



Collaborative Literacy™

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

Scope and Sequence

Grade K



Being a Reader™

EXPANDED SECOND EDITION

Scope and Sequence

Grade K

Unit	Texts	Comprehension	Vocabulary / Letter Names	Handwriting	Social Skills	Assessments
Unit 1 FICTION, NONFICTION, AND POETRY	<ul style="list-style-type: none"> • <i>Chicka Chicka Boom Boom</i> • “Twinkle, Twinkle, Little Star” • “Twinkle, Twinkle, Little Star” & “I’m a Little Teapot” • <i>The Alphabet</i> • “I’m a Little Teapot” & “Under a Button” • “Under a Button” & “A-Hunting We Will Go” • “The Itsy Bitsy Spider” • “I’m a Little Teapot” • “A-Hunting We Will Go” & “Under a Button” • <i>I Went Walking</i> • “The Ants Go Marching” • “The More We Get Together” • “The Ants Go Marching” & “One, Two, Three, Four, Five” • “One, Two, Three, Four, Five” & “Way Down South” • <i>Hands Can</i> 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • making text-to-self connections • discuss the roles of the author and illustrator • review high-frequency words <p>Language Development</p> <ul style="list-style-type: none"> • listen to and discuss poems, songs, books, and chants • learn and sing songs • use hand motions while reading • identify rhyming words • make text-to-self connections • echo and chorally read poems, songs, books, and chants • concepts of print • review high-frequency words • identify beginning sounds 	<p>Letter Names</p> <p><i>Rr, Tt, Nn, Ss, Ii, Ll, Cc, Dd, Mm, Aa, Pp, Ff, Vv, Gg, Ee, Bb, Hh, Kk, Ww, Oo, Xx, Zz, Jj, Qq, Yy, Uu</i></p>	<ul style="list-style-type: none"> • Hand-Strengthening Activities: “The Train Is Coming” & “Where Is Thumbkin?” • Stretches, Posture, and Gross-Motor Movement • Introduce Pencil Grip: “The Train Is Coming” & “Where Is Thumbkin?” • Introduce Wipe-Off Boards 	<ul style="list-style-type: none"> • build the classroom community • learn and practice classroom procedures • listen carefully • participate responsibly • take responsibility for learning and behavior • work responsibly • learn and practice “Turn to Your Partner” • take turns talking and listening • share thinking • listen respectfully 	<ul style="list-style-type: none"> • Class Assessment Records 1–6 (weekly, throughout the unit) • Small-Group Foundational Skills Placement Assessment — start administering no earlier than Week 4 • Letter Name Assessment (Week 6) • Social Skills Assessment Record (Week 6) • Unit 1 Listening Comprehension Assessment (Week 6) • D-ELD Unit 1 Observation Record (daily throughout unit) • D-ELD Unit 1 End-of-Unit Assessment (Week 6)
Unit 2 FICTION AND POETRY	<ul style="list-style-type: none"> • <i>When Sophie Gets Angry</i> • “Just Three” • <i>Say Hello</i> • <i>The Big Umbrella</i> • <i>Josie’s Lost Tooth</i> • Poetry Review 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • making text-to-self connections • reading independently • discuss the story’s message • explore how illustrations support the text <p>Language Development</p> <ul style="list-style-type: none"> • echo and chorally read poems, songs, books, and chants • listen to and discuss poems, songs, books, and chants • identify beginning