



# Grade K • Unit 1 • Scope and Sequence

Big Idea: Take a New Step	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<b>What can we learn when we try new things?</b>  <b>Week 1</b>  <b>Weekly Concept:</b> Make New Friends  <b>Essential Question:</b> How can we get along with new friends?  <b>Connect to Social Studies:</b> Follow rules, such as sharing or taking turns	<b>Title:</b> "The Lion and the Mouse"  <b>Genre:</b> Fable  <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>What About Bear?</i>  <b>Genre:</b> Fantasy  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Illustrations)  <b>Paired Selection Title:</b> "How to Be a Friend"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Photographs	<b>Short Text:</b> I Can  <b>Genre:</b> Nonfiction  <b>Short Text:</b> Can I?  <b>Genre:</b> Fiction	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fantasy  <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>	<b>Literature Big Book:</b> Organization	<b>Additional Academic Vocabulary:</b> <i>title</i> <i>author</i> <i>illustrator</i> <i>noun</i>	<i>the</i>	<i>friend</i> <i>problem</i> <i>escape</i> <i>grasped</i> <i>rescue</i>  <b>Build Oral Vocabulary:</b> <i>hey,</i> <i>another,</i> <i>wait</i>	Feeling Words	<b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending  <b>Phonics</b> /m/m (initial/final)  <b>Decodable Readers:</b> "I Can" "Can I?"	<b>Sound-Spelling and Word Automaticity:</b> Intonation	<b>Writing Trait:</b> Ideas: Clues  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Literature Big Book: <i>What About Bear?</i>  <b>Reading Writing Workshop:</b> "I Can"  <b>Grammar Skill:</b> Nouns	<b>Project:</b> Make a poster
<b>Week 2</b>  <b>Weekly Concept:</b> Get Up and Go!  <b>Essential Question:</b> How do baby animals move?  <b>Connect to Science:</b> Explore how we can get up and go	<b>Title:</b> "The Tortoise and the Hare"  <b>Genre:</b> Fable  <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>Pouch!</i>  <b>Genre:</b> Fantasy  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details (Use Illustrations)  <b>Paired Selection Title:</b> "Baby Animals on the Move"  <b>Genre:</b> Informational Text  <b>Text Feature:</b> Labels	<b>Short Text:</b> "We Can"  <b>Genre:</b> Nonfiction  <b>Short Text:</b> "I Can, I Can"  <b>Genre:</b> Fiction	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fantasy  <b>Titles:</b> A: <i>Hop!</i> O: <i>We Hop!</i> E: <i>We Hop!</i> B: <i>We Can Move!</i>	<b>Literature Big Book:</b> Organization	<b>Additional Academic Vocabulary:</b> <i>fantasy</i> <i>fable</i> <i>opinion</i> <i>details</i>	<i>we</i>  <b>Build Your Word Bank:</b> <i>down</i>	<i>adventure</i> <i>movement</i> <i>arrived</i> <i>exciting</i> <i>exhausted</i>  <b>Build Oral Vocabulary:</b> <i>pouch, mama,</i> <i>pasture, fence,</i> <i>afraid, thanks</i>	Family 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>Decodable Readers:</b> "I Am" "We Can"	<b>Sound-Spelling and Word Automaticity:</b> Intonation	<b>Writing Trait:</b> Ideas: Details  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Literature Big Book: <i>Pouch!</i>  <b>Reading Writing Workshop:</b> "We Can"  <b>Grammar Skill:</b> Nouns	<b>Project:</b> Make an Animal Puppet
<b>Week 3</b>  <b>Weekly Concept:</b> Use Your Senses  <b>Essential Question:</b> How can your senses help you learn?  <b>Connect to Science:</b> Solve problems through engineering	<b>Title:</b> "A Feast of the Senses"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions	<b>Main Selection Title:</b> <i>Senses at the Seashore</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> "I Smell Springtime," "Taste of Purple," "Rain"  <b>Genre:</b> Poetry  <b>Literary Element:</b> Sensory Words	<b>Short Text:</b> "Sam Can"  <b>Genre:</b> Fiction  <b>Short Text:</b> "I 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>The Beach</i> O: <i>At School</i> E: <i>At School</i> B: <i>See It Grow!</i>	<b>Literature Big Book:</b> Organization	<b>Additional Academic Vocabulary:</b> <i>informational text</i> <i>observation</i> <i>poetry</i>	<i>see</i>  <b>Build Your Word Bank:</b> <i>wil</i>	<i>explore</i> <i>senses</i> <i>feast</i> <i>finished, kneads</i>  <b>Build Oral Vocabulary:</b> <i>lotion, fresh, in bloom, gull, cry, surface</i>	Sensory Words	<b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization  <b>Phonics:</b> /s/s (initial)  <b>Consonant/Vowel Review:</b> /a/a, /m/m  <b>Decodable Readers:</b> "Sam Can See" "Sam"	<b>Sound-Spelling and Word Automaticity:</b> Phrasing	<b>Writing Trait:</b> Ideas: Clues  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Literature Big Book: Senses at the Seashore  <b>Reading Writing Workshop:</b> "Sam Can"  <b>Grammar Skill:</b> Nouns	<b>Project:</b> Make a Display



