Griggs"	I Read: "Go!" Decodable Readers: <i>We See</i>	Extended Read-Aloud 1: <i>Horrible Bear</i>	Directionality: Read Left to Right Letter Recognition Directionality: Return Sweep	Phoneme Isolation Categorization Blend Onset and Rime	Primary Skill: t (initial, final) Secondary Skill and Word Families: f, h, b Spiral Review: s, m, short a	go, see	Expression	Metacognitive: Draw Inferences	Identify and Describe Characters, Setting, and Major Events Identify the Author and Illustrator and Define the Role of Each Compare and Contrast the Adventures and Experiences of Characters in Stories	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: indignant peeked stomped whispered	Draw and Write Narrative Texts	Question Words
								Week 3	"The Gingerbread Man" "The Little Red Hen"	I Read: "Nat" Decodable Readers: <i>We Sat</i>	Extended Read-Aloud 2: <i>Dog Days of School</i>	Phoneme Isolation Categorization Blend Onset and Rime	Primary Skill: n (initial, final) Secondary Skill and Word Families: w, p, l Spiral Review: t, s, m, short a	go, I, like, see, the, we, was, her, down	Expression	Metacognitive: Distinguish Between Important and Unimportant Information	Identify and Describe Characters, Setting, and Major Events Identify the Author and Illustrator and Define the Role of Each	Ask and Answer Questions About Unknown Words in a Text	General Academic Listening & Speaking: curious explain scolded shivered	Draw and Write Narrative Texts	Regular Plural Nouns Question Words	

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Unit 3: Rules at Home and School	Why do we have rules?	<ul style="list-style-type: none"> We can stay safe by following rules at home, at school, and in the community. Rules help us act responsibly, get along with others, and make good choices. 	get along respect responsible	Choose from Unit 3 Read Aloud Handbook Selections and Recommended Trade Books.	"Table Manners"	Have Fun with Rules	Knowledge-Building Library: <i>A School Day</i> (BR90L) <i>I Go Downtown</i> (BR20L) <i>What Is on the Table?</i> (BR80L) Who Is In My House? (0L) <i>The Little Dogs and Mom</i> (90L) <i>They Like to Help</i> (170L) <i>At School</i> (240L) <i>What Symbols Do You See?</i> (160L) <i>One Scary Bike Ride</i> (140L) Reader's Theater Scripts: <i>Jumping Monkeys</i> <i>People at School</i>	Week 1	"Let's Be Friends" "Good Morning"	I Read: "My Friend Sam" Decodable Readers: <i>In School</i>	Mentor Read-Alouds: "Let's Play by the Rules!" "A New Pet"	Words Represented by Letters Capitalization	Phoneme Isolation Substitution	Primary Skill: short l (initial, medial) Secondary Skill and Word Families: short a, o Spiral Review: n, t, s, m, short a	can, she	Pausing -- Full Stop	Metacognitive: Make Connections Metacognitive: Summarize and Synthesize	Identify the Reasons an Author Gives to Support Points Identify and Describe Characters, Setting, and Major Events (Story Characters) Describe the Relationship Between the Illustrations and the Story	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: important enormous responsible Domain-Specific Listening & Speaking: rules	Draw and Write an Expository Text	Capitalization
								Week 2	"I Wiggle" "Rules at Home and School"	I Read: "Can We Fit?" Decodable Readers: <i>A Fat Pumpkin</i>	Extended Read-Aloud 1: <i>What Are Some Rules at School</i>	Words Represented by Letters Words Separated by Spaces Capitalization	Phoneme Isolation Substitution Syllables in Spoken Words	Primary Skill: f (initial) Secondary Skill and Word Families: c, j, n Spiral Review: n, t, s, m, short a, i	a, is	Speed and Pacing Expression	Metacognitive: Make Connections	Identify the Reasons an Author Gives to Support Points Describe the Relationship Between the Illustrations and the Story Identify Parts and Features of a Book (Table of Contents) Identify Similarities and Differences Between Two Texts on the Same Topic	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: pay attention safe Domain-Specific Listening & Speaking: citizens community	Draw and Write an Expository Text	Use Complete Sentences
