



# Collaborative Literacy™

BEING A WRITER, THIRD EDITION  
BEING A READER, EXPANDED SECOND EDITION

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## Scope and Sequence

Grade 1



# Being a Reader™

EXPANDED SECOND EDITION

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## Scope and Sequence

Grade 1

Unit	Texts	Comprehension	Vocabulary	Handwriting	Social Skills	Assessments
<b>Unit 1</b> FICTION, NONFICTION, AND POETRY	<ul style="list-style-type: none"> <li>• <i>This Is the Way We Go to School</i></li> <li>• “New Friends”</li> <li>• <i>Alma and How She Got Her Name</i></li> <li>• “Willaby Wallaby Woo”</li> <li>• <i>Places in My Neighborhood</i></li> <li>• <i>Flower Garden</i></li> <li>• <i>It’s Mine!</i></li> <li>• <i>Seven Blind Mice</i></li> </ul>	<p><b>Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• making text-to-self connections</li> <li>• retelling</li> <li>• discuss the story’s message</li> </ul> <p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• learn and sing songs</li> <li>• review high-frequency words</li> <li>• identify rhyming words</li> <li>• echo and chorally read poems, songs, books, and chants</li> <li>• concepts of print</li> </ul>	<p><b>Words</b></p> <p><i>pedestrian, passenger, eager, assortment, quarrel, rumble, tremble, peaceful</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• discuss synonyms</li> <li>• discuss the suffix <i>-ful</i></li> </ul>	<ul style="list-style-type: none"> <li>• Hand-Strengthening Activities</li> <li>• Stretches, Posture, and Gross-Motor Movement</li> </ul>	<ul style="list-style-type: none"> <li>• build the classroom community</li> <li>• learn classroom procedures</li> <li>• listen carefully</li> <li>• work responsibly</li> <li>• share thinking</li> <li>• learn “Turn to Your Partner”</li> <li>• practice “Turn to Your Partner”</li> <li>• participate responsibly</li> <li>• listen respectfully</li> <li>• take responsibility for learning and behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 1–4 (weekly throughout the unit)</li> <li>• Small-Group Foundational Skills Placement Assessment — start administering no earlier than Week 3</li> <li>• Vocabulary Checks for Unit 1, Weeks 3 and 4</li> <li>• Unit 1 Listening Comprehension Assessment (Week 4)</li> <li>• D-ELD Unit 1 Observation Record (daily throughout unit)</li> <li>• D-ELD Unit 1 End-of-Unit Assessment (Week 4)</li> </ul>
<b>Unit 2</b> FICTION AND POETRY	<ul style="list-style-type: none"> <li>• <i>Matthew and Tilly</i></li> <li>• “Make New Friends”</li> <li>• <i>McDuff and the Baby</i></li> <li>• <i>Over in the Meadow: A Counting Rhyme</i></li> <li>• <i>Chrysanthemum</i></li> <li>• “Bippity Boppity Bumblebee”</li> <li>• “Kitty Caught a Caterpillar”</li> </ul>	<p><b>Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• making text-to-self connections</li> <li>• retelling</li> <li>• wondering</li> <li>• making text-to-text connections</li> <li>• reading independently</li> <li>• discuss the story’s message</li> <li>• use illustrations and details to describe characters’ feelings</li> </ul> <p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• learn and sing songs</li> <li>• echo and chorally read poems, songs, books, and chants</li> <li>• identify rhyming words</li> <li>• concepts of print</li> <li>• act out and dramatize parts of texts</li> <li>• clap and count syllables</li> </ul>	<p><b>Words</b></p> <p><i>accuse, crabby, stomp, wonder, arrive, admire, squint, indulge, miserable, possession, humorous, beam</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• discuss the suffix <i>-er</i></li> <li>• review synonyms</li> <li>• discuss shades of meaning</li> <li>• review the suffix <i>-er</i></li> <li>• discuss the inflectional ending <i>-ing</i></li> <li>• review shades of meaning</li> <li>• discuss words with multiple meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Pencil Grip</li> <li>• Introduce Wipe-Off Boards</li> <li>• Introduce Handwriting Notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• listen respectfully</li> <li>• participate responsibly</li> <li>• take turns talking</li> <li>• listen carefully</li> <li>• respond in caring ways</li> <li>• take turns talking and listening</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 5–7 (weekly throughout the unit)</li> <li>• IDR Conference Record 1 (ongoing from Week 3, Day 2)</li> <li>• Social Skills Assessment Record (Week 3)</li> <li>• Vocabulary Checks for Unit 2, Weeks 1–3</li> <li>• Unit 2 Listening Comprehension Assessment (Week 3)</li> <li>• D-ELD Unit 2 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 2 End-of-Unit Assessment (Week 3)</li> </ul>
<b>Unit 3</b> FICTION	<ul style="list-style-type: none"> <li>• <i>The Stray Dog</i></li> <li>• “My Dog’s First Poem”</li> <li>• <i>An Extraordinary Egg</i></li> <li>• Big Book Review</li> <li>• <i>Fritz and the Beautiful Horses</i></li> <li>• Poetry Review</li> </ul>	<p><b>Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• retelling</li> <li>• making text-to-text connections</li> <li>• reading independently</li> <li>• explore how illustrations support the text</li> <li>• use sequence words to retell events</li> <li>• discuss the beginning, middle, and end of the story</li> </ul> <p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• listen to and discuss poems, songs, books, and chants</li> <li>• echo and chorally read poems, songs, books, and chants</li> <li>• identify rhyming words</li> <li>• clap and count syllables</li> <li>• discuss alliteration</li> <li>• introduce poetry readers</li> </ul>	<p><b>Words</b></p> <p><i>revisit, ecstatic, pursue, convince, ordinary, extraordinary, accurate, inaccurate, splendid, glossy, stumble, dependable</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• discuss the prefix <i>re-</i></li> <li>• review shades of meaning</li> <li>• discuss antonyms</li> <li>• discuss the prefix <i>in-</i></li> <li>• review antonyms</li> <li>• discuss the suffix <i>-y</i></li> <li>• review the inflectional ending <i>-ing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Letters <i>c, o,</i> and <i>s</i></li> <li>• Letters <i>l, t,</i> and <i>i</i></li> </ul>	<ul style="list-style-type: none"> <li>• handle materials responsibly</li> <li>• speak clearly</li> <li>• listen respectfully</li> <li>• participate responsibly</li> <li>• work responsibly</li> <li>• work and participate responsibly</li> <li>• share partners’ thinking</li> <li>• work responsibly in pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 8–10 (weekly throughout the unit)</li> <li>• IDR Conference Record 2 (ongoing from Week 2, Day 1)</li> <li>• Vocabulary Checks for Unit 3, Weeks 1–3</li> <li>• Unit 3 Listening Comprehension Assessment (Week 3)</li> <li>• D-ELD Unit 3 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 3 End-of-Unit Assessment (Week 3)</li> </ul>

