

STRANDS										
UNIT NAME	UNIT DESCRIPTION	GENRES	PHONEMIC AWARENESS AND PHONICS	SIGHT WORDS (AND PRINT AWARENESS)	WORD STUDY	COMPREHENSION SKILLS AND STRATEGIES	TEXT	LISTENING SKILLS	WRITING	
<b>Unit 1</b>	Print in Our World	Introduce the world of environmental print and associate words with pictures	<ul style="list-style-type: none"> <li>Folk tale</li> <li>Narrative fiction</li> <li>Song</li> </ul>		<ul style="list-style-type: none"> <li>Recognizing print in the environment</li> <li>Recognizing the function of print</li> </ul>		<ul style="list-style-type: none"> <li>Associating words with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing letters, words, spaces, and sentences in a book</li> <li>Recognizing that text in English is read from left to right and that sentences end with punctuation marks</li> </ul>	<ul style="list-style-type: none"> <li>Developing listening skills by hearing fiction in rhyme read aloud</li> <li>Developing listening skills by hearing folk tales read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Constructing sentences by selecting rebuses</li> </ul>
<b>Unit 2</b>	ABC, Read With Me	Recognize that words are formed by combining letters from the alphabet, then regroup them to form words and own name	<ul style="list-style-type: none"> <li>Narrative fiction</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Letter recognition</li> <li>Arranging letters in alphabetical order</li> </ul>	<ul style="list-style-type: none"> <li>Associating letters with words</li> <li>Regrouping letters to make words</li> </ul>		<ul style="list-style-type: none"> <li>Recognizing that words are formed by combining letters from the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Matching words to letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Developing listening skills by hearing a short story read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Constructing own name</li> </ul>
<b>Unit 3</b>	Jump Rope Rhymes	Focus on consonants <i>s, t, m,</i> and <i>f</i> and short vowels <i>a</i> and <i>o</i> , using rhyming contexts to learn sounds and construct words containing these letters; culminates with independent reading	<ul style="list-style-type: none"> <li>Narrative fiction</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Letter sounds: consonants (<i>f, m, n, s, t</i>)</li> <li>Letter sounds: vowels (short <i>a</i>, short <i>o</i>)</li> <li>Discriminating letter sounds to decode words</li> <li>Recognizing and constructing CVC words that belong to the “_an” and “_at” families</li> </ul>				<ul style="list-style-type: none"> <li>Reading decodable text (focusing on letter sounds in unit)</li> </ul>	<ul style="list-style-type: none"> <li>Developing listening skills by hearing environmental text (jump rope rhymes) read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Constructing a rhyme by typing words</li> </ul>
<b>Unit 4</b>	Wild About Animals	Focus on consonants <i>b, r, h, l,</i> and <i>d</i> and short vowel <i>i</i> , using rhyming contexts to learn sounds and construct words containing these letters; includes categorizing information from text	Informational text	<ul style="list-style-type: none"> <li>Letter sounds: consonants (<i>b, r, h, l,</i> and <i>d</i>)</li> <li>Letter sounds: short vowels (short <i>i</i>)</li> <li>Discriminating letter sounds to decode words</li> <li>Constructing CVC words by adding letters to “_it,” “_at,” “_ot,” “_id,” “_in,” and “_h_t”</li> <li>Identifying rhyming CVC words using “_ad,” “_id,” “_it,” and “_ot”</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and using sight words (“a,” “the,” “of,” “I,” and “no”)</li> </ul>		<ul style="list-style-type: none"> <li>Categorizing (animals by characteristics)</li> </ul>	<ul style="list-style-type: none"> <li>Reading decodable text (focusing on letter sounds in unit)</li> </ul>	<ul style="list-style-type: none"> <li>Developing listening skills by hearing information text read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Selecting words and phrases to complete an informational text</li> </ul>

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Unit 5	Silly Stories	Focus on consonants hard <i>c</i> , hard <i>g</i> , <i>p</i> , <i>t</i> , and <i>w</i> , and short vowel <i>e</i> and <i>u</i> , using construction of learner's own "silly books" in order to learn sounds and construct words containing these letters	• Fiction	<ul style="list-style-type: none"> <li>Recognizing and distinguishing the sounds short /u/, hard /c/, /p/, hard /g/, short /e/, and /w/</li> <li>Constructing CVC words by adding letters to "c _t", " _ub", " _en", " _et", " _ut", "g _t", "ma _", and "li _"</li> <li>Identifying CVC words that belong to the " _ag", " _ig", " _od", " _op", " _ub", " _un", and " _ut" word families</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and using sight words "and", "me", "to", "this", and "are"</li> </ul>			<ul style="list-style-type: none"> <li>Decoding words and recalling sight words to read a simple text</li> </ul>	<ul style="list-style-type: none"> <li>Developing listening skills by hearing a humorous text read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Constructing sentences by selecting adjectives and nouns that begin with sounds learned</li> </ul>
