1st Grade
McGraw-Hill Reading Wonders

Unit 1 - 6 Weekly and Unit Take Home Info Sheets

Created by Teresa Phillips
www.funink1.com
~ Read Every Night ~

~ Weekly Test on Fridays - Unit Test Week 6 ~
Unit 1  Week 1  At School

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Oral Vocabulary</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>does</td>
<td>common</td>
<td>man</td>
</tr>
<tr>
<td>not</td>
<td>learn</td>
<td>can</td>
</tr>
<tr>
<td>school</td>
<td>object</td>
<td>nap</td>
</tr>
<tr>
<td>what</td>
<td>recognize</td>
<td>tap</td>
</tr>
<tr>
<td></td>
<td>subjects</td>
<td>cat</td>
</tr>
</tbody>
</table>

**Genre:** Realistic Fiction

**Comprehension Strategy:** Visualize

**Comprehension Skill:** Key Details

**Grammar:** Sentences

**Mechanics:** Sentence Capitalization

**Phonics:** Short a

**Structural Analysis:** Inflectional Endings –s

**Phonological Awareness:** Identify Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation
<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Oral Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>down</td>
<td>bored</td>
</tr>
<tr>
<td>out</td>
<td>city</td>
</tr>
<tr>
<td>up</td>
<td>country</td>
</tr>
<tr>
<td>very</td>
<td>feast</td>
</tr>
<tr>
<td></td>
<td>scurried</td>
</tr>
</tbody>
</table>

**Genre:** Fantasy

**Comprehension Strategy:** Visualize

**Comprehension Skill:** Key Details

**Grammar:** Word Order

**Mechanics:** Sentence Punctuation (periods)

**Phonics:** Short i

**Structural Analysis:** Double Final Consonants

**Phonological Awareness:** Alliteration, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation
## Unit 1 Week 3  Our Pets

### High-Frequency Words
- be
- come
- good
- pull

### Oral Vocabulary
- care
- companion
- groom
- popular
- train

### Spelling
- clip
- flip
- slip
- flag
- black
- plan
- win
- sit
- be
- pull

### Genre: Fantasy

### Comprehension Strategy: Visualize

### Comprehension Skill: Key Details

### Grammar: Statements

### Mechanics: Capitalization and Punctuation

### Phonics: L blends

### Structural Analysis: Plural Nouns

### Phonological Awareness: Contrast Vowel Sounds, Phoneme Blending, Phoneme Substitution, Phoneme Segmentation
### Oral Vocabulary
- chore
- collect
- cooperate
- deliver
- relationship

### High-Frequency Words
- fun
- make
- they
- too

### Spelling
- hop
- top
- log
- hog
- hot
- lot
- flip
- black
- they
- too

### Genre: Informational Text/ Nonfiction

### Comprehension Strategy: Ask and Answer Questions

### Comprehension Skill: Key Details

### Grammar: Questions and Exclamations

### Mechanics: Question and Exclamation Marks

### Phonics: Short o

### Structural Analysis: Alphabetical Order

### Phonological Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Rhyme, Phoneme Blending
### Unit 1  Week 5  Let’s Move

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Oral Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>jump</td>
<td>agree</td>
</tr>
<tr>
<td>move</td>
<td>difficult</td>
</tr>
<tr>
<td>run</td>
<td>exercise</td>
</tr>
<tr>
<td>two</td>
<td>exhausted</td>
</tr>
<tr>
<td></td>
<td>physical</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>spill</td>
</tr>
<tr>
<td>spin</td>
</tr>
<tr>
<td>grab</td>
</tr>
<tr>
<td>grass</td>
</tr>
<tr>
<td>drop</td>
</tr>
<tr>
<td>drip</td>
</tr>
<tr>
<td>hop</td>
</tr>
<tr>
<td>lot</td>
</tr>
<tr>
<td>two</td>
</tr>
<tr>
<td>move</td>
</tr>
</tbody>
</table>

**Genre:** Informational Text/ Nonfiction

**Comprehension Strategy:** Ask and Answer Questions

**Comprehension Skill:** Key Details

**Grammar:** Writing Sentences

**Mechanics:** Capitalization and Punctuation

**Phonics:** r-blends and s-blends

**Structural Analysis:** Possessives

**Phonological Awareness:** Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending
~ Read Every Night ~

Unit 2 Overview
1st Grade
McGraw-Hill Reading Wonders

~ Weekly Test on Fridays – Unit Test Week 6 ~

Unit 2 Week 2 Buildings All Around
High-Frequency Words: could, live, one, then, three

Oral Vocabulary: collapsed, furious, materials, refused, shelter

Genre: Fantasy
Comprehension Strategy: Make and Confirm Predictions
Comprehension Skill: Character, Setting, Events

Grammar: Singular and Plural Nouns
Mechanics: Apostrophes with Contractions
Phonics: Short u
Structural Analysis: Contractions with -s
Phonological Awareness: Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation

Spelling: run, fun, nut, cut, bug, rug, men, head, could, one

Unit 2 Week 3 A Community in Nature
High-Frequency Words: eat, no, of, under, who

