

SAVVAS

SCOPE & SEQUENCE
Detailed

myview

L I T E R A C Y



Create Your Story!
KINDERGARTEN



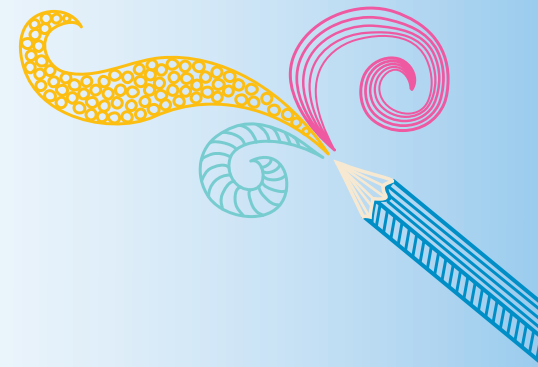


myView

L I T E R A C Y



Kindergarten



Unit 1: Going Places	4
Unit 2: Living Together	6
Unit 3: Tell Me a Story	8
Unit 4: Then and Now	10
Unit 5: Outside My Door	12
Optional Opinion Writing	14



Grade K, Unit 1

Unit Theme: SOCIAL STUDIES:
EXPLORATION (Geography) Going Places

Essential Question: What makes a place special?
Genre: Realistic Fiction

READING											
Unit Reading Goal: I can read fiction texts.											
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	Question: How does imagination make a place seem different? Text: Using Your Imagination (Infographic)	Selection Vocabulary: cube, circle, square, triangle First Read: Set a purpose Print Awareness: Parts of a book	I can read realistic fiction.	Spotlight on Genre: Realistic Fiction	Shared Read: <i>Mission Accomplished!</i> by Ebony Joy Wilkins Book Club: <i>A Trip to the Mountains</i> by Oliver Chin	Identify and Describe Characters Use Text Evidence	Write to Sources: Drawing using text evidence Respond to the Weekly Question	Decodable Story: "I Am"	Day 1: Initial Sounds (/m/) Day 3: Initial and Final Sounds (/t/) Day 5: Recognize Alliteration	Consonant Mm (/m/) Consonant Tt (/t/)	<i>I, am, the</i>
Week 2	Question: What is exciting about moving to a new place? Text: A New Place (Poem)	Selection Vocabulary: crawls, peeks, unpacks, plunks First Read: Generate questions about text before reading Print Awareness: Handling a book	I can read realistic fiction.	Spotlight on Genre: Realistic Fiction	Shared Read: <i>Too Many Places to Hide</i> by Antonio Sacre Book Club: <i>A Trip to the Mountains</i> by Oliver Chin	Describe Plot Ask and Answer Questions	Talk About It: Response to literature Respond to the Weekly Question	Decodable Story: "Sam Sat"	Day 1: Middle Sounds (/a/) Day 3: Alliteration (/s/) Day 5: Blend and Segment Onset and Rime	Short Aa (/a/) Consonant Ss (/s/)	<i>like, to, a</i>
Week 3	Question: What makes us want to visit a special place? Text: National Parks (Infographic)	Selection Vocabulary: library, librarian, computer, movie First Read: Set a purpose Print Awareness: Parts of a book	I can read about special places.	Genre: Informational Text	Shared Read: <i>At the Library</i> by Eric Braun Book Club: <i>A Trip to the Mountains</i> by Oliver Chin	Find Main Idea Use Text Evidence	Write to Sources: Drawing using text evidence Respond to the Weekly Question	Decodable Story: "The Map"	Day 1: Sound Parts (initial /p/) Day 3: Sound Parts (initial /k/) Day 5: Blend and Segment Onset and Rime	Consonant Pp (/p/) Consonant Cc (/k/)	<i>have, is, he</i>
Week 4	Question: What is fun about exploring new places? Text: Exploring the Woods (Infographic)	Selection Vocabulary: chasing, slips, scrambles, follows First Read: Set a purpose Print Awareness: Handling a book	I can read realistic fiction.	Spotlight on Genre: Realistic Fiction	Shared Read: <i>Where Is Twister?</i> by Bonnie Lass Book Club: <i>A Trip to the Mountains</i> by Oliver Chin	Describe Setting Create New Understandings	Talk About It: Oral response to text Respond to the Weekly Question	Decodable Story: "In the Pit"	Day 1: Middle Sounds (/i/) Day 3: Initial and Final Sounds (/n/) Day 5: Recognize Alliteration	Short Ii (/i/) Consonant Nn (/n/)	<i>my, we, make</i>
Week 5	Question: How can we describe special places? Text: What Is in a Neighborhood? (Map)	Selection Vocabulary: tools, pencils, markers, brushes First Read: Set a purpose Print Awareness: Sentences	I can read about special places.	Genre: Informational Text	Shared Read: <i>A Visit to the Art Store</i> by Jerry Craft Book Club: <i>A Trip to the Mountains</i> by Oliver Chin	Discuss Author's Purpose Make Connections	Talk About It: Oral response to text Respond to the Weekly Question	Decodable Story: "Ric at Bat"	Day 1: Alliteration (words with initial /b/) Day 3: Initial Sounds (/r/) Day 5: Blend and Segment Onset and Rime	Consonant Bb (/b/) Consonant Rr (/r/)	<i>for, me, with</i>

