






## BCS Literacy Vision

## Unit 1 Overview

**Week 1 Concept: At School****Essential Question: What do you do at your school?****Text Sets:****Literature Big Book (Fiction): “This School Year Will Be the Best!”****Anchor Text: *Nat and Sam*****Week 4:****Essential Question: What do friends do together?****Text Sets:****Literature Big Book (Non-fiction): “Friends All Around”****Anchor Text: *Friends*****Week 2:****Essential Question: What is it like where you live?****Text Sets:****Literature Big Book (Fiction): “Alicia’s Happy Day”****Anchor Text: *Go, Pip!*****Week 5:****Essential Question: How does your body move?****Text Sets:****Literature Big Book (Non-fiction): “Move!”****Anchor Text: *Move It*****Week 3:****Essential Question: What makes a pet special?****Text Sets:****Literature Big Book (Fiction): Cool Dog, School Dog****Anchor Text: *Flip*****Week 6:****Essential Question: Review and assessment****Text Sets:****Reading Digitally: World Games****Reader’s Theater: Look at Me Now**

Week 1

 Skills Assessed

Unit 1 Week 1	Comprehension / Genre / Author’s Craft	Language Development
<p><b>Essential Question: What do you do at school?</b></p>	<p>Cute relevant evidence from text                      Make inferences to support understanding                      Visualize by creating mental images   Evaluate key details                      Understand the aspects of realistic fiction                      Reread                      Text features</p>	<p><b>Oral Vocabulary Acquisition:</b>                      learn subjects common object recognize</p> <p><b>Grammar:</b>   Understand and use complete sentences</p> <p><b>Mechanics:</b> Sentence Capitalization</p>
<p><b>Text(s):</b></p> <p><b>Teach and Model</b>                      Literature Big Book: “This School Year Will Be the Best”                      Interactive Read Aloud: “School Around the World”                      Shared Read: “Jack Can “</p> <p><b>Practice and Apply</b>                      Anchor Text: <i>Nat and Sam</i>                      Paired Selection: “Rules at School”</p> <p><b>Leveled Readers</b>                      A: A Fun Day                      O: We Like to Share                      ELL: We Like to Share                      B: Class Party</p> <p><b>Paired Selection</b>                      A: We Share                      O: Look at Signs                      ELL: Look at Signs                      B: Our Classroom Rules</p> <p><b>Decodable Readers:</b>                      Pam Can                      Pack a Bag</p> <p><b>Optional Classroom Library Trade Books</b>                      Raising Dragons, A Splendid Friend, Indeed, Go, Go, Go!, The Busy Body Book</p>	<p><b>Writing</b></p> <p><b>Analytical writing:</b>                      Use text evidence to respond to text</p> <p><b>Foundational Skills</b></p> <p><b>Phonological/ Phonemic Awareness:</b>                      Identify rhyming words                      Isolate sounds in words                      Blend sounds in words</p> <p><b>Phonics/Structural Analysis//Handwriting:</b>   Introduce/review short a   Inflectional Ending -s                      Handwriting: Aa</p> <p><b>Spelling Words:</b>                      man can nap tap cat hat not does</p> <p><b>High Frequency Words:</b>   does, not, school, what</p> <p><b>Decodable Text:</b>                      Apply foundational skills in connected text</p> <p><b>Fluency:</b>                      Accuracy and rate</p>	<p><b>Speaking and Listening</b></p> <p>Engage in collaborative discussions                      Present writing and research</p> <p><b>Research and Inquiry</b></p> <p><b>Project:</b> Conduct research about favorite school activities</p>

## Weekly Standards

**1.FL.F.5.c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **[4 lessons]**

**1.FL.PA.2.b** Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. **[3 lessons]**

**1.FL.PA.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **[6 lessons]**

**1.FL.PA.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **[6 lessons]**

**1.FL.PWR.3.b** Decode regularly spelled one-syllable words. **[19 lessons]**

**1.FL.PWR.3.f** Read words with inflectional endings. **[6 lessons]**

**1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words. **[9 lessons]**

**1.FL.PWR.3.h** Read grade-level decodable text with purpose and understanding. **[1 lesson]**

**1.FL.SC.6.i** Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **[6 lessons]**

**1.FL.SC.6.k** End sentences with correct punctuation. **[1 lesson]**

**1.FL.VA.7a.i** Use sentence-level context as a clue to the meaning of a word or phrase. **[2 lessons]**

**1.FL.VA.7b.iii** Identify real-life connections between words and their use. **[3 lessons]**

**1.FL.WC.4.c** Spell words with inflectional endings. **[6 lessons]**

**1.FL.WC.4.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **[5 lessons]**

**1.FL.WC.4.f** Write many common, frequently used words and some irregular words. **[12 lessons]**

**1.FL.WC.4.g** Print all upper and lowercase letters. **[1 lesson]**

**1.RI.CS.5** Know and use various text features to locate key facts or information in a text. **[2 lessons]**

**1.RI.IKI.7** Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas. **[4 lessons]**

**1.RI.KID.1** Ask and answer questions about key details in a text. **[8 lessons]**

**1.RL.IKI.7** Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events. **[9 lessons]**

**1.RL.KID.1** Ask and answer questions about key details in a text. **[11 lessons]**

**1.RL.KID.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **[1 lesson]**

**1.RL.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. **[6 lessons]**

**1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for grade 1. **[4 lessons]**

**1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. **[2 lessons]**

**1.SL.PKI.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **[1 lesson]**

**1.SL.PKI.5** Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. **[1 lesson]**

**1.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[4 lessons]**

**1.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. **[2 lessons]**

**1.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. **[1 lesson]**

**1.W.RBPK.7** Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions. **[1 lesson]**

**1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[6 lessons]**

Day 1	Instructional Plan
<p><b>Student Learning Targets:</b> 1.RI.KID.1, 1.RL.KID.1, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.PWR.3.h, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.i, 1.W.PDW.4, 1.W.RBPK.8</p>	
<p><b>Introduce the Concept</b> Oral Vocabulary Words (Reading / Writing Companion) Talk About It</p>	<p>Students will: T20-21</p> <ul style="list-style-type: none"> <li>○ Discuss the essential question: What do you do at your school?</li> <li>○ Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new vocabulary words (learn, subjects).</li> <li>○ Use oral vocabulary words to discuss what they do at school.</li> <li>○ <b>Reading/Writing Companion</b> p. 20-21 discuss, look, talk about the photo and write or draw 2 things they do at school.</li> </ul>
<p><b>Listening Comprehension</b> (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)</p>	<p>Students will: T22-23</p> <ul style="list-style-type: none"> <li>○ Identify the story as a realistic fiction (made up story that has characters, setting and events that could happen in real life).</li> <li>○ Read "This School Year Will Be the Best!"</li> <li>○ Visualize (create in their minds) the words and illustrations to help them understand the story.</li> <li>○ Respond to what their favorite part in the story was and why.</li> <li>○ Listen while the teacher models retelling of the story.</li> <li>○ Write as much as they can about the story in five minutes (to increase writing fluency).</li> </ul>
<p><b>Word Work</b> Phonological Awareness Phonics/Spelling High Frequency Words</p>	<p>Students will: T24-27</p> <ul style="list-style-type: none"> <li>○ Identify two words that rhyme and explain why they rhyme.</li> <li>○ Connect the letter a to the sound /a/ by writing it.</li> <li>○ Blend words that have /a/ sound.</li> <li>○ Take a spelling pre-test.</li> <li>○ Daily Handwriting Aa.</li> <li>○ <b>Read/Write/Spell</b> HFWs; (does, not, school, what) identify HFW in sentences.</li> </ul>
<p><b>Shared Read</b> (Reading / Writing Companion) Application of Foundational Skills</p>	<p>Students will: T28-29</p> <ul style="list-style-type: none"> <li>○ Review HFWs.</li> <li>○ Review that the letter a can stand for the sound /a/.</li> <li>○ Spell and model reading the word <i>help</i>.</li> <li>○ Read "Jack Can."</li> <li>○ Identify what makes a story a realistic fiction using facts from the story.</li> <li>○ <b>Reading/Writing Companion</b> p. 22-31 establish the author's purpose, review short /a/, identify the HFWs, visualize the story in order to retell to a partner using beginning, middle and end.</li> </ul>
<p><b>Shared Writing</b></p>	<p>Students will: T30</p> <ul style="list-style-type: none"> <li>○ Use text evidence to answer the prompt "What can Jack do?"</li> </ul>
<p><b>Grammar</b></p>	<p>Students will: T31</p> <ul style="list-style-type: none"> <li>○ Choral read sentences, share with a partner the errors in the sentences.</li> </ul>

Day 2	Instructional Plan
<b>Student Learning Target:</b> 1.SL.PKI.4, 1.RL.KID.1, 1.RI.IKI.7, 1.FL.PA.2.c, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.i, 1.FL.VA.7b.iii, 1.W.RBPK.8	
<b>Build the Concept: Oral Language</b> Oral Vocabulary Words	Students will: T32 <ul style="list-style-type: none"> <li>○ Review the class <b>Essential Question Chart</b>.</li> <li>○ Use the <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new oral vocabulary words. (common, object, recognize)</li> </ul>
<b>Word Work</b> Phonics/Spelling Fluency Structural Analysis	Students will: T34-37 <ul style="list-style-type: none"> <li>○ Practice isolating initial phonemes.</li> <li>○ Blend/Build words with short a.</li> <li>○ Practice using -s on the end of action words.</li> <li>○ Word sort with -an, -ap, -at families.</li> <li>○ <b>Read/Write/Spell</b> HFWs, (does, not, school, what); work with a partner to create sentences with HFWs.</li> </ul>
<b>Shared Read</b> (Reading / Writing Companion) Genre Skill	Students will: T38-39 <ul style="list-style-type: none"> <li>○ Reread “Jack Can.”</li> <li>○ <b>Reading/Writing Companion</b> p. 32-33. Review characteristics of realistic fiction.</li> <li>○ <b>Reading/Writing Companion</b> p. 34-35 Identify key details in “Jack Can”.</li> </ul>
<b>Shared Writing</b>	Students will: T40 <ul style="list-style-type: none"> <li>○ Using text evidence, answer the prompt “How do Jack’s feelings about school change?”</li> </ul>
<b>Grammar</b>	Students will: T41 <ul style="list-style-type: none"> <li>○ Identify phrases or sentences and explain why or why not.</li> </ul>

Day 3	Instructional Plan
<b>Student Learning Target:</b> 1.RI.IKI.7, 1.RL.KID.2, 1.RL.KID.1, 1.RL.IKI.7, 1.RL.RRTC.10, 1.FL.PWR.3.b, 1.FL.PA.2.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.VA.7a.i, 1.W.PDW.4, 1.W.RBPK.8	
<b>Build the Concept</b> Review Oral Vocabulary	Students will: T42 <ul style="list-style-type: none"> <li>○ Discuss what kinds of school activities you have learned about so far this week and how do they connect with the essential question.</li> <li>○ Use the <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new oral vocabulary words.</li> </ul>
<b>Listening Comprehension/Close Reading</b> Close Reading (Units 1-3)	Students will: T43

Fluency (Units 4-6)	<ul style="list-style-type: none"> <li>○ Reread “This School Year Will Be the Best!”</li> <li>○ Explain how illustrations and author’s craft help you to understand what happens in the story.</li> <li>○ Learn how to use context clues to figure out the meaning of a word.</li> </ul>
<b>Word Work</b> Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T44-47 <ul style="list-style-type: none"> <li>○ Use markers for each sound you hear in a word, then blend the sounds to make a word.</li> <li>○ Blend/Build words with short a.</li> <li>○ Sound out decodable words and HFWs quickly.</li> <li>○ Read <b>Decodable Reader</b> “Pam Can!”</li> <li>○ Practice decoding words with inflectional ending -s.</li> <li>○ <b>Read/Spell/Write</b> HFWs.</li> <li>○ Build fluency by practicing words/sentences together and repeating.</li> </ul>
<b>Anchor Text</b> (Literature Anthology) Practice / Apply Close Reading	Students will: T47A-47H <ul style="list-style-type: none"> <li>○ In the text “Nat and Sam” Identify key details, visualize the events, explain why this text is a realistic fiction.</li> <li>○ <b>Reading/Writing Companion p. 38</b> How do you know how Nat feels at school?</li> <li>○ <b>Reading/Writing Companion p. 39</b> Look at the picture of Nat on p. 12. How does Nat feel?</li> <li>○ <b>Reading/Writing Companion p. 40</b> Look at the pictures of Nat at the end. How have Nat’s feelings about school changed?</li> <li>○ Meet the author and learn her purpose in writing the text.</li> <li>○ Retell the story using text evidence.</li> </ul>
<b>Independent Writing: Draft</b>	Students will: T48 <ul style="list-style-type: none"> <li>○ Use text evidence and respond to the prompt “How do Nat’s feelings about school change?”</li> </ul>
<b>Grammar/Mechanics</b>	Students will: T49 <ul style="list-style-type: none"> <li>○ Identify new sentences in the text by looking for a capital letter.</li> <li>○ Correct sentences using capital letters at the beginning of each sentence.</li> </ul>
<b>Day 4</b>	<b>Instructional Plan</b>
<b>Student Learning Target:</b> 1.RI.CS.5, 1.RI.IKI.7, 1.FL.PWR.3.b, 1.FL.WC.4.f, 1.FL.PA.2.c, 1.FL.SC.6.i, 1.W.PDW.4, 1.W.PDW.5, 1.W.RBPK.7, 1.SL.CC.1	
<b>Extend the Concept</b> Text Features	Students will: T50-51 <ul style="list-style-type: none"> <li>○ Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to review oral vocabulary words. (learn, subjects, common, object, recognize)</li> <li>○ Look at photos to find information about the text.</li> </ul>

<p><b>Close Reading</b> (Literature Anthology) Compare Anchor Text with Paired Selection</p>	<p>Students will: T51A-51F</p> <ul style="list-style-type: none"> <li>○ Read “Rules at School.”</li> <li>○ Identify “Nat and Sam” is realistic fiction and “Rules at School” is nonfiction. Share why.</li> <li>○ Look for key details.</li> <li>○ See how the author uses text feature-photographs- to help explain the text.</li> <li>○ <b>Reading/Writing Companion</b> p. 41 explain what the students are doing in the photo; underline the clues that tell why we have rules at school.</li> <li>○ Use the strategy-Visualize as the teacher thinks aloud.</li> <li>○ <b>Reading/Writing Companion</b> p. 42 What rules help us get along? What rule keeps us safe.</li> <li>○ <b>Reading/Writing Companion</b> p. 43 Talk with a partner about rules you learned. Why did the author use the title “Rules at School”?</li> <li>○ Retell the story using key details.</li> <li>○ Collaborate with a partner to share why rules at school are important.</li> </ul>
<p><b>Word Work</b> Phonics/Spelling Structural Analysis</p>	<p>Students will: T52-53</p> <ul style="list-style-type: none"> <li>○ Listen for short a sound in words, changing beginning and ending sounds.</li> <li>○ Review ending sound -s can be /s/ or /z/ by working with a partner to construct action words ending with -s.</li> <li>○ Word sort with -an, -ap,- at families.</li> </ul>
<p><b>Independent Writing: Revise</b></p>	<p>Students will: T54</p> <ul style="list-style-type: none"> <li>○ Reread their response to “How do Nat’s feelings about school change?”</li> <li>○ Pair students and peer review prompt answers.</li> </ul>
<p><b>Grammar/Mechanics</b></p>	<p>Students will: T55</p> <ul style="list-style-type: none"> <li>○ Identify complete sentences.</li> <li>○ Correct sentences that are written incorrectly.</li> </ul>
<p><b>Integrate Ideas</b> Research and Inquiry</p>	<p>Students will: T56-57</p> <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 44-45 complete class poll and write about the results.</li> </ul>
<p><b>Day 5</b></p>	<p><b>Instructional Plan</b></p>
<p><b>Student Learning Target:</b> 1.FL.PWR.3.b, 1.FL.WC.4.f, 1.FL.WC.4.c, 1.FL.PA.2.d, 1.W.PDW.4, 1.W.PDW.6, 1.SL.PKI.5, 1.RI.IKI.9</p>	
<p><b>Word Work</b> Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words</p>	<p>Students will: T58-59</p> <ul style="list-style-type: none"> <li>○ Blend and segment phonemes using short a.</li> <li>○ Blend and build short a words with automaticity.</li> <li>○ Practice adding -s ending to action words.</li> <li>○ Word sort -an, -ap, -at families.</li> <li>○ Take a spelling post test.</li> <li>○ Review HFWs.</li> </ul>
<p><b>Independent Writing</b></p>	<p>Students will: T60</p> <ul style="list-style-type: none"> <li>○ Prepare final drafts and make any changes. Share with a partner.</li> <li>○ Compare previous writings and discuss with a partner how their writing has improved.</li> </ul>






**Integrate Ideas**  
Text Connections  
Weekly Wrap Up

Students will: T62-63

- **Reading/Writing Companion** p. 46 review and discuss essential question chart.
- Using the “*ABC song*” and “*Jack Can*”, discuss how both selections tell about things kids can do. Compare the texts.
- **Reading/Writing Companion** p.47 write about what you have learned.