sounds 	<p>Words</p> <p><i>snatch, furious, comfort, welcome, greet, excited, lonely, invite, champion, sneak, imitate, persistent</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • discuss the inflectional ending <i>-ed</i> • discuss the inflectional ending <i>-s</i> • review the inflectional ending <i>-s</i> • discuss synonyms 	<ul style="list-style-type: none"> • Letters <i>T, I, and L</i> • Letters <i>H, F, and E</i> 	<ul style="list-style-type: none"> • listen carefully • participate in partner work • participate responsibly • take turns talking and listening 	<ul style="list-style-type: none"> • Class Assessment Records 7–9 (weekly throughout the unit) • IDR Conference Record 1 (ongoing from Week 3, Day 2) • Vocabulary Checks for Unit 2, Weeks 1–3 • D-ELD Unit 2 Observation Record (daily throughout the unit) • D-ELD Unit 2 End-of-Unit Assessment (Week 3) • Unit 2 Listening Comprehension Assessment (Week 3)
Unit 3 FICTION AND POETRY	<ul style="list-style-type: none"> • <i>Gossie</i> • <i>Whistle for Willie</i> • Big Book Review • <i>Sam and Jump</i> • “Way Down Deep” 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • making text-to-self connections • retelling • reading independently <p>Language Development</p> <ul style="list-style-type: none"> • listen to and discuss poems, songs, books, and chants • echo and chorally read poems, songs, books, and chants • make text-to-self connections • clap and count syllables • identify rhyming words • concepts of print • act out and dramatize parts of texts 	<p>Words</p> <p><i>enjoy, energetic, search, heartbroken, whirl, scramble, determined, proud, companion, wade, patient, sleepless</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • discuss the inflectional ending <i>-es</i> • discuss shades of meaning • discuss the inflectional ending <i>-ing</i> • review synonyms • discuss the suffix <i>-less</i> 	<ul style="list-style-type: none"> • Letters <i>C, O, Q, and G</i> • Letters <i>U, N, M, and K</i> 	<ul style="list-style-type: none"> • speak loudly and clearly • work responsibly • share partners’ thinking • participate responsibly • listen carefully • participate in partner work and class discussions 	<ul style="list-style-type: none"> • Class Assessment Records 10–12 (weekly throughout the unit) • IDR Conference Record 2 (ongoing throughout the unit) • Vocabulary Checks for Unit 3, Weeks 1–3 • D-ELD Unit 3 Observation Record (daily throughout the unit) • D-ELD Unit 3 End-of-Unit Assessment (Week 3) • Unit 3 Listening Comprehension Assessment (Week 3)
Unit 4 POETRY AND FICTION	<ul style="list-style-type: none"> • “Cats” • <i>Cat’s Colors</i> • “It Fell in the City” 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • visualizing • making text-to-self connections 	<p>Words</p> <p><i>soar, tangled, snooze, drowsy, evening, noiseless, grasp, observe,</i></p>	<ul style="list-style-type: none"> • Letters <i>V, W, X, and Y</i> • Letters <i>A and Z</i> 	<ul style="list-style-type: none"> • learn “Think, Pair, Share” • take turns talking and listening 	<ul style="list-style-type: none"> • Class Assessment Records 13–15 (weekly throughout the unit)