READING-WRITING BRIDGE					
Reading-Writing Bridge Goal: I can make and use words to read and draw or write realistic fiction.					
Academic Vocabulary: special, move, map, land					
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Pre-Spelling	Language & Conventions
Week 1	I can use words to tell about stories.	Strategy: Related Words	Words that help the reader visualize	Concept Sort (animals and non-animals)	Singular Nouns (for People and Animals)
Week 2	I can use words to tell about stories.	Strategy: Synonyms/Antonyms	Analyze first-person text	Concept Sort (food and not food)	Singular Nouns (for Places and Things)
Week 3	I can use words to make connections.	Strategy: Context Clues	Analyze reasons to support a point in the text	Concept Sort (shapes—circles, squares, triangles)	Plural Nouns (-s)
Week 4	I can use words to tell about stories.	Strategy: Word Parts	Words that help the reader visualize	Concept Sort (colors—red, blue, green)	Plural Nouns (-es)
Week 5	I can use words to make connections.	Strategy: Oral Language	Analyze author’s use of graphic features	Concept Sort: (toys and “not toys”)	Singular and Plural Nouns (include both -s and -es endings)

WRITING						
Unit Writing Goal: I can draw or write.						
Unit Writing Focus: Launching Writing Workshop						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Introduction to Writing Workshop	What Good Writers Do	What Good Writers Do	Independent Writing and Conferences	Independent Writing and Conferences
Week 2	Develop Elements	Parts of a Book	Parts of a Page	Parts of a Page	Meet the Author	Meet the Author
Week 3	Develop Structure	Types of Books	Spaces Between Words	Spaces Between Words	When to Start a New Book	When to Start a New Book
Week 4	Writer’s Craft	Writing Club	Ask and Answer Questions	Ask and Answer Questions	Make and Respond to Suggestions	Make and Respond to Suggestions
Week 5	Publish, Celebrate, Assess	Edit for Parts of a Book	Incorporate Peer Feedback	Incorporate Peer Feedback	How to Celebrate	Assessment

WEEK 6 INQUIRY and RESEARCH								
Theme Goal: I can talk about what makes a place special.								
Writing Mode: Persuasive/Opinion								
	Foundational Skills: Decodable Text	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Day 1 Inquire and Academic Vocabulary	Day 2 Writing Genre / Collaborate and Discuss	Day 3 Conduct Research	Day 4 Refine Research/Revise and Edit/Extend	Day 5 Reflect and Share
Week 6	Decodable Story: “We Like It!”	Short a Word Families Short i Word Families (Note: CVC words)	<i>she, see, look</i>	Look Back at Weekly Questions Use text evidence to answer Essential Question Choose whether you would rather go to a history museum or art museum and tell why.	Persuasive/Opinion writing: General overview of opinion writing Student model	Ask a Librarian (generate questions)	Look through books about history museums and art museums and decide which you like better.	Present