								Week 3	"I Can" "Stop, Look, and Listen"	I Read: "Pam the Cat" Decodable Readers: <i>Pat and Pam</i>	Extended Read-Aloud 2: <i>Rules Are Cool</i>	Directionality: Return Sweep	Phoneme Isolation Substitution Syllables in Spoken Words	Primary Skill: p (initial, final) Secondary Skill and Word Families: g, d, k Spiral Review: f, n, t, s, m, short a, i	a, can, go, is, see, she, the, we, friend, they	Intonation and Inflection	Metacognitive: Summarize and Synthesize	Identify and Describe Characters, Setting, and Major Events (Story Characters) Compare and Contrast the Adventures and Experiences of Characters in Stories Describe the Relationship Between the Illustrations and the Story	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: be nice joined helping hand respect	Draw and Write an Expository Text	Capitalization Use Complete Sentences

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Unit 4: Writers Tell Many Stories	Why do people tell stories?	<ul style="list-style-type: none"> • Characters and their adventures and experiences can entertain us and teach us lessons. • Stories can show how families and friends care for one another. 	character experiences family	Choose from Unit 4 Read Aloud Handbook Selections and Recommended Trade Books.	"Catch a Little Rhyme"	Author Study	Knowledge-Building Library: <i>Who Do You See?</i> (BR50L) <i>Who Comes Along?</i> (0L) <i>Where Are the Animals?</i> (BR50L) <i>I Am Having Fun</i> (BR70L) <i>May I Go Fly?</i> (190L) <i>A Good Trip</i> (110L) <i>Dog Reads</i> (250L) <i>Brave Jim</i> (250L) <i>Miso Meows</i> (210L) Reader's Theater Scripts: <i>The Three Little Pigs and the Wolf</i> <i>Stone Soup</i>	Week 1	"I Have Something in My Pocket" "A Sailor Went to Sea"	I Read: "The Boy" Decodable Readers: <i>It Can Pop</i>	Mentor Read-Alouds: "Who Did It?" "The Spider and the Deer"	Directionality: Return Sweep	Phoneme Isolation Blending	Primary Skill: short o (initial, medial) Secondary Skill and Word Families: short e, u Spiral Review: p, f, n, t, s, m, short a, i	he, has	Rhythm	Metacognitive: Ask and Answer Questions Metacognitive: Create Mental Images	Identify and Describe Characters, Setting, and Major Events Describe the Relationship Between the Illustrations and the Story	Identify New Meanings for Familiar Words	General Academic Listening & Speaking: crash spotted directed spun	Draw and Write Opinion Texts	Prepositions
								Week 2	"Itsy, Bitsy Spider" "What the Animals Say"	I Read: "Little Cat" Decodable Readers: <i>Cam the Cat</i>	Extended Read-Aloud 1: <i>Knuffle Bunny</i>	Written Words Match Spoken Words	Phoneme Isolation Blend Onset and Rime	Primary Skill: c (initial) Secondary Skill and Word Families: v, y, z Spiral Review: p, f, n, t, s, m, short a, l, o	little, play	Phrasing	Metacognitive: Ask and Answer Questions	Identify and Describe Characters, Setting, and Major Events Describe the Relationship Between the Illustrations and the Story Compare and Contrast the Adventures and Experiences of Characters in Stories	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: bawled realized replied zoomed	Draw and Write Opinion Texts	End Punctuation
								Week 3	"Stone Soup" "The Three Billy Goats Gruff"	I Read: "Hop, Hop, Hot" Decodable Readers: <i>It is Hot!</i>	Extended Read-Aloud 2: <i>Wolf Club's Song</i>	Capitalization	Phoneme Isolation Blend Onset and Rime	Primary Skill: h (initial) Secondary Skill and Word Families: x, qu Spiral Review: c, p, f, n, t, s, m, short a, l, o	a, has, he, is, little, play, she, very, out	Expression	Metacognitive: Create Mental Images	Identify and Describe Characters, Setting, and Major Events Compare and Contrast the Adventures and Experiences of Characters in Stories	Identify New Meanings for Familiar Words	General Academic Listening & Speaking: guided leaped Domain-Specific Listening & Speaking: cub wolf pack	Draw and Write Opinion Texts	Prepositions End Punctuation