# Grade K • Unit 2 • Scope and Sequence

Big Idea: Let's Explore	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>What can you find out when you explore?</b></p>													
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Tools We Use</p> <p><b>Essential Question:</b> How do tools help us to explore?</p> <p><b>Connect to Science:</b> Solve problems through engineering</p>	<p><b>Title:</b> "Timimoto" <b>Genre:</b> Tale <b>Strategy:</b> Ask and Answer Questions</p>	<p><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</p>	<p><b>Short Text:</b> "Pam Can See" <b>Genre:</b> Fiction <b>Short Text:</b> "We Can See!" <b>Genre:</b> Nonfiction</p>	<p><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></p>	<p><b>Literature Big Book:</b> Connection of Ideas</p>	<p><b>Additional Academic Vocabulary:</b> <i>photographs sentence verb</i></p>	<p><i>a</i> <b>Build Your Word Bank:</b> <i>there</i></p>	<p><i>tools discover defeated fetch rumble</i> <b>Build Oral Vocabulary:</b> <i>handiest, add, subtract, dusty, remains</i></p>	<p>Color Words</p>	<p><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> <i>/a/a, /m/m, /s/s</i> <b>Decodable Readers:</b> "A Sap Map" "Pam Can See"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Phrasing</p>	<p><b>Writing Trait:</b> Ideas: Details <b>Write About the Text:</b> Informative Text <b>Write to Sources:</b> <b>Literature Big Book:</b> <i>The Handiest Things in the World</i> <b>Reading Writing Workshop:</b> "Pam Can See" <b>Grammar Skill:</b> Verbs</p>	<p><b>Project:</b> Make a Tool Belt</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Shapes All Around Us</p> <p><b>Essential Question:</b> What shapes do you see around you?</p> <p><b>Connect to Science:</b> Find solutions to problems through observation</p>	<p><b>Title:</b> "Kites in Flight" <b>Genre:</b> Informational Text <b>Strategy:</b> Ask and Answer Questions</p>	<p><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</p>	<p><b>Short Text:</b> "We Like Tam!" <b>Genre:</b> Fiction <b>Short Text:</b> "I Like Sam" <b>Genre:</b> Nonfiction</p>	<p><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></p>	<p><b>Literature Big Book:</b> Connection of Ideas</p>	<p><b>Additional Academic Vocabulary:</b> <i>rectangle circle square triangle</i></p>	<p><i>like</i> <b>Build Your Word Bank:</b> <i>two</i></p>	<p><i>materials nature decoration games world</i> <b>Build Oral Vocabulary:</b> <i>shapes,length, roof, soar</i></p>	<p>Shapes Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial/final), Phoneme Blending, Phoneme Categorization <b>Phonics:</b> <i>/t/t (initial/final)</i> <b>Consonant/Vowel Review:</b> <i>/a/a, /m/m, /p/p, /s/s</i> <b>Decodable Readers:</b> "Tap the Mat" "I Am Pat"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Automaticity; Expression</p>	<p><b>Writing Trait:</b> Ideas: Clues <b>Write About the Text:</b> Informative Text <b>Write to Sources:</b> <b>Literature Big Book:</b> <i>I Love Bugs!</i> <b>Reading Writing Workshop:</b> "Pat" <b>Grammar Skill:</b> Verbs</p>	<p><b>Project:</b> Make a Chart</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> World of Bugs</p> <p><b>Essential Question:</b> What kind of bugs do you know about?</p> <p><b>Connect to Science:</b> Explore what animals need to live and grow</p>	<p><b>Title:</b> "From Caterpillar to Butterfly" <b>Genre:</b> Informational Text <b>Strategy:</b> Ask and Answer Questions</p>	<p><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</p>	<p><b>Short Text:</b> "Pat" <b>Genre:</b> Fiction <b>Short Text:</b> "Tap! Tap! Tap!" <b>Genre:</b> Nonfiction</p>	<p><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></p>	<p><b>Literature Big Book:</b> Specific Vocabulary</p>	<p><b>Additional Academic Vocabulary:</b> <i>caption word web sort</i></p>	<p><i>the a see we like</i> <b>Build Your Word Bank:</b> <i>out down will there two</i></p>	<p><i>curious observe attaches process slender</i> <b>Build Oral Vocabulary:</b> <i>bugs, slimy, spiky, whirry, sting, flouncy, frilly, flutter, squealing</i></p>	<p>Movement Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending <b>Long Vowel Awareness:</b> Long a <b>Phonics:</b> /m/m, /a/a, /s/s, /p/p, /t/t <b>Decodable Reader:</b> "We See Tam"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait:</b> Ideas: Clues <b>Write About the Text:</b> Informative Text <b>Write to Sources:</b> <b>Literature Big Book:</b> <i>I Love Bugs!</i> <b>Reading Writing Workshop:</b> "Pat" <b>Grammar Skill:</b> Verbs</p>	<p><b>Project:</b> Make a Bug Bulletin Board</p>