**Week 2**

 **Skills Assessed**

Week 2 <span style="float: right;"> Skills Assessed</span>		
Unit 1 Week 2	Comprehension / Genre / Author's Craft	Language Development
<p><b>Essential Question: What is it like where you live?</b></p>	<p>Cite relevant evidence from text                      Make inferences to support understanding                      Visualize by creating mental images   Evaluate key details                      Understand the aspects of fantasy stories                      Reread                      Text features</p>	<p><b>Oral Vocabulary Acquisition:</b>                      city country bored feast scurried</p> <p><b>Writing Process:</b></p> <p><b>Grammar:</b>   Identify and use correct word order in sentences</p>
<p><b>Text(s):</b></p> <p><b>Teach and Model</b></p> <p style="padding-left: 20px;"><b>Literature Big Book:</b> "Alicia's Happy Day"  <b>Interactive Read Aloud:</b> "City Mouse, Country Mouse"  <b>Shared Read:</b> "Six Kids"</p> <p><b>Practice and Apply</b></p> <p style="padding-left: 20px;"><b>Anchor Text:</b> <i>Go Pip!</i>  <b>Paired Selection:</b> "A Surprise in the City"</p> <p><b>Leveled Readers</b>                      A: What Can We See?                      O: A Trip to the City                      ELL: A Trip to the City                      B: Harvest Time  <b>Paired Selection</b>                      A: My Home                      O: Where I Live                      ELL: Where I Live                      B: Where We Live  <b>Decodable Readers</b>                      Jill and Jim                      Kim and Nick Zip  <b>Optional Classroom Library Trade Books</b>                      A Splendid Friend, Indeed</p>	<p><b>Writing</b></p>	<p><b>Speaking and Listening</b></p>
	<p><b>Analytical writing:</b> Use text evidence to respond to text</p>	<p>Engage in collaborative discussions                      Present writing and research</p>
	<p><b>Foundational Skills</b></p>	<p><b>Research and Inquiry</b></p>
	<p><b>Phonological/ Phonemic Awareness</b>                      Blend phonemes to make words                      Identify and produce alliteration                      Categorize similar phonemes in words  <b>Phonics/Structural Analysis//Handwriting:</b>   Introduce/review short i   Double final consonants                      Handwriting li  <b>Spelling Words:</b>                      pin win hit sit miss kiss out up  <b>High Frequency Words:</b>   down out up very  <b>Decodable Text:</b>                      Apply foundational skills in connected text  <b>Fluency:</b>                      Accuracy and rate</p>	<p>Conduct research about neighborhood activities</p>

**Weekly Standards:**

**1.FL.F.5.c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **[2 lessons]**

**1.FL.PA.2.b** Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. **[5 lessons]**

**1.FL.PA.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **[2 lessons]**

**1.FL.PA.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **[5 lessons]**

**1.FL.PWR.3.b** Decode regularly spelled one-syllable words. **[11 lessons]**

**1.FL.PWR.3.f** Read words with inflectional endings. **[3 lessons]**

**1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words. **[12 lessons]**

**1.FL.PWR.3.h** Read grade-level decodable text with purpose and understanding. **[1 lesson]**

**1.FL.SC.6.k** End sentences with correct punctuation. **[4 lessons]**

**1.FL.VA.7a.i** Use sentence-level context as a clue to the meaning of a word or phrase. **[1 lesson]**

**1.FL.VA.7b.iii** Identify real-life connections between words and their use. **[1 lesson]**

**1.FL.VA.7b.iv** Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. **[1 lesson]**

**1.FL.WC.4.a** Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. **[6 lessons]**

**1.FL.WC.4.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **[4 lessons]**

**1.FL.WC.4.f** Write many common, frequently used words and some irregular words. **[7 lessons]**

**1.RI.CS.5** Know and use various text features to locate key facts or information in a text. **[1 lesson]**

**1.RI.IKI.7** Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas. **[1 lesson]**

**1.RI.IKI.9** Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate. **[1 lesson]**

**1.RI.KID.1** Ask and answer questions about key details in a text. **[2 lessons]**

**1.RI.KID.2** Identify the main topic and retell key details of a text. **[1 lesson]**

**1.RL.KID.1** Ask and answer questions about key details in a text. **[14 lessons]**

**1.RL.KID.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **[3 lessons]**

**1.RL.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. **[1 lesson]**

**1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for grade 1. **[5 lessons]**

**1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **[2 lessons]**

**1.SL.PKI.5** Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. **[2 lessons]**

**1.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[4 lessons]**

**1.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. **[1 lesson]**

**1.W.RBPK.7** Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions. **[1 lesson]**

**1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[6 lessons]**

Day 1	Instructional Plan
<p><b>Student Learning Targets:</b> 1.RL.KID.3, 1.FL.PA.2.b, 1.FL.PWR.3.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.FL.VA.7a.i, 1.W.PDW.4, 1.W.RBPK.8</p>	
<p><b>Introduce the Concept</b> Oral Vocabulary Words (Reading / Writing Companion) Talk About It</p>	<p>Students will: T104-105</p> <ul style="list-style-type: none"> <li>○ Discuss the Essential Question: What is it like where you live?</li> <li>○ Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to go over oral vocabulary words. (city, county)</li> <li>○ <b>Reading/Writing Companion</b> p. 48-49 share what the boy sees outside the window in the photo. Write or draw what you see outside your window where you live. Share with a partner.</li> </ul>
<p><b>Listening Comprehension</b> (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)</p>	<p>Students will: T106-107</p> <ul style="list-style-type: none"> <li>○ Read "Alicia's Happy Day."</li> <li>○ Review what realistic fiction means.</li> <li>○ Visualize what is happening in the story.</li> <li>○ Respond to the text by sharing which part of Alicia's day they liked best.</li> <li>○ With a partner, retell the story about Alicia.</li> <li>○ Write as much as they can about the story in five minutes (to increase writing fluency).</li> </ul>
<p><b>Word Work</b> Phonemic Awareness Phonics/Spelling High Frequency Words</p>	<p>Students will: T108-111</p> <ul style="list-style-type: none"> <li>○ Blend sounds together using short vowels.</li> <li>○ Practice reading short I words and sentences.</li> <li>○ Take a spelling pre-test.</li> <li>○ <b>Read, Spell, Write</b> HFWs; Read sentences using HFWs.</li> <li>○ Daily Handwriting li</li> </ul>
<p><b>Shared Read</b> (Reading / Writing Companion) Application of Foundational Skills</p>	<p>Students will: T112-113</p> <ul style="list-style-type: none"> <li>○ Review HFWs: down, out, up, very</li> <li>○ Review that the letter I can stand for the sound /i/.</li> <li>○ Name characteristics of a fantasy story for anchor chart.</li> <li>○ Read the text "Six Kids" using visualization.</li> <li>○ <b>Reading/Writing Companion</b> p. 50-59 identify HFWs, short I words, answer comprehension questions, retell the story.</li> <li>○ Share with a partner what the six kids in the story do.</li> </ul>
<p><b>Shared Writing</b></p>	<p>Students will: T114</p> <ul style="list-style-type: none"> <li>○ Use text evidence, answer the prompt "What do the six kids do? "</li> </ul>
<p><b>Grammar</b></p>	<p>Students will: T115</p> <ul style="list-style-type: none"> <li>○ Identify sentences that make sense.</li> </ul>

Day 2	Instructional Plan
<b>Student Learning Targets:</b> 1.RL.KID.1, 1.RL.KID.3, 1.FL.PWR.3.b, 1.FL.PA.2.c, 1.FL.WC.4.a, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.FL.VA.7b.iii, 1.W.RBPK.8, 1.SL.PKI.4	
<b>Build the Concept: Oral Language</b> Oral Vocabulary Words	Students will: T116 <ul style="list-style-type: none"> <li>○ Review the <b>Class Essential Question</b> chart.</li> <li>○ Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new vocabulary words.(bored, feast, scurried)</li> </ul>
<b>Word Work</b> Phonics/Spelling Fluency Structural Analysis	Students will: T118-121 <ul style="list-style-type: none"> <li>○ Identify examples of initial sound alliteration.</li> <li>○ Use <b>Sound-Spelling Card</b> and <b>Word-Building Cards</b> to identify, blend/build words with short i.</li> <li>○ Identify and read words with -ss and -ll at the end of a word and read as one sound.</li> <li>○ Word sort with -in, -it, -is families.</li> </ul>
<b>Shared Read</b> (Reading / Writing Companion) Genre Skill	Students will: T122-123 <ul style="list-style-type: none"> <li>○ Read “Six Kids.”</li> <li>○ Review characteristics of a fantasy.</li> <li>○ <b>Reading/Writing Companion</b> p. 60-61 Apply characteristics of a fantasy to the text by completing the graphic organizer.</li> <li>○ <b>Reading/Writing Companion</b> p. 62-63 Identify key details in the text “Six Kids.”</li> </ul>
<b>Shared Writing</b>	Students will: T124 <ul style="list-style-type: none"> <li>○ Using text evidence, answer the prompt “Describe how where the six kids live affect what they do.”</li> </ul>
<b>Grammar</b>	Students will: T125 <ul style="list-style-type: none"> <li>○ Practice word order of sentences.</li> </ul>

Day 3	Instructional Plan
<b>Student Learning Targets:</b> 1.RL.KID.1,1.RL.KID.2, 1.RL.RRTC.10, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.WC.4.a, 1.FL.PA.2.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.W.PDW.4, 1.W.RBPK.8, 1.FL.SC.6.k	
<b>Build the Concept</b> Review Oral Vocabulary	Students will: T126 <ul style="list-style-type: none"> <li>○ Discuss how the texts “Alicia’s Happy Day”, “Six Kids” and the tale of “City Mouse, Country Mouse” help in answering the essential question What is it like where you live?</li> <li>○ Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to review oral vocabulary words city, country, bored, feast, scurried.</li> </ul>
<b>Listening Comprehension/Close Reading</b> Close Reading (Units 1-3)	Students will: T127 <ul style="list-style-type: none"> <li>○ Reread “Alicia’s Happy Day” using visualization.</li> </ul>

Fluency (Units 4-6)	<ul style="list-style-type: none"> <li>○ Find clues through illustration to determine word meaning.</li> <li>○ Use context clues to determine what a word means.</li> </ul>
<b>Word Work</b> Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T128-131 <ul style="list-style-type: none"> <li>○ Use markers for sounds in short vowel words.</li> <li>○ Blend and decode words ending in -ll, -ss, -tt, -zz.</li> <li>○ Read <b>Decodable Reader</b> “Kim and Nick Zip.”</li> <li>○ Blend and decode words ending with -ll, -ss, -tt, -zz.</li> <li>○ Use <b>Read/Spell/Write</b> and <b>Visual Vocabulary Cards</b> to review HFWs to build fluency.</li> </ul>
<b>Anchor Text</b> (Literature Anthology) Practice / Apply Close Reading	Students will: T131A-131J <ul style="list-style-type: none"> <li>○ Read “Go, Pip”. Find key details using words and visualization.</li> <li>○ Meet the author and learn his purpose in writing the text.</li> <li>○ Retell the story using text evidence.</li> <li>○ <b>Reading/Writing Companion</b> p. 64 Use information from key details chart to retell the story.</li> <li>○ <b>Reading/Writing Companion</b> p. 65 Compare “Go, Pip!” with “Six Kids.” Answer questions.</li> <li>○ Retell the story in your own words.</li> <li>○ <b>Reading/Writing Companion</b> p. 66-68 Reread “Go Pip” for a deeper understanding. Answer questions</li> </ul>
<b>Independent Writing: Draft</b>	Students will: T132 <ul style="list-style-type: none"> <li>○ Using text evidence, respond to the prompt “Describe how where Pip lives affects what he does”.</li> </ul>
<b>Grammar and Mechanics</b>	Students will: T133 <ul style="list-style-type: none"> <li>○ Partner with another student to write one new sentence about Pip’s experiences in the city. Check for correct word order.</li> </ul>
Day 4	<b>Instructional Plan</b>
<b>Student Learning Targets:</b> 1.RI.CS.5, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.a, 1.FL.SC.6.k, 1.W.PDW.4, 1.W.RBPK.7	
<b>Extend the Concept</b> Text Features	Students will: T134-135 <ul style="list-style-type: none"> <li>○ Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to review oral vocabulary words.</li> <li>○ Learn that authors use bold print to point out important information.</li> </ul>
<b>Close Reading</b> (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T135A-J <ul style="list-style-type: none"> <li>○ Read text “A Surprise in the City” to compare Zoe’s city life to Pip’s city life.</li> <li>○ <b>Reading/Writing Companion</b> p. 69 reread the text to find out Zoe’s surprise. What words does Zoe use to talk about herself? What does using bold print for the word this word tell you about how Zoe speaks?</li> <li>○ Listen to the text to find key details, look for bold words, and visualize.</li> <li>○ <b>Reading/Writing Companion</b> p.70 identify words that Zoe repeat? Reread the text and talk with a partner about the repeated words and how they build excitement.</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p.71 talk with a partner about Zoe and tell what you learn about her from the story. Follow up with a personal narrative about an event that happened to you.</li> <li>○ Retell the story using key details.</li> <li>○ Discuss using text evidence what is similar about the places Zoe visits and the places Pip visits in “Go, Pip.”</li> </ul>
<p><b>Word Work</b> Phonics/Spelling Structural Analysis</p>	<p>Students will: T136-137</p> <ul style="list-style-type: none"> <li>○ Listen for medial sound to group words together.</li> <li>○ Blend and build short I words.</li> <li>○ Review words ending with -ss, -ll, -tt, -zz and write sentences with those words.</li> <li>○ Word Sort with –in, -it, -is families.</li> </ul>
<p><b>Independent Writing: Revise</b></p>	<p>Students will: T138</p> <ul style="list-style-type: none"> <li>○ Reread their response to “Describe how where Pip lives affects what he does. “</li> <li>○ Pair students and peer review prompt answers.</li> </ul>
<p><b>Grammar</b></p>	<p>Students will: T139</p> <ul style="list-style-type: none"> <li>○ Practice word order of sentences.</li> <li>○ Edit sentences to add a capital letter at the beginning and punctuation mark at the end.</li> </ul>
<p><b>Integrated Ideas</b> Research and Inquiry</p>	<p>Students will: T140-141</p> <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 72-73 interview a classmate by asking two pre-thought questions.</li> </ul>
<p><b>Day 5</b></p>	<p><b>Instructional Plan</b></p>
<p><b>Student Learning Targets:</b> 1.RI.IK1.9, 1.FL.PA.2.d, 1.FL.WC.4.a, 1.FL.WC.4.e, 1.W.PDW.4, 1.W.PDW.6, 1.SL.PK1.5</p>	
<p><b>Word Work</b> Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words</p>	<p>Students will: T142-143</p> <ul style="list-style-type: none"> <li>○ Blend and Segment short I words.</li> <li>○ Blend and build words with short i.</li> <li>○ Name words and spelling patterns with double final consonants.</li> <li>○ Word Sort with –in, -it, -is families.</li> <li>○ Take a spelling post test.</li> <li>○ Review HFWs.</li> </ul>
<p><b>Independent Writing</b></p>	<p>Students will: T144</p> <ul style="list-style-type: none"> <li>○ Prepare final drafts and make any changes. Share with a partner.</li> <li>○ Compare previous writings and discuss with a partner how their writing has improved.</li> </ul>
<p><b>Integrated Ideas</b> Text Connections Weekly Wrap Up</p>	<p>Students will: T146-147</p> <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 74 find connections between the picture and the text <i>Six Kids</i>.</li> <li>○ <b>Reading/Writing Companion</b> p. 75 write about something you have learned about places where people live.</li> </ul>