Unit	Texts	Comprehension	Vocabulary	Handwriting	Social Skills	Assessments
<b>Unit 4</b> POETRY AND NONFICTION	<ul style="list-style-type: none"> <li>“Sliding Board”</li> <li>“School Bus”</li> <li><i>Sheep Out to Eat</i></li> <li>“Hippopotamus Stew”</li> <li>“In a Winter Meadow”</li> <li><i>When Winter Comes</i></li> <li><i>The Snowy Day</i></li> <li>“Listen”</li> </ul>	<b>Reading Skills and Strategies</b> <ul style="list-style-type: none"> <li>visualizing</li> <li>retelling</li> <li>reading independently</li> <li>identify and discuss the pattern in the book</li> <li>identify sensory details</li> <li>identify words that help them visualize</li> <li>self-monitor to check for accuracy and understanding</li> </ul> <b>Language Development</b> <ul style="list-style-type: none"> <li>listen to and discuss poems, songs, books, and chants</li> <li>echo and chorally read poems, songs, books, and chants</li> <li>concepts of print</li> <li>discuss figurative language</li> <li>discuss onomatopoeia</li> </ul>	<b>Words</b> <i>glide, thrilling, commute, stuffed, appetite, chomp, commotion, pout, scurry, dart, wilt, wander, frigid, heaping, firm, adventure</i>  <b>Word-learning skills</b> <ul style="list-style-type: none"> <li>review the suffix <i>-er</i></li> <li>discuss the inflectional ending <i>-s</i></li> <li>discuss the inflectional ending <i>-ed</i></li> <li>review shades of meaning</li> </ul>	<ul style="list-style-type: none"> <li>Letters <i>u, v, and w</i></li> <li>Letters <i>a, d, and g</i></li> <li>Letters Punctuation: (? and !) and Sentences</li> </ul>	<ul style="list-style-type: none"> <li>work responsibly</li> <li>learn procedures</li> <li>use “Think, Pair, Share”</li> <li>participate responsibly</li> <li>listen carefully</li> <li>share their partners' thinking</li> <li>act in caring ways</li> <li>share partners' thinking</li> </ul>	<ul style="list-style-type: none"> <li>Class Assessment Records 11–14 (weekly throughout the unit)</li> <li>IDR Conference Record 3 (Week 2, ongoing)</li> <li>Vocabulary Checks for Unit 4, Weeks 1–4</li> <li>Unit 4 Listening Comprehension Assessment (Week 4)</li> <li>D-ELD Unit 4 Observation Record (daily throughout the unit)</li> <li>D-ELD Unit 4 End-of-Unit Assessment (Week 4)</li> </ul>
<b>Unit 5</b> FICTION AND NONFICTION	<ul style="list-style-type: none"> <li><i>The Frog Who Wanted to See the Sea</i></li> <li><i>One Duck Stuck</i></li> <li><i>The Story of Jumping Mouse</i></li> <li>“Mice”</li> <li><i>Biblioburro</i></li> <li>“When You Can Read”</li> <li><i>Lion on the Inside</i></li> <li><i>The Frog Who Wanted to See the Sea, The Story of Jumping Mouse, Biblioburro, and Lion on the Inside</i></li> <li><i>No Two Alike</i></li> </ul>	<b>Reading Skills and Strategies</b> <ul style="list-style-type: none"> <li>wondering</li> <li>retelling</li> <li>visualizing</li> <li>making text-to-self connections</li> <li>making text-to-text connections</li> <li>making predictions</li> <li>reading independently</li> <li>discuss a common theme across texts</li> <li>identify and discuss the pattern in the story</li> <li>self-monitor to check for accuracy and understanding</li> </ul> <b>Language Development</b> <ul style="list-style-type: none"> <li>listen to and discuss poems, songs, books, and chants</li> <li>echo and chorally read poems, songs, books, and chants</li> <li>identify rhyming words</li> <li>discuss typography and punctuation</li> </ul>	<b>Words</b> <i>zip, vanish, unseen, terrified, exhausted, great, generous, reappear, remote, enrich, inconvenient, convenient, lunge, earn, train, persuade</i>  <b>Word-learning skills</b> <ul style="list-style-type: none"> <li>review words with multiple meanings</li> <li>review the inflectional ending <i>-s</i></li> <li>discuss the inflectional ending <i>-es</i></li> <li>discuss the prefix <i>un-</i></li> <li>review antonyms</li> <li>use context to determine word meanings</li> <li>review using context to determine word meanings</li> <li>review the prefix <i>re-</i></li> <li>review the inflectional ending <i>-es</i></li> <li>review the prefix <i>in-</i></li> <li>review the inflectional ending <i>-ed</i></li> <li>review synonyms</li> </ul>	<ul style="list-style-type: none"> <li>Letters <i>e, f, and q</i></li> <li>Letters <i>r, n, and m</i></li> <li>Letters <i>h, b, and p</i></li> </ul>	<ul style="list-style-type: none"> <li>share and explain thinking</li> <li>work responsibly</li> <li>share partners' thinking</li> <li>participate responsibly</li> <li>listen respectfully and respond in caring ways</li> </ul>	<ul style="list-style-type: none"> <li>Class Assessment Records 15–18 (weekly throughout the unit)</li> <li>IDR Conference Record 4 (ongoing from Week 1, Day 1)</li> <li>Vocabulary Checks for Unit 5, Weeks 1–4</li> <li>Unit 5 Listening Comprehension Assessment (Week 4)</li> <li>D-ELD Unit 5 Observation Record (daily throughout the unit)</li> <li>D-ELD Unit 5 End-of-Unit Assessment (Week 4)</li> </ul>
<b>Unit 6</b> COMMUNITY HELPERS	<ul style="list-style-type: none"> <li><i>Doctors Help</i></li> <li>Big Book Review</li> <li><i>A Day in the Life of a Garbage Collector</i></li> <li>“Trash Collectors” from People Who Help</li> <li><i>A Day in the Life of a Garbage Collector and “Trash Collectors”</i></li> <li>Poetry Review</li> </ul>	<b>Reading Skills and Strategies</b> <ul style="list-style-type: none"> <li>making text-to-self connections</li> <li>making text-to-text connections</li> <li>making text-to-world connections</li> <li>comparing and contrasting</li> <li>reading independently</li> <li>discuss information they learned to build knowledge about a topic</li> </ul>	<b>Words</b> <i>healthy, unhealthy, patient, prevent, collect, inspect, dump, landfill, construct, architect, excavate, operate</i>  <b>Word-learning skills</b> <ul style="list-style-type: none"> <li>review suffix <i>-y</i> and prefix <i>un-</i></li> </ul>	<ul style="list-style-type: none"> <li>Letters <i>j</i> and <i>y</i></li> <li>Letters <i>x, z, and k</i></li> </ul>	<ul style="list-style-type: none"> <li>act in caring ways</li> <li>participate responsibly</li> <li>share partners' thinking</li> <li>participate in partner work and class discussion</li> <li>work responsibly</li> <li>reflect on partner work</li> </ul>	<ul style="list-style-type: none"> <li>Class Assessment Records 19–21 (weekly throughout the unit)</li> <li>IDR Conference Record 5 (ongoing from Week 1, Day 2)</li> <li>Social Skills Assessment Record (Week 3)</li> <li>Vocabulary Checks for Unit 6, Weeks 1–3</li> <li>Unit 6 Listening Comprehension Assessment (Week 3)</li> </ul>