# Grade K • Unit 3 • Scope and Sequence

Big Idea: Going Places	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>What can you learn by going to different places?</b></p>													
<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>Connect to Social Studies:</b> Explore why we follow rules around the world</p>	<p><b>Title:</b> "The Boy Who Cried Wolf"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <i>How Do Dinosaurs Go to School?</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "Be Safe"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> List</p>	<p><b>Short Text:</b> "Can I Pat It?"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Short Text:</b> "Tim Can Tip It"</p> <p><b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Fantasy</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>We Run</i></p> <p><b>O:</b> <i>Go, Nat!</i></p> <p><b>E:</b> <i>Go, Nat!</i></p> <p><b>B:</b> <i>The Birdhouse!</i></p>	<p><b>Literature Big Book:</b> Organization; Connection of Ideas</p>	<p><b>Additional Academic Vocabulary:</b></p> <p><i>visualize</i></p> <p><i>punctuation</i></p> <p><i>retell</i></p> <p><i>predict</i></p>	<p><i>to</i></p> <p><b>Build Your Word Bank:</b></p> <p><i>her</i></p> <p><i>one</i></p>	<p><i>rules</i></p> <p><i>cooperate</i></p> <p><i>guard</i></p> <p><i>prank</i></p> <p><i>responsible</i></p> <p><b>Build Oral Vocabulary:</b></p> <p><i>punch, grab, plunked, tease, planned</i></p>	<p>Movement Words</p>	<p><b>Phonological Phonemic Awareness:</b> Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p> <p><b>Phonics:</b> /l/i (medial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s, /t/t</p> <p><b>Decodable Readers:</b> "Tim Can Sit" "We Like It"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Intonation</p>	<p><b>Writing Trait:</b> Sentence Fluency: Complete Sentences</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <i>Literature Big Book: How Do Dinosaurs Go to School?</i></p> <p><b>Reading Writing Workshop:</b> "Can I Pat It?"</p> <p><b>Grammar Skill:</b> Sentences</p>	<p><b>Project:</b> Make a Book</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Sounds Around Us</p> <p><b>Essential Question:</b> What are the different sounds we hear?</p> <p><b>Connect to Science:</b> Ask questions and make observations</p>	<p><b>Title:</b> "The Turtle and the Flute"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <i>Clang! Clang! Beep! Beep! Listen to the City</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> "Sounds Are Everywhere"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Captions</p>	<p><b>Short Text:</b> "Nat and Tip"</p> <p><b>Genre:</b> Fiction</p> <p><b>Short Text:</b> "Tim and Nan"</p> <p><b>Genre:</b> Nonfiction</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></p> <p><b>A:</b> <i>City Sounds</i></p> <p><b>O:</b> <i>Farm Sounds</i></p> <p><b>E:</b> <i>Farm Sounds</i></p> <p><b>B:</b> <i>A Noisy Night</i></p>	<p><b>Literature Big Book:</b> Connection of Ideas</p>	<p><b>Additional Academic Vocabulary:</b></p> <p><i>events</i></p> <p><i>period</i></p> <p><i>vocabulary</i></p>	<p><i>and</i></p> <p><b>Build Your Word Bank:</b></p> <p><i>then</i></p> <p><i>new</i></p>	<p><i>listen</i></p> <p><i>volume</i></p> <p><i>chat</i></p> <p><i>exclaimed</i></p> <p><i>familiar</i></p> <p><b>Build Oral Vocabulary:</b></p> <p><i>stinging, snoring, strutting, barges, wrecking ball, beaming</i></p>	<p>Sound Words</p>	<p><b>Phonological Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /n/n (initial/final)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /i/i, /m/m, /p/p, /s/s, /t/t</p> <p><b>Extend:</b> final double letters, -ss, -tt</p> <p><b>Decodable Readers:</b> "Nat and Nan" "Nat and Nan See"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Intonation</p>	<p><b>Writing Trait:</b> Ideas: Clues</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> <i>Literature Big Book: Clang! Clang! Beep! Beep! Listen to the City</i></p> <p><b>Grammar Skill:</b> Sentences</p>	<p><b>Project:</b> Make a Sound Chart</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> The Places We Go</p> <p><b>Essential Question:</b> What places do you go to during the week?</p> <p><b>Connect to Social Studies:</b> Explore maps and models of our world</p>	<p><b>Title:</b> "Field Trips"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Main Selection Title:</b> <i>Please Take Me for a Walk</i></p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events (Use Illustrations)</p> <p><b>Paired Selection Title:</b> "A Neighborhood"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Feature:</b> Map</p>	<p><b>Short Text:</b> "We Go to See Nan"</p> <p><b>Genre:</b> Fiction</p> <p><b>Short Text:</b> "Can We Go?"</p> <p><b>Genre:</b> Nonfiction</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>We Can Go</i></p> <p><b>O:</b> <i>Going By Cab</i></p> <p><b>E:</b> <i>Going By Cab</i></p> <p><b>B:</b> <i>Cal's Busy Week</i></p>	<p><b>Literature Big Book:</b> Sentence Structure; Organization</p>	<p><b>Additional Academic Vocabulary:</b></p> <p><i>characters</i></p> <p><i>setting</i></p> <p><i>map</i></p>	<p><i>go</i></p> <p><b>Build Your Word Bank:</b></p> <p><i>could</i></p> <p><i>place</i></p>	<p><i>local</i></p> <p><i>routine</i></p> <p><i>neighborhood</i></p> <p><i>volunteer</i></p> <p><i>intelligent</i></p> <p><b>Build Oral Vocabulary:</b></p> <p><i>greet, butcher, retrieve, disk</i></p>	<p>Sequence Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation</p> <p><b>Long Vowel Awareness:</b> Long <i>i</i>, Review long <i>a</i></p> <p><b>Phonics:</b> /k/c (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /i/i, /m/m, /n/n, /s/s, /p/p, /t/t</p> <p><b>Decodable Readers:</b> "Cam Cat" "See the Cat"</p>	<p><b>Sound-Spelling and Word Automaticity; Expression;</b> Intonation</p>	<p><b>Writing Trait:</b> Organization: Setting</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <i>Literature Big Book: Please Take Me for a Walk</i></p> <p><b>Reading Writing Workshop:</b> "We Go to See Nan"</p> <p><b>Grammar Skill:</b> Sentences</p>	<p><b>Project:</b> Make a Class Book</p>