Unit 6	Lots of Lists	Focus on consonants <i>v</i> , <i>k</i> , <i>z</i> , <i>j</i> , <i>q</i> , <i>y</i> , and <i>x</i> , using construction of lists of picture-words and words in order to learn sounds and construct words	<ul style="list-style-type: none"> <li>Informational Text</li> <li>Fiction</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and distinguishing the sounds /v/, /k/, /z/, /j/, /q/, /y/, and /x/ (V, K, Z, J, Q, Y, X)</li> <li>Constructing CVC words by adding letters to " _ax", " _ax", " _et", " _ip", " _og", and " _ox"</li> <li>Identifying CVC words that belong to the " _am", " _ap", " _ax", " _et", " _ip", " _og", and " _ox" families</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and using sight words "you", "that", "for", "friend", and "go"</li> </ul>	<ul style="list-style-type: none"> <li>Applying the principle of predictable text to read a selection</li> <li>Constructing a list and recognizing its function</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words and recalling sight word vocabulary to read a simple text</li> </ul>	<ul style="list-style-type: none"> <li>Developing listening skills by hearing a short story read aloud</li> </ul>		
Unit 7	Reading with Friends	Focus on using phonics skills to identify words have a specified beginning, ending, or middle sound; also focus on distinguishing events at beginning or end of a story	• Fiction	<ul style="list-style-type: none"> <li>Identifying words that contain a single consonant or short vowel sound</li> <li>Constructing CVC words by adding letters to " _ug", " _ed", "h _m", "l _t", and "cu _"</li> <li>Identifying CVC words that belong to the " _at", " _ed", " _in", " _ob", " _ot", and " _ug" word families</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and using sight words "he", "was", "my", "said", "so", and "school"</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing: distinguishing between events that happened at the beginning or the end of a story</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words and recalling sight word vocabulary to read a simple fiction text</li> </ul>			
Unit 8	E's, Please	Focus on recognizing the effect of silent "E" in CVCe words, learning to differentiate between CVC and CVCe words, in phonics, meaning, and usage	<ul style="list-style-type: none"> <li>Poetry</li> <li>Song</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing the effect of silent "E" in CVCe words</li> <li>Forming CVCe and CVC words</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and using sight words "now", "as", "with", "one", "his", "they", and "because"</li> <li>Creating new words by adding or removing a silent "E"</li> </ul>			<ul style="list-style-type: none"> <li>Reading a decodable poem with CVCe words</li> </ul>	<ul style="list-style-type: none"> <li>Developing listening skills by hearing a poem read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Constructing an original rhyming poem by typing CVCe words</li> </ul>

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<b>Unit 9</b>	Pet Pals	Focus on distinguishing between the hard and soft sounds of the letters "C" and "G" and on recalling information read in a text	<ul style="list-style-type: none"> <li>• Informational Text</li> <li>• Fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing the sounds soft /c/ and soft /g/</li> <li>• Distinguishing between the hard and soft sounds of the letters "C" and "G"</li> <li>• Identifying words that belong to the "_ell" and "_ent" families</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing and using sight words "also," "have," "from," "three," "two," "four," "five," "until," and "should"</li> </ul>		<ul style="list-style-type: none"> <li>• Decoding words and recalling sight word vocabulary to read a narrative fiction text</li> </ul>	<ul style="list-style-type: none"> <li>• Developing listening skills by hearing a nonfiction text read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Considering personal preferences and supporting that choice in writing</li> <li>• Writing about information recalled from a text</li> </ul>
<b>Unit 10</b>	Blends and Friends	Focus on consonant blends and on using characteristics as a comprehension and writing skill	• Fiction	<ul style="list-style-type: none"> <li>• Constructing consonant blends</li> <li>• Combining consonant blends with word parts to create new and target words</li> <li>• Identifying words that belong to "-ace," "_ake," "_aze," "_ide," "_im," and "_ot" word families</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing and using the words "by," "word," "what," "all," "were," "when," "your," and "very"</li> </ul>	<ul style="list-style-type: none"> <li>• Categorizing characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring text by reading a narrative fiction about friendship</li> </ul>	<ul style="list-style-type: none"> <li>• Developing listening skills by hearing a fiction text read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Imagining a new character and describing some of its characteristics</li> </ul>