Unit	Texts	Comprehension	Vocabulary	Handwriting	Social Skills	Assessments
	<ul style="list-style-type: none"> <li>• <i>Construction Workers Help</i></li> <li>• “Bulldozer”</li> </ul>	<ul style="list-style-type: none"> <li>• write about and share connections to strengthen understanding of a topic</li> <li>• self-monitor to check for accuracy and understanding</li> </ul> <p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• echo and chorally read poems, songs, books, and chants</li> <li>• make text-to-self connections</li> <li>• discuss information from text and illustrations</li> <li>• listen to and discuss poems, songs, books, and chants</li> <li>• discuss personification</li> <li>• identify and discuss contractions</li> </ul>	<ul style="list-style-type: none"> <li>• review using context to determine word meanings, words with multiple meanings, and inflectional ending -s</li> <li>• discuss suffix -or</li> <li>• review inflectional ending -s and compound words</li> <li>• review synonyms</li> <li>• review suffix -or</li> </ul>			<ul style="list-style-type: none"> <li>• D-ELD Unit 6 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 6 End-of-Unit Assessment (Week 3)</li> </ul>
<p><b>Unit 7</b> NONFICTION AND POETRY</p>	<ul style="list-style-type: none"> <li>• <i>A House Spider’s Life</i></li> <li>• <i>Bugs for Lunch</i></li> <li>• <i>A Butterfly’s Life Cycle</i></li> <li>• “From Egg to Butterfly”</li> <li>• “Caterpillars”</li> <li>• <i>An Elephant Grows Up</i></li> <li>• <i>A Pig Is Big</i></li> <li>• <i>A Turtle’s Life Cycle</i></li> <li>• <i>A House Spider’s Life, A Butterfly’s Life Cycle, An Elephant Grows Up, and A Turtle’s Life Cycle</i></li> <li>• “The Little Turtle”</li> </ul>	<p><b>Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• wondering</li> <li>• making text-to-text connections</li> <li>• reading independently</li> <li>• identify and discuss information they learned about a topic</li> <li>• self-monitor to check for accuracy and understanding</li> </ul> <p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• listen to and discuss poems, songs, books, and chants</li> <li>• discuss information from text and illustrations</li> <li>• echo and chorally read poems, songs, books, and chants</li> <li>• make text-to-text connections</li> <li>• concepts of print</li> <li>• identify and discuss contractions</li> <li>• use hand motions while reading</li> </ul>	<p><b>Words</b></p> <p><i>multiple, risky, locate, munch, cycle, hover, migrate, journey, popular, gather, vegetation, remain, inactive, hibernate, restart, snap</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• review antonyms</li> <li>• review the inflectional ending -es and shades of meaning</li> <li>• review the inflectional ending -ing</li> <li>• review the inflectional ending -s</li> <li>• review the prefix in-</li> <li>• review the inflectional ending -ed</li> <li>• review the prefix re-</li> <li>• review words with multiple meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Letters c, o, and s</li> <li>• Letters i, l, and t</li> </ul>	<ul style="list-style-type: none"> <li>• share partners’ thinking</li> <li>• work responsibly</li> <li>• share and explain thinking</li> <li>• participate responsibly</li> <li>• contribute different ideas</li> <li>• repeat what classmates say</li> <li>• listen carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 22–25 (weekly throughout the unit)</li> <li>• IDR Conference Record 6 (ongoing from Week 1, Day 1)</li> <li>• Vocabulary Checks for Unit 7, Weeks 1–4</li> <li>• Unit 7 Listening Comprehension Assessment (Week 4)</li> <li>• D-ELD Unit 7 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 7 End-of-Unit Assessment (Week 4)</li> </ul>
<p><b>Unit 8</b> NONFICTION, FICTION, AND POETRY</p>	<ul style="list-style-type: none"> <li>• <i>Seeds</i></li> <li>• <i>Up, Down, and Around</i></li> <li>• <i>Throw Your Tooth on the Roof</i></li> <li>• “My Loose Tooth”</li> <li>• <i>An Elephant Grows Up</i></li> <li>• <i>The Napping House</i></li> <li>• <i>Teacher-Selected Website</i></li> <li>• Big Book Review</li> <li>• <i>Julius</i></li> <li>• Poetry Review</li> </ul>	<p><b>Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• using text features</li> <li>• visualizing</li> <li>• retelling</li> <li>• making text-to-self connections</li> <li>• making predictions</li> <li>• reading independently</li> <li>• discuss the story’s message</li> <li>• use a diagram, map, glossary, photographs, labels, index, text boxes, table of contents, and chapter titles</li> <li>• explore a website to build knowledge about a topic</li> <li>• generate questions about a topic to establish a purpose for online research</li> </ul>	<p><b>Words</b></p> <p><i>source, develop, scatter, flourish, replace, gleam, favor, interview, essential, inessential, stage, restless, knowledge, research, credible, compare, slurp, odd, untidy, tidy</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• review words with multiple meanings</li> <li>• review the inflectional ending -ing</li> <li>• review synonyms</li> <li>• review the prefix in-</li> <li>• review the prefix un-</li> <li>• review antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Review and Practice</li> </ul>	<ul style="list-style-type: none"> <li>• share thinking</li> <li>• work responsibly</li> <li>• speak clearly</li> <li>• participate responsibly</li> <li>• take responsibility for learning and behavior</li> <li>• listen carefully and respectfully</li> <li>• contribute different ideas</li> <li>• take responsibility for learning</li> <li>• work responsibly in pairs</li> <li>• reflect on behavior</li> <li>• listen carefully</li> <li>• share partners’ thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 26–30 (weekly throughout the unit)</li> <li>• IDR Conference Record 7 (ongoing from Week 1, Day 1)</li> <li>• IDR Conference Record 8 (ongoing from Week 4, Day 1)</li> <li>• Vocabulary Checks for Unit 8, Weeks 1–5</li> <li>• Unit 8 Listening Comprehension Assessment (Week 5)</li> <li>• D-ELD Unit 8 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 8 End-of-Unit Assessment (Week 5)</li> </ul>