# 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> Time for Work</p> <p><b>Essential Question:</b> What do people use to do their jobs?</p> <p><b>Connect to Social Studies:</b> Explore different jobs that people do</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> <i>Whose Shoes? A Shoe for Every Job</i></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>Additional Academic Vocabulary:</b> <i>adjective</i> <i>category</i> <i>revise</i> <i>draft</i></p>	<p><i>you</i></p> <p><b>Build Your Word Bank:</b> <i>all</i> <i>that</i></p>	<p><i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i></p> <p><b>Build Oral Vocabulary:</b> <i>jobs, fighter, soldier, post office</i></p>	<p>Job Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, Phoneme Isolation (initial), Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p> <p><b>Phonics:</b> /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>Decodable Readers:</b> "Tom Can" "Mom and Nan"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Intonation</p>	<p><b>Writing Trait:</b> Organization: Topic</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>Whose Shoes? A Shoe for Every Job</i></p> <p><b>Reading Writing Workshop:</b> "Tom on Top!"</p> <p><b>Grammar Skill:</b> Adjectives</p>	<p><b>Project:</b> Make a Jobs Board</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>Connect to Social Studies:</b> Explore differences in cultures around the world</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 Party</i> B: <i>Parade Day</i></p>	<p><b>Literature Big Book:</b> Sentence Structure</p>	<p><b>Additional Academic Vocabulary:</b> <i>research</i> <i>Internet</i> <i>present</i> <i>publish</i></p>	<p><i>do</i></p> <p><b>Build Your Word Bank:</b> <i>day</i> <i>long</i></p>	<p><i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i></p> <p><b>Build Oral Vocabulary:</b> <i>sarape, rings, carries, make, create, offering, pitched,</i></p>	<p>Food Words</p>	<p><b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation</p> <p><b>Long Vowel Awareness:</b> Long o Review long a, i</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>Decodable Readers:</b> "Did Dan?" "Did Sid See Don?"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait: Word Choice:</b> Describing Words</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>What Can You Do with a Paleta?</i></p> <p><b>Reading Writing Workshop:</b> "Sid"</p> <p><b>Grammar Skill:</b> Adjectives</p>	<p><b>Project:</b> Make a Display</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 community better?</p> <p><b>Connect to Social Studies:</b> Explore different kinds of work</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> <i>Roadwork</i></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</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> Specific Vocabulary</p>	<p><b>Additional Academic Vocabulary:</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><b>Build Your Word Bank:</b> <i>her</i> <i>one</i> <i>then</i> <i>new</i> <i>could</i> <i>place</i> <i>all</i> <i>that</i> <i>day</i> <i>long</i></p>	<p><i>community</i> <i>improve</i> <i>confused</i> <i>harvest</i> <i>quarrel</i></p> <p><b>Build Oral Vocabulary:</b> <i>pegs, pathway, groundwork, roadbed, break, machines, brand-new, asphalt</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>Decodable Reader:</b> "Tip It"</p> <p><b>Long Vowel Express (optional):</b> Long a (a_e)</p> <p><b>Decodable Readers (optional):</b> "Nate and Pam" "The Ape Ate It"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait: Word Choice:</b> Specific Words</p> <p><b>Write About the Text:</b> Informative Text, Narrative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>Roadwork</i></p> <p><b>Reading Writing Workshop:</b> "I Can, You Can!"</p> <p><b>Grammar Skill:</b> Adjectives</p>	<p><b>Project:</b> Make a Community Plan</p>