READING											
Unit Reading Goal: I can read informational texts.											
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	Question: Why do some animals move from place to place? Text: Time to Move! (Map)	Selection Vocabulary: butterflies, geese, whales First Read: Set a purpose Print Awareness: Sentences	I can read informational text.	Spotlight on Genre: Informational	Shared Read: <i>Animals on the Move</i> by Ron Fridell Book Club: <i>Foxes</i> by Alma Flor Ada	Find Main Idea and Supporting Details Make Inferences	Talk About It: Response to Informational Text Respond to the Weekly Question	Decodable Story: "The Kid"	Day 1: Initial and Final Sounds (/d/) Day 3: Final Sounds (/k/) Day 5: Segment and Blend Phonemes	Consonant Dd (/d/) Consonant Kk (/k/)	<i>are, that, of</i>
Week 2	Question: How do some living things make what they need? Text: Making a Place to Live (Infographic)	Selection Vocabulary: bees, honey, nectar, hive First Read: Generate questions about the text Print Awareness: Parts of a book	I can read informational text.	Spotlight on Genre: Informational	Shared Read: <i>From Nectar to Honey</i> by Christine Taylor-Butler Book Club: <i>Foxes</i> by Alma Flor Ada	Find Text Structure Ask and Answer Questions	Write to Sources: Drawing using Text Evidence Respond to the Weekly Question	Decodable Story: "Bob on the Mat"	Day 1: Sounds (segment and blend phonemes, /o/) Day 3: Alliteration (/f/) Day 5: Initial and Final /f/	Short Oo (/o/) Consonant Ff (/f/)	<i>they, you, do</i>
Week 3	Question: How do we know what we need? Text: Eating Well (Diagram)	Selection Vocabulary: shelter, food, water First Read: Set a purpose Print Awareness: Handling a book	I can read about what living things need.	Genre: Fiction	Shared Read: <i>Do We Need This?</i> by Guadalupe V. Lopez Book Club: <i>Foxes</i> by Alma Flor Ada	Identify and Describe Characters Make Connections	Talk About It: Response to Literature Respond to the Weekly Question	Decodable Story: "The Ham"	Day 1: Identify Words (/h/) Day 3: Sounds (segment and blend phonemes, /l/) Day 5: Segment and Blend Phonemes	Consonant Hh (/h/) Consonant Ll (/l/)	<i>one, two, three</i>
Week 4	Question: How do different animals eat their food? Text: How Anteaters Eat (Infographic)	Selection Vocabulary: shark, eagle, hummingbird, turtle First Read: Make predictions Print Awareness: Sentences	I can read informational text.	Spotlight on Genre: Informational	Shared Read: <i>Open Wide!</i> by Ana Galán Book Club: <i>Foxes</i> by Alma Flor Ada	Find Text Features Make and Confirm Predictions	Talk About It: Response to Informational Text Respond to the Weekly Question	Decodable Story: "Pig and Frog"	Day 1: Sound Parts (segment and blend onset and rime, /g/) Day 3: Blended Sounds (initial and final blends) Day 5: Identify and Produce Rhyming Words	Consonant Gg (/g/) Consonant Blends (initial and final) (Note: CCVC and CVCC words)	<i>four, five, here</i>
Week 5	Question: Why is exercise important? Text: Let's Exercise! (Poem)	Selection Vocabulary: carry, push, climb, swim First Read: Set a purpose Print Awareness: Letters and Words	I can read about what living things need.	Genre: Persuasive Text	Shared Read: <i>Run, Jump, and Swim</i> by Kimberly Feltes Taylor Book Club: <i>Foxes</i> by Alma Flor Ada	Find Text Structure Find Important Details	Write to Sources: Drawing Using Text Evidence Respond to the Weekly Question	Decodable Story: "They Can Do It!"	Day 1: Middle Sounds (/e/) Day 3: Initial Sounds (/w/ and /y/) Day 5: Identify and Produce Rhyming Words	Short Ee (/e/) Consonants Ww (/w/) and Yy (/y/)	<i>go, from, yellow</i>

READING-WRITING BRIDGE					
Reading-Writing Bridge Goal: I can make and use words to read and draw or write informational text.					
Academic Vocabulary: grow, need, share, depend					
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Pre-Spelling	Language & Conventions
Week 1	I can use words to tell about informational text.	Strategy: Related Words	Analyze question and answer text structure	Rhyming Sort (can/man, cat/bat, bib/crib)	Adjectives and Articles
Week 2	I can use words to tell about informational text.	Strategy: Synonyms/Antonyms	Analyze words that help the reader visualize	Rhyming Sort (dot/pot, mat/rat, rock/lock)	Adjectives and Articles
Week 3	I can use words to make connections.	Strategy: Context Clues	Analyze third-person text	Rhyming Sort (mat/hat, can/fan, hop/top)	Verbs (present)
Week 4	I can use words to tell about informational text.	Strategy: Word Parts	Analyze words that help the reader visualize	Rhyming Sort (hot/knot, lap/cap, clock/rock)	Verbs (past)
Week 5	I can use words to make connections.	Strategy: Oral Language	Analyze how the author supports points in the text	Rhyming Sort (bed/red, net/pet, cot/dot)	Verbs (future)

WRITING						
Unit Writing Goal: I can write an informational text.						
Unit Writing Focus: List Book						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	List Book	List Book (Main Idea and Details)	List Book	Generate Ideas	Plan Your List Book
Week 2	Develop Elements	Compose a Title	Main Idea	Main Idea	Compose Details	Compose Details
Week 3	Develop Structure	Graphics	Words and Sentences	Words and Sentences	Organize Ideas	Organize Ideas
Week 4	Writer's Craft	Edit for Singular and Plural Nouns	Edit for Capitalization (first word in a sentence)	Edit for Capitalization	Edit for Adjectives	Edit for Adjectives
Week 5	Publish, Celebrate, Assess	Edit for Prepositions	Edit for Capitalization (first word in a sentence)	Prepare for Celebration (practice reading aloud)	Celebration	Assessment