Oral Vocabulary: depend, habitat, hibernate, tolerate, tranquil

Genre: Informational Text/ Nonfiction
Comprehension Strategy: Reread
Comprehension Skill: Main Topic and Key Details

Grammar: Possessive Nouns
Mechanics: Apostrophes and Possessive Nouns
Phonics: End Blends
Structural Analysis: Inflectional Ending -ing
Phonological Awareness: Phoneme Categorization, Phoneme Blending, Phoneme Substitution, Phoneme Segmentation

Spelling: lend, send, fast, past, sink, wink, run, bug, of, who

Unit 2 Week 4 Let’s Help
High-Frequency Words: all, call, day, her, want

Oral Vocabulary: admire, connections, enjoy, leadership, rely

Genre: Fantasy
Comprehension Strategy: Reread
Comprehension Skill: Character, Setting, Events

Grammar: Common and Proper Nouns
Mechanics: Capitalize Proper Nouns
Phonics: Consonant Digraphs th, sh, -ng
Structural Analysis: Closed Syllables
Phonological Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Segmentation

Spelling: fish, shop, ship, with, thing, song, fast, wink, want, call

Unit 2 Week 5 Follow the Map
High-Frequency Words: around, by, many, place, walk

Oral Vocabulary: height, locate, model, route, separate

Genre: Informational Text/ Nonfiction
Comprehension Strategy: Reread
Comprehension Skill: Main Topic and Key Details

Grammar: Irregular Plural Nouns
Mechanics: Capital Letters and Periods
Phonics: Digraphs ch, -tch, wh, -ph
Structural Analysis: Inflectional Ending -es
Phonological Awareness: Phoneme Segmentation, Phoneme Addition, Phoneme Blending

Spelling: whip, whale, catch, chin, graph, shop, with, many, around

Unit 2 Week 1 Jobs Around Town
High-Frequency Words: again, help, new, there, use

Oral Vocabulary: astonishing, community, equipment, fortunately, occupation

Genre: Realistic Fiction
Comprehension Strategy: Make and Confirm Predictions
Comprehension Skill: Character, Setting, Events

Grammar: Nouns
Mechanics: Commas in Sentences
Phonics: Short e
Structural Analysis: Inflectional Endings -ed
Phonological Awareness: Phonemic Awareness, Phoneme Blending, Phoneme Isolation, Phoneme Segmentation

Spelling: leg, beg, men, hen, head, bread, grass, spin, there, again
## Unit 2 Week 1  Jobs Around Town

### High-Frequency Words
- again
- help
- new
- there
- use

### Oral Vocabulary
- astonishing
- community
- equipment
- fortunately
- occupation

### Spelling
- leg
- beg
- men
- hen
- head
- bread
- grass
- spin
- there
- again

### Genre
- Realistic Fiction

### Comprehension Strategy
- Make and Confirm Predictions

### Comprehension Skill
- Character, Setting, Events

### Grammar
- Nouns

### Mechanics
- Commas in Sentences

### Phonics
- Short e

### Structural Analysis
- Inflectional Endings -ed

### Phonological Awareness
- Phonemic Awareness, Phoneme Blending, Phoneme Isolation, Phoneme Segmentation
<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Oral Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>could</td>
<td>collapsed</td>
</tr>
<tr>
<td>live</td>
<td>furious</td>
</tr>
<tr>
<td>one</td>
<td>materials</td>
</tr>
<tr>
<td>then</td>
<td>refused</td>
</tr>
<tr>
<td>three</td>
<td>shelter</td>
</tr>
</tbody>
</table>

**Spelling**
- run
- fun
- nut
- cut
- bug
- rug
- men
- head
- could
- one

**Genre:** Fantasy

**Comprehension Strategy:** Make and Confirm Predictions

**Comprehension Skill:** Character, Setting, Events

**Grammar:** Singular and Plural Nouns

**Mechanics:** Apostrophes with Contractions

**Phonics:** Short u

**Structural Analysis:** Contractions with -'s

**Phonological Awareness:** Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation
Unit 2 Week 3  A Community in Nature

High-Frequency Words
- eat
- no
- of
- under
- who

Oral Vocabulary
- depend
- habitat
- hibernate
- tolerate
- tranquil

Spelling
- lend
- send
- fast
- past
- sink
- wink
- run
- bug
- of
- who

Genre: Informational Text/ Nonfiction

Comprehension Strategy: Reread

Comprehension Skill: Main Topic and Key Details

Grammar: Possessive Nouns

Mechanics: Apostrophes and Possessive Nouns

Phonics: End Blends

Structural Analysis: Inflectional Ending -ing

Phonological Awareness: Phoneme Categorization, Phoneme Blending, Phoneme Substitution, Phoneme Segmentation
High-Frequency Words
- all
- call
- day
- her
- want

