

## BCS Literacy Vision

**Unit 2 Overview**

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

| Week 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                   | ✓ Skills Assessed |
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| Unit 2 Week 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Comprehension / Genre / Author's Craft                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Language Development                                                                                                                              |                   |
| <b>Essential Question: Where do animals live together?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Cite relevant evidence from text<br>Make inferences to support understanding<br>Reread to monitor comprehension<br>✓ Evaluate the main topic and key details<br>Understand the aspects of informational text<br>Literary elements                                                                                                                                                                                                                                                                                                               | <b>Oral Vocabulary Acquisition:</b><br>habitat depend hibernate tranquil tolerate<br><br><b>Grammar:</b><br>✓ Understand and use possessive nouns |                   |
| <b>Text(s):</b><br><br><b>Teach and Model</b><br><br><b>Literature Big Book:</b> "Babies in the Bayou"<br><br><b>Interactive Read Aloud:</b> "Animals in the Desert"<br><br><b>Shared Read:</b> "The Best Spot"<br><br><b>Practice and Apply</b><br><br><b>Anchor Text:</b> <i>At a Pond</i><br><br><b>Leveled Readers</b><br>A: Meerkat Family<br>O: Meerkat Family<br>ELL: Meerkat Family<br>B: Meerkat Family<br><b>Decodable Readers</b><br>Stomp and Romp<br>In the Land of Grass<br><br><b>Optional Classroom Library Trade Books</b><br>Meet the Meerkat | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Speaking and Listening                                                                                                                            |                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Analytical writing:</b><br>Use text evidence to respond to text                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Engage in collaborative discussions<br>Present writing and research                                                                               |                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Foundational Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Research and Inquiry                                                                                                                              |                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Phonological/ Phonemic Awareness</b><br>✓ Blend phonemes to make words<br>✓ Substitute phonemes within words<br>✓ Categorize phonemes in words<br><b>Phonics/Structural Analysis//Handwriting:</b><br>✓ Introduce/review ending consonant blends<br>✓ Inflectional Ending -ing<br>Handwriting Tt<br><b>Spelling Words:</b><br>lend send fast past sink wink of who<br><b>High Frequency Words:</b><br>✓ eat no of under who<br><b>Decodable Text:</b><br>Apply foundational skills in connected text<br><b>Fluency:</b><br>Accuracy and Rate | Conduct research about an animal habitat                                                                                                          |                   |

**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. **[9 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.f** Read words with inflectional endings. **[14 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.a** Use common, proper, and possessive nouns. **[9 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.a** Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. **[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. **[11 lessons]**

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

**1.RI.CS.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **[3 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. **[1 lesson]**

**1.RI.KID.2** Identify the main topic and retell key details of a text. **[20 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.KID.1** Ask and answer questions about key details in a text. **[7 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.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. **[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. **[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]**