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Unit 5: Technology at Home and School	Why do we use technology?	<ul style="list-style-type: none"> Technology is changing how we work, learn, travel, and live. We can use technology to interact with others in new ways. 	computer interact technology	Choose from Unit 5 Read Aloud Handbook Selections and Recommended Trade Books.	"Deep in Our Refrigerator"	A Close Look at Technology	Knowledge-Building Library: <i>Tools for Seeing</i> (BR) <i>What I Hear</i> (BR60L) <i>My Story</i> (BR50L) <i>Bess and Jess</i> (BR50L) <i>Science Tools</i> (280L) <i>Teachers Are Important</i> (290L) <i>We Can Move Things</i> (170L) <i>All About Maps</i> (200L) <i>Junk Is My Art</i> (270L) Reader's Theater Scripts: <i>Looking at the Sky</i> <i>Mary's Lamb Goes to School</i>	Week 1	"A Little Piggy Named Bob!" "Technology at School"	I Read: "Play Ball!" Decodable Readers: <i>Bob Can Go</i>	Mentor Read-Alouds: "Up, Up, and Away!" "1, 2, 3, Blast Off!"	Written Words Match Spoken Words Sentences Represented by Words Words Represented by Letters	Phoneme Isolation Addition Distinguish Syllables in Spoken Words	Primary Skill: b (initial, final) Secondary Skill and Word Families: word family -at Spiral Review: h, c, p, f, n, t, s, short i, o	and, you	Characterization/Feelings	Metacognitive: Draw Inferences Metacognitive: Distinguish Between Important and Unimportant Information	Identify the Reasons an Author Gives to Support Points Identify Parts and Features of a Book (Illustrations/Captions) Identify and Describe Characters, Setting, and Major Events	Identify New Meanings for Familiar Words	General Academic Listening & Speaking: future appeared vanished Domain-Specific Listening & Speaking: outer space	Process Writing: Informational/Expository Texts	Use Pronouns I and Me in Sentences
								Week 2	"The Wheels on the Bus" "Getting to School"	I Read: "The Fun Bus" Decodable Readers: <i>What Is It?</i>	Extended Read-Aloud 1: <i>Technology at Home & School Past and Present</i>	Page Sequence Words Represented by Letters Directionality: Read Left to Right	Phoneme Isolation Addition Distinguish Syllables in Spoken Words	Primary Skill: short u (initial, medial) Secondary Skill and Word Families: word family - un Spiral Review: b, h, c, p, f, n, t, s, short i, o	big, with	Pacing; Inflection	Metacognitive: Draw Inferences	Identify the Reasons an Author Gives to Support Points Identify Parts and Features of a Book (Illustrations/Captions) Describe the Relationship Between Illustrations and the Text Identify Similarities and Differences Between Two Texts on Same Topic	Identify New Meanings for Familiar Words	General Academic Listening & Speaking: changed improved long ago Domain-Specific Listening & Speaking: electricity	Process Writing: Informational/Expository Texts	Use Common Being Verbs in Sentences
								Week 3	"The Toaster" "My Noisy House"	I Read: "Ron Has a Robot" Decodable Readers: <i>Rob at School</i>	Extended Read-Aloud 2: <i>The No-Tech Day of Play</i>	Directionality: Read Left to Right End Marks Phoneme Isolation Substitution Distinguish Syllables in Spoken Words	Primary Skill: r (initial) Secondary Skill and Word Families: word family -ip Spiral Review: b, h, c, p, f, n, t, short i, o, u	and, big, has, he, little, play, with, you, good, all, our	Self-Correct	Metacognitive: Distinguish Between Important and Unimportant Information	Identify and Describe Characters, Setting, and Major Events Describe the Relationship Between Illustrations and the Text Compare/Contrast Adventures and Experiences of Characters in Stories	Sort Words into Categories	Domain-Specific Listening & Speaking: charge games plug in text	Process Writing: Informational/Expository Texts	Use Pronouns I and Me in Sentences Use Common Being Verbs in Sentences	