Week 3		✔ Skills Assessed
<b>Unit 1 Week 3</b>	<b>Comprehension / Genre / Author’s Craft</b>	<b>Language Development</b>
<b>Essential Question: What makes a pet special?</b>	Cite relevant evidence from text Make inferences to support understanding Visualize by creating mental images ✔ Evaluate key details Understand the aspects of fantasy stories Reread Text features	<b>Oral Vocabulary Acquisition:</b> care train companion groom popular  <b>Grammar:</b> ✔ Identify and use statements correctly
<b>Text(s):</b>	<b>Writing</b>	<b>Speaking and Listening</b>
<b>Teach and Model</b>	<b>Analytical writing:</b>	Engage in collaborative discussions Present writing and research
Literature Big Book: Cool Dog, School Dog	Use text evidence to respond to text	
Interactive Read Aloud: Our Pets	<b>Foundational Skills</b>	<b>Research and Inquiry</b>
Shared Read: A Pig for Cliff		
<b>Practice and Apply</b>	<b>Phonological/ Phonemic Awareness</b>	
Anchor Text: Flip	Contrast vowel sounds in words	
Paired Selection: What Pets Need	Blend phonemes to make words	
	Substitute phonemes in words	
<b>Leveled Readers</b>	<b>Phonics/Structural Analysis//Handwriting:</b>	
A: Mouse’s Moon Party	✔ Introduce/review l-blends	
O: Pet Show	✔ Plural nouns with -s	
ELL: Pet Show	Handwriting: LI	
B: Polly the Circus Star	<b>Spelling Words:</b>	
<b>Paired Selections:</b>	clip flip slip flag black plan be pull	
A: A Mouse in the House	<b>High Frequency Words:</b>	
O: Love That Llama	✔ be come good pull	
ELL: Love That Llama	<b>Decodable Text:</b>	
B: Birds That Talk	Apply foundational skills in connected text	
<b>Decodable Readers</b>	<b>Fluency:</b>	
Cliff Has a Plan	Accuracy and rate	
A Good Black Cat		Research and use statements correctly
<b>Optional Classroom Library Trade Books</b>		
A Splendid Friend, Indeed		

**Weekly Standards:**

**1.FL.PA.2.b** Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. **[1 lesson]**

**1.FL.PA.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **[2 lessons]**

**1.FL.PA.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **[6 lessons]**

**1.FL.PWR.3.b** Decode regularly spelled one-syllable words. **[19 lessons]**

**1.FL.PWR.3.f** Read words with inflectional endings. **[12 lessons]**

**1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words. **[13 lessons]**

**1.FL.PWR.3.h** Read grade-level decodable text with purpose and understanding. **[1 lesson]**

**1.FL.SC.6.i** Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **[6 lessons]**

**1.FL.VA.7a.i** Use sentence-level context as a clue to the meaning of a word or phrase. **[1 lesson]**

**1.FL.VA.7b.iii** Identify real-life connections between words and their use. **[2 lessons]**

**1.FL.WC.4.a** Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. **[4 lessons]**

**1.FL.WC.4.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **[9 lessons]**

**1.FL.WC.4.f** Write many common, frequently used words and some irregular words. **[12 lessons]**

**1.RI.CS.5** Know and use various text features to locate key facts or information in a text. **[1 lesson]**

**1.RL.IKI.7** Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events. **[3 lessons]**

**1.RL.IKI.9** Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate. **[1 lesson]**

**1.RL.KID.1** Ask and answer questions about key details in a text. **[13 lessons]**

**1.RL.KID.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **[3 lessons]**

**1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for grade 1. **[4 lessons]**

**1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **[3 lessons]**

**1.SL.PKI.5** Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. **[1 lesson]**

**1.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[4 lessons]**

**1.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. **[2 lessons]**

**1.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. **[1 lesson]**

**1.W.RBPK.7** Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions. **[1 lesson]**

**1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[4 lessons]**

**1.W.TTP.3** With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure. **[2 lessons]**

Day 1	Instructional Plan
<p><b>Student Learning Targets:</b>  <b>1.RL.KID.1, 1.FL.WC.4.a, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.FL.PWR.3.g, 1.FL.SC.6.i, 1.W.PDW.4, 1.W.RBPK.8</b></p>	
<p><b>Introduce the Concept</b>            Oral Vocabulary Words (Reading / Writing Companion)            Talk About It</p>	<p>Students will: T188-189</p> <ul style="list-style-type: none"> <li>○ Discuss the essential question: What makes a pet special?</li> <li>○ Use the <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new vocabulary words.</li> <li>○ <b>Reading/Writing Companion</b> p. 76-77, look at photo, discuss and write to complete graphic organizer.</li> </ul>
<p><b>Listening Comprehension</b> (Literature Big Book)            Close Read (Units 1-3)            Read Interactive Read Aloud (Units 4-6)</p>	<p>Students will: T190-191</p> <ul style="list-style-type: none"> <li>○ Visualize or create pictures in their mind while listening to “Cool Dog, School Dog.”</li> <li>○ Share with a partner if they thought Tinka was a good pet or not and why.</li> <li>○ Retell the story of events in the correct order.</li> <li>○ Write as much as they can about the story in five minutes (to increase writing fluency).</li> </ul>
<p><b>Word Work</b>            Phonological Awareness            Phonics/Spelling            High Frequency Words</p>	<p>Students will: T192-195</p> <ul style="list-style-type: none"> <li>○ Place a marker for each sound they hear, then blend the sounds together.</li> <li>○ Blend /bl/ together and review cl, fl, gl, pl, sl.</li> <li>○ Read words, blending sounds on the Day 1 <b>Phonics Practice Activity</b>.</li> <li>○ Take a spelling pre-test.</li> <li>○ Daily Handwriting LI</li> <li>○ Read/Spell/Write the HFWs.</li> <li>○ Identify HFWs in sentences.</li> </ul>
<p><b>Shared Read</b> (Reading / Writing Companion)            Application of Foundational Skills</p>	<p>Students will: T196-197</p> <ul style="list-style-type: none"> <li>○ Review HFWs.</li> <li>○ Review that the letter l can stand for the sound /l/ in consonant blends.</li> <li>○ Spell and model reading words: new, pet.</li> <li>○ Name characteristics of a fantasy for anchor chart.</li> <li>○ <b>Reading/Writing Companion p. 78-87</b> read the story “A Pig for Cliff.” Circle words that begin with the sounds /kl/, answer comprehension questions, identify HFWs, visualize as you read, circle words beginning with /sl/ sound, retell the story.</li> </ul>
<p><b>Shared Writing</b></p>	<p>Students will: T198</p> <ul style="list-style-type: none"> <li>○ Respond by writing to the prompt “What will Cliff and Slim do when they reach the top of the hill?”</li> </ul>
<p><b>Grammar</b></p>	<p>Students will: T199</p> <ul style="list-style-type: none"> <li>○ Identify words as statements or not.</li> </ul>

Day 2	Instructional Plan
<b>Student Learning Targets:</b> 1.RL.KID.1, 1.RI.IKI.7, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.a, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.i, 1.FL.VA.7b.iii, 1.W.RBPK.8, 1.SL.PKI.4	
<b>Build the Concept: Oral Language</b> Oral Vocabulary Words	Students will: T200 <ul style="list-style-type: none"> <li>○ Review the essential questions and how the texts read tie into the question.</li> <li>○ Use the <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new oral vocabulary words.</li> </ul>
<b>Word Work</b> Phonic/Spelling Fluency Structural Analysis	Students will: T202-205 <ul style="list-style-type: none"> <li>○ Blend sound/words for /k/ and /a/.</li> <li>○ Build words with l-blends replacing beginning sound.</li> <li>○ Add inflectional ending -s to words to form a plural noun.</li> <li>○ Sort words in the column with the same l-blend.</li> </ul>
<b>Shared Read</b> (Reading / Writing Companion) Genre Skill	Students will: T206-207 <ul style="list-style-type: none"> <li>○ Reread the fantasy story “A Pig for Cliff”.</li> <li>○ Review why it is a fantasy story.</li> <li>○ <b>Reading/Writing Companion</b> p. 88-89 identify characters and why they could not be real.</li> <li>○ <b>Reading/Writing Companion</b> p. 90 identify 3 key details in “A Pig for Cliff”.</li> </ul>
<b>Shared Writing</b>	Students will: T208 <ul style="list-style-type: none"> <li>○ Respond to the prompt “Write a new story in which Cliff brings home a different pet.”</li> </ul>
<b>Grammar</b>	Students will: T209 <ul style="list-style-type: none"> <li>○ Identify statements.</li> <li>○ With a partner, write a statement about Slim.</li> </ul>

Day 3	Instructional Plan
<b>Student Learning Targets:</b> 1.FL.PWR.3.b, 1.FL.PWR.3., f1.FL.PWR.3.g, 1.FL.WC.4.a, 1.FL.WC.4.e, 1.FL.WC.4.f, <b>1.RL.KID.2, 1.RL.KID.1, 1.RL.RRTC.10, 1.W.PDW.4, 1.W.TTP.3</b>	
<b>Build the Concept</b> Review Oral Vocabulary	Students will: T210 <ul style="list-style-type: none"> <li>○ Review how the stories read tie into the essential question: What makes a pet special?</li> <li>○ Use the <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to review oral vocabulary words.</li> </ul>
<b>Listening Comprehension/Close Reading</b> Close Reading (Units 1-3) Fluency (Units 4-6)	Students will: T211 <ul style="list-style-type: none"> <li>○ Listen to the story “Cool Dog, School Dog” using words and illustrations to visualize the events in the story.</li> <li>○ Answer how the author uses language to help understand the focus of the story.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Answer how do the illustrations help us to visualize what is happening with Tinka in the classroom.</li> </ul>
<b>Word Work</b> Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T212-215 <ul style="list-style-type: none"> <li>○ Substitute initial sound to make a new word.</li> <li>○ Practice decoding plural nouns using <b>Practice Book</b> p. 41.</li> <li>○ Build fluency with HFWs in sentences.</li> </ul>
<b>Read the Anchor Text</b> (Literature Anthology) Practice / Apply Close Reading	Students will: T215A-J <ul style="list-style-type: none"> <li>○ After listening to the title “Flip”, predict what Flip might do.</li> <li>○ Read “Flip”, identify key details, visualize as you read, and answer questions, retell the story. <b>Literature Anthology p. 48-61.</b></li> <li>○ <b>Reading/Writing Companion</b> p. 94 Why does the girl tell Flip to be good?</li> <li>○ <b>Reading/Writing Companion</b> p. 95 How does the author help you know Flip’s plan?</li> <li>○ <b>Reading/Writing Companion</b> p. 96 Why did Miss Black change her mind about Flip?</li> <li>○ Meet the author and determine his purpose in writing. Draw and label a dinosaur.</li> </ul>
<b>Independent Writing: Draft</b>	Students will: T216 <ul style="list-style-type: none"> <li>○ Using text evidence, respond to the prompt: “Write a story about what happens when you take a make-believe pet to school.”</li> </ul>
<b>Grammar and Mechanics</b>	Students will: T217 <ul style="list-style-type: none"> <li>○ Find statements on p. 56-59 recalling that every statement ends with a period.</li> <li>○ Correct sentences using what a statement always has (capital letter and the beginning and period at the end)</li> </ul>
<b>Day 4</b>	<b>Instructional Plan</b>
<b>Student Learning Targets:</b> 1.RI.CS.5, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.WC.4.e, 1.FL.WC.4.a, 1.FL.WC.4.f, 1.FL.SC.6.i, 1.FL.VA.7b.iii, 1.W.PDW.4, 1.W.PDW.5, 1.W.RBPK.7	
<b>Extend the Concept</b> Text Features	Students will: T218-219 <ul style="list-style-type: none"> <li>○ Use vocabulary words to talk about what they have read and learned about what makes pets special.</li> <li>○ Use <b>Teaching Poster 17</b> to identify labels as a text feature.</li> </ul>
<b>Close Reading</b> (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T219A-D <ul style="list-style-type: none"> <li>○ Read paired selection “What Pets Need.” Identify labels, identify key details,</li> <li>○ <b>Reading/Writing Companion</b> p. 97 identify words that tell you what pets need, look at photo and label to determine what animal it is.</li> <li>○ <b>Reading/Writing Companion</b> p. 98 identify words that tell what pets need and circle the label identifying the photo.</li> <li>○ <b>Reading/Writing Companion</b> p. 99 discuss with a partner why “<i>What Pets Need</i>” is a good title.</li> </ul>
<b>Word Work</b> Phonics/Spelling Structural Analysis	Students will: T220-221 <ul style="list-style-type: none"> <li>○ Blend words with sl, cl, fl.</li> <li>○ Read <b>Decodable Reader</b> “A Good Black Cat.”</li> </ul>