Unit	Texts	Comprehension	Vocabulary	Handwriting	Social Skills	Assessments
		<ul style="list-style-type: none"> <li>• self-monitor to check for accuracy and understanding</li> </ul> <p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• listen to and discuss poems, songs, books, and chants</li> <li>• echo and chorally read poems, songs, books, and chants</li> <li>• sort words into categories</li> <li>• identify rhyming words</li> <li>• retell stories in sequence</li> </ul>				



# Being a Reader™

EXPANDED SECOND EDITION

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DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

## Scope and Sequence

Grade 1

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
<b>Unit 1</b> FICTION, NONFICTION, AND POETRY 4 weeks	<ul style="list-style-type: none"> <li><i>This Is the Way We Go to School</i></li> <li><i>Alma and How She Got Her Name</i></li> <li><i>Places in My Neighborhood</i></li> <li><i>Seven Blind Mice</i></li> </ul>	<p><b>Words</b> <i>welcome, decide, purpose, argue</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>use action words and verbs</li> <li>use nouns and noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>orally retell texts in order, using vocabulary and language from the texts</li> </ul>	<ul style="list-style-type: none"> <li>modify and expand simple sentences with descriptive details</li> <li>use connecting words (first, then, next, after that, soon, finally)</li> </ul>	<ul style="list-style-type: none"> <li>jointly construct a nonfiction text about places in a neighborhood using descriptive language</li> <li>craft their own nonfiction book about places in a neighborhood using important information from the book and descriptive details</li> <li>present their book to the group</li> </ul>	<ul style="list-style-type: none"> <li>Sing “Wheels on the Bus”</li> <li>Dramatize Rhyming Lines</li> <li>Dramatize Dialogue</li> <li>Sing About and Move Like Elephants</li> </ul>
<b>Unit 2</b> FICTION AND POETRY 3 weeks	<ul style="list-style-type: none"> <li><i>Matthew and Tilly</i></li> <li><i>McDuff and the Baby</i></li> <li><i>Chrysanthemum</i></li> </ul>	<p><b>Words</b> <i>apart, interrupt, appreciate</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>use antonyms</li> <li>use action words and verbs</li> </ul>	<ul style="list-style-type: none"> <li>orally retell texts in order, using vocabulary and language from the texts</li> </ul>	<ul style="list-style-type: none"> <li>use connecting words (first, then, next, after that, soon, finally)</li> </ul>	<ul style="list-style-type: none"> <li>jointly construct a class version of <i>McDuff and the Baby</i> that tells the events of the story in order, using connecting words and language from the story</li> <li>craft their own versions of <i>McDuff and the Baby</i> that tell the events of the story in order, using connecting words and language from the story</li> <li>present their books to the group</li> </ul>	<ul style="list-style-type: none"> <li>Sing About Friendship</li> <li>Dramatic Play</li> </ul>
<b>Unit 3</b> FICTION 3 weeks	<ul style="list-style-type: none"> <li><i>The Stray Dog</i></li> <li><i>An Extraordinary Egg</i></li> <li><i>Fritz and the Beautiful Horses</i></li> </ul>	<p><b>Words</b> <i>belong, astonished, reluctant</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>use action words and verbs</li> <li>use adjectives and describing words</li> <li>discuss shades of meaning</li> </ul>	<ul style="list-style-type: none"> <li>orally retell texts in order, using vocabulary and language from the texts</li> </ul>	<ul style="list-style-type: none"> <li>modify and expand simple sentences with descriptive details</li> <li>use connecting words (first, then, next, after that, soon, finally)</li> </ul>	<ul style="list-style-type: none"> <li>jointly construct a class version of <i>An Extraordinary Egg</i> that tells the events of the story in order, using connecting words and language from the story</li> <li>craft their own versions of <i>An Extraordinary Egg</i> that tell the events of the story in order, using connecting words and language from the story</li> <li>present their books to the group</li> </ul>	<ul style="list-style-type: none"> <li>Sing About Pets</li> <li>Move Like Horses</li> </ul>
<b>Unit 4</b> 4 weeks	<ul style="list-style-type: none"> <li>“School Bus”</li> <li><i>Sheep Out to Eat</i></li> <li>“In a Winter Meadow”</li> <li><i>The Snowy Day</i></li> </ul>	<p><b>Words</b> <i>packed, transport, stare, meadow, bound, pretend</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>use action words and verbs</li> <li>use nouns and noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>orally retell texts in order, using vocabulary and language from the texts</li> </ul>	<ul style="list-style-type: none"> <li>modify and expand simple sentences with descriptive details</li> <li>use connecting words (first, then, next, after that, soon, finally)</li> </ul>	<ul style="list-style-type: none"> <li>jointly construct a class version of <i>Sheep Out to Eat</i> that tells the events of the story in order, using doing verbs and language from the story</li> <li>craft their own versions of <i>Sheep Out to Eat</i> that tell the events of the story in order, using doing verbs and language from the story</li> <li>present their books to the group</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play</li> <li>Act Like the Sheep</li> <li>Sing a Song About the Seasons</li> </ul>
<b>Unit 5</b> FICTION AND NONFICTION 4 weeks	<ul style="list-style-type: none"> <li><i>The Frog Who Wanted to See the Sea</i></li> <li><i>The Story of Jumping Mouse</i></li> <li><i>Biblioburro</i></li> <li><i>Lion on the Inside</i></li> </ul>	<p><b>Words</b> <i>beyond, perilous, borrow, charge</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>use antonyms</li> <li>use action words and verbs</li> <li>use adjectives and describing words</li> </ul>	<ul style="list-style-type: none"> <li>orally retell texts in order, using vocabulary and language from the texts</li> </ul>	<ul style="list-style-type: none"> <li>modify and expand simple sentences with descriptive details</li> <li>use connecting words (first, then, next, after that, soon, finally)</li> </ul>	<ul style="list-style-type: none"> <li>jointly construct a class version of <i>Biblioburro</i> that tells the events of the story in order, using connecting words and language from the story</li> <li>craft their own versions of <i>Biblioburro</i> that tell the events of the story in order, using connecting words and language from the story</li> <li>present their books to the group</li> </ul>	<ul style="list-style-type: none"> <li>Sing About Alice the Frog</li> <li>Dramatic Play</li> </ul>
<b>Unit 6</b> COMMUNITY HELPERS 3 weeks	<ul style="list-style-type: none"> <li><i>Doctors Help</i></li> <li>“Trash Collectors” from <i>People Who Help</i></li> <li><i>Construction Workers Help</i></li> </ul>	<p><b>Words</b> <i>assist, sort, container, measure</i></p>	<ul style="list-style-type: none"> <li>orally recount nonfiction texts in order, using vocabulary and language from the texts</li> </ul>	<ul style="list-style-type: none"> <li>use prepositions (above, behind, below, in, on, under)</li> <li>combine simple sentences into compound and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>jointly construct a class version of <i>Doctors Help</i> using important information and language from the book and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>Sing a Song About Recycling</li> </ul>