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Unit 6: Stories Have a Message	How do we know what is right?	<ul style="list-style-type: none"> • People tell traditional stories, like folktales, to teach important lessons. • Stories can teach us that ordinary people can accomplish big things, especially when they work together. 	accomplish lesson message work together	Choose from Unit 6 Read Aloud Handbook Selections and Recommended Trade Books.	"Sharing"	Comparing Folktale Messages	Knowledge-Building Library: <i>Today!</i> (BR30L) <i>We Play Ball</i> (BR30L) <i>Arctic Animals</i> (BR30L) <i>Things We Like to Do</i> (BR30L) <i>It Is Hot!</i> (120L) <i>Jonah Is a Leader</i> (180L) <i>Rainy Day Adventure</i> (230L) <i>Bear's Adventure</i> (60L) <i>The Day the Rooster Slept Late</i> (270L) Reader's Theater Scripts: <i>The Ant and The Grasshopper</i> <i>The Old Gray Mare Is What She Used to Be</i>	Week 1	"Goldilocks Learns a Lesson" "Fox and Crow"	I Read: "The Red Hen" Decodable Readers: <i>Red Hens</i>	Mentor Read-Alouds: "All Together Now!" "A House for Max"	Return Sweep Read Top to Bottom	Phoneme Isolation Blending	Primary Skill: short e (initial, medial) Secondary Skill and Word Families: word family -et Spiral Review: r, b, h, c, p, f, n, short l, o, u	for, no	Inflection/Intonation	Metacognitive: Make Connections Metacognitive: Summarize and Synthesize	Describe Main Characters, Setting, and Important Events in a Story Compare and Contrast Characters' Experiences Retell: Use Main Character(s), Setting, and Important Events Identify and Explain Descriptive Words in a Text	Relate Words to Their Opposites	General Academic Listening & Speaking: idea looming grinned planned	Write Opinion Texts	Form and Use Simple Verb Tenses for Regular Verbs
								Week 2	"Good, Better, Best" "Live Happily Ever After"	I Read: "Good Pig, Bad Pig" Decodable Readers: <i>Meg Likes Bugs</i>	Extended Read-Aloud 1: <i>The Legend of the Coquí</i>	Distinguish Letters from Words Print Conveys Meaning and Pictures Support Meaning	Phoneme Isolation Substitution Blend Onset and Rime	Primary Skill: g (initial, final) Secondary Skill and Word Families: word family -ot Spiral Review: r, b, h, c, p, f, n, short o, u, e	jump, one	Pacing	Metacognitive: Make Connections	Describe Main Characters, Setting, and Important Events in a Story Retell: Use Main Character(s), Setting, and Important Events Identify and Explain Descriptive Words in a Text	Relate Words to Their Opposites	General Academic Listening & Speaking: ignored notice practiced represent	Write Opinion Texts	Use Interrogatives to Ask Questions
								Week 3	"Chicken Little" "Do What's Right!"	I Read: "Dan's Dog" Decodable Readers: <i>Where Is Dan?</i>	Extended Read-Aloud 2: <i>The Boy Who Fed His People</i>	Return Sweep	Phoneme Isolation Blending Blend Onset and Rime	Primary Skill: d (initial, final) Secondary Skill and Word Families: word family -an Spiral Review: g, r, b, h, c, p, f, short o, u, e	and, jump, one, you, your, girl	Expression	Metacognitive: Summarize and Synthesize	Describe Main Characters, Setting, and Important Events in a Story Compare and Contrast Characters' Experiences Retell: Use Main Character(s), Setting, and Important Events Identify Rhyme in a Poem	Ask and Answer Questions about Unfamiliar Words	General Academic Listening & Speaking: brave Domain-Specific Listening & Speaking: game snares tipi	Write Opinion Texts	Form and Use Simple Verb Tenses for Regular Verbs Use Interrogatives to Ask Questions

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Unit 7: Holidays and Celebrations	Why do we celebrate people and events?	<ul style="list-style-type: none"> We honor people who made positive contributions to the world with celebrations and holidays. We celebrate holidays with food, parades, and/or being with friends and family. 	celebration holiday honor remember	Choose from Unit 7 Read Aloud Handbook Selections and Recommended Trade Books.	"November is Upon Us"	Celebrating Holidays	Knowledge-Building Library: <i>Dad's Birthday</i> (BR30L) <i>The Party</i> (BR30L) <i>A Party at the Zoo</i> (BR50L) <i>What I Like to Do</i> (BR70L) <i>A Mariachi Band</i> (340L) <i>Make a Plan of the Library</i> (190L) <i>The Best Thanksgiving Ever!</i> (70L) <i>It's Sunday!</i> (230L) <i>Presidents' Day</i> (420L) Reader's Theater Scripts: <i>Party Time with Old King Cole</i> <i>Birthday Parties</i>	Week 1	"Mr. Turkey" "Five Waiting Pumpkins"	I Read: "Summer Fun" Decodable Readers: <i>We Have Fun</i>	Mentor Read-Alouds: "The Mother of Thanksgiving" "Let's Celebrate Thomas Edison"	End Punctuation	Phoneme Isolation Blending Substitution Distinguish Syllables	Primary Skill: w (initial) Secondary Skill and Word Families: word family -in Spiral Review: d, g, r, b, h, c, p, short o, u, e	are, have	Confirm Word Recognition	Metacognitive: Apply Strategies	Identify Main Topic and Retell Key Details Describe the Connection Between Two Individuals, Events, Ideas or Information in a Text Identify Book Parts and Features (captions, illustrations, table of contents)	Relate Words to Their Opposites	General Academic Listening & Speaking: celebrate valued solve problems Domain-Specific Listening & Speaking: inventor	Process Writing: Narratives	Use Prepositions