	<ul style="list-style-type: none"> <li>○ Add-s to words to make the words plural.</li> <li>○ With a partner using the <b>Spelling Word Cards</b>, take turns with one reading and the other orally segment each word.</li> </ul>
<p><b>Independent Writing: Revise</b></p>	<p>Students will: T222</p> <ul style="list-style-type: none"> <li>○ Reread and Edit in necessary their response to “Write a story about what happens when you take a make-believe pet to school.” Look for descriptive details and text evidence.</li> <li>○ Peer review of revised copy.</li> </ul>
<p><b>Grammar/Mechanics</b></p>	<p>Students will: T223</p> <ul style="list-style-type: none"> <li>○ Identify phrases and statements.</li> <li>○ Correct sentences.</li> </ul>
<p><b>Integrate Ideas</b> Research and Inquiry</p>	<p>Students will: T224-225</p> <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 100-101, pick a classroom pet, think of questions to research, write what you learned, draw what you learned.</li> <li>○ Choose presentation format.</li> <li>○ Create the presentation.</li> </ul>
<p><b>Day 5</b></p>	<p><b>Instructional Plan</b></p>
<p><b>Student Learning Targets:</b> 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.PWR.3.b, 1.FL.PA.2.d, 1.FL.WC.4.a1, 1.W.PDW.4, 1.W.PDW.6, 1.SL.PKI.5, 1.W.PDW.6, 1.SL.PKI.5, 1.RL.IKI.9</p>	
<p><b>Word Work</b> Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words</p>	<p>Students will: T226-227</p> <ul style="list-style-type: none"> <li>○ Blend and segment sounds.</li> <li>○ Read l-blend words with automaticity.</li> <li>○ Read the <b>Decodable Readers</b> “Cliff Has a Plan” and “A Good Black Cat.”</li> <li>○ Explain when the -s ending is used.</li> <li>○ Take a spelling post test.</li> <li>○ <b>Read/Spell/Write</b> and <b>Visual Vocabulary Cards</b> to review HFWs.</li> </ul>
<p><b>Independent Writing</b></p>	<p>Students will: T228</p> <ul style="list-style-type: none"> <li>○ Review final draft and edit if necessary. Share with a partner.</li> <li>○ Compare previous writings and discuss with a partner how their writing has improved.</li> </ul>
<p><b>Integrate Ideas</b> Text Connections Weekly Wrap Up</p>	<p>Students will: T230-231</p> <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 102 discuss how the poem ties into the essential question.</li> <li>○ <b>Reading/Writing Companion</b> p. 103 review all texts read and heard this week about pets to write about what you have learned.</li> </ul>

Week 4		✔ Skills Assessed
<b>Unit 1 Week 4</b>	<b>Comprehension / Genre / Author’s Craft</b>	<b>Language Development</b>
<b>Essential Question: What do friends do together?</b>	Cite relevant evidence from text Make inferences to support understanding Generate and answer questions before, after, and during reading ✔ Evaluate key details Understand the aspects of nonfiction text Reread Literary elements	<b>Oral Vocabulary Acquisition:</b> cooperate relationship deliver chore collect <b>Writing Process:</b> Plan and draft a personal narrative <b>Grammar:</b> ✔ Understand and use questions and exclamations
<b>Text(s):</b> <b>Teach and Model</b>  Literature Big Book: Friends All Around  Interactive Read Aloud: Games Long Ago  Shared Read: Toss! Kick! Hop!  <b>Practice and Apply</b>  Anchor Text: Friends Paired Selection: There Are Days and There Are Days  <b>Leveled Readers</b> A: Friends Are Fun O: Friends Are Fun ELL: Friends Are Fun B: Friends Are Fun <b>Paired Selections</b> A: I Like to Play O: I Like to Play ELL: I Like to Play B: I Like to Play <b>Decodable Readers</b> Dog and Fox Bpb is a Fun Pal  <b>Optional Classroom Library Trade Books</b> Go, Go, Go! Kids on the Move	<b>Writing</b>	<b>Speaking and Listening</b>
	<b>Analytical writing:</b> Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	<b>Foundational Skills</b>	<b>Research and Inquiry</b>
	<b>Phonological/ Phonemic Awareness</b> Categorize phonemes in words Segment phonemes within words Delete phonemes from words Identify and generate rhyme <b>Phonics/Structural Analysis//Handwriting:</b> ✔ Introduce/review short o ✔ Alphabetical Order Handwriting Oo <b>Spelling Words:</b> hop, top, log, hog, hot, lot, they, too <b>High Frequency Words:</b> ✔ fun, make, they, too <b>Decodable Text:</b> Apply foundational skills in connected text <b>Fluency:</b> Accuracy and Rate	Conduct research about activities with friends

**Weekly Standards:**

**1.FL.F.5.b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [\[1 lesson\]](#)

**1.FL.PA.2.b** Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. [\[6 lessons\]](#)

**1.FL.PA.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [\[2 lessons\]](#)

**1.FL.PA.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). [\[7 lessons\]](#)

**1.FL.PWR.3.b** Decode regularly spelled one-syllable words. [\[12 lessons\]](#)

**1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words. [\[17 lessons\]](#)

**1.FL.PWR.3.h** Read grade-level decodable text with purpose and understanding. [\[1 lesson\]](#)

**1.FL.SC.6.i** Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [\[2 lessons\]](#)

**1.FL.SC.6.k** End sentences with correct punctuation. [\[3 lessons\]](#)

**1.FL.VA.7a.i** Use sentence-level context as a clue to the meaning of a word or phrase. [\[1 lesson\]](#)

**1.FL.WC.4.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [\[10 lessons\]](#)

**1.FL.WC.4.f** Write many common, frequently used words and some irregular words. [\[14 lessons\]](#)

**1.RI.IKI.7** Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas. [\[1 lesson\]](#)

**1.RI.IKI.9** Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate. [\[1 lesson\]](#)

**1.RI.KID.1** Ask and answer questions about key details in a text. [\[3 lessons\]](#)

**1.RI.KID.2** Identify the main topic and retell key details of a text. [\[3 lessons\]](#)

**1.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for grade 1. [\[4 lessons\]](#)

**1.RL.CS.5** Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. [\[1 lesson\]](#)

**1.RL.IKI.7** Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events. [\[3 lessons\]](#)

**1.RL.KID.1** Ask and answer questions about key details in a text. [\[11 lessons\]](#)

**1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. [\[1 lesson\]](#)

**1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [\[1 lesson\]](#)

**1.SL.PKI.6** With prompting and support, speak in complete sentences when appropriate to task and situation. [\[4 lessons\]](#)

**1.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [\[7 lessons\]](#)

**1.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. [\[2 lessons\]](#)

**1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [\[4 lessons\]](#)

Day 1	Instructional Plan
<b>Student Learning Targets:</b> 1.RL.KID.1, 1.RI.KID.1, 1.FL.PWR.3.b, 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.W.PDW.4, 1.W.RBPK.8, 1.SL.PKI.6	
<b>Introduce the Concept</b> Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T272-273 <ul style="list-style-type: none"> <li>○ Discuss the essential questions: What do friends do together?</li> <li>○ Participate in class discussion about what they like to do with friends.</li> <li>○ Use oral vocabulary words to discuss what friends do when they are together.</li> <li>○ <b>Reading/Writing Companion</b> p. 104-105 look at photo, talk about it and draw how you feel about your friends.</li> </ul>
<b>Listening Comprehension</b> (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T274-275 <ul style="list-style-type: none"> <li>○ Identify the story as an informational text: nonfiction (explain why).</li> <li>○ Respond to the reading about what they learned about friends around the world.</li> <li>○ Write as much as they can about the text for five minutes.</li> </ul>
<b>Word Work</b> Phonemic Awareness Phonics/Spelling High Frequency Words	Students will: T276-279 <ul style="list-style-type: none"> <li>○ Categorize words focusing on the middle sounds.</li> <li>○ Blend words with short o.</li> <li>○ Take a spelling pre-test.</li> <li>○ Daily Handwriting Oo.</li> <li>○ <b>Read, Spell, Write</b> HFWs; identify HFWs in sentences.</li> </ul>
<b>Shared Read</b> (Reading / Writing Companion) Application of Foundational Skills	Students will: T280-281 <ul style="list-style-type: none"> <li>○ Listen to the story “Toss! Kick! Hop!”, identify what makes this an informational text: nonfiction.</li> <li>○ Use <b>Reading/Writing Companion</b>, p. 106-115 to ask and answer questions. identify HFWs, identify short o words, and retell the story.</li> </ul>
<b>Shared Writing</b>	Students will: T282 <ul style="list-style-type: none"> <li>○ Respond by writing to prompt: “What can the children do together?”</li> </ul>
<b>Grammar</b>	Students will: T283 <ul style="list-style-type: none"> <li>○ Read sentence and apply the correct punctuation.</li> </ul>
Day 2	Instructional Plan
<b>Student Learning Targets:</b> 1.FL.PA.2.d, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.PA.2.d, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.RI.KID.1, 1.W.RBPK.8, 1.SL.PKI.6	
<b>Build the Concept: Oral Language</b>	Students will: T284

Oral Vocabulary Words	<ul style="list-style-type: none"> <li>○ Review the <b>Class Essential Question</b> chart.</li> <li>○ Use the <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new vocabulary words.</li> </ul>
<b>Word Work</b> Phonics/Spelling Fluency Structural Analysis	Students will: T286-289 <ul style="list-style-type: none"> <li>○ Practice segmenting words.</li> <li>○ Blend /Build words with short o.</li> <li>○ Practice putting words in ABC order.</li> <li>○ Word sort with -op, -og, -ot families.</li> <li>○ Independently practice identifying, spelling and reading HFWs.</li> </ul>
<b>Shared Read</b> (Reading / Writing Companion) Genre Skill	Students will: T290-291 <ul style="list-style-type: none"> <li>○ Review characteristics of nonfiction text. <b>Reading/Writing Companion</b> p. 116-117.</li> <li>○ Write facts from the text using the words and photos.</li> <li>○ Reread “Toss!, Kick!, Hop!” identifying key details. <b>Reading/Writing Companion</b> p.118-119.</li> </ul>
<b>Shared Writing</b>	Students will: T292 <ul style="list-style-type: none"> <li>○ Respond to the prompt: “Look at the different things that the children are doing to have fun. How are they the same? How are they different?”</li> </ul>
<b>Grammar</b>	Students will: T293 <ul style="list-style-type: none"> <li>○ Change questions into commands or exclamations.</li> </ul>







Day 3	Instructional Plan
<b>Student Learning Targets:</b> 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.f, 1.FL.F.5.b, <b>1.RI.KID.2</b> , <b>1.RI.KID.1</b> , 1.RI.IKI.7, 1.RI.RRTC.10, 1.W.PDW.4	
<b>Build the Concept</b> Review Oral Vocabulary	Students will: T294 <ul style="list-style-type: none"> <li>○ Discuss what friends do together that they have learned so far this week.</li> <li>○ Use the <b>Define/Example/Ask</b> routine to review oral vocabulary.</li> </ul>
<b>Listening Comprehension/Close Reading</b> Close Reading (Units 1-3) Fluency (Units 4-6)	Students will: T295 <ul style="list-style-type: none"> <li>○ Reread “Friends All Around” ask and answer questions, explain how the author uses photographs to help identify what friends do, use word category strategy,</li> </ul>
<b>Word Work</b> Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T296-299 <ul style="list-style-type: none"> <li>○ Practice deleting the initial phoneme in words.</li> <li>○ Read <b>Decodable Reader</b> “Bob is a Fun Pal.”</li> <li>○ Put words in ABC order.</li> <li>○ Build fluency by practicing HFWs and sentences together.</li> </ul>

<p><b>Anchor Text</b> (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T299A-J</p> <ul style="list-style-type: none"> <li>○ Use the text “Friends” to identify key details, use strategy: ask and answer questions, retell the story and determine how the author uses photos to show what is happening in the text.</li> <li>○ Meet the author and learn her purpose in writing the text.</li> <li>○ Complete the sentences. _____ is my friend. When we play together, we _____.</li> <li>○ Use <b>Reading/Writing Companion</b> p. 122-124 to write about the text.</li> </ul>
<p><b>Independent Writing: Draft</b></p>	<p>Students will: T300</p> <ul style="list-style-type: none"> <li>○ Use text evidence, respond to the prompt: “How does Pam’s plan change the way the girls play together?”</li> </ul>
<p><b>Grammar and Mechanics</b></p>	<p>Students will: T301</p> <ul style="list-style-type: none"> <li>○ Identify which sentences on “Friends” p. 78 are statements. Turn them into a question and then an exclamation.</li> </ul>
<p><b>Day 4</b></p>	<p><b>Instructional Plan</b></p>
<p><b>Student Learning Targets:</b> 1.RL.CS.5, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.i, 1.FL.SC.6.k, 1.W.PDW.5, 1.W.PDW.4, 1.SL.CC.1</p>	
<p><b>Extend the Concept</b> Text Features</p>	<p>Students will: T302-303</p> <ul style="list-style-type: none"> <li>○ Share ideas about what friends do together.</li> <li>○ Use <b>Teaching Poster 22</b> to identify rhyming pairs.</li> </ul>
<p><b>Close Reading</b> (Literature Anthology) Compare Anchor Text with Paired Selection</p>	<p>Students will: T303A-B</p> <ul style="list-style-type: none"> <li>○ Listen to the poem “There Are Days and There Are Days”, identify rhyming words in the poem, Ask and Answer Questions, retell using details</li> <li>○ <b>Reading/Writing Companion</b> p. 125 talk with a partner about how the boy feels when he is alone. Write clues that help you understand how he feels when he is with a friend. What do you notice about these words? What feeling do they give you?</li> <li>○ <b>Reading/Writing Companion</b> p. 126 discuss how you know the boys are friends. Write about how the boy feels on p. 84 and 85. What do the words and pictures show you about friends?</li> <li>○ <b>Reading/Writing Companion</b> p. 127 talk with a partner about the different kinds of days there are for thee boy. Write clues from the text that tell about the different days. How does the boy feel about spending time with a friend?</li> </ul>
<p><b>Word Work</b> Phonics/Spelling Structural Analysis</p>	<p>Students will: T304-305</p> <ul style="list-style-type: none"> <li>○ Build words with short o.</li> <li>○ Read <b>Decodable Reader</b> “Dog and Fox.”</li> <li>○ Practice putting words in alphabetical order.</li> <li>○ Word Sort with -op, -og, -ot families.</li> </ul>
<p><b>Independent Writing: Revise</b></p>	<p>Students will: T306</p> <ul style="list-style-type: none"> <li>○ Reread their response to “How does Pam’s plan change the way the girls play together?”</li> <li>○ Pair students and peer review prompt answers.</li> </ul>