Unit	Texts	Comprehension	Vocabulary / Letter Names	Handwriting	Social Skills	Assessments
	<ul style="list-style-type: none"> • <i>Red Sled</i> • “Umbrellas” • “Hello, Rain” 	<ul style="list-style-type: none"> • reading independently • self-monitor to check for accuracy and understanding • use illustrations to understand story events <p>Language Development</p> <ul style="list-style-type: none"> • listen to and discuss poems, songs, books, and chants • echo and chorally read poems, songs, books, and chants • concepts of print • discuss typography and punctuation • use hand motions while reading • identify rhyming words 	<p><i>unpleasant, pleasant, crowded, uncrowded</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • review synonyms • review the suffix <i>-less</i> • discuss the prefix <i>un-</i> • review the prefix <i>un-</i> • discuss antonyms 		<ul style="list-style-type: none"> • act considerably toward others • speak loudly and clearly • participate responsibly • share partners’ thinking 	<ul style="list-style-type: none"> • IDR Conference Record 3 (ongoing throughout the unit) • Vocabulary Checks for Unit 4, Weeks 1–3 • D-ELD Unit 4 Observation Record (daily throughout the unit) • D-ELD Unit 4 End-of-Unit Assessment (Week 3) • Unit 4 Listening Comprehension Assessment (Week 3)
<p>Unit 5 FICTION AND POETRY</p>	<ul style="list-style-type: none"> • <i>Found</i> • “Windshield Wipers” • <i>Going Places</i> • <i>Walking Through the Jungle</i> • <i>A Big Mooncake for Little Star</i> • “Some One” 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • wondering • making text-to-self connections • retelling • making predictions • reading independently • discuss the story’s message • discuss alliteration • discuss characters’ feelings • self-monitor to check for accuracy and understanding <p>Language Development</p> <ul style="list-style-type: none"> • echo and chorally read poems, songs, books, and chants • use hand motions while reading • clap and count syllables • listen to and discuss poems, songs, books, and chants • act out and dramatize parts of texts • identify rhyming words 	<p>Words</p> <p><i>peer, drenched, nuisance, delighted, assemble, contraption, participate, startled, enormous, tiptoe, nibble, twinkle</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • review shades of meaning • review synonyms • review antonyms • review the inflectional ending <i>-ed</i> • review the inflectional ending <i>-ing</i> 	<ul style="list-style-type: none"> • Letters <i>D, P, B,</i> and <i>R</i> • Letters <i>J</i> and <i>S,</i> and Punctuation ? 	<ul style="list-style-type: none"> • work responsibly in pairs • share ideas with one another • participate responsibly 	<ul style="list-style-type: none"> • Class Assessment Records 16–18 (weekly throughout the unit) • IDR Conference Record 4 (ongoing throughout the unit) • Vocabulary Checks for Unit 5, Weeks 1–3 • Social Skills Assessment Record (Week 3) • D-ELD Unit 5 Observation Record (daily throughout the unit) • D-ELD Unit 5 End-of-Unit Assessment (Week 3) • Unit 5 Listening Comprehension Assessment (Week 3)
<p>Unit 6 NONFICTION AND POETRY</p>	<ul style="list-style-type: none"> • <i>My Home, Your Home</i> • Poetry Review • <i>Back to School</i> • <i>I Love Our Earth</i> • <i>A Library Field Trip</i> • <i>A Visit to the Library</i> • Big Book Review • <i>A Visit to the Fire Station</i> • <i>What Is Round?</i> 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • making text-to-self connections • using text features • comparing and contrasting • reading independently • explore fiction and nonfiction to develop an understanding of genre • identify information they learned about a topic • use photographs and captions • use the table of contents to preview the book • self-monitor to check for accuracy and understanding <p>Language Development</p> <ul style="list-style-type: none"> • echo and chorally read poems, songs, books, and chants 	<p>Words</p> <p><i>apart, explain, attach, reattach, colorful, attend, experiment, magnify, curious, study, organize, reorganize, flash, courageous, communicate, assist</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • discuss a word with multiple meanings • discuss the prefix <i>re-</i> • discuss the suffix <i>-ful</i> • review the inflectional ending <i>-ed</i> • review the prefix <i>re-</i> • review the inflectional ending <i>-es</i> • review synonyms 	<ul style="list-style-type: none"> • Letters <i>c, o,</i> and <i>s</i> • Letters <i>v, w, x,</i> and <i>z</i> • Letters <i>l, t, i, u</i> and <i>u</i> 	<ul style="list-style-type: none"> • give full attention to people who are speaking • share partners’ thinking • participate responsibly • work responsibly in pairs 	<ul style="list-style-type: none"> • Class Assessment Records 19–22 (weekly throughout the unit) • IDR Conference Record 5 (ongoing throughout the unit) • Vocabulary Checks for Unit 6, Weeks 1–4 • D-ELD Unit 6 Observation Record (daily throughout the unit) • D-ELD Unit 6 End-of-Unit Assessment (Week 4) • Unit 6 Listening Comprehension Assessment (Week 4)