								Week 2	"P-E-A-C-E!" "February Celebration!"	I Read: "What Is It?" Decodable Readers: <i>Lin Can See</i>	Extended Read-Aloud 1: <i>People We Celebrate</i>	Directionality: Return Sweep Words Separated by Spaces	Phoneme Isolation Delete Syllables in Compound Words	Primary Skill: l (initial) Secondary Skill and Word Families: word family -op Spiral Review: w, d, g, r, b, h, c, short o, u, e	said, two	Inflection, Intonation, and Volume	Metacognitive: Apply Strategies	Identify Main Topic and Retell Key Details Describe the Connection Between Two Individuals, Events, Ideas or Information in a Text Describe the Relationship Between Illustrations and the Text Identify the Reasons an Author Gives to Support Points	Use Inflections and Affixes as a Clue to the Meaning of Unknown Words	General Academic Listening & Speaking: honor Domain-Specific Listening & Speaking: civil rights laws leader	Process Writing: Narratives	Use Complete Sentences: Correct Capitalization and End Punctuation
								Week 3	"Happy Birthday, U.S.A.!" "June is the Best Month"	I Read: "I Am Happy!" Decodable Readers: <i>Jim and Jan Have Fun</i>	Extended Read-Aloud 2: <i>In My Opinion... These Are the Best Ways to Celebrate Holidays</i>	Directionality: Return Sweep Text Read Top to Bottom	Phoneme Isolation Delete Syllables in Compound Words	Primary Skill: j (initial) Secondary Skill and Word Families: word family -ug Spiral Review: l, w, d, g, r, b, h, short o, u, e	are, for, have, jump, no, one, said, two, when, love	Rate and Pacing	Metacognitive: Apply Strategies	Identify Similarities/ Differences Between Two Texts on the Same Topic Describe the Relationship Between Illustrations and the Text Identify the Reasons an Author Gives to Support Points	Use Inflections and Affixes as a Clue to the Meaning of Unknown Words	General Academic Listening & Speaking: remember Domain-Specific Listening & Speaking: patriotic serve the country thankful	Process Writing: Narratives	Use Prepositions Use Complete Sentences: Correct Capitalization and End Punctuation

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Unit 8: Weather and Seasons	How do our lives change with the seasons?	<ul style="list-style-type: none"> Weather and temperature change with the seasons. The clothes we wear and the things we do are affected by weather and seasons. 	change season temperature weather	Choose from Unit 8 Read Aloud Handbook Selections and Recommended Trade Books.	"Snow City"	Weather and the Seasons	Knowledge-Building Library: <i>The Boat Trip</i> (BR80L) <i>What Can I See?</i> (BR70L) <i>My Friend the Sun</i> (20L) <i>The Sun</i> (BR90L) <i>Water</i> (50L) <i>My Weather Log</i> (BR)	Week 1	"The Weather Song" "Cap, Mittens, Shoes, and Socks"	I Read: "Kim's Day" Decodable Readers: <i>Kids Have Fun</i>	Mentor Read-Alouds: "The Coolest Vacation" "The Great Blizzard"	Words Made of Letters End Punctuation	Phoneme Isolation Addition Blend Onset and Rime	Primary Skill: k (initial) Secondary Skill and Word Families: word family -it Spiral Review: j, l, w, d, g, r, b, short o, u, e	look, me	Pitch	Metacognitive: Apply Strategies	Identify Main Topic and Retell Key Details Identify and Describe Story Characters, Setting and Major Events Describe the Relationship Between the Illustrations and the Text	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: cool blanketed Domain-Specific Listening & Speaking: cool melt blizzard	Process Writing: Shared Research Report	Produce and Expand Complete Sentences