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
		<p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use action words and verbs</li> <li>• use nouns and noun phrases</li> </ul>			<ul style="list-style-type: none"> <li>• craft their own books about doctors, using important information and language from <i>Doctors Help</i> and prepositional phrases</li> <li>• present their book to the group</li> </ul>	
<p><b>Unit 7</b> NONFICTION AND POETRY 4 weeks</p>	<ul style="list-style-type: none"> <li>• <i>A House Spider's Life</i></li> <li>• <i>A Butterfly's Life Cycle</i></li> <li>• <i>An Elephant Grows Up</i></li> <li>• <i>A Turtle's Life Cycle</i></li> </ul>	<p><b>Words</b> <i>escape, hatch, prefer, woodlands</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use action words and verbs</li> <li>• use nouns and noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• orally recount nonfiction texts in order, using vocabulary and language from the texts</li> </ul>	<ul style="list-style-type: none"> <li>• modify and expand simple sentences with descriptive details</li> <li>• combine simple sentences into compound and complex sentences</li> <li>• use conjunctions (because, so, and, but, while)</li> </ul>	<ul style="list-style-type: none"> <li>• jointly construct a class version of <i>A Spider's Life</i>, using important information and verb phrases from the book</li> <li>• craft their own books about spiders, using important information and verb phrases from <i>A Spider's Life</i></li> <li>• present their books to the group</li> <li>• jointly construct a class text about elephants, using important information from the first part of <i>An Elephant Grows Up</i> and conjunctions</li> <li>• craft their own books about elephants, using important information and language from the second part of <i>An Elephant Grows Up</i> and conjunctions</li> <li>• present their books to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Move Like Spiders</li> <li>• Dramatic Play</li> </ul>
<p><b>Unit 8</b> NONFICTION, FICTION, AND POETRY 5 weeks</p>	<ul style="list-style-type: none"> <li>• <i>Seeds</i></li> <li>• <i>Throw Your Tooth on the Roof</i></li> <li>• <i>Dialogic Reading Routine, Session 2</i></li> <li>• <i>An Elephant Grows Up</i></li> <li>• <i>Julius</i></li> </ul>	<p><b>Words</b> <i>float, custom, request, generation, sensitive, imitation</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use action words and verbs</li> <li>• use nouns and noun phrases</li> <li>• use adjectives and describing words</li> </ul>	<ul style="list-style-type: none"> <li>• orally retell texts in order, using vocabulary and language from the texts</li> <li>• orally recount nonfiction texts in order, using vocabulary and language from the texts</li> </ul>	<ul style="list-style-type: none"> <li>• use prepositions (inside, in, under, by, with)</li> <li>• combine simple sentences into compound and complex sentences</li> <li>• use conjunctions (because, so, and, but)</li> <li>• use connecting words (first, then, next, after that, soon, finally)</li> </ul>	<ul style="list-style-type: none"> <li>• jointly construct a class text about elephants, using important information from the second part of <i>An Elephant Grows Up</i> and conjunctions</li> <li>• craft their own books about elephants, using important information and language from the second part of <i>An Elephant Grows Up</i> and conjunctions</li> <li>• present their books to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a Song About Plants</li> <li>• Create a Tooth Traditions Mural</li> <li>• Chanting a Poem</li> </ul>



# Being a Reader™

EXPANDED SECOND EDITION

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SMALL-GROUP COMPREHENSION

## Scope and Sequence

Grade 1

## Small-Group Comprehension, Grade 1

Text	Instructional Focus	Lesson			
<p><b><i>Chameleon!</i></b> Expository nonfiction ■ Lexile®: 390L</p>	<p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>• Paying Attention to Punctuation</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>• Expanding Sentences</li> </ul>	<p><b>Day 1:</b> Reading a Nonfiction Book</p>	<p><b>Day 2:</b> Reading Fluently</p>	<p><b>Day 3:</b> Reading Fluently</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Expanding Sentences</p>
<p><b><i>Not Norman: A Goldfish Story</i></b> Fiction ■ Lexile®: 460L</p>	<p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>• Paying Attention to Characters' Feelings</li> <li>• Paying Attention to Punctuation</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>• Combining Sentences</li> </ul>	<p><b>Day 1:</b> Reading a Fiction Book</p>	<p><b>Day 2:</b> Reading Fluently</p>	<p><b>Day 3:</b> Reading Fluently</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Combining Sentences</p>
<p><b>"A Small Stall" from <i>Cowgirl Kate and Cocoa: Horse in the House</i></b> Fiction: chapter book ■ Lexile®: 470L</p>	<p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>• Paying Attention to Characters' Feelings</li> <li>• Reading for Listeners</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>• Sorting Words by Function</li> </ul>	<p><b>Day 1:</b> Reading a Fiction Book</p>	<p><b>Day 2:</b> Reading Fluently</p>	<p><b>Day 3:</b> Reading Fluently</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Introducing Readers' Theater</p>
<p><b><i>Puffin Peter</i></b> Fiction ■ Lexile®: 250L ■ ATOS: 1.8</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Sequencing and Retelling</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>• Combining Sentences</li> </ul>	<p><b>Day 1:</b> Reading a Fiction Book</p>	<p><b>Day 2:</b> Retelling a Story</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 3:</b> Retelling a Story</p>	<p><b>Day 4:</b> Combining Sentences</p>
<p><b><i>Aggie Gets Lost</i></b> Fiction: chapter book ■ Lexile®: 320L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Sequencing and Retelling</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>• Expanding Sentences</li> </ul>	<p><b>Day 1:</b> Reading and Retelling</p>	<p><b>Day 2:</b> Reading and Retelling</p>	<p><b>Day 3:</b> Retelling a Story</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Expanding Sentences</p>