Unit	Texts	Comprehension	Vocabulary / Letter Names	Handwriting	Social Skills	Assessments
		<ul style="list-style-type: none"> • concepts of print • listen to and discuss poems, songs, books, and chants • identify rhyming words • identify ending sounds 				
Unit 7 NONFICTION, POETRY, AND FICTION	<ul style="list-style-type: none"> • <i>A Baby Penguin Story</i> • <i>A Baby Duck Story</i> • “I’m a Yellow-bill Duck” • <i>Baby Zebras</i> • <i>Tiny Little Fly</i> • <i>Baby Hippos</i> • “From Rags to River Horse: Why Fiona the Star Hippo Had a Rough Start” • <i>Five Little Ducks</i> 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • wondering • comparing and contrasting • using text features • reading independently • make and confirm predictions • identify information they learned about a topic • discuss repetition or pattern • self-monitor to check for accuracy and understanding <p>Language Development</p> <ul style="list-style-type: none"> • echo and chorally read poems, songs, books, and chants • act out and dramatize parts of texts • listen to and discuss poems, songs, books, and chants • identify rhyming words • concepts of print 	<p>Words</p> <p><i>rocky, fluffy, icy, tasty, newborn, wobble, join, “blend in”, bond, predator, careful, careless</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • review words with multiple meanings • review synonyms • review the suffix <i>-ful</i> • review the suffix <i>-less</i> • review antonyms 	<ul style="list-style-type: none"> • Letters <i>r, n, and m</i> • Letters <i>h, b, and k</i> • Letters <i>a, d, e, and f</i> 	<ul style="list-style-type: none"> • contribute different ideas • share and explain thinking • work responsibly • participate responsibly • work responsibly in pairs • take turns talking and listening • repeat what classmates say • reflect on partnerships 	<ul style="list-style-type: none"> • Class Assessment Records 23–25 (weekly throughout the unit) • IDR Conference Record 6 (ongoing throughout the unit) • Vocabulary Checks for Unit 7, Weeks 1–3 • D-ELD Unit 7 Observation Record (daily throughout the unit) • D-ELD Unit 7 End-of-Unit Assessment (Week 3) • Unit 7 Listening Comprehension Assessment (Week 3)
Unit 8 NONFICTION AND POETRY	<ul style="list-style-type: none"> • <i>Trains</i> • “I Love to Ride on a Train” • <i>The Moon</i> • “Night” • <i>The Sun</i> • <i>I Love Bugs!</i> • <i>Dolphins</i> • Poetry Review • <i>Thank You, Omu!</i> • Big Book Review 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • using text features • wondering • making text-to-self connections • reading independently • discuss characters’ feelings • identify information they learned about a topic • use diagrams, labels, glossary, index, photographs, and table of contents • self-monitor to check for accuracy and understanding <p>Language Development</p> <ul style="list-style-type: none"> • echo and chorally read poems, songs, books, and chants • identify rhyming words • act out and dramatize parts of texts • listen to and discuss poems, songs, books, and chants • clap and count syllables • concepts of print 	<p>Words</p> <p><i>warn, signal, haul, mighty, overhead, visible, face, rough, bright, sphere, creature, survive, pointy, diet, playful, active, unselfish, selfish, scrumptious, blue</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • review the inflectional ending <i>-s</i> • review the inflectional ending <i>-ing</i> • review words with multiple meanings • review antonyms • review the suffix <i>-ful</i> • review the prefix <i>un-</i> • review synonyms 	<ul style="list-style-type: none"> • Letters <i>p, j, and g</i> • Letters <i>y and q, and Punctuation !</i> 	<ul style="list-style-type: none"> • listen carefully • speak clearly • participate responsibly • work responsibly in pairs • share thinking • listen respectfully • contribute different ideas • take responsibility for behavior • share partners’ thinking • reflect on behavior • work responsibly 	<ul style="list-style-type: none"> • Class Assessment Records 26–30 (weekly throughout the unit) • IDR Conference Records 7 and 8 (ongoing throughout the unit) • Vocabulary Checks for Unit 8, Weeks 1–5 • Social Skills Assessment Record (Week 5) • D-ELD Unit 8 Observation Record (daily throughout the unit) • D-ELD Unit 8 End-of-Unit Assessment (Week 5) • Unit 8 Listening Comprehension Assessment (Week 5)