Oral Vocabulary
- admire
- connections
- enjoy
- leadership
- rely

Spelling
- fish
- shop
- ship
- with
- thing
- sang
- fast
- wink
- want
- call

Genre: Fantasy

Comprehension Strategy: Reread

Comprehension Skill: Character, Setting, Events

Grammar: Common and Proper Nouns

Mechanics: Capitalize Proper Nouns

Phonics: ConsonantDigraphs th, sh, -ng

Structural Analysis: Closed Syllables

Phonological Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Segmentation
### Unit 2  Week 5  Follow the Map

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Oral Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>around</td>
<td>height</td>
</tr>
<tr>
<td>by</td>
<td>locate</td>
</tr>
<tr>
<td>many</td>
<td>model</td>
</tr>
<tr>
<td>place</td>
<td>route</td>
</tr>
<tr>
<td>walk</td>
<td>separate</td>
</tr>
</tbody>
</table>

**Genre:** Informational Text/ Nonfiction  
**Comprehension Strategy:** Reread  
**Comprehension Skill:** Main Topic and Key Details

**Grammar:** Irregular Plural Nouns  
**Mechanics:** Capital Letters and Periods  
**Phonics:** Digraphs ch, -tch, wh, ph  
**Structural Analysis:** Inflectional Ending -es  
**Phonological Awareness:** Phoneme Segmentation, Phoneme Addition, Phoneme Blending

**Spelling:**  
- whip  
- whale  
- catch  
- match  
- chin  
- graph  
- shop  
- with  
- many  
- around
~ Read Every Night ~

Unit 3 Week 2: Watch It Grow!

**Spelling**
- like
- spike
- ride
- hide
- bike
- mine
- make
- came
- water
- should

**Genre:** Play
**Comprehension Strategy:** Make and Confirm Predictions
**Comprehension Skill:** Sequence

**Grammar:** Present-Tense Verbs
**Mechanics:** Capitalize and Underline Titles of Plays
**Phonics:** Long i: i_e
**Structural Analysis:** Plurals
**Phonological Awareness:** Alliteration, Phoneme Deletion, Phoneme Segmentation, Phoneme Blending

~ Weekly Test on Fridays - Unit Test Week 6 ~

Unit 3 Week 3: Tales Over Time

**Spelling**
- rice
- nice
- page
- age
- wedge
- ledge
- like
- ride
- from
- once

**Genre:** Folktales
**Comprehension Strategy:** Make and Confirm Predictions
**Comprehension Skill:** Plot: Cause and Effect

**Grammar:** Past- and Future-Tense Verbs
**Mechanics:** Apostrophes and Possessive Nouns
**Phonics:** Soft c, Soft g, dge
**Structural Analysis:** Inflectional Endings -ed, -ing
**Phonological Awareness:** Rhyme, Phoneme Blending, Phoneme Segmentation

Unit 3 Week 4: Now and Then

**Spelling**
- hope
- nose
- note
- rope
- cute
- cube
- nice
- ledge
- ago
- people

**Genre:** Informational Text/Nonfiction
**Comprehension Strategy:** Reread
**Comprehension Skill:** Connections Within Text: Compare and Contrast

**Grammar:** Is and Are
**Mechanics:** Commas in Dates
**Phonics:** Long o: o_e; Long u: u_e; Long e: e_e
**Structural Analysis:** Inflectional Ending -ed, -ing
**Phonological Awareness:** Phoneme Segmentation, Phoneme Isolation, Phoneme Blending

Unit 3 Week 5: From Farm to Table

**Spelling**
- book
- look
- cook
- took
- hood
- wood
- nose
- cute
- buy
- done

**Genre:** Informational Text/Nonfiction
**Comprehension Strategy:** Reread
**Comprehension Skill:** Connections Within Text: Sequence

**Grammar:** Contractions with Not
**Mechanics:** Apostrophes in Contractions
**Phonics:** /ð/ oo, u
**Structural Analysis:** Inflectional Ending -ed, -ing
**Phonological Awareness:** Phoneme Segmentation, Phoneme Blending, Phoneme Deletion

Unit 3 Week 1: What Time Is It?

**Spelling**
- make
- take
- came
- game
- gate
- late
- chin
- graph
- some
- today

**Genre:** Fantasy
**Comprehension Strategy:** Make and Confirm Predictions
**Comprehension Skill:** Character, Setting, Plot

**Grammar:** Verbs
**Mechanics:** Commas in a Series
**Phonics:** Long a: a_e
**Structural Analysis:** Contractions with not
**Phonological Awareness:** Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation
High-Frequency Words
- away
- now
- some
- today
- way
- why

Oral Vocabulary
- calendar
- immediately
- occasion
- schedule
- weekend

Spelling
- make
- take
- came
- game
- gate
- late
- chin
- graph
- some
- today

Genre: Fantasy

Comprehension Strategy: Make and Confirm Predictions

Comprehension Skill: Character, Setting, Plot

Grammar: Verbs
Mechanics: Commas in a Series

Phonics: Long a: a_e

Structural Analysis: Contractions with not

Phonological Awareness: Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation
<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Oral Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td>assist</td>
</tr>
<tr>
<td>grow</td>
<td>bloom</td>
</tr>
<tr>
<td>pretty</td>
<td>grasped</td>
</tr>
<tr>
<td>should</td>
<td>spied</td>
</tr>
<tr>
<td>together</td>
<td>sprout</td>
</tr>
<tr>
<td>water</td>
<td></td>
</tr>
</tbody>
</table>