## Small-Group Comprehension, Grade 1

Text	Instructional Focus	Lesson			
<p><b><i>Iris and Walter and Cousin Howie</i></b> Fiction: chapter book ■ Lexile®: 340L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Making Text-to-Self Connections</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Sorting Words by Function</li> </ul>	<p><b>Day 1:</b> Making Text-to-Self Connections</p>	<p><b>Day 2:</b> Making Text-to-Self Connections</p>	<p><b>Day 3:</b> Making Text-to-Self Connections</p> <p><b>Assessment:</b> <i>Group Assessment</i></p>	<p><b>Day 4:</b> Sorting Words by Function</p>
<p><b><i>Elephant</i></b> Expository nonfiction ■ Lexile®: 350L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Using Text Features</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Completing Sentences</li> </ul>	<p><b>Day 1:</b> Using Text Features</p>	<p><b>Day 2:</b> Reading a Nonfiction Book and Using Text Features</p>	<p><b>Day 3:</b> Reading a Nonfiction Book and Using Text Features</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Completing Sentences</p>
<p><b><i>Earth</i></b> Expository nonfiction ■ Lexile®: 380L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Determining Topic</li> <li>Using Text Features</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Combining Sentences</li> </ul>	<p><b>Day 1:</b> Exploring Topic and Using Text Features</p>	<p><b>Day 2:</b> Identifying Information About a Topic</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 3:</b> Identifying Information About a Topic and Determining Topic</p>	<p><b>Day 4:</b> Combining Sentences</p>
<p><b><i>Leon and Bob</i></b> Fiction ■ Lexile®: 400L</p>	<p><b>Comprehension:</b> Wondering Making and Supporting Predictions</p> <p><b>Syntax:</b> Combining Sentences</p>	<p><b>Day 1:</b> Wondering and Making Predictions</p>	<p><b>Day 2:</b> Wondering and Discussing Predictions</p>	<p><b>Day 3:</b> Wondering</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Combining Sentences</p>
<p><b><i>Jellyfish</i></b> Expository nonfiction ■ Lexile®: 420L</p>	<p><b>Word Analysis:</b></p> <ul style="list-style-type: none"> <li>Analyzing Polysyllabic Words</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Using Text Features</li> <li>Making Text-to-Text Connections</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Expanding Sentences</li> </ul>	<p><b>Day 1:</b> Reading a Nonfiction Book and Using Text Features</p>	<p><b>Day 2:</b> Analyzing Polysyllabic Words</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 3:</b> Analyzing Polysyllabic Words</p>	<p><b>Day 4:</b> Expanding Sentences</p>

## Small-Group Comprehension, Grade 1

Text	Instructional Focus	Lesson			
<p><b><i>Jellies: The Life of Jellyfish</i></b> Expository nonfiction ■ Lexile®: N/A</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Making Text-to-Text Connections</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Using Action Verbs</li> </ul>	<p><b>Day 1:</b> Rereading a Nonfiction Book and Identifying Information Learned</p>	<p><b>Day 2:</b> Reading a Nonfiction Book and Making Text-to-Text Connections</p>	<p><b>Day 3:</b> Reading a Nonfiction Book and Making Text-to-Text Connections</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Using Action Verbs</p>
<p><b><i>Ruby Bridges Goes to School</i></b> Memoir ■ Lexile®: 470L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Wondering</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Expanding Sentences</li> </ul>	<p><b>Day 1:</b> Wondering</p>	<p><b>Day 2:</b> Wondering</p>	<p><b>Day 3:</b> Wondering</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Expanding Sentences</p>
<p><b><i>Mice</i></b> Expository nonfiction ■ Lexile®: 510L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Determining Topic</li> <li>Using Text Features</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Completing Sentences</li> </ul>	<p><b>Day 1: Using Text Features and Determining Topic</b></p>	<p><b>Day 2: Determining Topic</b></p>	<p><b>Day 3:</b> Determining Topic and Using Text Features</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Completing Sentences</p>
<p><b>“The Greatest Invention,” “The Vacuum Cleaner’s Revenge,” and “Staying Overnight”</b> Poetry ■ Lexile®: N/A</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Exploring Elements of Poetry</li> <li>Determining Theme</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Using First- and Third-Person</li> </ul>	<p><b>Day 1:</b> Exploring Elements of Poetry “The Greatest Invention”</p>	<p><b>Day 2:</b> Exploring Elements of Poetry “The Vacuum Cleaner’s Revenge”</p>	<p><b>Day 3:</b> Exploring Elements of Poetry “Staying Overnight”</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Using First- and Third-Person “The Vacuum Cleaner’s Revenge”</p>
<p><b><i>Koalas</i></b> Expository nonfiction ■ Lexile®: 500L</p>	<p><b>Self-Monitoring and Self-Correcting Comprehension:</b></p> <ul style="list-style-type: none"> <li>Using Text Features</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Combining Sentences</li> </ul>	<p><b>Day 1:</b> Reading a Nonfiction Book</p>	<p><b>Day 2:</b> Self-Monitoring and Self-Correcting</p>	<p><b>Day 3:</b> Self-Monitoring and Self-Correcting</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Combining Sentences</p>
<p><b>“Under the Ground,” “Accidentally,” and “I Wouldn’t”</b> Poetry ■ Lexile®: N/A</p>	<p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>Sharing and Supporting Opinions</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Using Nouns, Action Verbs, and Adjectives</li> </ul>	<p><b>Day 1:</b> Sharing and Supporting Opinions “Under the Ground”</p>	<p><b>Day 2:</b> Sharing and Supporting Opinions “Accidentally”</p>	<p><b>Day 3:</b> Sharing and Supporting Opinions “I Wouldn’t”</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Using Nouns, Verbs, and Adjectives “Under the Ground”</p>

## Small-Group Comprehension, Grade 1

Text	Instructional Focus	Lesson			
<p><b><i>Jamaica's Find</i></b> Fiction ■ Lexile®: 460L</p>	<p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>• Responding to Literature</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>• Sorting Words by Function</li> </ul>	<p><b>Day 1:</b> Responding to Literature</p>	<p><b>Day 2:</b> Responding to Literature</p>	<p><b>Day 3:</b> Responding to Literature</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Sorting Words by Function</p>
<p><b><i>Upstairs Mouse, Downstairs Mole</i></b> Fiction: chapter book ■ Lexile®: 510L</p>	<p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>• Responding to Literature</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>• Expanding Sentences</li> </ul>	<p><b>Day 1:</b> Responding to Literature</p>	<p><b>Day 2:</b> Responding to Literature</p>	<p><b>Day 3:</b> Responding to Literature</p> <p><b>Assessment:</b> Group Assessment</p>	<p><b>Day 4:</b> Expanding Sentences</p>