| Day 1                                                                                                                                                                                                                 | Instructional Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Student Learning Targets:</b><br>1.RI.KID.1, 1.RI.KID.2, 1.FL.PC.1.a, 1.FL.PA.2.c, 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.W.PDW.4, 1.FL.SC.6.a, 1.W.RBPK.8, 1.FL.SC.6.a, 1.W.RBPK.8 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Introduce the Concept</b><br>Oral Vocabulary Words (Reading / Writing Companion)<br>Talk About It                                                                                                                  | Students will: T188-189 <ul style="list-style-type: none"> <li>○ Discuss the essential question: Where do animals live together?</li> <li>○ Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new vocabulary words. (habitat, depend)</li> <li>○ <b>Reading/Writing Companion</b> p. 66-67, look at photo, talk about it and complete the graphic organizer.</li> </ul>                                                                                                                                                                                                                                                                           |
| <b>Listening Comprehension</b> (Literature Big Book)<br>Close Read (Units 1-3)<br>Read Interactive Read Aloud (Units 4-6)                                                                                             | Students will: T190-191 <ul style="list-style-type: none"> <li>○ Listen to “Babies in the Bayou. <b>Literature Big Book</b></li> <li>○ Identify this story as a nonfiction and explain why.</li> <li>○ Share with partner what they learned about baby animals in the bayou.</li> <li>○ Listen as the teacher models retelling the story using her own words with facts and details.</li> <li>○ Write as much as they can about the story in five minutes (to increase writing fluency).</li> </ul>                                                                                                                                                                               |
| <b>Word Work</b><br>Phonemic Awareness<br>Phonics/Spelling<br>High Frequency Words                                                                                                                                    | Students will: T192-195 <ul style="list-style-type: none"> <li>○ Practice blending phonemes together.</li> <li>○ Practice/blend words with ending consonants -st, nk, nd, sk, mp.</li> <li>○ Handwriting Tt. <b>Practice Book</b> p. 120.</li> <li>○ Take a spelling pre-test.</li> <li>○ <b>Read/Spell/Write</b> HFWs. (eat, under, now, who, of); Identify HFWs in a sentence.</li> </ul>                                                                                                                                                                                                                                                                                       |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Application of Foundational Skills                                                                                                                                | Students will: T196-197 <ul style="list-style-type: none"> <li>○ Review HFWs.</li> <li>○ Review consonant blends, nd, nk, st, sk, mp.</li> <li>○ Spell and model reading of each word: forest, animals, deer, rabbit, wasp.</li> <li>○ Read “The Best Spot.”</li> <li>○ Identify the text as Information Text: nonfiction. Explain why.</li> <li>○ <b>Reading/Writing Companion</b> p. 68-77 find HFWs, answer comprehension questions, using photos to help with answers, circle words ending with /nd/, retell the story using pictures and words.</li> <li>○ Discuss with partners how the animals described in the text live.</li> <li>○ Take a spelling pre-test.</li> </ul> |
| <b>Shared Writing</b>                                                                                                                                                                                                 | Students will: T198 <ul style="list-style-type: none"> <li>○ Respond to the prompt: “What animals are in this forest?”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Grammar</b>                                                                                                                                                                                                        | Students will: T199 <ul style="list-style-type: none"> <li>○ Choral read sentences to identify possessive nouns.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Day 2                                                                                                                                                   | Instructional Plan                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Student Learning Targets:</b><br>1.RI.KID.2, 1.FL.PA.2.b, 1.FL.PWR.3.f, 1.FL.PWR.3.b, 1.FL.PA.2.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.a, 1.W.RBPK.8 |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Build the Concept: Oral Language</b><br>Oral Vocabulary Words                                                                                        | Students will: T200-201 <ul style="list-style-type: none"> <li>Review the <b>Essential Question Chart</b>.</li> <li>Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new words. (hibernate, tranquil, tolerate)</li> </ul>                                                                                                                              |
| <b>Word Work</b><br>Phonics/Spelling<br>Fluency<br>Structural Analysis                                                                                  | Students will: T202-205 <ul style="list-style-type: none"> <li>Review/Practice ending blends: sk, nd, nk, nt, st, mp.</li> <li>Blend/Build words with ending blends.</li> <li>Add inflectional ending -ing to words, read aloud and discuss with a partner the meaning. Use in a sentence.</li> <li>Word Sort with -end, -ast, -ink families.</li> </ul>                                 |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Genre<br>Skill                                                                                      | Students will: T206-207 <ul style="list-style-type: none"> <li>Reread "The Best Spot."</li> <li><b>Reading/Writing Companion</b> p. 78-79 share what part of the forest rabbits live in, identify other animals in the text and the part of the forest where they live.</li> <li><b>Reading/Writing Companion</b> p. 80-81 discuss the main topic of the text and key detail.</li> </ul> |
| <b>Shared Writing</b>                                                                                                                                   | Students will: T208 <ul style="list-style-type: none"> <li>Reread "The Best Spot."</li> <li>Answer the prompt: "Use "The Best Spot" as a model and write two pages of an informative text about animals that live in the sea.</li> </ul>                                                                                                                                                 |
| <b>Grammar</b>                                                                                                                                          | Students will: T209 <ul style="list-style-type: none"> <li>With a partner, write a sentence about each other using a possessive.</li> </ul>                                                                                                                                                                                                                                              |