**Genre:** Play

**Comprehension Strategy:** Make and Confirm Predictions

**Comprehension Skill:** Sequence

**Grammar:** Present-Tense Verbs

**Mechanics:** Capitalize and Underline Titles of Plays

**Phonics:** Long i: i_e

**Structural Analysis:** Plurals

**Phonological Awareness:** Alliteration, Phoneme Deletion, Phoneme Segmentation, Phoneme Blending

**Spelling**
- like
- spike
- ride
- hide
- bike
- mine
- make
- came
- water
- should
Unit 3  Week 3  Tales Over Time

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Oral Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>any</td>
<td>eventually</td>
</tr>
<tr>
<td>from</td>
<td>foolish</td>
</tr>
<tr>
<td>happy</td>
<td>hero</td>
</tr>
<tr>
<td>once</td>
<td>tale</td>
</tr>
<tr>
<td>so</td>
<td>timid</td>
</tr>
<tr>
<td>upon</td>
<td></td>
</tr>
</tbody>
</table>

**Genre:** Folktale

**Comprehension Strategy:** Make and Confirm Predictions

**Comprehension Skill:** Plot: Cause and Effect

**Grammar:** Past- and Future-Tense Verbs

**Mechanics:** Apostrophes and Possessive Nouns

**Phonics:** Soft c, Soft g, dge

**Structural Analysis:** Inflectional Ending -ed, -ing

**Phonological Awareness:** Rhyme, Phoneme Blending, Phoneme Segmentation

**Spelling**
- rice
- nice
- page
- age
- wedge
- ledge
- like
- ride
- from
- once
### High-Frequency Words
- ago
- boy
- girl
- how
- old
- people

### Oral Vocabulary
- century
- entertainment
- future
- past
- present

### Spelling
- hope
- nose
- note
- rope
- cute
- cube
- nice
- ledge
- ago
- people

---

**Genre:** Informational Text/Nonfiction

**Comprehension Strategy:** Reread

**Comprehension Skill:** Connections Within Text: Compare and Contrast

**Grammar:** *Is* and *Are*

**Mechanics:** Commas in Dates

**Phonics:** Long o: o__e; Long u: u__e; Long e: e__e

**Structural Analysis:** Inflectional Ending -ed, -ing

**Phonological Awareness:** Phoneme Segmentation, Phoneme Isolation, Phoneme Blending
<table>
<thead>
<tr>
<th><strong>High-Frequency Words</strong></th>
<th><strong>Oral Vocabulary</strong></th>
<th><strong>Spelling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>delicious</td>
<td>book</td>
</tr>
<tr>
<td>buy</td>
<td>delighted</td>
<td>look</td>
</tr>
<tr>
<td>done</td>
<td>enormous</td>
<td>cook</td>
</tr>
<tr>
<td>every</td>
<td>nutritious</td>
<td>took</td>
</tr>
<tr>
<td>soon</td>
<td>responsibility</td>
<td>hood</td>
</tr>
<tr>
<td>work</td>
<td></td>
<td>wood</td>
</tr>
</tbody>
</table>