# Being a Writer™

THIRD EDITION

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## Scope and Sequence

Grade 1

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
<b>Unit 1</b> THE CLASSROOM COMMUNITY 5 weeks	<ul style="list-style-type: none"> <li>• <i>My Heart Fills With Happiness / Mi corazón se llena de alegría</i></li> <li>• <i>When We Are Kind / Nihá'adaahwiini't'jigo</i></li> <li>• <i>Unstoppable Me</i></li> <li>• <i>When I Grow Up</i></li> <li>• <i>Matthew and Tilly</i></li> </ul>	<ul style="list-style-type: none"> <li>• Write and illustrate: “I love to” stories; “I am kind when I” stories; “I can” stories; “I want to” stories; “My friend and I like to” stories</li> <li>• Write freely</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Become familiar with writing notebooks</li> <li>• Write and draw a list of things they love to do</li> <li>• Practice writing: “I am kind when I” sentences; “I can” sentences; “I want to” sentences; “My friend and I like to” sentences</li> <li>• Share writing with the class</li> <li>• Listen to own and classmates’ stories read aloud</li> <li>• Choose ideas for stories</li> </ul> <p><b>Genre and Author’s Craft</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss stories</li> <li>• Explore and discuss illustrations in stories</li> <li>• Reread stories, visualize, and add to illustrations and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Write from left to right and leave spaces between words</li> <li>• Capitalize the first letters of sentences and use periods at the ends of sentences</li> <li>• Explore: verbs; nouns; the pronoun <i>we</i></li> <li>• Discuss model sentences</li> <li>• Write complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Build the classroom community</li> <li>• Learn and practice classroom procedures</li> <li>• Work responsibly</li> <li>• Speak clearly</li> <li>• Listen carefully and respectfully</li> <li>• Handle materials responsibly</li> <li>• Learn and use “Turn to Your Partner”</li> <li>• Take turns talking and listening</li> <li>• Reflect on the classroom community</li> </ul>
<b>Unit 2</b> GETTING IDEAS 6 weeks	<ul style="list-style-type: none"> <li>• <i>A Visit to the Zoo</i></li> <li>• <i>Chinatown</i></li> <li>• <i>Alma and How She Got Her Name</i></li> <li>• <i>Saturday</i></li> <li>• <i>Knuffle Bunny: A Cautionary Tale</i></li> <li>• <i>Mouse Views: What the Class Pet Saw</i></li> </ul>	<ul style="list-style-type: none"> <li>• Write and illustrate stories about: animals; special places; family members; family activities; things that cause sadness or anger; things observed in the classroom; things observed outside the classroom</li> <li>• Write freely</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Practice writing “I love ____ because” sentences</li> <li>• Contribute to shared lists of: special places; family members; family activities; things that cause sadness or anger; things observed in the classroom; things observed outside the classroom</li> <li>• Contribute to shared stories about: an animal; a special place; a family member; a family activity; something that causes sadness or anger; something observed in the classroom</li> <li>• Tell stories orally</li> <li>• Share writing: with the class; in pairs</li> </ul> <p><b>Genre and Author’s Craft</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss: a nonfiction book; stories</li> <li>• Explore photographs in a book and discuss sounds, a character, onomatopoeia, and speech bubbles in stories</li> <li>• Reread stories and add: to illustrations and stories; sound words or words that describe sounds to stories; descriptive details to stories; onomatopoeia to illustrations; speech bubbles to illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• Write from left to right and leave spaces between words</li> <li>• Capitalize the first letters of sentences and use periods at the ends of sentences</li> <li>• Discuss model sentences</li> <li>• Use: present tense verbs that agree with nouns; simple past, present, and future tense verbs; personal pronouns; possessive determiners and possessive pronouns; prepositions; adjectives; the conjunction <i>because</i>; proper nouns; demonstrative determiners</li> <li>• Learn a procedure for referring to and refer to high-frequency word cards</li> <li>• Make strategic spelling choices</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and use “Think, Pair, Share”</li> <li>• Act considerately towards others</li> <li>• Speak loudly and clearly</li> <li>• Listen carefully and respectfully</li> <li>• Express interest in and appreciation for one another’s writing</li> <li>• Work responsibly in pairs</li> <li>• Build and reflect on the classroom community</li> <li>• Participate responsibly</li> </ul>
<b>Unit 3</b> TELLING MORE 4 weeks	<ul style="list-style-type: none"> <li>• <i>Saturday</i></li> <li>• <i>Knuffle Bunny: A Cautionary Tale</i></li> <li>• <i>Wait and See</i></li> <li>• <i>Alan’s Big, Scary Teeth</i></li> </ul>	<ul style="list-style-type: none"> <li>• Write: stories about a fun time; stories about a time that was not fun; fiction stories about a field trip; fiction stories about an imaginary class pet; stories about wishes; stories about a topic of their choice</li> <li>• Write freely</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Contribute to a shared list of: field trips; imaginary class pets; wishes; silly animal story ideas</li> <li>• Contribute and add to: a shared story about a fun time; a shared story about a time that was not fun; a shared fiction story about a field trip; a shared fiction story about an imaginary class pet; a shared story about a wish</li> <li>• Reread writing and add details</li> <li>• Share writing: in pairs; from the Author’s Chair</li> </ul> <p><b>Genre and Author’s Craft</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss stories</li> <li>• Discuss how professional authors tell more</li> <li>• Generate alternatives for overused words</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss model sentences</li> <li>• Use: personal pronouns; proper and common nouns; correct ending punctuation; commas in a series; prepositions; adjectives</li> <li>• Refer to high-frequency word cards</li> <li>• Make strategic spelling choices</li> <li>• Expand complete sentences</li> <li>• Write compound sentences using a comma and the conjunction <i>and</i></li> <li>• Explore a cause-and-effect sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• Work responsibly in pairs</li> <li>• Share partners’ thinking</li> <li>• Express interest in and appreciation for one another’s writing</li> <li>• Speak loudly and clearly</li> <li>• Listen carefully and respectfully</li> </ul>
<b>Unit 4</b> PERSONAL NARRATIVE 4 weeks	<ul style="list-style-type: none"> <li>• <i>The Snowy Day</i></li> <li>• <i>Chrysanthemum</i></li> <li>• <i>My Tree</i></li> <li>• <i>The Blue House</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sketch and write stories with a beginning, middle, and end about: topics of their choice; a feeling</li> <li>• Write freely</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Tell stories with a beginning, middle, and end about: a fun day; something that happened at school; topics of their choice; a feeling</li> <li>• Contribute to model stories</li> <li>• Reread writing and add details</li> <li>• Choose stories to publish and add to writing</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss model sentences</li> <li>• Use: proper nouns; regular and irregular past tense verbs; periods and exclamation points; apostrophe-s to show possession; the possessive determiners <i>my/mine</i> and <i>our/ours</i></li> </ul>	<ul style="list-style-type: none"> <li>• Work responsibly in pairs</li> <li>• Take turns talking and listening</li> <li>• Express interest in one another’s writing</li> <li>• Share partners’ thinking</li> <li>• Handle materials responsibly and share them fairly</li> </ul>