| Day 3                                                                                                                                                                                       | Instructional Plan                                                                                                                                                                                                                                                |
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| <b>Student Learning Targets:</b><br>1.RI.KID.2, 1.RI.RRTC.10, 1.RI.CS.6, 1.FL.PA.2.c, 1.FL.PWR.3.f, 1.FL.PWR.3.b, 1.FL.WC.4.c, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.W.PDW.4, 1.W.TTP.2, 1.FL.SC.6.a |                                                                                                                                                                                                                                                                   |
| <b>Build the Concept</b><br>Review Oral Vocabulary                                                                                                                                          | Students will: T210 <ul style="list-style-type: none"> <li>Respond to "What have you learned about animal communities so far this week?"</li> <li>Use <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: T211                                                                                                                                                                                                                                               |

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| Close Reading (Units 1-3)<br>Fluency (Units 4-6)                                                                                                                                                           | <ul style="list-style-type: none"> <li>○ Reread “Babies in the Bayou.”</li> <li>○ Reread p. 9 “How does the author help us visualize, or picture in our minds, the baby alligators?”</li> <li>○ Reread p. 17 “How can we use clues in the text and illustrations to answer questions?”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Word Work</b><br>Phonemic Awareness<br>Structural Analysis<br>High-Frequency Words/Fluency                                                                                                              | Students will: T212-215 <ul style="list-style-type: none"> <li>○ Substitute phonemes to make new words.</li> <li>○ Read <b>Decodable Reader</b> “In a Land of Grass.”</li> <li>○ Blend and decode words using inflectional ending -ing.</li> <li>○ <b>Read/Spell/Write</b> each HFW.</li> <li>○ Build fluency by practicing HFWs in sentences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Read the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading                                                                                                                       | Students will: T215A-H <ul style="list-style-type: none"> <li>○ Predict what you might learn in the story “At a Pond” in <b>Literature Anthology</b> p. 48-59.</li> <li>○ Review what main topic and key details are.</li> <li>○ <b>Reading/Writing Companion</b> p. 84 discuss with partners why the author asks questions at the beginning?, answer comprehension questions, find key details.</li> <li>○ <b>Reading/Writing Companion</b> p. 85 respond to the question “Who is in the eggs?” by reading the text and looking at the photo on p. 55.</li> <li>○ <b>Reading/Writing Companion</b> p. 86 respond to the question “What did the author want to show on p. 56-57?”</li> <li>○ Meet the author and learn her purpose in writing the text.</li> <li>○ Retell the story using main topic and key details.</li> <li>○ Respond to How the selections, “Compare “At a Pond” and “The Best Spot,” are similar?</li> </ul> |
| <b>Independent Writing: Draft</b>                                                                                                                                                                          | Students will: T216 <ul style="list-style-type: none"> <li>○ Use text and illustrations to respond to the prompt: “Write two more pages about one of the animals in “At a Pond.”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Grammar and Mechanics</b>                                                                                                                                                                               | Students will: T217 <ul style="list-style-type: none"> <li>○ Identify possessive nouns in sentences.</li> <li>○ Write a sentence with a possessive noun that could be added to their draft.</li> <li>○ Correct possessive nouns in sentences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Day 4</b>                                                                                                                                                                                               | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Student Learning Targets:</b><br><b>1.RL.CS.5</b> , 1.FL.PA.2.c, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.c, 1.FL.SC.6.a, 1.SL.CC.1, 1.W.PDW.4, 1.W.PDW.6, 1.W.PDW.5, 1.W.RBPK.7 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Extend the Concept</b><br>Text Features                                                                                                                                                                 | Students will: T218 <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>○ Use <b>Teaching Poster 23</b> to locate lines that repeat.