**Genre:** Informational Text/ Nonfiction

**Comprehension Strategy:** Reread

**Comprehension Skill:** Connections Within Text: Sequence

**Grammar:** Contractions with *Not*

**Mechanics:** Apostrophes in Contractions

**Phonics:** /ʊ/: oo, u

**Structural Analysis:** Inflectional Ending -ed, -ing

**Phonological Awareness:** Phoneme Segmentation, Phoneme Blending, Phoneme Deletion
**Unit 4 Overview**

**1st Grade**

McGraw-Hill Reading Wonders

---

**Unit 4 Week 1 Animal Features**

**High-Frequency Words**
- about
- animal
- carry
- eight
- give
- our

**Vocabulary**
- appearance
- determined
- feature
- predicament
- relief
- special
- splendid

**Genre:** Folktales

**Comprehension Strategy:** Ask/Answer Questions

**Comprehension Skill:** Plot/Sequence

**Grammar:** Was and Were

**Mechanics:** Apostrophes with Contractions

**Phonics:** Long o

**Structural Analysis:** Alphabetical Order

**Phonological Awareness:** Rhyme, Phoneme Categorization/Blending/Segmentation

---

**Unit 4 Week 2 Animals Together**

**High-Frequency Words**
- because
- blue
- into
- or
- other
- small

**Vocabulary**
- behavior
- beneficial
- dominant
- endangered
- instinct
- danger
- partner

**Genre:** Informational Text

**Comprehension Strategy:** Ask/Answer Questions

**Comprehension Skill:** Main Idea and Key Details

**Grammar:** Has and Have

**Mechanics:** Capitalization and End Punctuation

**Phonics:** Long e

**Structural Analysis:** Prefixes re-, un-, pre-

**Phonological Awareness:** Phoneme Identity, Phoneme Segmentation, Rhyme, Phoneme Blending

---

**Unit 4 Week 3 In the Wild**

**High-Frequency Words**
- find
- food
- more
- over
- start
- warm

**Vocabulary**
- communicate
- provide
- superior
- survive
- wilderness
- search
- seek

**Genre:** Informational Text

**Comprehension Strategy:** Ask and Answer Questions

**Comprehension Skill:** Main Idea and Key Details

**Grammar:** Go and Do

**Mechanics:** Capitalize Proper Nouns

**Phonics:** Long o

**Structural Analysis:** Open Syllables

**Phonological Awareness:** Phoneme Categorization, Phoneme Blending, Contrast Sounds, Phoneme Segmentation

---

**Unit 4 Week 4 Insects!**

**High-Frequency Words**
- caught
- flew
- know
- laugh
- listen
- were

**Vocabulary**
- different
- flutter
- imitate
- resemble
- protect
- beautiful
- fancy

**Genre:** Fantasy

**Comprehension Strategy:** Visualize

**Comprehension Skill:** Point of View

**Grammar:** See and Saw

**Mechanics:** Underline Titles of Books

**Phonics:** Long i

**Structural Analysis:** Inflectional Ending

**Phonological Awareness:** Phoneme Categorization/Identity/Segmentation/Substitution

---

**Unit 4 Week 5 Working with Animals**

**High-Frequency Words**
- found
- hard
- near
- woman
- would
- write

**Vocabulary**
- advice
- career
- remarkable
- soothe
- trust
- clever
- signal

**Genre:** Informational Text/Nonfiction

**Comprehension Strategy:** Visualize

**Comprehension Skill:** Connections Within Text/Sequence

**Grammar:** Contractions with Not

**Mechanics:** Apostrophes in Contractions

**Phonics:** Long e

**Structural Analysis:** Compound Words

**Phonological Awareness:** Phoneme Categorization/Deletion/Blending/Addition

---

**Spelling**
- mail
- rain
- chain
- way
- play
- day
- took
- our
- hood
- carry

- me
- feed
- we
- beak
- keep
- seat
- play
- rain
- because
- other

- low
- toe
- boat
- we
- no
- keep
- row
- over
- oat
- more

- find
- pie
- night
- boat
- by
- no
- kind
- caught
- right
- listen

- key
- sandy
- bumpy
- my
- puppy
- night
- funny
- wash
- penn
- would
### Unit 4 Week 1  Animal Features

#### High-Frequency Words
- about
- animal
- carry
- eight
- give
- our

#### Vocabulary
- appearance
- determined
- feature
- predicament
- relief
- special
- splendid

#### Spelling
- mail
- rain
- chain
- way
- play
- day
- took
- our
- hood
- carry

---

**Genre:** Folktale

**Comprehension Strategy:** Ask/Answer Questions

**Comprehension Skill:** Plot: Sequence

**Grammar:** Was and Were

**Mechanics:** Apostrophes with Contractions

**Phonics:** Long a

**Structural Analysis:** Alphabetical Order

**Phonological Awareness:** Rhyme, Phoneme Categorization/
Blending/ Segmentation
Unit 4  Week 2  Animals Together

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>behavior</td>
</tr>
<tr>
<td>blue</td>
<td>beneficial</td>
</tr>
<tr>
<td>into</td>
<td>dominant</td>
</tr>
<tr>
<td>or</td>
<td>endangered</td>
</tr>
<tr>
<td>other</td>
<td>instinct</td>
</tr>
<tr>
<td>small</td>
<td>danger</td>
</tr>
<tr>
<td></td>
<td>partner</td>
</tr>
</tbody>
</table>

Genre: Informational Text

Comprehension Strategy: Ask/Answer Questions

Comprehension Skill: Main Idea and Key Details

Grammar: Has and Have

Mechanics: Capitalization and End Punctuation

Phonics: Long e

Structural Analysis: Prefixes re-, un-, pre-

Phonological Awareness: Phoneme Identity, Phoneme Segmentation, Rhyme, Phoneme Blending

Spelling:
- me
- feed
- we
- beak
- keep
- seat
- play
- rain
- because
- other
<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>find</td>
<td>communicate</td>
</tr>
<tr>
<td>food</td>
<td>provide</td>
</tr>
<tr>
<td>more</td>
<td>superior</td>
</tr>
<tr>
<td>over</td>
<td>survive</td>
</tr>
<tr>
<td>start</td>
<td>wilderness</td>
</tr>
<tr>
<td>warm</td>
<td>search</td>
</tr>
<tr>
<td></td>
<td>seek</td>
</tr>
</tbody>
</table>

**Genre**: Informational Text

**Comprehension Strategy**: Ask and Answer Questions

**Comprehension Skill**: Main Idea and Key Details

**Grammar**: Go and Do

**Mechanics**: Capitalize Proper Nouns

**Phonics**: Long o

**Structural Analysis**: Open Syllables

**Phonological Awareness**: Phonemic Categorization, Phoneme Blending, Contrast Sounds, Phoneme Segmentation

**Spelling**
- low
- toe
- boat
- we
- no
- keep
- row
- over
- oat
- more
<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>caught</td>
<td>different</td>
</tr>
<tr>
<td>flew</td>
<td>flutter</td>
</tr>
<tr>
<td>know</td>
<td>imitate</td>
</tr>
<tr>
<td>laugh</td>
<td>resemble</td>
</tr>
<tr>
<td>listen</td>
<td>protect</td>
</tr>
<tr>
<td>were</td>
<td>beautiful</td>
</tr>
<tr>
<td></td>
<td>fancy</td>
</tr>
</tbody>
</table>