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			<ul style="list-style-type: none"> <li>Reread stories for legibility</li> <li>Proofread stories for: spelling; capitalization; punctuation</li> <li>Complete illustrations</li> <li>Explore the features of book covers and make book covers</li> <li>Share writing: in pairs; from the Author’s Chair</li> </ul> <p><b>Genre and Author’s Craft</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss stories</li> <li>Discuss how professional authors tell stories with a beginning, middle, and end</li> <li>Use temporal words or phrases</li> <li>Identify and discuss details that describe characters’ feelings</li> <li>Reread writing and add feelings</li> <li>Generate alternatives for feeling words</li> </ul>		<ul style="list-style-type: none"> <li>Speak loudly and clearly</li> <li>Listen carefully and respectfully</li> </ul>
<p><b>Unit 5</b> NONFICTION 5 weeks</p>	<ul style="list-style-type: none"> <li><i>A Visit to the Zoo</i></li> <li><i>What Do You Find in a Rainforest Tree?</i></li> <li><i>It’s a Jaguar!</i></li> <li>“Jaguar Cubs”</li> <li><i>It’s a Chameleon!</i></li> <li>“Chameleons Are Cool!”</li> </ul>	<ul style="list-style-type: none"> <li>Write lists of facts about: themselves; the class (in pairs); a place in the school (in pairs)</li> <li>Interview and write about partners</li> <li>Write questions and nonfiction pieces about: rainforests; jaguars; chameleons</li> <li>Write freely</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>Contribute to shared lists of facts about: the class; a place in the school; rainforests; jaguars; chameleons</li> <li>Contribute to a shared list of questions for partner interviews</li> <li>Contribute to shared nonfiction pieces about: rainforests; jaguars; chameleons</li> <li>Reread writing and add information</li> <li>Choose nonfiction pieces to complete and publish</li> <li>Reread nonfiction pieces for meaning</li> <li>Proofread nonfiction pieces for: spelling; capitalization; punctuation</li> <li>Review the features of book covers and make book covers</li> <li>Share writing: in pairs; from the Author’s Chair</li> </ul> <p><b>Genre and Author’s Craft</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss: nonfiction books; a nonfiction article</li> <li>Watch and discuss a video</li> <li>Explore nonfiction books and discuss the differences between fiction and nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>Discuss model sentences</li> <li>Use: conjunctions; periods and question marks; adjectives; prepositions; indefinite pronouns; the pronouns <i>I/me</i> and <i>we/us</i>; present tense verbs that agree with nouns; the articles <i>a</i>, <i>an</i>, and <i>the</i>; apostrophe-s to show possession; commas in a series</li> <li>Write compound sentences using a comma and the conjunction <i>so</i></li> </ul>	<ul style="list-style-type: none"> <li>Work responsibly in pairs</li> <li>Reach agreement before making decisions</li> <li>Build the classroom community</li> <li>Participate responsibly</li> <li>Take turns talking and listening</li> <li>Solve problems respectfully</li> <li>Share ideas with one another</li> <li>Express interest in and appreciation for one another’s writing</li> <li>Share partners’ thinking</li> <li>Handle materials responsibly and share them fairly</li> <li>Speak loudly and clearly</li> <li>Listen carefully and respectfully</li> </ul>
<p><b>Unit 6</b> POETRY 3 weeks</p>	<ul style="list-style-type: none"> <li>Excerpt from <i>Jazz Baby</i></li> <li>“Untitled” by Uzo Unobagha</li> <li>“Jump or Jiggle”</li> <li>“Lessie”</li> <li>“The Ballerina”</li> <li>“Rope Rhyme”</li> <li>“We’re Shaking Maracas”</li> <li>“Swinging”</li> <li>“I Can Fly”</li> <li>“Untitled 1” by Lesa Cline-Ransome</li> <li>“Riding on the Train”</li> <li>“Ears Hear”</li> <li>“Our Washing Machine”</li> <li>“Listen”</li> <li>“To Walk in Warm Rain”</li> <li>“Hail Me!”</li> <li>“Untitled 2” by Lesa Cline-Ransome</li> <li>“My Bicycle” / “Mi bicicleta”</li> <li>“Field Row” / “Surco”</li> <li>“Watering” / “Regar”</li> <li>“Gently Down the Stream”</li> </ul>	<ul style="list-style-type: none"> <li>Write poems: about recess; using sound words; about weather; about daytime; about classroom objects; using similes</li> <li>Write freely</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>Contribute to shared lists of: movement words; sound words; words about daytime</li> <li>Contribute to shared poems: about movement; about a movement that happens at recess; about an object from nature; using sound words; about weather; about classroom objects; using similes</li> <li>Review and reflect on the writing process</li> <li>Review poems and select one to publish</li> <li>Share writing: in pairs; from the Author’s Chair</li> </ul> <p><b>Genre and Author’s Craft</b></p> <ul style="list-style-type: none"> <li>Listen to, visualize, act out, and discuss poems</li> <li>Discuss: movement words; sound words; weather words; personification; metaphors; similes; alliteration</li> </ul>	<ul style="list-style-type: none"> <li>Use: present tense verbs that agree with nouns; adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Participate in partner work and class discussions</li> <li>Participate responsibly</li> <li>Reach agreement before making decisions</li> <li>Share partners’ thinking</li> <li>Handle materials responsibly</li> <li>Work responsibly</li> <li>Listen carefully and respectfully</li> <li>Express interest in and appreciation for one another’s writing</li> <li>Speak loudly and clearly</li> </ul>

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<p><b>Unit 7</b>                      OPINION WRITING                      3 weeks</p>	<ul style="list-style-type: none"> <li>• “Vegetables”</li> <li>• <i>Reading Makes You Feel Good</i></li> </ul>	<ul style="list-style-type: none"> <li>• Write opinion pieces about: the best foods; the worst foods; activities that make kids feel good</li> <li>• Write: what they liked best about writing this year; lists of summer writing topics; a shared letter to next year’s class</li> <li>• Write freely</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Contribute to shared lists of: the best foods; the worst foods; activities that make kids feel good; things they liked about the writing lessons</li> <li>• Contribute to shared opinion pieces about: the best food; the worst food</li> <li>• Reread opinion pieces for meaning</li> <li>• Proofread opinion pieces for: spelling; capitalization; punctuation</li> <li>• Review the features of book covers and make book covers</li> <li>• Share writing: in pairs; from the Author’s Chair</li> <li>• Plan for summer writing</li> </ul> <p><b>Genre and Author’s Craft</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss: a poem; a story</li> <li>• Identify the opinion and reasons in texts</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss model sentences</li> <li>• Use: the conjunction <i>because</i>; imperative sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Share ideas with one another</li> <li>• Work responsibly in pairs</li> <li>• Listen carefully and respectfully</li> <li>• Discuss opinions respectfully</li> <li>• Speak loudly and clearly</li> <li>• Handle materials responsibly and share them fairly</li> <li>• Solve problems respectfully</li> <li>• Express interest in and appreciation for one another’s writing</li> <li>• Share partners’ thinking</li> <li>• Reflect on the classroom community</li> </ul>