</li> <li>○ Discuss why the author repeats lines throughout a poem.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Close Reading</b> (Literature Anthology)                                                                                                                                                                | Students will: T219A-B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| Compare Anchor Text with Paired Selection                                                                                                                             | <ul style="list-style-type: none"> <li>○ Read “Way Down Deep.” <b>Literature Anthology</b> p. 62-63.</li> <li>○ Identify words that use alliteration (/s/ sound).</li> <li>○ <b>Reading/Writing Companion</b> p. 87 discuss with a partner what words repeat and why the author does this?</li> <li>○ <b>Reading/Writing Companion</b> p. 88 why does the author use words with the same beginning sound.</li> <li>○ <b>Reading/Writing Companion</b> p. 89 find the words that show how the animals move? What do the words tell you about the bottom of the sea.</li> <li>○ Use key details to retell the poem.</li> </ul> |
| <b>Word Work</b><br>Phonics/Spelling<br>Structural Analysis                                                                                                           | Students will: T220-221 <ul style="list-style-type: none"> <li>○ Build words with end blends.</li> <li>○ Read <b>Decodable Reader</b> “Stomp and Romp.”</li> <li>○ Add -ing to words to tell about actions happening now. Read the new words and write sentences.</li> <li>○ Word sort with -end, -ast, -ink families.</li> </ul>                                                                                                                                                                                                                                                                                            |
| <b>Independent Writing: Revise</b>                                                                                                                                    | Students will: T222 <ul style="list-style-type: none"> <li>○ Reread and edit if necessary their response to the prompt: Write two more pages about one of the animals in “At a Pond.” Use photos to help.</li> <li>○ Pair students and peer review prompt answers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                |
| <b>Grammar</b>                                                                                                                                                        | Students will: T223 <ul style="list-style-type: none"> <li>○ Identify the possessive noun and what belongs to whom.</li> <li>○ Edit sentences with correct possessive nouns.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Integrate Ideas</b><br>Research and Inquiry                                                                                                                        | Students will: T224-225 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 90-91 review the steps in the research process.</li> <li>○ Choose an animal and think about where it lives.</li> <li>○ Fill out the Research Process Checklist.</li> <li>○ Choose the presentation format.</li> <li>○ Create the presentation.</li> </ul>                                                                                                                                                                                                                                                               |
| <b>Day 5</b>                                                                                                                                                          | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Student Learning Targets:</b><br>1.RI.IK1.9, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PA.2.d, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.c, 1.FL.PA.2.d, 1.SL.PK1.4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Word Work</b><br>Phonemic Awareness<br>Phonics/Spelling<br>Structural Analysis<br>High-Frequency Words                                                             | Students will: T226-227 <ul style="list-style-type: none"> <li>○ Blend and Segment phonemes to form words.</li> <li>○ Blend/Build words with end blends</li> <li>○ Practice reading decodable words with fluency.</li> <li>○ Read the <b>Decodable Readers</b> “In a Land of Grass” and “Stomp and Romp.”</li> <li>○ Explain when the -ing ending is used.</li> <li>○ Take a spelling post-test.</li> <li>○ <b>Read/Spell/Write</b> HFWs and write a sentence with each word.</li> </ul>                                                                                                                                     |