Being a Reader™

EXPANDED SECOND EDITION

DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

Scope and Sequence

Grade K

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
Unit 1 FICTION, NONFICTION, AND POETRY 6 weeks	<ul style="list-style-type: none"> • <i>Chicka Chicka Boom Boom</i> • <i>The Alphabet</i> • “The Itsy Bitsy Spider” • <i>I Went Walking</i> • “Way Down South” • <i>Hands Can</i> 	<p>Words <i>gather, follow, pick, explore</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use antonyms • use synonyms • use action words and verbs • use adjectives and describing words • use nouns and noun phrases • discuss shades of meaning 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts • orally recount nonfiction texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally) • discuss figurative language • discuss articles (a, an) 	—	<ul style="list-style-type: none"> • Sing the Story • What Characters Say Play • Role Play: <i>The Alphabet</i> • <i>The Alphabet</i> Dance • Spider Moves • Animal Charades • Dramatize and Expand the Poem
Unit 2 FICTION AND POETRY 3 weeks	<ul style="list-style-type: none"> • <i>When Sophie Gets Angry</i> • <i>Say Hello</i> • <i>Josie’s Lost Tooth</i> 	<p>Words <i>peaceful, include, disappointed</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use antonyms • use action words and verbs • discuss shades of meaning 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • use connecting words (first, then, next, after that, soon, finally) 	—	<ul style="list-style-type: none"> • Dance Your Feelings • Dramatic Play: <i>Say Hello</i> • <i>Josie’s Lost Tooth</i> Mural
Unit 3 FICTION AND POETRY 3 weeks	<ul style="list-style-type: none"> • <i>Gossie</i> • <i>Whistle for Willie</i> • <i>Sam and Jump</i> 	<p>Words <i>discover, practice, promise</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use action words and verbs 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally) 	—	<ul style="list-style-type: none"> • Role Play: <i>Gossie</i> • Dramatize the Story • Dramatic Play: <i>Whistle for Willie</i>
Unit 4 POETRY AND FICTION 3 weeks	<ul style="list-style-type: none"> • <i>Cat’s Colors</i> • “It Fell in the City” • “Umbrellas” 	<p>Words <i>doze, adore, transform, rush</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use antonyms • use action words and verbs 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally) 	—	<ul style="list-style-type: none"> • Writing a Class Book • Sing a Song About Snow
Unit 5 FICTION AND POETRY 3 weeks	<ul style="list-style-type: none"> • <i>Found</i> • <i>Going Places</i> • <i>A Big Mooncake for Little Star</i> 	<p>Words <i>notice, realize, instructions, remember</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use antonyms • use action words and verbs • use nouns and noun phrases • use adjectives and describing words 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details 	<ul style="list-style-type: none"> • jointly construct a class story like <i>Found</i>, using key events and language from the story 	—
Unit 6 NONFICTION AND POETRY 4 weeks	<ul style="list-style-type: none"> • <i>My Home, Your Home</i> • <i>Back to School</i> • <i>A Library Field Trip</i> • <i>A Visit to the Fire Station</i> 	<p>Words <i>community, experience, detective, cooperate</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use nouns and noun phrases 	<ul style="list-style-type: none"> • orally recount nonfiction texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details 	<ul style="list-style-type: none"> • jointly construct class texts based on <i>A Library Field Trip</i> and <i>A Visit to the Fire Station</i>, using important information and language from the books 	<ul style="list-style-type: none"> • Draw a Community • Sing a Song About Going to School • Sing a Song About the Library • Dramatic Play • Sing a Song About Firefighters

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
		<ul style="list-style-type: none"> use action words and verbs 				
Unit 7 NONFICTION, POETRY, AND FICTION 3 weeks	<ul style="list-style-type: none"> <i>A Baby Penguin Story</i> <i>Baby Zebras</i> <i>Baby Hippos</i> 	<p>Words <i>shiver, attempt, protect</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use antonyms use action words and verbs 	<ul style="list-style-type: none"> orally recount nonfiction texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> modify and expand simple sentences with descriptive details combine simple sentences into compound and complex sentences use conjunctions (because, so, and, but, while) 	<ul style="list-style-type: none"> jointly construct a class text based on <i>A Baby Penguin Story</i>, using important information and language from the book 	<ul style="list-style-type: none"> Draw and Describe Facts About Penguins Dramatic Play Sing a Song About <i>Baby Hippos</i>
Unit 8 NONFICTION AND POETRY 5 weeks	<ul style="list-style-type: none"> <i>Trains</i> <i>The Moon</i> <i>The Sun</i> <i>Dolphins</i> <i>Thank You, Omu!</i> 	<p>Words <i>travel, vehicle, glow, provide, skillful, celebrate</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use synonyms use action words and verbs use nouns and noun phrases 	<ul style="list-style-type: none"> orally retell texts in order, using vocabulary and language from the texts orally recount nonfiction texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> modify and expand simple sentences with descriptive details combine simple sentences into compound and complex sentences use conjunctions (because, so, and, but, while) use prepositions (above, below, in, on, under) use connecting words (first, then, next, after that, soon, finally) 	<ul style="list-style-type: none"> jointly construct class texts based on <i>Trains</i> and <i>The Sun</i>, using important information and language from the books jointly construct a class story like <i>Thank You, Omu!</i>, using key events and language from the story 	<ul style="list-style-type: none"> Dramatic Play Sing a Song About <i>the Moon</i> Move to the Music Chanting a Poem Sing a Song About the Sea