<p><b>Grammar/Mechanics</b></p>	<p>Students will: T307</p> <ul style="list-style-type: none"> <li>○ Change sentences from statements to questions or exclamations.</li> <li>○ Correct sentences using capitalization and punctuation.</li> </ul>
<p><b>Integrate Ideas</b> Research and Inquiry</p>	<p>Students will: T308-309</p> <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 128-129 review the steps in research process, list 5 activities you do with your friends. Take a poll, write about what you learned.</li> <li>○ Choose the presentation format.</li> <li>○ Create the presentation.</li> </ul>
<p><b>Day 5</b></p>	<p><b>Instructional Plan</b></p>
<p><b>Student Learning Targets:</b> 1.FL.PA.2.d, 1.FL.PA.2.b, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.i, 1.SL.CC.3, 1.FL.SC.6.k, 1.RI.IKI.9, 1.W.PDW.4</p>	
<p><b>Word Work</b> Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words</p>	<p>Students will: T310-311</p> <ul style="list-style-type: none"> <li>○ Blend and Segment phonemes.</li> <li>○ Blend and build words with short o.</li> <li>○ Read the <b>Decodable Readers</b>: “Bob Is a Fun Pal”, “Dog and Fox.”</li> <li>○ Alphabetize spelling words.</li> <li>○ Word sort -op, -og, -ot families.</li> <li>○ <b>Read/spell/write</b> HFWs.</li> <li>○ Take a spelling post test.</li> </ul>
<p><b>Independent Writing</b></p>	<p>Students will: T312</p> <ul style="list-style-type: none"> <li>○ Review final drafts and edit if necessary. Share with a partner.</li> <li>○ Compare previous writings and discuss with a partner how their writing has improved.</li> </ul>
<p><b>Integrate Ideas</b> Text Connections Weekly Wrap Up</p>	<p>Students will: T314-315</p> <ul style="list-style-type: none"> <li>○ Use <b>Reading/Writing Companion</b> p. 130 discuss with a partner what they see in the painting.</li> <li>○ Compare the children in the painting to Pam and Jill. How are they alike? How are they different?</li> <li>○ Use <b>Reading/Writing Companion</b> p. 131 write about what you have learned.</li> </ul>

**Week 5**

 **Skills Assessed**

Week 5 <span style="float: right;"> Skills Assessed</span>		
Unit 1 Week 5	Comprehension / Genre / Author's Craft	Language Development
<p><b>Essential Question:</b> How does your body move?</p>	<p>Cite relevant evidence from text                      Make inferences to support understanding                      Generate and answer questions before, during and after reading   Evaluate key details                      Understand the aspects of informational text                      Reread                      Text features</p>	<p><b>Oral Vocabulary Acquisition:</b>                      physical exercise agree exhausted difficult  <b>Writing Process:</b>                      Revise, edit, and publish a personal narrative  <b>Grammar:</b>   Write complete sentences correctly</p>
<p><b>Text(s):</b></p> <p><b>Teach and Model</b></p> <p style="padding-left: 20px;"><b>Literature Big Book: Move!</b></p> <p style="padding-left: 20px;"><b>Interactive Read Aloud: The Monkey's Fiddle</b></p> <p style="padding-left: 20px;"><b>Shared Read: Move and Grin!</b></p> <p><b>Practice and Apply</b></p> <p style="padding-left: 20px;"><b>Anchor Text:</b> Move It!  <b>Paired Selection:</b> My Family Hike</p> <p><b>Leveled Readers</b>                      A: We Can Move!                      O: We Can Move!                      ELL: We Can Move!                      B: We Can Move!</p> <p><b>Paired Selections</b>                      A: What's Under Your Skin?                      O: What's Under Your Skin?                      ELL: What's Under Your Skin?                      B: What's Under Your Skin?</p> <p><b>Decodable Readers</b>                      Snip and Trip Can Move                      Snap, Skip, Trot!</p> <p><b>Optional Classroom Library Trade Books</b>                      Go, Go, Go!: Kids on the Move</p>	<p><b>Writing</b></p> <p><b>Analytical writing:</b>                      Use text evidence to respond to text</p> <p style="background-color: #d9e1f2;"><b>Foundational Skills</b></p> <p><b>Phonological/ Phonemic Awareness</b>                      Categorize phonemes in words                      Segment phonemes within words                      Delete phonemes in words  <b>Phonics/Structural Analysis//Handwriting:</b>   Introduce/review/r-blends and s-blends   Possessives                      Handwriting: Ss  <b>Spelling Words:</b>                      spill spin grab grass drop drip two move  <b>High Frequency Words:</b>   jump move run two  <b>Decodable Text:</b>                      Apply foundational skills in connected text  <b>Fluency:</b>                      Accuracy and rate</p>	<p><b>Speaking and Listening</b></p> <p>Engage in collaborative discussions                      Present writing and research</p> <p style="background-color: #d9e1f2;"><b>Research and Inquiry</b></p> <p>Conduct research about sports and how your body moves</p>

**Weekly Standards:**

**1.FL.PA.2.b** Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. **[1 lesson]**

**1.FL.PA.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **[6 lessons]**

**1.FL.PA.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **[8 lessons]**

**1.FL.PWR.3.b** Decode regularly spelled one-syllable words. **[14 lessons]**

**1.FL.PWR.3.f** Read words with inflectional endings. **[2 lessons]**

**1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words. **[15 lessons]**

**1.FL.PWR.3.h** Read grade-level decodable text with purpose and understanding. **[1 lesson]**

**1.FL.SC.6.k** End sentences with correct punctuation. **[8 lessons]**

**1.FL.VA.7a.i** Use sentence-level context as a clue to the meaning of a word or phrase. **[1 lesson]**

**1.FL.VA.7b.iii** Identify real-life connections between words and their use. **[1 lesson]**

**1.FL.WC.4.a** Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. **[4 lessons]**

**1.FL.WC.4.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **[4 lessons]**

**1.FL.WC.4.f** Write many common, frequently used words and some irregular words. **[7 lessons]**

**1.RI.CS.5** Know and use various text features to locate key facts or information in a text. **[1 lesson]**

**1.RI.IKI.7** Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas. **[4 lessons]**

**1.RI.IKI.9** Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate. **[1 lesson]**

**1.RI.KID.1** Ask and answer questions about key details in a text. **[15 lessons]**

**1.RI.KID.2** Identify the main topic and retell key details of a text. **[1 lesson]**

**1.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for grade 1. **[7 lessons]**

**1.RL.CS.6** Identify who is telling the story at various points in a text. **[1 lesson]**

**1.RL.KID.1** Ask and answer questions about key details in a text. **[16 lessons]**

**1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. **[3 lessons]**

**1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **[7 lessons]**

**1.SL.PKI.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **[1 lesson]**

**1.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[4 lessons]**

**1.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. **[2 lessons]**

**1.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. **[1 lesson]**

**1.W.RBPK.7** Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions. **[1 lesson]**

**1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[4 lessons]**

**1.W.TTP.2** With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. **[2 lessons]**

**1.W.TTP.3** With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure. **[1 lesson]**

Day 1	Instructional Plan
<p><b>Student Learning Targets:</b>            1.SL.CC.1, <b>1.RL.KID.1</b>, 1.FL.PWR.3.b, 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.a, 1.FL.WC.4.f, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.FL.PWR.3.g, 1.W.PDW.4, 1.W.RBPK.8, 1.FL.SC.6.k</p>	
<p><b>Introduce the Concept</b>            Oral Vocabulary Words (Reading / Writing Companion)            Talk About It</p>	<p>Students will: T356-357</p> <ul style="list-style-type: none"> <li>○ Discuss the essential question: How does your body move?</li> <li>○ Use <b>Define/Example/Ask</b> routine to learn new vocabulary words.</li> <li>○ <b>Reading/Writing Companion</b> p. 132-133 look at photo, discuss and write about one way you use your body.</li> </ul>
<p><b>Listening Comprehension</b> (Literature Big Book)            Close Read (Units 1-3)            Read Interactive Read Aloud (Units 4-6)</p>	<p>Students will: T358-359</p> <ul style="list-style-type: none"> <li>○ Recall what nonfiction means.</li> <li>○ Read "Move!", ask and answer questions <b>Literature Big Book</b>.</li> <li>○ Share what they learned about how animals move.</li> <li>○ Listen to how the teacher can model retelling portions of the selection.</li> <li>○ Write as much as they can about the story in five minutes (to increase writing fluency).</li> </ul>
<p><b>Word Work</b>            Phonemic Awareness            Phonics/Spelling            High Frequency Words</p>	<p>Students will: T360-363</p> <ul style="list-style-type: none"> <li>○ Identify the word that does not belong (beginning sound).</li> <li>○ Blend together r-blends and s-blends to form words.</li> <li>○ Take a spelling pre-test.</li> <li>○ Daily Handwriting Ss.</li> <li>○ Use <b>Read/Spell/Write</b> routine to practice HFWs, identify HFWs in connected text.</li> <li>○ Blend decodable words.</li> </ul>
<p><b>Shared Read</b> (Reading / Writing Companion)            Application of Foundational Skills</p>	<p>Students will: T364-365</p> <ul style="list-style-type: none"> <li>○ Name characteristics of a nonfiction genre to add to anchor chart.</li> <li>○ Listen to <i>Move and Grin</i>, ask and answer questions, circle words beginning with fr, st, identify HFWs, and retell the story. <b>Reading/Writing Companion</b> p. 134-143.</li> </ul>
<p><b>Shared Writing</b></p>	<p>Students will: T366</p> <ul style="list-style-type: none"> <li>○ Respond by writing to prompt "How do the kids and animals move?"</li> </ul>
<p><b>Grammar</b></p>	<p>Students will: T367</p> <ul style="list-style-type: none"> <li>○ Identify which lines are sentences and which are not.</li> </ul>

Day 2	Instructional Plan
<b>Student Learning Targets:</b> 1.FL.PA.2.c, 1.FL.PA.2.d, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.a, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.k, 1.FL.VA.7b.iii, <b>1.RL.KID.1</b> , 1.W.RBPK.8	
<b>Build the Concept: Oral Language</b> Oral Vocabulary Words	Students will: T368 <ul style="list-style-type: none"> <li>○ Review the <b>Class Essential Question</b> chart</li> <li>○ Use <b>Define/Example/ Ask</b> routine and <b>Visual Vocabulary Words</b> to learn new vocabulary words.</li> </ul>
<b>Word Work</b> Phonics/Spelling Fluency Structural Analysis	Students will: T370-373 <ul style="list-style-type: none"> <li>○ Segment words into individual phonemes.</li> <li>○ Blend/Build r-blends and s-blends sounds.</li> <li>○ Blend possessive words together and use in a sentence.</li> <li>○ Word Sort with r-blends and s-blends</li> <li>○ Take a spelling pre-test.</li> </ul>
<b>Read the Shared Read</b> (Reading / Writing Companion) Genre Skill	Students will: T374-375 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 144-145 review the characteristics of informational text: nonfiction, write facts about Scott and Scott Frog's.</li> <li>○ <b>Reading/Writing Companion</b> p. 146-147 reread "Move and Grin!", identify 3 key details.</li> </ul>
<b>Shared Writing</b>	Students will: T376 <ul style="list-style-type: none"> <li>○ Use text evidence to respond to the prompt "Use the words first, next, then and last to describe the steps needed to make Fran's motions."</li> </ul>
<b>Grammar</b>	Students will: T373 <ul style="list-style-type: none"> <li>○ Identify statements, exclamations and questions.</li> </ul>

Day 3	Instructional Plan
<b>Student Learning Targets:</b> 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.a, 1.FL.SC.6.k, <b>1.RI.KID.2</b> , <b>1.RI.KID.1</b> , 1.RI.IKI.7, 1.RI.RRTC.10, 1.W.PDW.4, 1.W.TTP.2	
<b>Build the Concept</b> Review Oral Vocabulary	Students will: T378 <ul style="list-style-type: none"> <li>○ Through reviewing the texts and illustrations already read this week, review the <b>Essential Question Chart</b>.</li> <li>○ Use the <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new vocabulary words.</li> </ul>
<b>Listening Comprehension/Close Reading</b> Close Reading (Units 1-3)	Students will: T379 <ul style="list-style-type: none"> <li>○ Listen to the story "Move!"</li> </ul>

Fluency (Units 4-6)	<ul style="list-style-type: none"> <li>○ Answer the question: Why do you think the author makes one of the words bigger than the others?</li> <li>○ Discuss how illustrations help you understand how a snake moves.</li> </ul>
<b>Word Work</b> Phonemic Awareness Structural Analysis Spelling High-Frequency Words/Fluency	Students will: T380-383 <ul style="list-style-type: none"> <li>○ Practice with phoneme deletion of sounds near the beginning of the word to make a new word.</li> <li>○ Blend and decode words with 's (possessives) at the end.</li> <li>○ Word sort with r-blends and s-blends.</li> <li>○ Build fluency by practicing HFWs and reading sentences together.</li> </ul>
<b>Anchor Text</b> (Literature Anthology) Practice / Apply Close Reading	Students will: T383A-F <ul style="list-style-type: none"> <li>○ Use the text, "Move It" to ask and answer questions, look for key details, look at photographs and labels, and retell.</li> <li>○ Compare the texts "Move and Grin" and "Move It!" to identify how the texts are similar and ways our bodies move.</li> <li>○ <b>Reading/Writing Companion</b> p. 150 How does the author tell you how the children move?</li> <li>○ <b>Reading/Writing Companion</b> p. 151 How do the labels and photos help you understand how the boy swims?</li> </ul>
<b>Independent Writing</b>	Students will: T384 <ul style="list-style-type: none"> <li>○ Review and edit if necessary the prompt "Use the words first, next, then and last to describe the steps needed to make one of the motions in Move It!"</li> </ul>
<b>Grammar and Mechanics</b>	Students will: T385 <ul style="list-style-type: none"> <li>○ Identify types of sentence in the <b>Literature Anthology</b> p. 92</li> </ul>
<b>Day 4</b>	<b>Instructional Plan</b>
<b>Student Learning Targets:</b> 1.RI.CS.5, 1.RL.CS.6, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.a, 1.FL.SC.6.k, 1.SL.CC.1, 1.SL.PKI.4, 1.FL.SC.6.k, 1.W.TTP.3, 1.W.PDW.4, 1.W.PDW.5, 1.W.RBPK.7	
<b>Extend the Concept</b> Text Features	Students will: T386-387 <ul style="list-style-type: none"> <li>○ Review the Essential Question.</li> <li>○ Review Oral Vocabulary Words</li> <li>○ Identify words printed in bold and answer why they are printed that way.</li> </ul>
<b>Close Reading</b> (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T387A-D <ul style="list-style-type: none"> <li>○ Read "My Family Hike", discuss how Otto moves and compare it to the way we move, ask and answer questions, identify bold print and why it is in bold print, retell the story, and analyze the text. <b>Literature Anthology p. 94-97.</b></li> <li>○ <b>Reading/Writing Companion</b> p. 152 identify words that tell us that Otto is telling his own story,</li> <li>○ <b>Reading/Writing Companion</b> p. 153 look for clues that help you know how Otto feels, talk with a partner about why the word another is in bold print.</li> </ul>
<b>Word Work</b>	Students will: T388-389