<b>Unit 11</b>	Folk and Fairy Tales	Focus on vowel digraphs and on character descriptions and illustrations as means of comprehending text, specifically folk and fairy tales	• Folk and Fairy Tales	<ul style="list-style-type: none"> <li>• Identifying words with specified vowel digraph sounds ("ai," "ea," "oa," "ee," "ay")</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing and using sight words "there," "use," "which," "she," "do," "their," and "other"</li> </ul>	<ul style="list-style-type: none"> <li>• Categorizing characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring text by reading a fairy tale</li> <li>• Decoding words and recalling sight word vocabulary to read a folk tale</li> </ul>	<ul style="list-style-type: none"> <li>• Developing listening skills by hearing a fairy tale read aloud</li> <li>• Developing listening skills by hearing a folk tale read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing three illustrations of a folk tale by selecting a favorite and writing about it</li> </ul>
<b>Unit 12</b>	Triceratops are Tops	Focus on consonant digraphs and on anticipating and deducting facts from an informational text, then writing about information recalled from that text	• Informational Text	<ul style="list-style-type: none"> <li>• Identifying and spelling words that begin with consonant digraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing and using sight words "about," "many," "black," "please," "some," "pretty," "dinosaur," "triceratops," and "fossils"</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing vocabulary words containing consonant digraphs, given definition clues</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipating details contained in an informational text</li> <li>• Deducting facts from an informational book</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring text by reading and deducting facts from an informational book</li> <li>• Decoding words and recalling sight word vocabulary to read a folk tale and to read an informational poster</li> </ul>	<ul style="list-style-type: none"> <li>• Developing listening skills by hearing informational text read aloud</li> <li>• Writing about information recalled from a text</li> </ul>

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<b>Unit 13</b>	Adventure!	Focus on the effect of the letter R on the sound of preceding vowels, and on cause and effect in fiction stories	• Fiction	• Recognizing the sounds of r-controlled vowels (“ar,” “er,” “ir,” “or,” “ur”)	• Recognizing and using sight words “say,” “want,” “white,” “would,” “into,” “look,” and “more”	• Exploring stories with different elements, such as cause and effect	• Decoding words and recalling sight word vocabulary to read a cause and effect story	• Developing listening skills by hearing a fiction text read aloud	• Completing a cause and effect statement
<b>Unit 14</b>	Stories Take Us Places	Focus on diphthongs and on recognizing and categorizing the elements of setting in fiction	• Fiction	• Identifying words with specified diphthong sounds (“ow,” “oy,” “oi,” “ou”)	• Recognizing and using sight words “again,” “any,” “write,” “today,” “through,” “open,” and “could”	• Recognizing vocabulary words that contain diphthongs, given definition clues	• Categorizing elements of a setting • Exploring text by reading a neighborhood adventure story • Decoding words and recalling sight word vocabulary to read historical fiction	• Developing listening skills by hearing historical fiction read aloud	
<b>Unit 15</b>	Tall Tales	Focus on compound words and on recognizing and using the elements of exaggeration in tall tale	• Songs • Tall tales		• Recognizing and using sight words “people,” “water,” “been,” “call,” “who,” “find,” and “mountain”	• Combining two words to form a compound word • Separating a compound word into two meaningful words	• Recognizing the elements of a tall tale • Identifying the elements of exaggeration • Categorizing exaggerated and non-exaggerated sentences	• Decoding words and recalling sight word vocabulary to read a tall tale	• Developing listening skills by hearing a tall tale read aloud • Transforming a simple sentence into an exaggerated sentence
<b>Unit 16</b>	Same and Different	Focus on base words and inflected endings, and on using a Venn diagram to categorize information and then write about recalled information	• Informational text		• Recognizing and using sight words “come,” “penguins,” “every,” “fly,” “give,” “going,” and “know”	• Constructing new words by adding inflected endings (“_s,” “_es,” “_ed,” “_ing”) • Separating a word into its base word and inflected ending	• Categorizing characteristics into a Venn diagram • Decoding words and recalling sight word vocabulary to read an informational text • Acquiring data by reading an informational text	• Developing listening skills by hearing informational text read aloud	• Writing about information recalled from a text
<b>Unit 17</b>	Rhythm and Rhyme	Focus on separating a word into its syllables, and on using visualization to support poetry comprehension	• Poetry	• Identifying words that belong to the “_ain,” “_ar,” “_each,” “_eek,” “_ay,” “_oat,” “_oil,” “_ound,” and “_own” word families	• Recognizing and using sight words “live,” “old,” “once,” “eyes,” “over,” “thank,” and “walk”	• Recognizing that words have rhythm and that multi-syllable words should be divided at precise points • Separating a word into its syllables	• Using visualization to represent character • Decoding words and recalling sight words to read a poem	• Developing listening skills by hearing a poem read aloud	• Using visualization to select an illustration for a poem and writing about it