								Week 2	"Fall" "Spring is Coming"	I Read: "Yip-Yap" Decodable Readers: <i>Mom and the Cubs</i>	Extended Read-Aloud 1: <i>Weather and the Seasons</i>	Words Made of Letters	Phoneme Isolation Substitution Blend Onset and Rime	Primary Skill: y (initial) Secondary Skill and Word Families: word family -ap Spiral Review: k, j, l, w, d, g, r, short o, u, e	come, here	Self-Monitor For Accuracy	Metacognitive: Apply Strategies	Identify Main Topic and Retell Key Details Describe the Relationship Between the Illustrations and the Text Identify Similarities and Differences Between Two Texts on the Same Topic Identify Parts and Features of a Book (Illustrations/Captions)	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: fewest ruin Domain-Specific Listening & Speaking: temperatures thunderstorms	Process Writing: Shared Research Report	Use Common Verbs
								Week 3	"Hide-and-Seek in Fall" "Rain, Rain, Stay a Day"	I Read: "Come Quick!" Decodable Readers: <i>Val and Vic</i>	Extended Read-Aloud 2: <i>Two Wool Gloves</i>	Recognize Sequential Order of Pages End Punctuation	Phoneme Isolation Blending Blend Onset and Rime	Primary Skill: v (initial), qu (initial) Secondary Skill and Word Families: word family -ick Spiral Review: y, k, j, l, w, d, g, short o, u, e	are, come, have, here, look, me, said, two, away, yellow	Pause at Full Stops	Metacognitive: Apply Strategies	Identify and Describe Story Characters, Setting and Major Events Retell Familiar Stories Including Key Details Compare and Contrast the Adventures and Experiences of Characters	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: grumbled shield oneself squeaked Domain-Specific Listening & Speaking: snowstorm	Process Writing: Shared Research Report	Produce and Expand Complete Sentences Use Common Verbs

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)	Writing	Grammar
Unit 9: Meeting Our Needs and Wants	Why do we make choices?	<ul style="list-style-type: none"> • People work to earn and save money to pay for things they need and want. • People make choices about what to buy to meet their needs and wants. 	choice money need want	Choose from Unit 9 Read Aloud Handbook Selections and Recommended Trade Books.	"Covers"	Meeting Our Needs	Knowledge-Building Library: <i>Healthy Habits</i> (BR60L) <i>They Eat Well</i> (BR30L) <i>Food on the Ranch</i> (BR50L) <i>Fun at the Playground</i> (BR30L) <i>What Can They Do?</i> (50L) <i>Our Favorite Meal</i> (190L) <i>A Busy Bear</i> (310L) <i>What Do You Like to Do?</i> (190L) <i>Clean Up! Our Earth Day Project</i> (70L) Reader's Theater Scripts: <i>We Have Coins</i> <i>Baa Baa Black Sheep Sells Her Wool</i>	Week 1	"My Choices" "Three Jars"	I Read: "The Two Boxes" Decodable Readers: <i>Mr. Max's Job</i>	Mentor Read-Alouds: "Firefighters at Work" "A Gift for Mom"	Words Made of Letters	Phoneme Isolation Blending Addition Substitution	Primary Skill: x (final), z (initial) Secondary Skill and Word Families: word family -ock Spiral Review: v, qu, y, k, j, l, w, short o, u, e	my, to	Accuracy	Metacognitive: Apply Strategies	Identify and Describe Characters, Setting, and Major Events Describe the Relationship Between the Illustrations and the Text Identify the Reasons an Author Gives to Support Points	Sort Words into Categories	General Academic Listening & Speaking: resourceful Domain-Specific Listening & Speaking: gear shift earn	Process Writing: Opinion	Produce and Expand Complete Sentences
								Week 2	"Tiny Tim" "Meeting Needs in Different Ways"	I Read: "What Am I?" Decodable Readers: <i>At Work</i>	Extended Read-Aloud 1: <i>Needs and Wants</i>	Directionality: Return Sweep	Phoneme Isolation Blending Deletion Substitution	Primary Skill: long a (a_e) Secondary Skill and Word Families: word family -ame Spiral Review: x, z, v, qu, y, k, j, short o, u, e	of, what	Intonation and Inflection	Metacognitive: Apply Strategies	Describe the Relationship Between the Illustrations and the Text Identify Parts and Features of a Book (Labels, Illustrations, Captions) Identify the Reasons an Author Gives to Support Points Identify the Main Topic and Retell Key Details of a Text	Sort Words into Categories	Domain-Specific Listening & Speaking: afford price purchase save	Process Writing: Opinion	Understand and Use Question Words