WEEK 6 INQUIRY and RESEARCH								
Theme Goal: I can learn about living things.								
Writing Mode: Informational Text								
	Foundational Skills: Decodable Text	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Day 1 Inquire and Academic Vocabulary	Day 2 Writing Genre / Collaborate and Discuss	Day 3 Conduct Research	Day 4 Refine Research/Revise and Edit/Extend	Day 5 Reflect and Share
Week 6	Decodable Story: "What Is Tom?"	Short o Word Families Short e Word Families (Note: CVC words)	<i>blue, green, what</i>	Look Back at Weekly Questions Use text evidence to answer Essential Question Choose a pet and tell what it needs.	Informational Text General overview Student Model	Sources (circle different sources in a library)	Take notes on what a pet needs Add details	Present



READING											
Unit Reading Goal: I can read traditional stories.											
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	Question: What can we learn from stories? Text: Learning from Fables (Infographic)	Selection Vocabulary: king, lion, leopard First Read: Set a purpose Print Awareness: Parts of a book	I can read traditional stories.	Spotlight on Genre: Folktale	Shared Read: <i>How Anansi Got His Stories</i> by Ibi Zoboi Book Club: <i>Telling Stories</i> by Angela Johnson	Discuss Theme Visualize Details	Talk About It: Response to Literature Respond to the Weekly Question	Decodable Story: "The Big Box"	Day 1: Syllables (identify, blend, and segment /j/ words) Day 3: Final Sounds (/ks/) Day 5: Identify and Count Words in Sentences	Consonant Jj (/j/) Consonant Xx (/ks/)	<i>said, was, where</i>
Week 2	Question: How are two versions of the same story alike and different? Text: Telling Stories Different Ways (Infographic)	Selection Vocabulary: catch, gobbled, baking, jumped First Read: Compare texts Print Awareness: Letters and Words	I can read traditional stories.	Spotlight on Genre: Fairy Tale	Shared Read: <i>The Gingerbread Man</i> by Pleasant DeSpain <i>The Story of Cornbread Man</i> by Joseph Bruchac Book Club: <i>Telling Stories</i> by Angela Johnson	Compare and Contrast Stories Make Inferences	Talk About It: Response to Literature Respond to the Weekly Question	Decodable Story: "The Man"	Day 1: Middle Sounds (/u/) Day 3: Syllables (identify, blend, and segment /v/ words) Day 5: Identify and Produce Rhyming Words	Short Uu (/u/) Consonant Vv (/v/)	<i>come, play, any</i>
Week 3	Question: Why do we like poems? Text: Little Boy Blue/Little Miss Muffet (Poetry)	Selection Vocabulary: fast, soon, down, great First Read: Generate questions Print Awareness: Handling a book	I can read to learn why people like stories.	Genre: Poetry	Shared Read: Poetry Collection "Duck Meets the Moon" by Celia Warren, "Humpty Dumpty", "Hickory Dickory Dock" Book Club: <i>Telling Stories</i> by Angela Johnson	Discuss Rhyme and Rhythm Ask and Answer Questions	Write to Sources: Draw using text evidence Respond to the Weekly Question	Decodable Story: "Quin at Bat"	Day 1: Compound Words (manipulate) Day 3: Initial Sounds (/kw/) Day 5: Identify and Count Words in Sentences	Consonant Zz (/z/) Consonant Qq (/kw/)	<i>down, her, how</i>
Week 4	Question: Why do we like certain kinds of stories? Text: What Stories Do You Like? (Infographic)	Selection Vocabulary: adventure, pretend, explorer, castle First Read: Make predictions Print Awareness: Identify letters	I can read to learn why people like stories.	Genre: Fiction	Shared Read: <i>The Best Story</i> by Debbie O'Brien Book Club: <i>Telling Stories</i> by Angela Johnson	Discuss Author's Purpose Make and Confirm Predictions	Talk About It: Response to Literature Respond to the Weekly Question	Decodable Story: "The Bake Sale"	Day 1: Compound Words (manipulate) Day 3: Identify Words (short and long a words) Day 5: Identify and Produce Rhyming Words	Short a and Long a	<i>away, give, little</i>
Week 5	Question: What do myths teach us about nature? Text: What Is a Myth? (Infographic)	Selection Vocabulary: octopus, jellyfish, creatures First Read: Set a purpose Print Awareness: Sentences	I can read traditional stories.	Spotlight on Genre: Myth	Shared Read: <i>Mosni Can Help</i> by Ruth Chan Book Club: <i>Telling Stories</i> by Angela Johnson	Describe Plot Make Connections	Write to Sources: Draw using Text Evidence Respond to the Weekly Question	Decodable Story: "The Twine on the Pine"	Day 1: Compound Words (manipulate) Day 3: Middle Sounds (/i/, /i/) Day 5: Identify and Count Syllables	Short i and Long i	<i>funny, were, some</i>