**Spelling**
- find
- pie
- night
- boat
- by
- no
- kind
- caught
- right
- listen

**Genre**: Fantasy

**Comprehension Strategy**: Visualize

**Comprehension Skill**: Point of View

**Grammar**: See and Saw

**Mechanics**: Underline Titles of Books

**Phonics**: Long i

**Structural Analysis**: Inflectional Ending

**Phonological Awareness**: Phoneme Categorization/ Identity/ Segmentation/ Substitution
Unit 4  Week 5  Working with Animals

High-Frequency Words
- found
- hard
- near
- woman
- would
- write

Vocabulary
- advice
- career
- remarkable
- soothe
- trust
- clever
- signal

Genre: Informational Text/ Nonfiction
Comprehension Strategy: Visualize
Comprehension Skill: Connections Within Text: Sequence

Grammar: Contractions with Not
Mechanics: Apostrophes in Contractions
Phonics: Long e
Structural Analysis: Compound Words
Phonological Awareness: Phoneme Categorization/ Deletion/ Blending/ Addition

Spelling
- key
- sandy
- bumpy
- my
- puppy
- night
- funny
- wash
- penny
- would
## Unit 5  Week 1  See It, Sort It

### High-Frequency Words
- four
- none
- only
- large
- put
- round

### Vocabulary
- classify
- distinguish
- entire
- organize
- startled
- trouble
- whole

### Spelling
- cart
- harm
- barn
- happy
- arm
- key
- art
- four
- yarn
- none

---

**Genre:** Fantasy

**Comprehension Strategy:** Make/ Confirm Predictions

**Comprehension Skill:** Point of View

**Grammar:** Was and Were

**Mechanics:** Apostrophes with Contractions

**Phonics:** Words with /är/ ar

**Structural Analysis:** Irregular Plurals

**Phonological Awareness:** Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation
<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>another</td>
<td>certain</td>
</tr>
<tr>
<td>climb</td>
<td>observe</td>
</tr>
<tr>
<td>full</td>
<td>remained</td>
</tr>
<tr>
<td>great</td>
<td>thoughtful</td>
</tr>
<tr>
<td>poor</td>
<td>vast</td>
</tr>
<tr>
<td>through</td>
<td>leaped</td>
</tr>
<tr>
<td></td>
<td>stretched</td>
</tr>
</tbody>
</table>

**Genre**: Fantasy

**Comprehension Strategy**: Make/Confirm Predictions

**Comprehension Skill**: Plot: Cause and Effect

**Grammar**: Adjectives

**Mechanics**: Capitalization and End Punctuation

**Phonics**: Words with/ûr/

**Structural Analysis**: Inflectional Ending -er

**Phonological Awareness**: Rhyme, Phoneme Substitution/Blending/Deletion/Segmentation

<table>
<thead>
<tr>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>her</td>
</tr>
<tr>
<td>work</td>
</tr>
<tr>
<td>bird</td>
</tr>
<tr>
<td>barn</td>
</tr>
<tr>
<td>Fur</td>
</tr>
<tr>
<td>arm</td>
</tr>
<tr>
<td>fern</td>
</tr>
<tr>
<td>climb</td>
</tr>
<tr>
<td>dirt</td>
</tr>
<tr>
<td>through</td>
</tr>
</tbody>
</table>
### Unit 5 Week 3  Great Inventions

#### High-Frequency Words
- began
- better
- guess
- learn
- right
- sure

#### Vocabulary
- complicated
- curious
- device
- imagine
- improve
- idea
- unusual

#### Spelling
- born
- soar
- corn
- her
- core
- dirt
- more
- learn
- roar
- sure

#### Genre
- Nonfiction/ Biography

#### Comprehension Strategy
- Ask/ Answer Questions

#### Comprehension Skill
- Connections Within Text: Problem and Solution

#### Grammar
- Adjectives That Compare

#### Mechanics
- Capitalize Proper Nouns

#### Phonics
- Words with /ôr/

#### Structural Analysis
- Abbreviations

#### Phonological Awareness
- Phonemic Categorization/ Substitution/ Blending/ Addition
<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>color</td>
<td>distract</td>
<td>cow</td>
</tr>
<tr>
<td>early</td>
<td>nervous</td>
<td>mouth</td>
</tr>
<tr>
<td>instead</td>
<td>senses</td>
<td>town</td>
</tr>
<tr>
<td>nothing</td>
<td>squeaky</td>
<td>born</td>
</tr>
<tr>
<td>oh</td>
<td>volume</td>
<td>mouse</td>
</tr>
<tr>
<td>thought</td>
<td>scrambled</td>
<td>roar</td>
</tr>
<tr>
<td></td>
<td>suddenly</td>
<td>how</td>
</tr>
</tbody>
</table>