Being a Writer™

THIRD EDITION

Scope and Sequence

Grade K

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
Unit 1 THE CLASSROOM COMMUNITY 4 weeks	<ul style="list-style-type: none"> • <i>Hands Can</i> • <i>I Believe I Can</i> • <i>The School Book</i> • <i>Soup Day</i> • <i>Daniel’s Good Day</i> 	<ul style="list-style-type: none"> • Draw and write about: things they can do; what they like to do in kindergarten; what they like to do with an important person in their life; a good day • Draw and write freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Visualize what they like to do in kindergarten • Use visualizing and drawing • Share story ideas in pairs • Share writing with the class <p>Genre and Author’s Craft</p> <ul style="list-style-type: none"> • Listen to and discuss stories 	<ul style="list-style-type: none"> • Explore describing words (adjectives) • Discuss describing words (adjectives) and add them to stories 	<ul style="list-style-type: none"> • Build the classroom community • Learn, practice, and follow classroom procedures • Speak loudly and clearly • Listen respectfully • Work responsibly • Learn and use “Turn to Your Partner” • Take turns talking and listening
Unit 2 GETTING IDEAS 10 weeks	<ul style="list-style-type: none"> • <i>City Signs</i> • <i>Red Is a Dragon: A Book of Colors</i> • <i>Round Is a Tortilla: A Book of Shapes</i> • “My Crown” • “I Love My Body” • <i>I Got the Rhythm</i> • <i>I Went Walking</i> • <i>Bee-bim Bop</i> • <i>My Friends/Mis amigos</i> • <i>Pigs</i> • <i>Feelings Like Mine</i> 	<ul style="list-style-type: none"> • Draw and write about: a place they like to go; a color; a shape; what they love about themselves; things they like; something in the classroom; foods they like; friends; animals; feelings • Draw and write freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Find signs that label objects in the classroom • Suggest signs for and attach signs to additional classroom objects • Use words or letters to label objects in their drawings • Contribute ideas to a list of: objects that are red; objects that are round; things they love about themselves • Contribute to a shared story about: a color; a shape; a friend; an animal; a feeling • Contribute to other shared stories • Visualize: favorite foods; animals • Practice writing: words and sentences; “I like” sentences; “I see” sentences; “I love to eat” sentences; sentences about friends; sentences about feelings • Tell stories orally • Talk and write about feelings • Share story ideas in pairs • Share their writing in pairs and with the class <p>Genre and Author’s Craft</p> <ul style="list-style-type: none"> • Listen to and discuss: nonfiction books; stories; poems • Revisit a familiar nonfiction book 	<ul style="list-style-type: none"> • Explore: spelling-sound correspondences; plural nouns with the inflectional ending -s; prepositions • Explore and act out verbs • Identify and discuss: nouns; describing words (adjectives); verbs • Learn a procedure for referring to high-frequency word cards • Refer to high-frequency word cards • Write from left to right • Leave spaces between words • Capitalize: the pronoun <i>I</i>; names of specific people • Make strategic spelling choices • Discuss describing words (adjectives) and add them to stories • Put words in sentences in the correct order 	<ul style="list-style-type: none"> • Take turns talking and listening • Speak loudly and clearly • Listen carefully and respectfully • Learn and use “Think, Pair, Share” • Express interest in and appreciation for another’s writing • Work responsibly in pairs • Handle materials responsibly • Treat one another as friends • Share partners’ thinking
Unit 3 TELLING MORE 4 weeks	<ul style="list-style-type: none"> • <i>Best Day Ever!</i> • <i>When Sophie Gets Angry—Really, Really Angry . . .</i> 	<ul style="list-style-type: none"> • Write and draw about: any topic they choose; an afterschool or weekend activity; being really angry • Write and draw freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Contribute and add to shared stories • Visualize and tell stories orally • Reread their stories and add to their drawings • Reread their writing and add details • Share writing in pairs and with the class • Share writing from the Author’s Chair <p>Genre and Author’s Craft</p> <ul style="list-style-type: none"> • Listen to and discuss stories • Discuss how a professional author tells more • Discuss how illustrations tell more about the story 	<ul style="list-style-type: none"> • Make strategic spelling choices • Refer to high-frequency word cards • Capitalize: the first letters in sentences; the pronoun <i>I</i> • Use: periods at the ends of sentences; describing words (adjectives); verbs • Discuss the inflectional endings -s and -es in regular plural nouns • Discuss and use prepositions that show location 	<ul style="list-style-type: none"> • Share partners’ thinking • Treat one another as friends • Express interest in one another’s writing • Speak loudly and clearly • Listen carefully • Work responsibly in pairs
Unit 4 NONFICTION 3 weeks	<ul style="list-style-type: none"> • <i>A Visit to the Museum</i> • <i>I Want to Be a Nurse</i> • <i>Vegetables</i> 	<ul style="list-style-type: none"> • Write and illustrate page(s) for a nonfiction book about: the classroom; partners; grapes and raisins • Write and draw freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Explore and observe grapes and raisins • Contribute ideas to a list of: facts about the classroom; questions about nurses; interesting people in the school; foods; observations about grapes and raisins • Ask a guest and their partner questions • Contribute to: a shared nonfiction book about a guest; shared nonfiction pages about grapes and raisins • Make book covers for booklets about partners and food • Share writing in pairs and from the Author’s Chair <p>Genre and Author’s Craft</p> <ul style="list-style-type: none"> • Listen to and discuss nonfiction books • Compare fiction and nonfiction texts 	<ul style="list-style-type: none"> • Discuss: prepositions that show location; ending punctuation; the inflectional endings -s and -es in regular plural nouns • Explore question marks • Capitalize: the first letters in sentences; names of specific people • Use punctuation at the ends of sentences 	<ul style="list-style-type: none"> • Reach agreement before making decisions • Take turns talking and listening • Express interest in one another’s writing • Share partners’ thinking • Act in caring ways • Handle materials responsibly • Work responsibly in pairs