READING-WRITING BRIDGE					
Reading-Writing Bridge Goal: I can make and use words to read and draw or write a story.					
Academic Vocabulary: character, explain, meaning, choose					
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Pre-Spelling	Language & Conventions
Week 1	I can use words to tell about stories.	Strategy: Related Words	Analyze words that help the reader visualize	Letter Sort (Mm, Tt, Ss, Pp)	Subjective Case Pronouns
Week 2	I can use words to tell about stories.	Strategy: Synonyms/Antonyms	Analyze author's word choice	Letter Sort (Cc, Nn, Bb, Rr)	Objective Case Pronouns
Week 3	I can use words to make connections.	Strategy: Context Clues	Analyze words that help the reader visualize	Letter Sort (Dd, Kk, Ff, Hh)	Possessive Case Pronouns
Week 4	I can use words to make connections.	Strategy: Word Parts	Analyze third-person text	Vowel Activity (Short a and Long a)	Prepositions
Week 5	I can use words to tell about stories.	Strategy: Oral Language	Analyze question/answer text structure	Vowel Activity (Short i and Long i)	Prepositions

WRITING						
Unit Writing Goal: I can write a story.						
Unit Writing Focus: Fiction						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Fiction	Fiction	Fiction	Generate Ideas	Plan Your Fiction Story
Week 2	Develop Elements	Setting	Characters	Characters	Plot	Plot
Week 3	Develop Structure	Organize Ideas	Compose a Beginning	Compose a Beginning	Compose an End	Compose an End
Week 4	Writer's Craft	Edit for Subjective and Objective Pronouns	Edit for Complete Sentences	Edit for Complete Sentences	Edit for Adjectives and Articles	Edit for Adjectives and Articles
Week 5	Publish, Celebrate, Assess	Edit for Punctuation Marks	Edit for Capitalization	Prepare for Celebration	Celebration	Assessment

WEEK 6 INQUIRY and RESEARCH								
Theme Goal: I can talk with others about why people like stories.								
Writing Mode: Persuasive/Opinion								
	Foundational Skills: Decodable Text	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Day 1 Inquire and Academic Vocabulary	Day 2 Writing Genre / Collaborate and Discuss	Day 3 Conduct Research	Day 4 Refine Research/Revise and Edit/Extend	Day 5 Reflect and Share
Week 6	Decodable Story: "The Fun Trip"	Short u Word Families (Note: CVC words)	<i>going, know, live</i>	Look Back at Weekly Questions Use text evidence to answer Essential Question Why do we like stories?	Persuasive/Opinion Student model	Use a library database	Look through (or reread) your story. Write down why other people should read it too. Draw an illustration to go with your favorite part of the story.	Present