**Genre:** Realistic Fiction

**Comprehension Strategy:** Ask/Answer Questions

**Comprehension Skill:** Plot: Problem and Solution

**Grammar:** Other Adjectives

**Mechanics:** Capitalize/Underline Book Titles

**Phonics:** Diphthongs ou, ow

**Structural Analysis:** Inflectional Endings -er, -est

**Phonological Awareness:** Phoneme Substitution/Isolation/Blending/Segmentation
### Vocabulary
- contented
- intend
- marvelous
- project
- structure
- balance
- section

### High-Frequency Words
- above
- build
- fall
- knew
- money
- toward

### Spelling
- spoil
- boy
- coin
- town
- join
- mouse
- joy
- build
- toy
- fall

### Genre
- Informational Text

### Comprehension Strategy
- Ask/Answer Questions

### Comprehension Skill
- Connections Within Text: Cause and Effect

### Grammar
- Prepositions/ Prepositional Phrases

### Mechanics
- Abbreviations

### Phonics
- Diphthongs oi, oy

### Structural Analysis
- Final Stable Syllables

### Phonological Awareness
- Phoneme Blending/ Segmentation/ Categorization
# Unit 6 Overview

**1st Grade**

*McGraw-Hill Reading Wonders*

---

## Unit 6 Week 1: Taking Action

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>answer</td>
<td>argument</td>
</tr>
<tr>
<td>brought</td>
<td>conflict</td>
</tr>
<tr>
<td>busy</td>
<td>fair</td>
</tr>
<tr>
<td>door</td>
<td>risk</td>
</tr>
<tr>
<td>enough</td>
<td>shift</td>
</tr>
<tr>
<td>eyes</td>
<td>demand</td>
</tr>
<tr>
<td>saw</td>
<td>emergency</td>
</tr>
</tbody>
</table>

**Genre:** Fantasy

**Comprehension Strategy:** Reread

**Comprehension Skill:** Theme

**Spelling:**
- moon
- soup
- tune
- toy
- flew
- coin
- blue
- enough
- fruit
- door

---

## Unit 6 Week 2: My Action

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>brother</td>
<td>decision</td>
</tr>
<tr>
<td>father</td>
<td>distance</td>
</tr>
<tr>
<td>friend</td>
<td>inspire</td>
</tr>
<tr>
<td>love</td>
<td>respect</td>
</tr>
<tr>
<td>mother</td>
<td>swiftly</td>
</tr>
<tr>
<td>picture</td>
<td>accept</td>
</tr>
<tr>
<td>often</td>
<td></td>
</tr>
</tbody>
</table>

**Genre:** Informational Nonfiction

**Comprehension Strategy:** Reread

**Comprehension Skill:** Author’s Purpose

**Grammar:** Possessive Pronouns

**Mechanics:** Days, Months, Holidays

**Phonics:** Variant Vowel /u/ 

**Structural Analysis:** Vowel Team Syllables

**Phonological Awareness:** Phoneme Categorization/ Reversal/ Blending/ Segmentation/ Substitution

---

## Unit 6 Week 3: Weather Together

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>been</td>
<td>creative</td>
</tr>
<tr>
<td>children</td>
<td>cycle</td>
</tr>
<tr>
<td>month</td>
<td>frigid</td>
</tr>
<tr>
<td>question</td>
<td>predict</td>
</tr>
<tr>
<td>their</td>
<td>scorching</td>
</tr>
<tr>
<td>year</td>
<td>country</td>
</tr>
<tr>
<td>year</td>
<td>gathers</td>
</tr>
</tbody>
</table>

**Genre:** Realistic Fiction

**Comprehension Strategy:** Visualize

**Comprehension Skill:** Plot: Cause and Effect

**Grammar:** Special Pronouns

**Mechanics:** Commas in Dates and Letters

**Phonics:** Silent Letters

**Structural Analysis:** Compound Words

**Phonological Awareness:** Phonemic Categorization/ Segmentation/ Substitution

---

## Unit 6 Week 4: Sharing Traditions

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>ancient</td>
</tr>
<tr>
<td>front</td>
<td>drama</td>
</tr>
<tr>
<td>heard</td>
<td>effort</td>
</tr>
<tr>
<td>push</td>
<td>movement</td>
</tr>
<tr>
<td>tomorrow</td>
<td>tradition</td>
</tr>
<tr>
<td>tomorrow</td>
<td>difficult</td>
</tr>
<tr>
<td>your</td>
<td>nobody</td>
</tr>
</tbody>
</table>