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| <b>Independent Writing</b>                                   | Students will: T228 <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><br>Text Connections<br>Weekly Wrap Up | Students will: T230-231 <ul style="list-style-type: none"><li>○ Review the <b>Essential Question Chart</b>.</li><li>○ <b>Reading/Writing Companion</b> p. 92 share what the painting show about where birds live. Compare the forest with the pond.</li></ul> |

| Week 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                | ✓ Assessed Skill |
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| Unit 2 Week 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Comprehension / Genre / Author's Craft                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Language Development                                                                                                                                                                                           |                  |
| Essential Question: How do people help out in the community?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Cite relevant evidence from text<br>Make inferences to support understanding<br>Reread to monitor comprehension<br>✓ Determine characters, setting, and events<br>Understand the aspects of fantasy stories<br>Text Features                                                                                                                                                                                                                                                                                                                       | <b>Oral Vocabulary Acquisition:</b><br>leadership admire enjoy reply connections<br><b>Writing Process:</b><br>Plan and draft a fantasy story<br><b>Grammar:</b><br>✓ Identify and use common and proper nouns |                  |
| <b>Text(s):</b><br><br><b>Teach and Model</b><br><br><b>Literature Big Book:</b> "The Story of Martin Luther King, Jr"<br><br><b>Interactive Read Aloud:</b> "Luis's Library"<br><br><b>Shared Read:</b> "Thump Thump Helps Out"<br><br><b>Practice and Apply</b><br><br><b>Anchor Text:</b> <i>Nell's Books</i><br><br><b>Leveled Readers</b><br>A: The Sick Tree<br>O: Squirrels Help<br>ELL: Squirrel's Help<br>B: Wow, Kitty!<br><br><b>Decodable Readers</b><br>Dash Has a Wish, Help in a Flash,<br><b>Optional Classroom Library Trade Books</b><br>The Cow That Went Oink | <b>Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Speaking and Listening</b>                                                                                                                                                                                  |                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Analytical writing:</b><br>Use text evidence to respond to text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Engage in collaborative discussions<br>Present writing and research                                                                                                                                            |                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Foundational Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Research and Inquiry</b>                                                                                                                                                                                    |                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Phonological/ Phonemic Awareness</b><br>✓ Isolate phonemes within words<br>✓ Categorize phonemes in words<br>✓ Blend phonemes to make words<br><b>Phonics/Structural Analysis//Handwriting:</b><br>✓ Introduce/review consonant digraphs: sh, th, -ng<br>✓ Closed Syllables<br>Handwriting Ff<br><b>Spelling Words:</b><br>fish shop ship with thing sang want call<br><b>High Frequency Words:</b><br>✓ all call day her want<br><b>Decodable Text:</b><br>Apply foundational skills in connected text<br><b>Fluency:</b><br>Accuracy and Rate | Conduct and use common and proper nouns                                                                                                                                                                        |                  |

**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. [\[1 lesson\]](#)

**1.FL.PA.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [\[8 lessons\]](#)

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

**1.FL.PWR.3.a** Know the sound-spelling correspondence for common consonant digraphs. [\[13 lessons\]](#)

**1.FL.PWR.3.b** Decode regularly spelled one-syllable words. [\[4 lessons\]](#)

**1.FL.PWR.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables. [\[13 lessons\]](#)

**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.a** Use common, proper, and possessive nouns. [\[9 lessons\]](#)

**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. [\[6 lessons\]](#)

**1.FL.WC.4.d** Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. [\[6 lessons\]](#)

**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. [\[10 lessons\]](#)

**1.RI.CS.5** Know and use various text features to locate key facts or information in a text. [\[3 lessons\]](#)

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

**1.RI.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of 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.KID.1** Ask and answer questions about key details in a text. [\[2 lessons\]](#)