READING											
Unit Reading Goal: I can read narrative nonfiction.											
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	Question: Why is it important to make inventions better? Text: Making Communication Better (Infographic)	Selection Vocabulary: crank, radio, engine, CD player First Read: Set a purpose Print Awareness: Words and Sentences	I can read narrative nonfiction.	Spotlight on Genre: Narrative nonfiction	Shared Read: <i>Cars Are Always Changing</i> by Gary Miller Book Club: <i>Farming Then and Now</i> by Charles R. Smith, Jr.	Describe Connections Find Important Details	Talk About It: Response to Nonfiction Respond to the Weekly Question	Decodable Story: "On the Run"	Day 1: Middle Sounds (/o/, /ō/) Day 3: Sounds (segment and blend short and long o) Day 5: Identify and Count Words in Sentences	Short o and Long o	<i>find, again, over</i>
Week 2	Question: How do we learn about the past? Text: Learning About the Past (Infographic)	Selection Vocabulary: scientists, shovels, brushes, past First Read: Set a purpose Print Awareness: Identify letters	I can read narrative nonfiction.	Spotlight on Genre: Narrative nonfiction	Shared Read: <i>Uncovering the Past</i> by Jennifer Torres Book Club: <i>Farming Then and Now</i> by Charles R. Smith, Jr.	Find Main Idea and Supporting Evidence Make Inferences	Write to Sources: Write using Text Evidence Respond to the Weekly Question	Decodable Story: "A Look at the Past"	Day 1: Middle Sounds (/u/, /ū/) Day 3: Identify Words Day 5: Identify and Count Syllables	Short u and Long u	<i>pretty, all, now</i>
Week 3	Question: How has communication changed over time? Text: Changing Phones (Timeline)	Selection Vocabulary: farm, visit, pumpkin First Read: Set a purpose Print Awareness: Sentences and Words	I can read about the past.	Genre: Fiction	Shared Read: <i>Grandma's Phone</i> by Ken Mochizuki Book Club: <i>Farming Then and Now</i> by Charles R. Smith, Jr.	Describe Setting Visualize Details	Talk About It: Response to Literature Respond to the Weekly Question	Decodable Story: "Jen and Pete"	Day 1: Middle Sounds (/e/, /ē/) Day 3: Syllables (identify, segment, and blend) Day 5: Identify and Count Syllables	Short e and Long e	<i>black, brown, white</i>
Week 4	Question: What was life like in the past? Text: Then and Now (Infographic)	Selection Vocabulary: laws, marched, speech, country First Read: Set a purpose Print Awareness: Identify letters	I can read narrative nonfiction.	Spotlight on Genre: Narrative Nonfiction	Shared Read: <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i> by Eric Velasquez Book Club: <i>Farming Then and Now</i> by Charles R. Smith, Jr.	Find Text Features Create New Understandings	Write to Sources: Write using Text Evidence Respond to the Weekly Question	Decodable Story: "The Past and Now"	Day 1: Identify and Count Words in Sentences Day 3: Recognize Alliteration Day 5: Identify and Produce Rhyming Words	Review and Reinforce (focus skills: Pp, Yy, Short and Long i)	<i>good, could, open</i>
Week 5	Question: What can we learn from family traditions? Text: A Family Tradition (poem)	Selection Vocabulary: brought, served, sailed, shared First Read: Generate questions Print Awareness: Parts of a book	I can read about the past.	Genre: Fiction	Shared Read: <i>Tempura, Tempura</i> by Lyn Miller-Lachmann Book Club: <i>Farming Then and Now</i> by Charles R. Smith, Jr.	Determine Theme Ask and Answer Questions	Talk About It: Response to Literature Respond to the Weekly Question	Decodable Story: "We Have Fun"	Day 1: Add Phonemes Day 3: Identify and Produce Rhyming Words Day 5: Identify and Count Words in Sentences	Review and Reinforce (focus skills: Dd, Ff, Vv, Short e)	<i>please, want, every</i>



READING-WRITING BRIDGE					
Reading-Writing Bridge Goal: I can make and use words to read and draw or write narrative nonfiction.					
Academic Vocabulary: change, time, discover, tradition					
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Language & Conventions
Week 1	I can use words to tell about narrative nonfiction.	Strategy: Related Words	Analyze first-person text	Spelling Words: hop, box, mop, dot High-Frequency Words: find, over	Complete Sentences
Week 2	I can use words to tell about narrative nonfiction.	Strategy: Synonyms/Antonyms	Analyze words that help the reader visualize	Spelling Words: but, fun, rug, cup High-Frequency Words: all, now	Kinds of Sentences
Week 3	I can use words to make connections.	Strategy: Context Clues	Analyze third-person text	Spelling Words: met, red, pen, net High-Frequency Words: black, brown	End Punctuation
Week 4	I can use words to tell about narrative nonfiction.	Strategy: Word Parts	Analyze how the author supports a point in the text	Spelling Words: in, it, if, is High-Frequency Words: good, open	Question Words
Week 5	I can use words to make connections.	Strategy: Oral Language	Analyze author's use of graphic features	Spelling Words: bed, fed, vet, den High-Frequency Words: want, please	Question Words

WRITING						
Unit Writing Goal: I can write a story about myself.						
Unit Writing Focus: Personal Narrative						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Personal Narrative (including instruction on reading left to right)	Personal Narrative (Characters and Setting)	Personal Narrative (Plot)	Generate Ideas	Plan Your Personal Narrative
Week 2	Develop Elements	Compose Setting	Narrator	Narrator	Compose Plot	Compose Plot
Week 3	Develop Structure	What Happens First	What Happens Next	What Happens Next	What Happens Last	What Happens Last
Week 4	Writer's Craft	Edit for Punctuation Marks	Edit for Verbs	Edit for Verbs	Edit for Subjective and Possessive Pronouns	Edit for Subjective and Possessive Pronouns
Week 5	Publish, Celebrate, Assess	Edit for Capitalization	Edit for Spelling	Prepare for Celebration	Celebration	Assessment