<p>Phonics/Spelling Structural Analysis</p>	<ul style="list-style-type: none"> <li>○ Build with r-blends and s-blends.</li> <li>○ Read <b>Decodable Reader</b> “Snip and Trip Can Move.”</li> <li>○ Working with a partner, add ‘s to words, read aloud and use them in a sentence.</li> <li>○ Word Sort with r-blends and s-blends.</li> </ul>
<p><b>Independent Writing: Revise</b></p>	<p>Students will: T390</p> <ul style="list-style-type: none"> <li>○ Reread their response to “Use the words first, next, then and last to describe the steps needed to make one of the motions in Move It!</li> <li>○ Pair students and peer review prompt answers.</li> <li>○ Write their final draft.</li> </ul>
<p><b>Grammar/Mechanics</b></p>	<p>Students will: T391</p> <ul style="list-style-type: none"> <li>○ Unscramble words to make a complete sentence.</li> <li>○ Correct each sentence with capital letter and punctuation.</li> </ul>
<p><b>Integrate Ideas</b> Research and Inquiry</p>	<p>Students will: T392-393</p> <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 154-155 Research about a sport they want to learn about.</li> </ul>
<p><b>Day 5</b></p>	<p><b>Instructional Plan</b></p>
<p><b>Student Learning Targets:</b> 1.RI.CS.5, 1.RI.IKI.9, 1.SL.CC.3, 1.SL.PKI.4, 1.FL.PA.2.d, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.a, 1.W.PDW.4, 1.W.PDW.6</p>	
<p><b>Word Work</b> Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words</p>	<p>Students will: T394-395</p> <ul style="list-style-type: none"> <li>○ Blend and Segment phonemes.</li> <li>○ Blend and build with r- and s- blends.</li> <li>○ Practice automaticity in reading decodable words.</li> <li>○ Read the Decodable Reader “Snap, Skip, Trot!” and “Snip and Trip”</li> <li>○ Identify what an apostrophe s at the end of the word means.</li> <li>○ Word Sort with r-blends and s-blends.</li> <li>○ Write a sentence with each HFW.</li> <li>○ Take a spelling post test.</li> </ul>
<p><b>Independent Writing</b></p>	<p>Students will: T396</p> <ul style="list-style-type: none"> <li>○ Prepare final drafts and edit if necessary. Share with a partner.</li> </ul>
<p><b>Integrate Ideas</b> Text Connections</p>	<p>Students will: T398-399</p> <ul style="list-style-type: none"> <li>○ Use the <b>Essential Question Chart</b> and different selections read this week to connect with the essential question.</li> <li>○ <b>Reading/Writing Companion</b> p. 156 and examine the image and respond to the first prompt.</li> <li>○ <b>Reading/Writing Companion</b> p. 156 and discuss the connections between the photo and <i>Move It!</i>.</li> <li>○</li> </ul>

Week 6		✔ Skills Assessed
<b>Unit 1 Week 6</b>	<b>Comprehension</b>	<b>Language Development</b>
	Review strategies and skills Visualize Key Details Ask and Answer Questions	<b>Oral Vocabulary Acquisition:</b> Acquire and use oral vocabulary In out above below up down on off
<b>Text(s):</b>  <b>Reading Digitally:</b> World Games  <b>Reader's Theater:</b> Look at Me Now  <b>Passage 1:</b> Sad Fran, Glad Fran <b>Passage 2:</b> Move at School	<b>Writing</b>	<b>Speaking and Listening</b>
	Write a personal narrative <b>Response/Analytical Writing</b> Respond to a fable Use text evidence to respond to text	Engage in collaborative conversation about what makes us special.
	<b>Foundational Skills</b>	<b>Research and Inquiry</b>
	<b>Fluency:</b> Read grade-level text fluently with appropriate rate, accuracy, and prosody.	Conduct research about what makes us special.

<p><b>Weekly Standards:</b></p> <p><b>1.FL.VA.7a.i</b> Use sentence-level context as a clue to the meaning of a word or phrase. <b>[4 lessons]</b></p> <p><b>1.FL.VA.7b.iii</b> Identify real-life connections between words and their use. <b>[4 lessons]</b></p> <p><b>1.RI.CS.5</b> Know and use various text features to locate key facts or information in a text. <b>[1 lesson]</b></p> <p><b>1.RI.IKI.9</b> Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate. <b>[1 lesson]</b></p> <p><b>1.RI.RRTC.10</b> With prompting and support, read informational texts of appropriate complexity for grade 1. <b>[4 lessons]</b></p>	<p><b>1.RL.IKI.7</b> Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events. <b>[1 lesson]</b></p> <p><b>1.RL.KID.1</b> Ask and answer questions about key details in a text. <b>[7 lessons]</b></p> <p><b>1.RL.RRTC.10</b> With prompting and support, read stories and poems of appropriate complexity for grade 1. <b>[1 lesson]</b></p> <p><b>1.W.PDW.6</b> With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. <b>[1 lesson]</b></p>
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Day 1	Instructional Plan
<b>Student Learning Targets:</b> 1.RI.CS.5, 1.RL.RRTC.10, 1.RL.KID.1, 1.RL.IKI.7, 1.FL.F.5.c, 1.FL.F.5.a, 1.FL.F.5.b, 1.W.PDW.6	
<b>Read Digitally</b> <b>OR</b> <b>Reader's Theater</b>	Students will: T442-443-Reading Digitally <ul style="list-style-type: none"> <li>○ Learn how to use the interactive features for the online article "World Games.</li> <li>○ After rereading the article aloud, discuss the game with partners.</li> <li>○ Answer questions about the article.</li> <li>○ Discuss what they learned from previous texts about children's play and compare.</li> <li>○ Respond through discussion: How might playing games help you learn to solve problems or conflicts? And What might games help you understand about children around the world?</li> </ul> Students will: T444-445-Reader's Theater <ul style="list-style-type: none"> <li>○ Listen as the teacher models the reading of the play.</li> <li>○ Practice the play with simple moves.</li> <li>○ Perform the play.</li> </ul>
<b>Show What You Learned</b>	Students will: T446-447 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 168-169 read "Sad Fran, Glad Fran."</li> <li>○ Visualize as they read the story forming mental pictures of the events.</li> <li>○ Recall facts as to why this is a fantasy.</li> <li>○ Sequence the story.</li> <li>○ Look for key details.</li> <li>○ <b>Reading/Writing Companion</b> p. 170 answer comprehension questions.</li> </ul>
Day 2	Instructional Plan
<b>Student Learning Targets:</b> 1.RL.KID.1, 1.RI.CS.5, 1.RI.RRTC.10, 1.W.PDW.6, 1.FL.F.5.c, 1.FL.F.5.a, 1.FL.F.5.b	
<b>Show What You Learned</b>	Students will: T448-449 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 171-172 and read "Move at School," ask and answer questions, look for key details.</li> <li>○ Recall facts as to why this is an informational text: nonfiction.</li> <li>○ <b>Reading/Writing Companion</b> p. 173 answer comprehension questions.</li> </ul>
<b>Read Digitally</b> <b>OR</b> <b>Reader's Theater</b>	Students will: T442-443-Reading Digitally, T444-445-Reader's Theater <ul style="list-style-type: none"> <li>○ Perform the play.</li> </ul>

<b>Day 3</b>	<b>Instructional Plan</b>
<b>Student Learning Targets:</b> <b>1.RL.KID.1, 1.FL.F.5.c, 1.FL.F.5.a, 1.FL.F.5.b, 1.RI.CS.5, 1.W.PDW.6, 1.RI.RRTC.10</b>	
<b>Extend Your Learning</b> Focus on Fables Focus on Text Features	Students will: T450-451 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 174-175 discuss what a fable is.</li> <li>○ Listen to “City Mouse and Country Mouse.”</li> <li>○ Discuss the characters and what they found out when they left home.</li> <li>○ Illustrate or Write what the country mouse learned.</li> <li>○ Listen to the text “Let’s Move!”</li> <li>○ <b>Reading/Writing Companion</b> p. 176-177 talk about how the diagram helps you understand how the girl moves.</li> <li>○ Pick a part labeled in the diagram and write two ways you can use that body part.</li> </ul>
<b>Read Digitally</b> <b>OR</b> <b>Reader’s Theater</b>	Students will: T442-443-Reading Digitally, T444-445-Reader’s Theater <ul style="list-style-type: none"> <li>○ Perform the play.</li> </ul>
<b>Day 4</b>	<b>Instructional Plan</b>
<b>Student Learning Targets:</b> <b>1.FL.VA.7b.iii, 1.FL.VA.7a.i, 1.FL.F.5.c, 1.FL.F.5.a, 1.FL.F.5.b, 1.RI.CS.5, 1.W.PDW.6, 1.W.TTP.3, 1.RL.KID.1, 1.RI.RRTC.10</b>	
<b>Extend Your Learning</b>	Students will: T452-453 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 178-179 use position words to tell what they see in the picture.</li> <li>○ <b>Reading/Writing Companion</b> p.180-181 respond to prompt: “Write how to follow safety rules.” Write about what you have learned when you click on links on the internet.</li> </ul>
<b>Writing</b>	Students will: T454 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 182 look and listen to the personal narrative</li> <li>○ Write your own personal narrative about an important event in your life.</li> </ul>
<b>Day 5</b>	<b>Instructional Plan</b>
<b>Student Learning Targets:</b> <b>1.FL.F.5.a, 1.FL.F.5.b, 1.FL.F.5.c, 1.RL.KID.1, 1.RI.RRTC.10</b>	
<b>Track Your Progress</b>	Students will: T456 <ul style="list-style-type: none"> <li>○ Use <b>Reading/Writing Companion</b> p. 185 to decide on how happy they are with the skills they have learned.</li> <li>○ Write about something they want to get better at.</li> </ul>

<b>Wrap Up the Unit</b>	Students will: T457 <ul style="list-style-type: none"><li>○ Collaborate in small groups to discuss different ways we are all special.</li></ul>
<b>Summative Assessment</b>	Students will: T462-463 <ul style="list-style-type: none"><li>○ Take a test.</li></ul>







## BCS Literacy Vision

## Unit 2 Overview

**Week 1****Essential Question: What jobs need to be done in a community?****Text Sets:****Literature Big Book (Fiction): “Millie Waits for the Mail”****Anchor Text: *The Red Hat*****Week 4:****Essential Question: How do people help out in the community?****Text Sets:****Literature Big Book (Non-fiction): “The Story of Martin Luther King, Jr.”****Anchor Text: *Nell’s Books*****Week 2:****Essential Question: What building do you know? What are they made of?****Text Sets:****Literature Big Book (Fiction): “The 3 Little Dassies”****Anchor Text: *The Pigs, the Wolf, and the Mud*****Week 5:****Essential Question: How can you find your way around?****Text Sets:****Literature Big Book (Fiction): “Me on the Map”****Anchor Text: *Fun with Maps*****Week 3:****Essential Question: Where do animals live together?****Text Sets:****Literature Big Book (Non-fiction): “Babies in the Bayou”****Anchor Text: *At a Pond*****Week 6:****Reading Digitally: Help Your Community****Reader’s Theater: I Speak, I Say, I Talk****Passage 1: Where is Rex?****Passage 2: Jobs, Jobs, Jobs**

Week 1

 Skills Assessed

Unit 2 Week 1	Comprehension / Genre / Author's Craft	Language Development
<p><b>Essential Question: What jobs need to be done in a community?</b></p>	<p>Cite relevant evidence from text                      Make inferences to support understanding                      Make and confirm predictions   Determine characters, setting, and events                      Understand the aspects of realistic fiction                      Reread                      Text features</p>	<p><b>Oral Vocabulary Acquisition:</b>                      occupation community equipment fortunately                      astonishing</p> <p><b>Grammar:</b>   Identify and use nouns</p>
<p><b>Text(s):</b></p> <p><b>Teach and Model</b></p> <p>Literature Big Book: Millie Waits for the Mail</p> <p>Interactive Read Aloud: Jobs Around Town</p> <p>Shared Read: Good Job Ben!</p> <p><b>Practice and Apply</b></p> <p><b>Anchor Text:</b> The Red Hat</p> <p><b>Paired Selection:</b> Firefighters at Work</p> <p><b>Leveled Readers</b>                      A: Pick up Day                      O: Ben Brings the Mail                      ELL: Ben Brings the Mail                      B: At Work with Mom</p> <p><b>Paired Selections:</b>                      A: The Recycling Center                      O: At the Post Office                      ELL: At the Post Office                      B: Tools for the School Nurse</p> <p><b>Decodable Readers</b>                      Ted Gets a Job                      I Sell Crabs</p> <p><b>Optional Classroom Library Trade Books</b>                      The Cow That Went Oink</p>	<p><b>Writing</b></p> <p><b>Analytical writing:</b>                      Use text evidence to respond to text</p> <p><b>Foundational Skills</b></p> <p><b>Phonological/ Phonemic Awareness</b>                      Blend phonemes to make words   Isolate phonemes in words</p> <p><b>Phonics/Structural Analysis//Handwriting:</b>   Introduce/review short e: e and ea   Inflectional ending -ed                      Handwriting Ee</p> <p><b>Spelling Words:</b>                      leg beg men hen head bread there again</p> <p><b>High Frequency Words:</b>   again help new there use</p> <p><b>Decodable Text:</b>                      Apply foundational skills in connected text</p> <p><b>Fluency:</b>                      Accuracy and rate</p>	<p><b>Speaking and Listening</b></p> <p>Engage in collaborative discussions                      Present writing and research</p> <p><b>Research and Inquiry</b></p> <p>Conduct research about community jobs</p>

## Weekly Standards

**1.FL.PA.2.b** Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. **[11 lessons]**

**1.FL.PA.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **[4 lessons]**

**1.FL.PWR.3.b** Decode regularly spelled one-syllable words. **[17 lessons]**

**1.FL.PWR.3.f** Read words with inflectional endings. **[14 lessons]**

**1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words. **[12 lessons]**

**1.FL.PWR.3.h** Read grade-level decodable text with purpose and understanding. **[1 lesson]**

**1.FL.SC.6.a** Use common, proper, and possessive nouns. **[8 lessons]**

**1.FL.SC.6.I** Use commas in dates and to separate single words in a series. **[2 lessons]**

**1.FL.VA.7b.iii** Identify real-life connections between words and their use. **[1 lesson]**

**1.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. **[1 lesson]**

**1.FL.WC.4.c** Spell words with inflectional endings. **[5 lessons]**

**1.FL.WC.4.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **[5 lessons]**

**1.FL.WC.4.f** Write many common, frequently used words and some irregular words. **[2 lessons]**

**1.RI.CS.5** Know and use various text features to locate key facts or information in a text. **[2 lessons]**

**1.RI.IKI.7** Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas. **[2 lessons]**

**1.RL.IKI.7** Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events. **[1 lesson]**

**1.RL.KID.1** Ask and answer questions about key details in a text. **[3 lessons]**

**1.RL.KID.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **[3 lessons]**

**1.RL.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. **[18 lessons]**

**1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for grade 1. **[11 lessons]**

**1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. **[2 lessons]**

**1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **[1 lesson]**

**1.SL.PKI.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **[1 lesson]**

**1.SL.PKI.6** With prompting and support, speak in complete sentences when appropriate to task and situation. **[1 lesson]**