# Grade K • Unit 5 • Scope and Sequence

Big Idea: Wonders of Nature	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>What kinds of things can you find growing in nature?</b></p> <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>Connect to Science:</b> Explore how plants get what they 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>Additional Academic Vocabulary:</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><b>Build Your Word Bank:</b> <i>than</i> <i>his</i></p>	<p><i>require</i> <i>plant</i> <i>harmful</i> <i>soak</i> <i>crowd</i></p> <p><b>Build Oral Vocabulary:</b> <i>blooming, planted, unusual, glow, lantern</i></p>	Size Words	<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>Decodable Readers:</b> "Hip Hop" "Hap Hid the Ham"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait:</b> Organization: Order</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>My Garden</i></p> <p><b>Reading Writing Workshop:</b> "Hop Can Hop!"</p> <p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Project:</b> Make a Poster</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>Connect to Science:</b> Observe what plants need to survive</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>Additional Academic Vocabulary:</b> <i>fact</i> <i>topic</i> <i>fairy tale</i> <i>diagram</i></p> <p><b>Vocabulary Strategy:</b> <i>Inflectional Ending -ed</i></p>	<p><i>are</i></p> <p><b>Build Your Word Bank:</b> <i>when</i> <i>which</i></p>	<p><i>develop</i> <i>amazing</i> <i>content</i> <i>enormous</i> <i>imagine</i></p> <p><b>Build Oral Vocabulary:</b> <i>grand, creatures, flowered, bore, sowed, shed, gently</i></p>	Tree Parts	<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>Decodable Readers:</b> "Not a Pet" "Ed and Ned Can Go"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Organization: Topic</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>A Grand Old Tree</i></p> <p><b>Reading Writing Workshop:</b> "Ed and Ned"</p> <p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Project:</b> Make a Tree Life Cycle Display</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>Connect to Science:</b> Explore what people need to survive</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>Additional Academic Vocabulary:</b> <i>reread</i> <i>lists</i></p> <p><b>Vocabulary Strategy:</b> <i>Context Clues</i></p>	<p><i>with</i> <i>he</i></p> <p><b>Build Your Word Bank:</b> <i>when</i> <i>which</i></p>	<p><i>fresh</i> <i>delicious</i> <i>beneath</i> <i>raise</i> <i>special</i></p> <p><b>Build Oral Vocabulary:</b> <i>feasted, dew, plucked, skyway, aglow</i></p>	Food Words	<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>Long Vowel Awareness:</b> Long e Review long a, i, o</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>Decodable Readers:</b> "Red and Ron" "Ron Ram"</p> <p><b>Long Vowel Express (optional):</b> Review long a (a_e)</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Intonation; Phrasing</p>	<p><b>Writing Trait:</b> Organization: Order</p> <p><b>Write About the Text:</b> Narrative</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>A Grand Old Tree</i></p> <p><b>Reading Writing Workshop:</b> "Ron With Red"</p> <p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Project:</b> Make an Illustrated Fruit Basket</p>



# 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 <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	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>Connect to Science:</b> Explore the climate and weather</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 Title:</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>Additional Academic Vocabulary:</b> <i>plural pattern</i></p> <p><b>Vocabulary Strategy:</b> <i>Context Clues (multiple-meaning words, unknown phrases)</i></p>	<p><i>is</i> <i>little</i></p> <p><b>Build Your Word Bank:</b> <i>by</i> <i>some</i></p>	<p><i>weather</i> <i>seasons</i> <i>migrate</i> <i>active</i> <i>spot</i></p> <p><b>Build Oral Vocabulary:</b> <i>nest, sprout, blow, ducklings, juicy</i></p>	Seasons	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /b/b (initial/final), /l/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>Decodable Readers:</b> "Bob and Ben" "Ben, Deb, Lin"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Voice</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>Mama, Is It Summer Yet?</i></p> <p><b>Reading Writing Workshop:</b> "Is It Hot?"</p> <p><b>Grammar Skill:</b> Plural Nouns</p>	<p><b>Project:</b> Make a Seasons Chart</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>Connect to Science:</b> Explore weather around us</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>Rain</i></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>Additional Academic Vocabulary:</b> <i>narrative</i> <i>folktale</i> <i>speech bubbles</i> <i>dialogue</i></p> <p><b>Vocabulary Strategy:</b> <i>Shades of Meaning</i></p>	<p><i>she</i> <i>was</i></p> <p><b>Build Your Word Bank:</b> <i>now</i> <i>way</i></p>	<p><i>predict</i> <i>temperature</i> <i>drought</i> <i>clever</i> <i>storm</i></p> <p><b>Build Oral Vocabulary:</b> <i>soil, cracked, sniffed, sprout, squelchy</i></p>	Weather Words	<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>Decodable Reader:</b> "Pack It Kim"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait:</b> Organization; Dialogue</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>Rain</i></p> <p><b>Reading Writing Workshop:</b> "Kim and Nan"</p> <p><b>Grammar Skill:</b> Proper Nouns</p>	<p><b>Project:</b> Make a Wind Chart</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>Connect to Science:</b> Explore severe 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>Additional Academic Vocabulary:</b> <i>purpose</i> <i>report</i> <i>myth</i></p> <p><b>Vocabulary Strategy:</b> <i>Question Words</i></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><b>Build Your Word Bank:</b> <i>than</i> <i>his</i> <i>when</i> <i>which</i> <i>many</i> <i>them</i> <i>by</i> <i>some</i> <i>now</i> <i>way</i></p>	<p><i>safe</i> <i>prepare</i> <i>notice</i> <i>celebration</i> <i>enough</i></p> <p><b>Build Oral Vocabulary:</b> <i>buttercup, tumble, stumbles, bumbles, dashes, snuggle</i></p>	Question Words	<p><b>Phonological/Phonemic Awareness:</b> Recognize Alliteration, Phoneme Identity, Phoneme Blending, Phoneme Addition</p> <p><b>Phonics:</b> /h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /k/ck</p> <p><b>Decodable Reader:</b> "Kick It Nick!"</p> <p><b>Long Vowel Express (optional):</b> Long <i>i</i> (i_e) Review long <i>a</i> (a_e)</p> <p><b>Decodable Reader (optional):</b> "A Ripe Lime" "Ride, Hike, Hide"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Organization; Dialogue</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>Waiting Out the Storm</i></p> <p><b>Reading Writing Workshop:</b> "Mack and Ben"</p> <p><b>Grammar Skill:</b> Plural Nouns</p>	<p><b>Project:</b> Make a Safety Book</p>