								Week 3	"What Do I Want?" "Choose Happiness"	I Read: "Vote!" Decodable Readers: <i>Mr. and Mrs. Mole</i>	Extended Read-Aloud 2: <i>Jaylen's Juice Box</i>	Relationship Between Spoken and Written Words	Phoneme Isolation Blending Deletion Substitution	Primary Skill: long o (o_e) Secondary Skill and Word Families: word family -ope Spiral Review: x, z, v, qu, y, k, j, long a, short u, e	come, here, look, me, my, of, to, what, happy	Expression	Metacognitive: Apply Strategies	Identify and Describe Characters, Setting, and Major Events Describe the Relationship Between the Illustrations and the Text Compare and Contrast the Adventures and Experiences of Characters	Sort Words into Categories	Domain-Specific Listening & Speaking: change customers business orders	Process Writing: Opinion	Produce and Expand Complete Sentences Understand and Use Question Words

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)	Writing	Grammar
Unit 10: Forces and Motion	What makes things move?	<ul style="list-style-type: none"> • Objects are in motion all around us. • We use forces and motion to help us in our daily lives. 	force motion pull push	Choose from Unit 10 Read Aloud Handbook Selections and Recommended Trade Books.	"The Swing"	Investigating Motion	Knowledge-Building Library: <i>Changing Colors</i> (BR50L) <i>They Are Big!</i> (BR60L) <i>What Is Heavier?</i> (BR30L) <i>Science Outside</i> (70L) <i>Look at This</i> (200L) <i>Pony's Cart</i> (190L) <i>A Hot Day</i> (240L) <i>I Like Energy</i> (210L) <i>Push and Pull in the Garden</i> (180L) Reader's Theater Scripts: <i>Look at It Go!</i> <i>Tim Rows a Boat Gently Down the Stream</i>	Week 1	"The Elephant Goes" "Stretching Fun"	I Read: "Do You Want?" Decodable Readers: <i>It Is Time to Tug</i>	Mentor Read-Alouds: "The True Story of Balto, the Sled Dog" "Up in the Air"	Words Made of Letters End Punctuation	Phoneme Isolation Addition Substitution	Primary Skill: long l (l_e) Secondary Skill and Word Families: word family -ide Spiral Review: x, z, v, qu, y, k, j, long a, o, short e	put, want	Inflection/Intonation: Stress	Metacognitive: Apply Strategies	Describe the Relationship Between Illustrations and Text Identify Similarities and Differences Between Two Texts on Same Topic	Relate Words to Their Opposites	Domain-Specific Listening & Speaking: dogsled relay rise sink	Process Writing: Poetry	Produce and Expand Complete Sentences
								Week 2	"Count and Move" "Yoga for Kids"	I Read: "I Saw This Box" Decodable Readers: <i>Ned Makes a Home</i>	Extended Read-Aloud 1: <i>Forces</i>	Spoken Words Match Written Words Directionality: Return Sweep	Phoneme Isolation Blending Deletion	Primary Skill: long u (u_e) Secondary Skill and Word Families: _o (so, no, go) Spiral Review: x, z, v, qu, y, k, j, long a, l, o	saw, this	Pacing	Metacognitive: Apply Strategies	Describe the Relationship Between Illustrations and Text Identify Similarities and Differences Between Two Texts on Same Topic Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text Identify the Reasons an Author Gives to Support Points Identify Parts and Features of a Book	Identify Real-Life Connections Between Words and Their Use	Domain-Specific Listening & Speaking: friction gravity machines opposite	Process Writing: Poetry	Use Prepositions
								Week 3	"The Three Little Pigs Go Out to Play" "The Thirsty Bird Gets a Drink"	I Read: "Pete and Eve" Decodable Readers: <i>It Can Go Up!</i>	Extended Read-Aloud 2: <i>Motion</i>	Pages Follow a Sequential Order	Phoneme Isolation Deletion	Primary Skill: long e (e_e) Secondary Skill and Word Families: _e (be, me, he, we, she) Spiral Review: x, z, v, qu, y, k, j, long a, l, o, u	my, of, put, saw, this, to, want, what, how, over	Expression	Metacognitive: Apply Strategies	Describe the Relationship Between Illustrations and Text Identify Similarities and Differences Between Two Texts on Same Topic Identify Parts and Features of a Book	Identify Real-Life Connections Between Words and Their Use	Domain-Specific Listening & Speaking: direction path position speed	Writing Reflection	Produce and Expand Complete Sentences Use Prepositions