**1.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[4 lessons]**

**1.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. **[5 lessons]**

**1.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. **[1 lesson]**

**1.W.RBPK.7** Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions. **[1 lesson]**

**1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[4 lessons]**

**1.W.TTP.1** With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. **[2 lessons]**

Day 1	Instructional Plan
<p><b>Student Learning Targets:</b>                      1.RL.KID.1, 1.FL.VA.7b.iii, 1.SL.CC.1, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.FL.PWR.3.g, 1.FL.PA.2.b, 1.FL.WC.4.e, 1.FL.SC.6.a, 1.W.PDW.4, 1.W.RBPK.8</p>	
<p><b>Introduce the Concept</b>                      Oral Vocabulary Words (Reading / Writing Companion)                      Talk About It</p>	<p>Students will: T20-21</p> <ul style="list-style-type: none"> <li>○ Discuss the essential question: What jobs need to be done in a community?</li> <li>○ Use <b>Define/Example/Ask</b> routine to learn new oral vocabulary.</li> <li>○ <b>Reading/Writing Companion</b> p. 10-11 look, talk about the photo and fill in the graphic organizer.</li> </ul>
<p><b>Listening Comprehension</b> (Literature Big Book)                      Close Read (Units 1-3)                      Read Interactive Read Aloud (Units 4-6)</p>	<p>Students will: T22-23</p> <ul style="list-style-type: none"> <li>○ Read “Millie Waits for the Mail.”</li> <li>○ Identify the story as a fantasy and discuss what fantasies are.</li> <li>○ Respond to what they learned about Millie and the mail carrier.</li> <li>○ Listen to model retelling of the story.</li> <li>○ Write as much as they can about the story in five minutes (to increase writing fluency).</li> </ul>
<p><b>Word Work</b>                      Phonemic Awareness                      Phonics/Spelling                      High Frequency Words</p>	<p>Students will: T24-27</p> <ul style="list-style-type: none"> <li>○ Practice blending phonemes together.</li> <li>○ Blend words with short e.</li> <li>○ Take a spelling pre-test.</li> <li>○ Handwriting Ee</li> <li>○ Use <b>Read/Spell/Write</b> routine to practice HFWs; identify HFWs in sentences.</li> </ul>
<p><b>Shared Read</b> (Reading / Writing Companion)                      Application of Foundational Skills</p>	<p>Students will: T28-29</p> <ul style="list-style-type: none"> <li>○ Listen to “Good Job, Ben!” identify what makes this a realistic fiction.</li> <li>○ <b>Reading/Writing Companion</b> p. 12-21 make and confirm predictions, identify HFWs, identify short e words, answer comprehension questions and retell the story.</li> </ul>
<p><b>Shared Writing</b></p>	<p>Students will: T30</p> <ul style="list-style-type: none"> <li>○ Respond by writing to prompt: “What jobs are in Good Job, Ben!”</li> </ul>
<p><b>Grammar</b></p>	<p>Students will: T31</p> <ul style="list-style-type: none"> <li>○ Chorally read sentences and identify the nouns.</li> </ul>
Day 2	Instructional Plan
<p><b>Student Learning Target:</b>                      1.RL.KID.3, 1.FL.PA.2.c, 1.FL.PWR.3.f, 1.FL.PWR.3.b, 1.FL.SC.6.a, 1.W.RBPK.8, 1.W.PDW.5</p>	
<p><b>Build the Concept: Oral Language</b></p>	<p>Students will: T32-33</p>

Oral Vocabulary Words	<ul style="list-style-type: none"> <li>○ Review the class <b>Essential Question Chart</b>.</li> <li>○ Use the <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new vocabulary words.</li> </ul>
<b>Word Work</b> Phonics/Spelling Fluency Structural Analysis	Students will: T34-37 <ul style="list-style-type: none"> <li>○ Connect letter(s) and sound.</li> <li>○ Blend/Build words with short e.</li> <li>○ Add inflectional -ed to end of words and use in a sentence.</li> <li>○ Take a spelling pre-test.</li> </ul>
<b>Shared Read</b> (Reading / Writing Companion) Genre Skill	Students will: T38-39 <ul style="list-style-type: none"> <li>○ Review characteristics of realistic fiction.</li> <li>○ <b>Reading/Writing Companion</b> p. 22-23 identify characters that could be real and what is something they do that could happen in real life.</li> <li>○ <b>Reading/Writing Companion</b> p. 24-25 write details to describe the characters, setting and events in the story.</li> </ul>
<b>Shared Writing</b>	Students will: T40 <ul style="list-style-type: none"> <li>○ Using text evidence to respond to the prompt: "Which job in "Good Job, Ben!" would you like to have? Why?"</li> </ul>
<b>Grammar</b>	Students will: T41 <ul style="list-style-type: none"> <li>○ Choose two nouns and write a sentence for each.</li> <li>○ With partners, generate sentences with three or more nouns.</li> </ul>

Day 3	Instructional Plan
<b>Student Learning Target:</b> 1.RL.RRTC.10, 1.RL.KID.3, 1.RL.KID.2, 1.FL.WC.4.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.RL.IKI.7, 1.FL.PWR.3.b, 1.FL.PWR.3.f, , 1.FL.PWR.3.g, 1.FL.PA.2.b, 1.W.PDW.4, 1.W.TTP.1, 1.W.PDW.5, 1.FL.SC.6.I, 1.FL.SC.6.a	
<b>Build the Concept</b> Review Oral Vocabulary	Students will: T42 <ul style="list-style-type: none"> <li>○ Discuss the jobs that they have learned so far this week in "Millie Waits for the Mail" and "Good Job, Ben".</li> <li>○ Use the <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to review oral vocabulary.</li> </ul>
<b>Listening Comprehension/Close Reading</b> Close Reading (Units 1-3) Fluency (Units 4-6)	Students will: T43 <ul style="list-style-type: none"> <li>○ Reread of "Millie Waits for the Mail."</li> <li>○ Reread p. 9 and respond to What do the illustrations help you understand about how the mail carrier feels?</li> <li>○ Reread p. 24 and respond to Why does the author repeat the idea at the end of the book that Millie loves the morning more than anything else? What do those words help us understand about Millie?</li> <li>○ Listen as suffixes are explained.</li> </ul>
<b>Word Work</b>	Students will: T44-47

Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	<ul style="list-style-type: none"> <li>○ Practice blending phonemes in words.</li> <li>○ Blend and decode words with -ed and identify which sound the -ed makes at the end--/t/, /d/, /ed/.</li> <li>○ Build fluency by practicing HFWs and sentences together.</li> </ul>
<b>Read the Anchor Text</b> (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T47A-J</p> <ul style="list-style-type: none"> <li>○ Read “The Red Hat,” use strategy: make and confirm predictions, identify character, setting and events, and answer comprehension questions.</li> <li>○ Meet the author and learn her purpose in writing the text.</li> <li>○ Respond to the text by retelling in your own words <i>The Red Hat</i>.</li> <li>○ <b>Reading/Writing Companion</b> p. 28 Why is it important for Jen to move fast?</li> <li>○ <b>Reading/Writing Companion</b> p. 29 How does the author show that Jen is brave?</li> <li>○ <b>Reading/Writing Companion</b> p. 30 Look at the illustrations, Why does Jim say “thank you” to Jen.</li> </ul>
<b>Independent Writing: Draft</b>	<p>Students will: T48</p> <ul style="list-style-type: none"> <li>○ Use text evidence, respond to the prompt: “Would you like to have Jen’s job? Describe what you would like or not like, and why.”</li> </ul>
<b>Grammar and Mechanics</b>	<p>Students will: T49</p> <ul style="list-style-type: none"> <li>○ Identify nouns in the story.</li> <li>○ Practice writing a sentence frame using commas in a series.</li> </ul>
<b>Day 4</b>	<b>Instructional Plan</b>
<p><b>Student Learning Target:</b>  <b>1.RI.CS.5, 1.RI.IK1.7, 1.FL.PA.2.b, 1.FL.WC.4.c, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.SC.6.a, 1.W.PDW.4, 1.W.PDW.5, 1.W.PDW.5, 1.W.RBPK.7</b></p>	
<b>Extend the Concept</b> Text Features	<p>Students will: T50-51</p> <ul style="list-style-type: none"> <li>○ Using oral vocabulary words, talk about what they have read and learned about what jobs are done in the community.</li> <li>○ Use <b>Teaching Poster 17</b> to look for labels and what they identify.</li> </ul>
<b>Close Reading</b> (Literature Anthology) Compare Anchor Text with Paired Selection	<p>Students will: T51A-D</p> <ul style="list-style-type: none"> <li>○ Read “Firefighters at Work,” identify key details, use the strategy: make and confirm predictions, identify labels.</li> <li>○ Think about the essential question and how “Firefighters at Work” along with <i>The Red Hat</i> tie into it.</li> <li>○ <b>Reading/Writing Companion</b> p.31 identify what a firefighter wears and what firefighters do when the bell rings.</li> <li>○ <b>Reading/Writing Companion</b> p.32 answer comprehension questions.</li> <li>○ Collaborate with a partner about what you learned about firefighters from the photos. How do the photos help you learn?</li> <li>○ With partners, retell the story using key details.</li> </ul>
<b>Word Work</b> Phonics/Spelling Structural Analysis	<p>Students will: T52-53</p> <ul style="list-style-type: none"> <li>○ Build words with short e.</li> <li>○ Read <b>Decodable Reader</b> “I Sell Crabs.”</li> </ul>

	<ul style="list-style-type: none"> <li>○ Working in pairs, construct words that tell about actions in the past.</li> <li>○ Word Sort with -eg, -en, -ead families.</li> </ul>
<b>Independent Writing: Revise</b>	<p>Students will: T54</p> <ul style="list-style-type: none"> <li>○ Review and revise (if needed) their response: “Would you like to have Jen’s job? Describe what you would like or not like and why.”</li> <li>○ Pair students and peer review prompt answers.</li> </ul>
<b>Grammar/Mechanics</b>	<p>Students will: T55</p> <ul style="list-style-type: none"> <li>○ Identify nouns in a sentence.</li> <li>○ Correct sentences with punctuation errors.</li> </ul>
<b>Integrate Ideas</b> Research and Inquiry	<p>Students will: T56-57</p> <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 34-35 review steps in research process, interview a person about their job, ask three questions, write answers, think about why this job is important for a community.</li> </ul>
<b>Day 5</b>	<b>Instructional Plan</b>
<p><b>Student Learning Target:</b>                  1.RL.KID.1, 1.FL.PA.2.b, 1.FL.PWR.3.f, 1.FL.PWR.3.b, 1.FL.WC.4.c, 1.FL.WC.4.e, 1.FL.PA.2.b, 1.SL.CC.3, 1.SL.PKI.4, 1.SL.CC.1, 1.W.PDW.4, 1.W.PDW.6, 1.W.PDW.5</p>	
<b>Word Work</b> Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	<p>Students will: T58-59</p> <ul style="list-style-type: none"> <li>○ Blend and segment phonemes in words.</li> <li>○ Blend/Build words with short e</li> <li>○ Practice writing words with -ed.</li> <li>○ Take a spelling post test.</li> <li>○ <b>Read/Spell/Write</b> HFWs and write a sentence using each word.</li> </ul>
<b>Independent Writing</b>	<p>Students will: T60</p> <ul style="list-style-type: none"> <li>○ Prepare final drafts and make any changes. Share with a partner.</li> <li>○ Compare previous writings and discuss with a partner how their writing has improved.</li> </ul>
<b>Integrate Ideas</b> Text Connections Weekly Wrap Up	<p>Students will: T61-62</p> <ul style="list-style-type: none"> <li>○ Review the <b>Essential Question Chart</b>.</li> <li>○ Discuss the different selections read this week.</li> <li>○ <b>Reading/Writing Companion</b> p. 36 discuss what the people in the painting are doing, and connections between the painting and “Good Job, Ben!”</li> <li>○ <b>Reading/Writing Companion</b> p. 37 write about what you have learned about different community jobs.</li> </ul>

Week 2		✔ Skills Assessed
<b>Unit 2 Week 2</b>	<b>Comprehension / Genre / Author’s Craft</b>	<b>Language Development</b>
<p><b>Essential Question: What buildings do you know? What are they made of?</b></p>	<p>Cite relevant evidence from text                      Make inferences                      Make and confirm predictions                      ✔ Determine character, setting, and events                      Understand aspects of fantasy stories                      Reread                      Text Features</p>	<p><b>Oral Vocabulary Acquisition:</b>                      shelter materials collapsed furious refused</p> <p><b>Grammar:</b>                      ✔ Understand and use singular and plural nouns</p>
<b>Text(s):</b>	<b>Writing</b>	<b>Speaking and Listening</b>
<b>Teach and Model</b>	<b>Analytical writing:</b>	Engage in collaborative discussions
<p>Literature Big Book: The 3 Little Daddies</p>	Use text evidence to respond to text	Present writing and research
<p>Interactive Read Aloud: The Three Little Pigs</p>	<b>Foundational Skills</b>	<b>Research and Inquiry</b>
<p>Shared Read: Cubs in a Hut</p>	<p><b>Phonological/ Phonemic Awareness</b>                      Identify and produce rhyming words                      ✔ Identify similar phonemes in words                      ✔ Blend sounds in words.</p> <p><b>Phonics/Structural Analysis//Handwriting:</b>                      ✔ Introduce/review short u                      ✔ Contractions with 's</p> <p>Handwriting Uu</p> <p><b>Spelling Words:</b>                      run fun nut cut bug rug could one</p> <p><b>High Frequency Words:</b>                      could live one then three</p> <p><b>Decodable Text:</b>                      Apply foundational skills in connected text</p> <p><b>Fluency:</b>                      Accuracy and Rate</p>	<p>Conduct research about a building</p>
<b>Practice and Apply</b>		
<p><b>Anchor Text:</b> The Pigs, the Wolf, and the Mud  <b>Paired Selection:</b> Homes Around the World</p>		
<p><b>Leveled Readers</b>                      A: What a Nest!                      O: Staying Afloat                      ELL: Staying Afloat                      B: City Armadillo, Country Armadillo</p> <p><b>Paired Selections:</b>                      A: Stone Castles                      O: A Day on a Houseboat                      ELL: A Day on a Houseboat                      B: City or Country?</p> <p><b>Decodable Readers</b>                      Can Bud Stop Bug?                      It's Up to Us</p> <p><b>Optional Classroom Library Trade Books</b></p>		