WEEK 6 INQUIRY and RESEARCH									
Theme Goal: I can talk about what we can learn from the past.									
Writing Mode: Informational									
	Foundational Skills: Decodable Text	Foundational Skills: Spelling	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Day 1 Compare Across Texts/Inquire and Academic Vocabulary	Day 2 Writing Genre / Collaborate and Discuss	Day 3 Conduct Research	Day 4 Refine Research/Revise and Edit/Extend	Day 5 Reflect and Share
Week 6	Decodable Story: "A Home in the Past"	Spelling: CVC Words sun, bug, tug, nut High-Frequency Words: this, may	Review and Reinforce (focus skills: Hh, Xx, Short and Long u)	<i>this, round, may</i>	Look Back at Weekly Questions Use text evidence to answer Essential Question What can we learn from the past? Interview an older family member about what life was like when he/she was a child	Informational Student model	Interview: Choose interviewee Generate questions to ask	How to take simple notes during the interview Draw a picture of the person or ask him/her for a photo Revise	Present

READING											
Unit Reading Goal: I can read informational texts.											
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	Question: How have people learned to live in bad weather? Text: Weather in Our Country (Website)	Selection Vocabulary: weather, rainy, windy, snow First Read: Make predictions Print Awareness: Handling a book	I can read informational text.	Spotlight on Genre: Informational	Shared Read: <i>Weather Around the World</i> by Andre Ngapo Book Club: <i>Rain, Wind, Sun, and Snow</i> by Najla Ahmad	Connect Text and Illustrations Make Inferences	Write to Sources: Draw using text evidence Respond to the Weekly Question	Decodable Story: "Tif and Cole"	Day 1: Segment and Blend Syllables Day 3: Manipulate Syllables Day 5: Segment and Blend Phonemes	Review and Reinforce (focus skills: Cc, Tt, Short and Long o)	<i>be, saw, our</i>
Week 2	Question: What helps plants live in hot climates? Text: Living in the Desert (Infographic)	Selection Vocabulary: desert, soil, bloom, ground First Read: Set a purpose Print Awareness: Sentences	I can read informational text.	Spotlight on Genre: Informational	Shared Read: <i>A Desert in Bloom</i> by Justin Scott Parr Book Club: <i>Rain, Wind, Sun, and Snow</i> by Najla Ahmad	Find Text Structure Find Important Details	Talk About It: Response to Informational Text Respond to the Weekly Question	Decodable Story: "They Get Big!"	Day 1: Identify and Count Syllables Day 3: Manipulate Syllables Day 5: Add Phonemes	Review and Reinforce (focus skills: Bb, Jj, Initial and Final Blends)	<i>eat, soon, walk</i>
Week 3	Question: How do we describe weather? Text: Weather Poems (poetry)	Selection Vocabulary: mound, squash, shoots, roots First Read: Set a purpose Print Awareness: Sentences and Words	I can read about weather.	Genre: Poetry	Shared Read: Poetry Collection: "Wehh-dooj" ("It's Raining") and "Ees-aw-hah' ees-aeh" ("The Sun Shining") by Eric Gansworth Book Club: <i>Rain, Wind, Sun, and Snow</i> by Najla Ahmad	Discuss Rhyme and Rhythm Visualize Details	Write to Sources: Write using Text Evidence Respond to the Weekly Question	Decodable Story: "Who Am I?"	Day 1: Segment and Blend Syllables Day 3: Manipulate Syllables Day 5: Recognize Alliteration	Review and Reinforce (focus skills: Gg, Qq, Short and Long a)	<i>who, there, into</i>
Week 4	Question: How can we protect ourselves in bad weather? Text: Be Prepared! (Diagram)	Selection Vocabulary: tornado, powerful, blizzard, strong First Read: Generate questions Print Awareness: Identify Letters	I can read informational text.	Spotlight on Genre: Informational	Shared Read: <i>Tornado Action Plan</i> by Jill McDougall <i>Blizzard Action Plan</i> by Jill McDougall Book Club: <i>Rain, Wind, Sun, and Snow</i> by Najla Ahmad	Compare and Contrast Texts Ask and Answer Questions	Talk About It: Response to Informational Text Respond to the Weekly Question	Decodable Story: "Can We Be Out?"	Day 1: Substitute Phonemes Day 3: Segment and Blend Phonemes Day 5: Manipulate Syllables	Review and Reinforce (focus skills: Kk, Ss, Ww, Mm)	<i>out, so, then</i>
Week 5	Question: How can rainy weather help Earth? Text: How Rain Helps Elephants (Infographic)	Selection Vocabulary: rain, dirt, seeds First Read: Set a purpose Print Awareness: Identify Letters	I can read about weather.	Genre: Drama	Shared Read: <i>Who Likes Rain?</i> by Stephen Krensky Book Club: <i>Rain, Wind, Sun, and Snow</i> by Najla Ahmad	Discuss Characters in Drama Create New Understandings	Talk About It: Response to Literature Respond to the Weekly Question	Decodable Story: "Going Out"	Day 1: Segment and Blend Syllables Day 3: Manipulate Syllables Day 5: Substitute Phonemes	Review and Reinforce (focus skills: Ll, Nn, Rr, Zz)	<i>new, too, when</i>