# Grade K • Unit 7 • Scope and Sequence

Big Idea: The Animal Kingdom	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<p><b>What are different kinds of animals?</b></p> <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>Connect to Science:</b> Explore what animals need to grow and live</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</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> A: <i>Two Cubs</i> O: <i>Animal Bodies</i> E: <i>Animal Bodies</i> B: <i>Two Kinds of Bears</i></p>	<p><b>Literature Big Book:</b> Lack of Prior Knowledge</p>	<p><b>Additional Academic Vocabulary:</b> <i>same, different, verb, inquiry</i></p> <p><b>Vocabulary Strategy:</b> <i>Compound Words</i></p>	<p><i>for, have</i></p> <p><b>Build Your Word Bank:</b> <i>from, how</i></p>	<p><i>appearance, behavior, exercise, wander, plenty</i></p> <p><b>Build Oral Vocabulary:</b> <i>insects, related, miracle, zookeeper, twins, cuddly, built-in</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> <i>/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</i></p> <p><b>Decodable Readers:</b> "Sun Fun" "Pup and Cub"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait: Word Choice:</b> Specific Words</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>ZooBorns!</i></p> <p><b>Reading Writing Workshop:</b> "A Pup and a Cub"</p> <p><b>Grammar Skill:</b> Verbs</p>	<p><b>Project:</b> Animal Features Report</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>Connect to Social Studies:</b> Learn about taking care of pets</p>	<p><b>Title:</b> "The Family Pet"</p> <p><b>Genre:</b> Informational Text</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> A: <i>My Cats</i> O: <i>Their Pets</i> E: <i>Their Pets</i> B: <i>Will's Pet</i></p>	<p><b>Literature Big Book:</b> Organization</p>	<p><b>Additional Academic Vocabulary:</b> <i>explain, prediction</i></p> <p><b>Vocabulary Strategy:</b> <i>Prepositions</i></p>	<p><i>of, they</i></p> <p><b>Build Your Word Bank:</b> <i>water, these</i></p>	<p><i>responsibility, train, depend, compared, social</i></p> <p><b>Build Oral Vocabulary:</b> <i>folks, ought, beady, gnawed, absurd, squawk, blinked, gym</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> /-blends; /s/, /g/, /c/</p> <p><b>Consonant/Vowel Review:</b> <i>/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</i></p> <p><b>Decodable Readers:</b> "Wet Pals" "See a Bug"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait: Word Choice:</b> Describing Words</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>The Birthday Pet</i></p> <p><b>Reading Writing Workshop:</b> "I Hug Gus!"</p> <p><b>Grammar Skill:</b> Verbs</p>	<p><b>Project:</b> Make a Pet-Care Poster</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>Connect to Science:</b> Explore what animals need to grow and 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> A: <i>We Want Water</i> O: <i>A New Home</i> E: <i>A New Home</i> B: <i>Bird's New Home</i></p>	<p><b>Literature Big Book:</b> Purpose</p>	<p><b>Additional Academic Vocabulary:</b> <i>questions, answer, glossary</i></p> <p><b>Vocabulary Strategy:</b> <i>Shades of Meaning</i></p>	<p><i>said, want</i></p> <p><b>Build Your Word Bank:</b> <i>people, work</i></p>	<p><i>habitat, wild, complain, join, stubborn</i></p> <p><b>Build Oral Vocabulary:</b> <i>lair, dank, slurps, scuttles, slumbering, seasons</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>Long Vowel Awareness:</b> Long <i>u</i> Review long <i>a, i, o, e</i></p> <p><b>Phonics:</b> /x/x (final), /v/v (initial)</p> <p><b>Consonant/Vowel Review:</b> <i>/a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</i></p> <p><b>Decodable Readers:</b> "Rex the Vet" "Fox Had a Blg Box"</p> <p><b>Long