**Genre:** Realistic Fiction

**Comprehension Strategy:** Visualize

**Comprehension Skill:** Theme

**Grammar:** Using I and me

**Mechanics:** Commas in Dates and Letters

**Phonics:** Three-Letter Blends

**Structural Analysis:** Inflectional Endings -ed, -ing

**Phonological Awareness:** Syllable Addition, Phoneme Segmentation/ Blending/ Substitution

---

## Unit 6 Week 5: Celebrate America!

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>favorite</td>
<td>design</td>
</tr>
<tr>
<td>few</td>
<td>display</td>
</tr>
<tr>
<td>gone</td>
<td>pride</td>
</tr>
<tr>
<td>surprise</td>
<td>purpose</td>
</tr>
<tr>
<td>wonder</td>
<td>represent</td>
</tr>
<tr>
<td>young</td>
<td>nation</td>
</tr>
</tbody>
</table>

**Genre:** Informational Text

**Comprehension Strategy:** Reread

**Comprehension Skill:** Author’s Purpose

**Grammar:** Adverbs That Tell How

**Mechanics:** Abbreviations

**Phonics:** Words with /är/

**Structural Analysis:** r-Controlled Vowel Syllables

**Phonological Awareness:** Syllable Reversal/ Blending/ Deletion/ Addition, Syllable Deletion/ Addition

---

# Weekly Test on Fridays - Unit Test Week 6

---

# Read Every Night
### Vocabulary
- argument
- conflict
- fair
- risk
- shift
- demand
- emergency

### Spelling
- moon
- soup
- tune
- toy
- flew
- coin
- blue
- enough
- fruit
- door

### Genre: Fantasy
### Comprehension Strategy: Reread
### Comprehension Skill: Theme

### Grammar: Pronouns

### Mechanics: Capitalize I

### Phonics: Variant Vowel /ü/

### Structural Analysis: Suffixes -ful, -less

### Phonological Awareness: Phoneme Identity/ Segmentation/ Substitution, Rhyme, Syllable Deletion
**Unit 6  Week 2  My Action**

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>brother</td>
<td>decision</td>
</tr>
<tr>
<td>father</td>
<td>distance</td>
</tr>
<tr>
<td>friend</td>
<td>inspire</td>
</tr>
<tr>
<td>love</td>
<td>respect</td>
</tr>
<tr>
<td>mother</td>
<td>swiftly</td>
</tr>
<tr>
<td>picture</td>
<td>accept</td>
</tr>
<tr>
<td></td>
<td>often</td>
</tr>
</tbody>
</table>

**Spelling**
- haul
- dawn
- cause
- moon
- saw
- soup
- claw
- love
- paw
- friend

**Genre:** Informational Nonfiction

**Comprehension Strategy:** Reread

**Comprehension Skill:** Author’s Purpose

**Grammar:** Possessive Pronouns

**Mechanics:** Days, Months, Holidays

**Phonics:** Variant Vowel /ô/

**Structural Analysis:** Vowel Team Syllables

**Phonological Awareness:** Phoneme Categorization/ Reversal/ Blending/Segmentation/ Substitution
Unit 6  Week 3  Weather Together

**High-Frequency Words**
- been
- children
- month
- question
- their
- year

**Vocabulary**
- creative
- cycle
- frigid
- predict
- scorching
- country
- gathers

**Genre:** Realistic Fiction

**Comprehension Strategy:** Visualize

**Comprehension Skill:** Plot: Cause and Effect

**Spelling**
- gnat
- write
- gnu
- wrong
- know
- cause
- knife
dawn
been
their

**Grammar:** Special Pronouns

**Mechanics:** Commas in Dates and Letters

**Phonics:** Silent Letters

**Structural Analysis:** Compound Words

**Phonological Awareness:** Phonemic Categorization/
Segmentation/ Substitution
### Vocabulary
- ancient
- drama
- effort
- movement
- tradition
- difficult
- nobody

### High-Frequency Words
- before
- front
- heard
- push
- tomorrow
- your

### Genre
Realistic Fiction

### Comprehension Strategy
Visualize

### Comprehension Skill
Theme

### Grammar
Using *I* and *me*

### Mechanics
Commas in Dates and Letters

### Phonics
Three-Letter Blends

### Structural Analysis
Inflectional Endings -ed, -ing

### Phonological Awareness
Syllable Addition, Phoneme Segmentation/ Blending/ Substitution
<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>favorite</td>
<td>design</td>
</tr>
<tr>
<td>few</td>
<td>display</td>
</tr>
<tr>
<td>gone</td>
<td>pride</td>
</tr>
<tr>
<td>surprise</td>
<td>purpose</td>
</tr>
<tr>
<td>wonder</td>
<td>represent</td>
</tr>
<tr>
<td>young</td>
<td>nation</td>
</tr>
<tr>
<td></td>
<td>unite</td>
</tr>
</tbody>
</table>

**Genre:** Informational Text  
**Comprehension Strategy:** Reread  
**Comprehension Skill:** Author’s Purpose

**Grammar:** Adverbs That Tell How  
**Mechanics:** Abbreviations  
**Phonics:** Words with /âr/  
**Structural Analysis:** r-Controlled Vowel Syllables  
**Phonological Awareness:** Phoneme Reversal/ Blending/ Deletion/ Addition, Syllable Deletion/ Addition  

**Spelling:**  
fair  
share  
pair  
three  
bear  
splash  
wear  
favorite  
spare  
surprise