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

**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. [\[13 lessons\]](#)

**1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for grade 1. [\[3 lessons\]](#)

**1.SL.PKI.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [\[2 lessons\]](#)

**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. [\[7 lessons\]](#)

**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. [\[3 lessons\]](#)

**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. [\[1 lesson\]](#)

**1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [\[5 lessons\]](#)

**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. [\[2 lessons\]](#)

**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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Student Learning Targets:</b><br>1.RL.KID.3, 1.RL.KID.1, 1.FL.PA.2.c, 1.FL.PWR.3.e, 1.FL.PWR.3.b, 1.FL.PWR.3.a, 1.FL.PWR.3.g, 1.FL.WC.4.a, 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.WC.4.a, 1.FL.SC.6.a, 1.W.PDW.4, 1.W.RBPK.8 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Introduce the Concept</b><br>Oral Vocabulary Words (Reading / Writing Companion)<br>Talk About It                                                                                                                    | Students will: T272-273 <ul style="list-style-type: none"> <li>○ Discuss the essential question: What kind of helpers might a community need?</li> <li>○ Create a class <b>Essential Question Chart</b>.</li> <li>○ Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn about new words. (leadership, admire)</li> <li>○ <b>Reading/Writing Companion</b> p. 94-95 look at photo, talk about it and write how the kids are helping in the community.</li> </ul>                                                                                                                                                               |
| <b>Listening Comprehension</b>                                                                                                                                                                                          | Students will: T274-275 <ul style="list-style-type: none"> <li>○ Read the story "The Story of Martin Luther King Jr."</li> <li>○ Discuss what a biography is.</li> <li>○ Listen for the beginning, middle and end of the story</li> <li>○ Respond to the text by sharing what they learned about MLK and how he helped his community.</li> <li>○ Listen while the teacher models retelling the story.</li> <li>○ Write as much as they can about the story in five minutes (to increase writing fluency).</li> </ul>                                                                                                                                        |
| <b>Word Work</b><br>Phonemic Awareness<br>Phonics/Spelling<br>High Frequency Words                                                                                                                                      | Students will: T276-279 <ul style="list-style-type: none"> <li>○ Practice isolating beginning and final sounds.</li> <li>○ Practice consonant digraphs /th/, /sh/, /-ng/.</li> <li>○ Blend words with th, sh, -ng.</li> <li>○ Handwriting Ff <b>Practice Book</b> p. 136.</li> <li>○ Take spelling pre-test.</li> <li>○ Use <b>Read/Spell/Write</b> routine to learn new vocabulary words. (all, call, her, want, day)</li> <li>○ Read sentences using HFWs and decodable words.</li> </ul>                                                                                                                                                                 |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Application of Foundational Skills                                                                                                                                  | Students will: T280-281 <ul style="list-style-type: none"> <li>○ Review HFWs.</li> <li>○ Review digraph sounds /th/, /sg/, /-ng/.</li> <li>○ Spell and model the words <i>heard, home, loud, needs</i>.</li> <li>○ Read the story "Thump Thump Helps Out."</li> <li>○ Identify how this story is a fantasy.</li> <li>○ <b>Reading Writing Companion</b> p. 96-105 establish the author's purpose, circle words with the same beginning sound, identify HFWs, answer comprehension questions, identify words with th, sh, or -ng, retell the story using pictures and words.</li> <li>○ Discuss with partners how Thump Thump helps in the story.</li> </ul> |
| <b>Shared Writing</b>                                                                                                                                                                                                   | Students will: T282 <ul style="list-style-type: none"> <li>○ Respond by writing to prompt: "How does Thump Thump help?"</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Grammar</b>                                                                                                                                                                                                          | Students will: T283 <ul style="list-style-type: none"> <li>○ Chorally reread sentences and identify proper nouns.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Day 2                                                                                                                                                                                                                | Instructional Plan                                                                                                                                                                                                                                                                                                                                               |
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| <b>Student Learning Targets:</b><br>1.RL.KID.3, 1.FL.PWR.3.e, 1.FL.PWR.3.a, 1.FL.PWR.3.g, 1.FL.WC.4.a, 1.FL.WC.4.d, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.a, 1.FL.SC.6.a, 1.W.RBPK.8, 1.W.PDW.4, 1.W.PDW.5, 1.W.RBPK.8 |                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Build the Concept: Oral Language</b><br>Oral Vocabulary Words                                                                                                                                                     | Students will: T284 <ul style="list-style-type: none"> <li>Review the <b>Essential Question Chart</b>.</li> <li>Use the <b>Define/Example/Ask</b> routine on the <b>Visual Vocabulary Cards</b> to learn new oral vocabulary words. (connections, enjoy, rely)</li> </ul>                                                                                        |
| <b>Word Work</b><br>Phonics/Spelling<br>Fluency<br>Structural Analysis                                                                                                                                               | Students will: T286-289 <ul style="list-style-type: none"> <li>Practice/Review connecting the letters /th/, /sh/, /-ng/.</li> <li>Blend/Build words with /th/, /sh/, /-ng/.</li> <li>Divide words into syllables, then read the words.</li> <li>Word Sort with th, sh, -ng families.</li> </ul>                                                                  |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Genre<br>Skill                                                                                                                                                   | Students will: T290-291 <ul style="list-style-type: none"> <li>Reread "Thump Thump Helps Out."</li> <li><b>Reading/Writing Companion</b> p. 106-107 Review characteristics of a fantasy. Identify two things in the story that shows this is a fantasy.</li> <li><b>Reading/Writing Companion</b> p. 108-109 Identify characters, setting and events.</li> </ul> |
| <b>Shared Writing</b>                                                                                                                                                                                                | Students will: T292 <ul style="list-style-type: none"> <li>Use text evidence, answer the prompt: "Use "Thump Thump Helps Out" as a model to write a fantasy about a character who has an unusual habit."</li> </ul>                                                                                                                                              |
| <b>Grammar</b>                                                                                                                                                                                                       | Students will: T293 <ul style="list-style-type: none"> <li>Identify and circle each proper noun in sentences.</li> </ul>                                                                                                                                                                                                                                         |