Vowel Express (optional):</b> Review long <i>i, (i_e)</i></p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait: Ideas:</b> Details</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>Bear Snores On</i></p> <p><b>Reading Writing Workshop:</b> "A Vet in a Van"</p> <p><b>Grammar Skill:</b> Verbs</p>	<p><b>Project:</b> Habitat Diorama</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 <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	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>Connect to Social Studies:</b> Explore how people lived in different times</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>Additional Academic Vocabulary:</b> <i>preposition order headings</i></p> <p><b>Vocabulary Strategy:</b> <i>Context Clues</i></p>	<p><i>here me</i></p> <p><b>Build Your Word Bank:</b> <i>about may</i></p>	<p><i>transportation vehicle journey fierce wide</i></p> <p><b>Build Oral Vocabulary:</b> <i>wave, rumble, thundering, burrowing, tune, load, shifting down to first gear, stuck</i></p>	Vehicles	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial <i>j, qu</i>), 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, /x/x</p> <p><b>Decodable Readers:</b> "Get It Quick" "Jen is Quick"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Organization</p> <p><b>Organization:</b> Reaction</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>When Daddy's Truck Picks Me Up</i></p> <p><b>Reading Writing Workshop:</b> "Dad Got a Job"</p> <p><b>Grammar Skill:</b> Sentences with Prepositions</p>	<p><b>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>Connect to Social Studies:</b> Explore national and state symbols</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>Additional Academic Vocabulary:</b> <i>history text</i></p> <p><b>Vocabulary Strategy:</b> <i>Synonyms</i></p>	<p><i>this what</i></p> <p><b>Build Your Word Bank:</b> <i>or each</i></p>	<p><i>country travel careful purpose connect</i></p> <p><b>Build Oral Vocabulary:</b> <i>historic, cried, laws, fair, published, paddle boat</i></p>	Ordinal Numbers	<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, /x/x</p> <p><b>Decodable Readers:</b> "Yes, Zack Can go!" "Rex, Zig, and Kim"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Sentence Fluency: Sentences</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>Ana Goes to Washington, D.C.</i></p> <p><b>Reading Writing Workshop:</b> "Pack a Bag!"</p> <p><b>Grammar Skill:</b> Sentences with Prepositions</p>	<p><b>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>Connect to Science:</b> Make observations about night and day</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>Additional Academic Vocabulary:</b> <i>prepositional phrase</i></p> <p><b>Vocabulary Strategy:</b> <i>Similes</i></p>	<p><i>for have they of said want here me this what</i></p> <p><b>Build Your Word Bank:</b> <i>from how water these people work about may or each</i></p>	<p><i>distance recognize space challenge surface</i></p> <p><b>Build Oral Vocabulary:</b> <i>burrowed, burrow, poke, grunted, tumbled, wrinkled, vanished, sobbed</i></p>	Opposites	<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, /x/x, /y/y, /z/z</p> <p><b>Decodable Reader:</b> "Zig-Zag Jet Can Zip"</p> <p><b>Long Vowel Express (optional):</b> Long o (o_e, o)</p> <p><b>Decodable Readers (optional):</b> "Rode and Rose" "Hope Rode Home"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Sentence Fluency: Complete Sentences</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>Bringing Down the Moon</i></p> <p><b>Reading Writing Workshop:</b> "Up! Up! Up!"</p> <p><b>Grammar Skill:</b> Sentences with Prepositions</p>	<p><b>Project:</b> Make a Sky Display</p>