READING-WRITING BRIDGE					
Reading-Writing Bridge Goal: I can make and use words to read and draw or write informational text.					
Academic Vocabulary: measure, extreme, prepare, effect					
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Language & Conventions
Week 1	I can use words to tell about informational text.	Strategy: Related Words	Analyze author's use of photos	Spelling Words: cat, tap, not, hat High-Frequency Words: be, saw	Capitalization
Week 2	I can use words to tell about informational text.	Strategy: Synonyms/Antonyms	Analyze words that help the reader visualize	Spelling Words: flag, slip, trap, stop High-Frequency Words: eat, walk	End Punctuation
Week 3	I can use words to make connections.	Strategy: Context Clues	Analyze how the author uses rhyme/rhythm	Spelling Words: at, am, an, as High-Frequency Words: who, into	Complete Sentences
Week 4	I can use words to tell about informational text.	Strategy: Word Parts	Analyze text structure	Spelling Words: swim, skip, step, spot High-Frequency Words: out, so	Expand Sentences
Week 5	I can use words to make connections.	Strategy: Oral Language	Analyze the author's purpose	Spelling Words: on, zip, leg, trip High-Frequency Words: too, when	Expand Sentences

WRITING						
Unit Writing Goal: I can write a nonfiction text						
Unit Writing Focus: Literary Non-Fiction (Q&A Format)						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Question and Answer Book	Question and Answer Book	Question and Answer Book	Generate Ideas	Plan Your Question and Answer Books
Week 2	Develop Elements	What You Know About Your Topic	Compose Questions	Compose Questions	Compose Answers	Compose Answers
Week 3	Develop Structure	Organize Ideas	Compose an Introduction and Conclusion	Compose an Introduction and Conclusion	Graphics (<i>revise drafts by adding details to pictures</i>)	Graphics
Week 4	Writer's Craft	Edit for Verbs	Digital Tools Authors Use	Digital Tools Authors Use (<i>to produce writing</i>)	Digital Tools Authors Use (<i>to publish writing</i>)	Digital Tools Authors Use
Week 5	Publish, Celebrate, Assess	Edit for Spelling	Add Details to Words and Pictures	Prepare for Celebration	Celebration	Assessment

WEEK 6 INQUIRY and RESEARCH									
Theme Goal: I can talk about what we can learn from the weather.									
Writing Mode: Persuasive/Opinion									
	Foundational Skills: Decodable Text	Foundational Skills: Spelling	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Day 1 Compare Across Texts/Inquire and Academic Vocabulary	Day 2 Writing Genre / Collaborate and Discuss	Day 3 Conduct Research	Day 4 Refine Research/Revise and Edit/Extend	Day 5 Reflect and Share
Week 6	Decodable Story: "It Is Too Wet!"	Spelling Words: ox, can, sit, clap High Frequency Words: say, no	Review and Reinforce	<i>say, under, no</i>	Look Back at Weekly Questions Use text evidence to answer Essential Question What can we learn from the weather? Choose your favorite season/type of weather and write a song or poem about why it is great.	Persuasive/Opinion Student model	Search online: Introduce how to search online	Finding facts about your chosen season/weather on a Web page and taking simple notes Create props, costumes, visuals to go with your song or poem	Perform your song or read your poem to an audience.

Grade K, Optional Opinion Writing

WRITING						
Unit Writing Goal: I can write an opinion piece.						
Unit Writing Focus: Opinion Book						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Identify Traits of Opinion Writing	Identify Elements of Opinion Writing	Identify and Retell Important Details	Brainstorm Ideas	Plan Opinion Writing
Week 2	Develop Elements	Choose a Topic	Explore State an Opinion	Apply State an Opinion	Explore Supply a Reason	Apply Supply a Reason
Week 3	Develop Structure	Organize Ideas	Explore Placement of Topic and Opinion	Apply Placement of Topic and Opinion	Explore Placement of Drawing	Apply Placement of Drawing
Week 4	Writer's Craft	Use Descriptive Words	Explore Conjunction and	Apply Conjunction and	Explore Complete Sentences	Apply Complete Sentences
Week 5	Publish, Celebrate, Assess	Edit for Conjunctions	Edit for Complete Sentences	Prepare for Celebration	Celebration	Assessment



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