| Day 3                                                                                                                                                                                                                                                          | Instructional Plan                                                                                                                                                                                                                                                                                                                         |
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| <b>Student Learning Targets:</b><br>1.RL.KID.3, 1.RL.KID.2, <b>1.RI.CS.5</b> , 1.RL.IKI.7, 1.RL.RRTC.10, 1.FL.PWR.3.e, 1.FL.PWR.3.a, 1.FL.PWR.3.e, 1.FL.PWR.3.g, 1.FL.WC.4.d, 1.FL.WC.4.f, 1.W.PDW.4, 1.FL.SC.6.a, 1.W.TTP.3, 1.W.TTP.1, 1.W.PDW.4, 1.W.RBPK.8 |                                                                                                                                                                                                                                                                                                                                            |
| <b>Build the Concept</b><br>Review Oral Vocabulary                                                                                                                                                                                                             | Students will: T294-295 <ul style="list-style-type: none"> <li>Discuss what have you learned about how people help out in the community so far this week and how to they connect with the essential question.</li> <li>Use <b>Define/Example/Ask</b> routine on <b>Visual Vocabulary Cards</b> to review oral vocabulary words.</li> </ul> |
| <b>Listening Comprehension/Close Reading</b><br>Close Reading (Units 1-3)<br>Fluency (Units 4-6)                                                                                                                                                               | Students will: T295 <ul style="list-style-type: none"> <li>Reread "The Story of Martin Luther King Jr."</li> <li>Respond to questions using text evidence.</li> </ul>                                                                                                                                                                      |