# Grade K • Unit 9 • Scope and Sequence

Big Idea: Things Change	Read Aloud	Literature Big Books, Paired Selection	Reading/Writing Workshop	Leveled Reader Main Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Category Words	Phonics	Fluency Skill	Writing	Research
<b>How do things change?</b>													
<b>Week 1</b>  <b>Weekly Concept:</b> Growing Up  <b>Essential Question:</b> How can you help out at home?  <b>Connect to Social Studies:</b> Explore why we help each other	<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>Additional Academic Vocabulary:</b> <i>selection</i>  <b>Vocabulary Strategy:</b> <i>Prefixes and Suffixes</i>	<i>help too</i>  <b>Build Your Word Bank:</b> <i>other into more</i>	<i>chores contribute member, organize accomplish</i>  <b>Build Oral Vocabulary:</b> <i>stretched, crash, fussing, muttered, run away, grown-up</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, /q/q, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /x/x, /y/y  <b>Decodable Readers:</b> "Jake Made Cake" "We Help Make It"	<b>Sound-Spelling and Word Automaticity:</b> Expression  <b>Writing Trait:</b> Sentence Fluency: Complete Sentences  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b>  <b>Literature Big Book:</b> <i>Peter's Chair</i>  <b>Reading Writing Workshop:</b> "Jake and Dale Help!"  <b>Grammar Skill:</b> Adjectives	<b>Project:</b> Author Study	
<b>Week 2</b>  <b>Weekly Concept:</b> Good Citizens  <b>Essential Question:</b> What do good citizens do?  <b>Connect to Social Studies:</b> Explore what it means to be a good citizen	<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>Additional Academic Vocabulary:</b> <i>describing words</i>  <b>Vocabulary Strategy:</b> <i>Question Words</i>	<i>has play</i>  <b>Build Your Word Bank:</b> <i>find over were</i>	<i>citizen respect tidy necessary hauled</i>  <b>Build Oral Vocabulary:</b> <i>gossip, thorn, horn, lazy, in sight, pointy, calf, yak</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, /q/q, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y  <b>Decodable Readers:</b> "Bike Hike" "Pike Lane"	<b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation  <b>Writing Trait:</b> Organization: Order  <b>Write to Sources:</b>  <b>Literature Big Book:</b> <i>Hen Hears Gossip</i>  <b>Reading Writing Workshop:</b> "We Can Play"  <b>Grammar Skill:</b> Adjectives	<b>Project:</b> Citizenship Poster	
<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>Connect to Science:</b> Explore the needs of living 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> "Look a Home"  <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>Additional Academic Vocabulary:</b> <i>directions</i>  <b>Vocabulary Strategy:</b> <i>Context Clues</i>	<i>where look</i>  <b>Build Your Word Bank:</b> <i>know would write</i>	<i>natural resources create designs weave knowledge</i>  <b>Build Oral Vocabulary:</b> <i>from scratch, blades, bristly, crop, bowed, yield, stalk, hefty, grind, dust, knead</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, /q/q, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y  <b>Decodable Readers:</b> "Jo Made It at Home" "Joke Note"	<b>Sound-Spelling and Word Automaticity:</b> Rate  <b>Writing Trait:</b> Organization: Topic  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b>  <b>Literature Big Book:</b> <i>Bread Comes to Life</i>  <b>Reading Writing Workshop:</b> "Look! A Home!"  <b>Grammar Skill:</b> Adjectives	<b>Project:</b> Fabric Wall	



# 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>Connect to Social Studies:</b> Explore working 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>Additional Academic Vocabulary:</b> <i>good who first last syllables</i></p> <p><b>Vocabulary Strategy:</b> <i>Context Clues</i></p>	<p><i>good who</i></p> <p><b>Build Your Word Bank:</b> <i>part only words</i></p>	<p><i>decide opinion ragged marvel grateful</i></p> <p><b>Build Oral Vocabulary:</b> <i>ideas, couch, pond, plopped in, waddled, grumpy, all right, got busy, season, autumn</i></p>	Question Words	<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>Decodable Readers:</b> "Tube Race" "The Sad Duke"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression; Intonation</p>	<p><b>Writing Trait:</b> Word Choice: Specific Words</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>What's the Big Idea, Molly?</i></p> <p><b>Reading Writing Workshop:</b> "A Good Time for Luke!"</p> <p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Project:</b> Problem-Solving Poster</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>Connect to Social Studies:</b> Explore how things are alike and 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>Additional Academic Vocabulary:</b> <i>voice</i></p> <p><b>Vocabulary Strategy:</b> <i>Antonyms</i></p>	<p><i>come does</i></p> <p><b>Build Your Word Bank:</b> <i>first sound their</i></p>	<p><i>sort similar perfect endless experiment</i></p> <p><b>Build Oral Vocabulary:</b> <i>shore; fridge; card decks, marbles, and jacks; twigs; appear; play dough; pod; notes; play families</i></p>	Opposites	<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>Decodable Readers:</b> "Pete and Eve" "Pete Can Fix It" "See It?" "Deb Bee"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Phrasing</p>	<p><b>Writing Trait:</b> Sentence Fluency: Complete Sentences</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>All Kinds of Families!</i></p> <p><b>Reading Writing Workshop:</b> "We Come on Time!"</p> <p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Project:</b> Sorting Chart</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>Connect to Social Studies:</b> Explore how people can help save 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>Additional Academic Vocabulary:</b> <i>reference</i></p> <p><b>Vocabulary Strategy:</b> <i>Prefixes and Suffixes</i></p>	<p><i>help too play has where look who good come does</i></p> <p><b>Build Your Word Bank:</b> <i>other, into, more, find over, were, know, would, write, part, only, words, first, sound, their</i></p>	<p><i>environment protect recycle wisely encourage</i></p> <p><b>Build Oral Vocabulary:</b> <i>panda, cub, twin skilled, adventures, curious, rare, journey</i></p>	Baby Animals	<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>Decodable Reader:</b> "We Can Save"</p>	<p><b>Sound-Spelling and Word Automaticity:</b> Expression</p>	<p><b>Writing Trait:</b> Organization: Topic</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b></p> <p><b>Literature Big Book:</b> <i>Panda Kindergarten</i></p> <p><b>Reading Writing Workshop:</b> "Who Can Help?"</p> <p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Project:</b> Sorting Chart</p>