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
			<ul style="list-style-type: none"> • Explore nonfiction books and share pictures from the books with the class • Discuss organizing information • Use a table of contents 		
<p>Unit 5 <i>POETRY</i> 3 weeks</p>	<ul style="list-style-type: none"> • “Ways to Say Hello” • “Measuring” • “Shore” • “Nighttime in the Garden” • “dear sun” • “It Fell in the City” • “I’m a Yellow-bill Duck” • “Sparrow” • “The Squirrel” • “Sack Lunch” • “Crunch and Lick” • Excerpt from <i>Bean Soup: A Cooking Poem/Sopa de frijoles: un poema para cocinar</i> 	<ul style="list-style-type: none"> • Draw and write about visualizations • Write poems about: animals; food • Write and draw freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Contribute to a list of descriptive words about: how animals look and move; foods • Contribute to a shared poem about: an animal; a food • Contribute color words to a list of descriptive words about food • Share poems from the Author’s Chair <p>Genre and Author’s Craft</p> <ul style="list-style-type: none"> • Listen to, visualize, act out, and discuss poems • Identify and discuss: repetition; text structure 	<ul style="list-style-type: none"> • Discuss prepositions that show when something happens • Identify and discuss: verbs; nouns 	<ul style="list-style-type: none"> • Participate responsibly • Work responsibly in pairs • Listen carefully • Share partners’ thinking • Express interest in one another’s writing
<p>Unit 6 <i>OPINION WRITING</i> 3 weeks</p>	<ul style="list-style-type: none"> • “Alligators Are Unfriendly” • <i>I Love My Teacher!</i> 	<ul style="list-style-type: none"> • Write opinion pieces about: pets; the most fun class activities; the best celebrations • Write about what they liked about the writing lessons • Write and draw freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Contribute to a shared list of: animals; activities; celebrations • Contribute to a shared opinion piece about: an animal that would not make a good pet; an animal that would make a good pet; a fun class activity; a celebration • Share opinions and reasons in pairs • Contribute to a shared list about the writing lessons • Plan for summer writing • Contribute to a shared list and make own lists of summer writing topics • Contribute to a shared letter to next year’s class • Draw self-portraits • Share writing from the Author’s Chair <p>Genre and Author’s Craft</p> <ul style="list-style-type: none"> • Listen to and discuss: a poem; a fiction story • Identify the opinion and reasons in: a poem; a story • Listen to classmates’ opinion pieces • Review and discuss the writing lessons 	<ul style="list-style-type: none"> • Capitalize the pronoun <i>I</i> • Discuss the inflectional endings <i>-s</i> and <i>-es</i> in regular plural nouns • Explore the connecting word <i>because</i> • Discuss prepositions that show location 	<ul style="list-style-type: none"> • Share ideas with one another • Discuss opinions respectfully • Listen carefully and respectfully • Express interest in one another’s writing • Share partners’ thinking • Reflect on the classroom community • Reflect on behavior