**Weekly Standards:**

**1.FL.PA.2.b** Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. **[3 lessons]**

**1.FL.PA.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **[3 lessons]**

**1.FL.PA.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **[6 lessons]**

**1.FL.PC.1.a** Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation. **[1 lesson]**

**1.FL.PWR.3.b** Decode regularly spelled one-syllable words. **[20 lessons]**

**1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words. **[9 lessons]**

**1.FL.PWR.3.h** Read grade-level decodable text with purpose and understanding. **[1 lesson]**

**1.FL.SC.6.a** Use common, proper, and possessive nouns. **[2 lessons]**

**1.FL.SC.6.b** Use singular and plural nouns with correct verbs in basic sentences. **[2 lessons]**

**1.FL.VA.7b.iii** Identify real-life connections between words and their use. **[2 lessons]**

**1.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. **[1 lesson]**

**1.FL.WC.4.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **[4 lessons]**

**1.FL.WC.4.f** Write many common, frequently used words and some irregular words. **[4 lessons]**

**1.RI.CS.5** Know and use various text features to locate key facts or information in a text. **[2 lessons]**

**1.RI.IKI.7** Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas. **[1 lesson]**

**1.RI.IKI.9** Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate. **[1 lesson]**

**1.RL.IKI.7** Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events. **[3 lessons]**

**1.RL.KID.1** Ask and answer questions about key details in a text. **[6 lessons]**

**1.RL.KID.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **[3 lessons]**

**1.RL.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. **[14 lessons]**

**1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for grade 1. **[6 lessons]**

**1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **[1 lesson]**

**1.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[4 lessons]**

**1.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. **[2 lessons]**

**1.W.RBPK.7** Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions. **[2 lessons]**

**1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[4 lessons]**

**1.W.TTP.3** With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure. **[2 lessons]**

Day 1	Instructional Plan
<p><b>Student Learning Targets:</b>            1.RI.KID.1, 1.RL.KID.1, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.a, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.FL.PWR.3.g, 1.W.PDW.4, 1.W.RBPK.8, 1.W.RBPK.8</p>	
<p><b>Introduce the Concept</b>            Oral Vocabulary Words (Reading / Writing Companion)            Talk About It</p>	<p>Students will: T104-105</p> <ul style="list-style-type: none"> <li>○ Discuss the essential question: What building do you know? What are they made of?</li> <li>○ Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new vocabulary words.</li> <li>○ <b>Reading/Writing Companion</b> p. 38-39, look at photo, talk about it and write about what you think building are made of.</li> </ul>
<p><b>Listening Comprehension</b> (Literature Big Book)            Close Read (Units 1-3)            Read Interactive Read Aloud (Units 4-6)</p>	<p>Students will: T106-107</p> <ul style="list-style-type: none"> <li>○ Review what a fantasy is. (Made up stories with characters, setting, and events that could not exist in real life. They can have a problem and solution)</li> <li>○ Review that a prediction is a guess about what will happen in a story by using text features such as the title and illustrations.</li> <li>○ Listen to the story “The 3 Little Dassies.”</li> <li>○ Learn that quotation marks are used to set off the words that characters say.</li> <li>○ Look at descriptive details on p. 8.</li> <li>○ Share what they learned about building shelters.</li> <li>○ Retell the story in the correct order.</li> <li>○ Write as much as they can about the story in five minutes (to increase writing fluency).</li> </ul>
<p><b>Word Work</b>            Phonological Awareness            Phonics/Spelling            High Frequency Words</p>	<p>Students will: T108-111</p> <ul style="list-style-type: none"> <li>○ Identify and generate rhyming words and understand that they sound alike at the end of the word.</li> <li>○ Blend words with short u. Day 1 Phonics Practice Activity.</li> <li>○ Handwriting Uu. <b>Practice Book</b> p.104.</li> <li>○ Take a spelling pre-test. <b>Practice Book</b> p. 101.</li> <li>○ <b>Read, Spell, Write</b> HFWs (could, then, live, three, one).</li> </ul>
<p><b>Shared Read</b> (Reading / Writing Companion)            Application of Foundational Skills</p>	<p>Students will: T112-113</p> <ul style="list-style-type: none"> <li>○ Focus on HFWs</li> <li>○ Focus on letter sound /u/.</li> <li>○ Focus on words <i>dry</i> and <i>night</i>.</li> <li>○ <b>Reading/Writing Companion</b> p. 40-49 Read the Shared Read “Cubs in a Hut, predict throughout the story, identify the story as a fantasy; identify facts about a fantasy, Underline HFWs., Circle short u words, answer comprehension questions. retell the story using pictures and words.</li> </ul>
<p><b>Shared Writing</b></p>	<p>Students will: T114</p> <ul style="list-style-type: none"> <li>○ Respond to the prompt: “Use first, next, and last to tell what the cubs do in the hut.”</li> </ul>
<p><b>Grammar</b></p>	<p>Students will: T115</p> <ul style="list-style-type: none"> <li>○ Choose singular or plural nouns to complete sentences</li> </ul>

Day 2	Instructional Plan
<b>Student Learning Targets:</b> 1.RL.KID.3, 1.FL.PC.1.a, 1.FL.PWR.3.b, 1.FL.PWR.3.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.W.RBPK.8, 1.W.RBPK.8	
<b>Build the Concept: Oral Language</b> Oral Vocabulary Words	Students will: T116-117 <ul style="list-style-type: none"> <li>○ Review the class <b>Essential Question Chart</b>.</li> <li>○ Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new vocabulary words. (collapsed, furious, refused).</li> </ul>
<b>Word Work</b> Phonics/Spelling Fluency Structural Analysis	Students will: T118-121 <ul style="list-style-type: none"> <li>○ Blend/Build words with short u sound.</li> <li>○ Put words in alphabetical order.</li> <li>○ Use <i>he is</i>, <i>she is</i>, and <i>it is</i> to form contractions and use in a sentence.</li> <li>○ Word sort with -un, -ut, -ug families.</li> <li>○ Chorally read the words; identify as each word is called out.</li> </ul>
<b>Shared Read</b> (Reading / Writing Companion) Genre Skill	Students will: T122-123 <ul style="list-style-type: none"> <li>○ Reread the story "Cubs in a Hut."</li> <li>○ <b>Reading/Writing Companion</b> p. 50-51 identify two problems the characters have and how they find a solution.</li> <li>○ <b>Reading/Writing Companion</b> p. 52-52 recall what characters, setting, and events are in a story. Describe the characters, setting and events in detail on the chart.</li> </ul>
<b>Shared Writing</b>	Students will: T124 <ul style="list-style-type: none"> <li>○ Using text evidence, answer the prompt: "What plans did the bears use for building their hut? Write the directions they followed."</li> </ul>
<b>Grammar</b>	Students will: T125 <ul style="list-style-type: none"> <li>○ Circle the plural nouns in a sentence.</li> <li>○ With a partner, fill in the blank using different nouns. The _____ make a hut with a stack of _____.</li> </ul>

Day 3	Instructional Plan
<b>Student Learning Targets:</b> 1.RL.KID.2, 1.RL.IKI.7, 1.RL.RRTC.10, 1.RL.KID.3, 1.FL.PWR.3.b, 1.FL.PA.2.b, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.W.PDW.4, 1.W.TTP.3, 1.FL.SC.6.b	
<b>Build the Concept</b> Review Oral Vocabulary	Students will: T126 <ul style="list-style-type: none"> <li>○ Respond to "What have you learned about buildings so far this week?"</li> <li>○ Use the <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to review vocabulary words.</li> </ul>
<b>Listening Comprehension/Close Reading</b>	Students will: T127

<p>Close Reading (Units 1-3) Fluency (Units 4-6)</p>	<ul style="list-style-type: none"> <li>○ Reread “The 3 Little Dassies.”</li> <li>○ Reread p. 10 “How does the author help you understand why Timbi built a stone house?”</li> <li>○ Reread p. 23 “How do these illustrations help you understand what happens in the story?”</li> </ul>
<p><b>Word Work</b> Phonemic Awareness Structural Analysis High-Frequency Words/Fluency</p>	<p>Students will: T128-131</p> <ul style="list-style-type: none"> <li>○ Practice blending phoneme sounds with short u.</li> <li>○ Read <b>Decodable Reader</b> “Can Bud Stop Bug?”</li> <li>○ Blend and decode contractions he’s and it’s. Remember that s can sound like /z/ or /s/.</li> <li>○ <b>Read/Spell/Write</b> each HFW.</li> <li>○ Build fluency by practicing HFWs in sentences.</li> </ul>
<p><b>Read the Anchor Text</b> (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T131A-J</p> <ul style="list-style-type: none"> <li>○ Predict what will happen in the story “The Pigs, the Wolf, and the Mud, identify the characters, setting and events, answer comprehension questions, make predictions using illustrations. Confirm those predictions or make new ones, Identify key details, use illustrations to tell how the characters feel, explain why this story is a fantasy, retell the story using words first, then, next, then, last. <b>Literature Anthology</b> p. 26-41.</li> <li>○ Retell the story using words first, then, next, then, last.</li> <li>○ Meet the author and learn his purpose in writing the text.</li> <li>○ Collaborate how the hut is like a building. How is it different?</li> <li>○ <b>Reading/Writing Companion</b> p. 54 use text evidence to respond to the questions.</li> <li>○ <b>Reading/Writing Companion</b> p. 56-58 analyze the text by responding to the questions.</li> </ul>
<p><b>Independent Writing: Draft</b></p>	<p>Students will: T132</p> <ul style="list-style-type: none"> <li>○ Use text evidence, respond to the prompt “The pigs need a plan. Write directions for the pigs to follow when building their hut.”</li> </ul>
<p><b>Grammar and Mechanics</b></p>	<p>Students will: T133</p> <ul style="list-style-type: none"> <li>○ Identify nouns in the text and tell if they are singular or plural <b>Literature Anthology</b> p. 40-41.</li> <li>○ Correct sentences with contractions with ‘s written incorrectly.</li> </ul>
<p><b>Day 4</b></p>	<p><b>Instructional Plan</b></p>
<p><b>Student Learning Targets:</b> 1.RI.CS.5, 1.RI.IKI.7, 1.FL.PWR.3.b, 1.FL.PA.2.c, 1.FL.PWR.3.b, 1.FL.PA.2.c, 1.FL.PWR.3.b, 1.FL.WC.4.e, 1.FL.PA.2.c, 1.W.PDW.4, 1.W.PDW.5, 1.W.PDW.5, 1.W.RBPK.7</p>	
<p><b>Extend the Concept</b> Text Features</p>	<p>Students will: T134-135</p> <ul style="list-style-type: none"> <li>○ Use Define/Example/Ask routine and the <b>Visual Vocabulary Cards</b> to review vocabulary words. (shelter, materials, collapsed, furious, refused)</li> <li>○ Read captions on <b>Teaching Poster 18</b> to share what the captions tell us.</li> </ul>

<p><b>Close Reading</b> (Literature Anthology) Compare Anchor Text with Paired Selection</p>	<p>Students will: T135A-D</p> <ul style="list-style-type: none"> <li>○ Read “Homes Around the World.” <b>Literature Anthology</b> p. 44-47.</li> <li>○ Respond to how the homes in this text are like the pigs’ mud home.</li> <li>○ Recall facts about a nonfiction text.</li> <li>○ Make predictions using the title and photographs on p. 44-45.</li> <li>○ Discuss how a caption can help me learn more about the photo.</li> <li>○ Answer comprehension questions.</li> <li>○ Talk with a partner about what makes each home on p. 59-60 special.</li> <li>○ Discuss with the class why “Homes Around the World” is a good title.</li> <li>○ Explain how the author shows that homes are often built to fit their environment.</li> <li>○ Retell the text to a partner and tell which home they liked best and why.</li> <li>○ <b>Reading/Writing Companion</b> p. 59-61 Analyze the text by responding to the questions.</li> </ul>
<p><b>Word Work</b> Phonics/Spelling Structural Analysis</p>	<p>Students will: T136-137</p> <ul style="list-style-type: none"> <li>○ Build words with short u.</li> <li>○ Read <b>Decodable Reader</b> “It’s Up to Us.”</li> <li>○ Decode the following and then construct contractions: it is, she is, he is, let us.</li> <li>○ Word sort with -un, -ut, -ug families.</li> </ul>
<p><b>Independent Writing: Revise</b></p>	<p>Students will: T138</p> <ul style="list-style-type: none"> <li>○ Reread and Edit if necessary their response to the prompt “The pigs need a plan. Write directions for the pigs to follow when building their hut.”</li> <li>○ Pair students and peer review prompt answers.</li> </ul>
<p><b>Grammar/Mechanics</b></p>	<p>Students will: T139</p> <ul style="list-style-type: none"> <li>○ Form plural nouns from list given.</li> <li>○ Form the contractions of he is, where is, it is correctly.</li> </ul>
<p><b>Integrate Ideas</b> Research and Inquiry</p>	<p>Students will: T140-141</p> <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 62-63 review the steps in the research process.</li> <li>○ Choose a type of building to research and formulate their questions.</li> <li>○ Fill out the Research Process Checklist.</li> <li>○ Choose the presentation format.</li> <li>○ Create the presentation.</li> </ul>
<p><b>Day 5</b></p>	<p><b>Instructional Plan</b></p>
<p><b>Student Learning Targets:</b> 1.RI.IKI.9, 1.FL.PWR.3.b, 1.FL.PA.2.d, 1.FL.PWR.3.b, 1.FL.WC.4.e, 1.FL.PA.2.d, 1.SL.CC.3, 1.W.PDW.4, 1.W.RBPK.7</p>	
<p><b>Word Work</b> Phonemic Awareness Phonics/Spelling Structural Analysis</p>	<p>Students will: T142-143</p> <ul style="list-style-type: none"> <li>○ Blend and Segment phonemes.</li> <li>○ Blend/Build words with short u.</li> </ul>

High-Frequency Words	<ul style="list-style-type: none"> <li>○ Read the decodable readers “Can Bud Stop Bug?” and “It’s Up to Us.”</li> <li>○ Explain what a contraction is and how to form one.</li> <li>○ Take a spelling post test.</li> <li>○ Read/Spell/Write HFWs and write a sentence with each word.</li> </ul>
<b>Independent Writing</b>	<p>Students will: T144</p> <ul style="list-style-type: none"> <li>○ Prepare final drafts and make any changes. Share with a partner.</li> <li>○ Compare previous writings and discuss with a partner how their writing has improved.</li> </ul>
<b>Integrate Ideas</b> Text Connections Weekly Wrap Up	<p>Students will: T146-147</p> <ul style="list-style-type: none"> <li>○ Review the <b>Essential Question Chart</b>.</li> <li>○ Discuss the different selections read this week.</li> <li>○ <b>Reading/Writing Companion</b> p. 64 discuss what they see in the image.</li> <li>○ <b>Reading/Writing Companion</b> p. 64 compare how this house is different from the house in the three pigs.</li> </ul>