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|                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Respond to How does the author use illustrations and details in a text to describe key ideas?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Word Work</b><br>Phonemic Awareness<br>Structural Analysis<br>High-Frequency Words/Fluency                                                                                                                       | Students will: T296-299 <ul style="list-style-type: none"> <li>Blend sounds together.</li> <li>Read <b>Decodable Reader</b>: “Dash Has a Wish” and “The Helping Gang.”</li> <li>Divide words into syllable, identifying the vowel sound in each syllable and how they know the vowel sounds are short. (closed syllable)</li> <li><b>Read/Spell/Write</b> and <b>Visual Vocabulary Cards</b> to practice HFWs.</li> <li>Build fluency by reading the sentences aloud together several times.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Read the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading                                                                                                                                | Students will: T299A-J <ul style="list-style-type: none"> <li>Predict what will happen when they find out how one elephant helps in her community.</li> <li>Read “Nell’s Books.” Identify character, setting, events, key details, discuss why this is a fantasy, answer comprehension questions. <b>Literature Anthology</b> p. 64-79.</li> <li><b>Reading/Writing Companion</b> p. 113. Looking at the illustrations, how do you know the friends’ feelings about reading changed?</li> <li><b>Reading/Writing Companion</b> p. 114. Reread p. 76-77 and discuss How does the dialogue help you know why Nell’s friends got her a truck?</li> <li>Meet the author and learn her purpose in writing the text. <b>Literature Anthology</b> p. 80-81.</li> <li><b>Reading/Writing Companion</b> p. 110. Retell the story using their character, setting and events chart.</li> <li>How are the stories “Thump Thump Helps Out” and “Nell’s Books” alike?</li> </ul> |
| <b>Independent Writing: Draft</b>                                                                                                                                                                                   | Students will: T300 <ul style="list-style-type: none"> <li>Use text evidence as a guide, respond to the prompt: “Use Nell’s Books as a model to write a fantasy about a character who helps.”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Grammar/Mechanics</b>                                                                                                                                                                                            | Students will: T301 <ul style="list-style-type: none"> <li>Use “Nell’s Books” p. 68-69 to find proper nouns. Write sentences about Nell and her friends.</li> <li>Correct sentences by capitalizing proper nouns.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Day 4</b>                                                                                                                                                                                                        | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Student Learning Targets:</b><br>1.RI.CS.5, 1.FL.PWR.3.e, 1.FL.PWR.3.a, 1.FL.PWR.3.g, 1.FL.WC.4.f, 1.FL.WC.4.d, 1.FL.WC.4.e, 1.FL.WC.4.a, 1.FL.PA.2.c, 1.FL.SC.6.a, 1.W.PDW.5, 1.W.RBPK.7, 1.W.PDW.4, 1.W.RBPK.8 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Extend the Concept</b><br>Text Features                                                                                                                                                                          | Students will: T302-303 <ul style="list-style-type: none"> <li>Use <b>Define/Example/Ask</b> and <b>Visual Vocabulary Cards</b> to review oral vocabulary words (admire, leadership, enjoy, rely, connections).</li> <li>Use <b>Teaching Poster 14</b>. Identify how to make a list. Discuss other things you could make a list for.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Close Reading</b> (Literature Anthology)<br>Compare Anchor Text with Paired Selection                                                                                                                            | Students will: T303A-D <ul style="list-style-type: none"> <li>Read the paired selection “Kids Can Help.”</li> <li>Think about how children in this text are similar to the characters in Nell’s Book.</li> <li>Identify key details, look at illustrations for text feature: list,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p.115 underline what words tell what kids can do to help the neighborhood, Share with a partner how these kids help in their community.</li> <li>○ <b>Reading/Writing Companion</b> p.116 answer comprehension questions.</li> <li>○ Collaborate with a partner about how the photos help you understand recycling.</li> <li>○ <b>Reading/Writing Companion</b> p.117 answer why is “Kids Can Help” a good title for this story.</li> <li>○ With partners, retell the story using key details.</li> <li>○ Discuss how gardens can help a community.</li> </ul> |
| <b>Word Work</b><br>Phonics/Spelling<br>Structural Analysis                                                                                                                     | Students will: T304-305 <ul style="list-style-type: none"> <li>○ Build words with th, sh, -ng.</li> <li>○ Read <b>Decodable Reader</b> “Help in a Flash” and “Send a Big Thanks!.”</li> <li>○ With a partner, divide words into syllables, pronounce then and write a sentence with each word.</li> <li>○ Word Sort with th, sh, -ng families.</li> </ul>                                                                                                                                                                                                                                                                                |
| <b>Independent Writing: Revise</b>                                                                                                                                              | Students will: T306 <ul style="list-style-type: none"> <li>○ Reread and revise (if needed) their response: “Use Nell’s Books as a model to write a fantasy about a character who helps.”</li> <li>○ Pair students and peer review prompt answers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Grammar/Mechanics</b>                                                                                                                                                        | Students will: T307 <ul style="list-style-type: none"> <li>○ Use a two-column chart with headings Proper Nouns and Common Nouns, choose a book to find at least 5 of each word.</li> <li>○ Edit sentences with capitalization errors.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Integrate Ideas</b><br>Research and Inquiry                                                                                                                                  | Students will: T308-309 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 118-119 to complete questions.</li> <li>○ Choose a classmate to interview.</li> <li>○ Think of two questions to ask the classmate.</li> <li>○ Write responses of classmate.</li> <li>○ Choose the presentation format.</li> <li>○ Create the presentation.</li> </ul>                                                                                                                                                                                                                                                               |
| <b>Day 5</b>                                                                                                                                                                    | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Student Learning Targets:</b><br>1.RI.KID.3, 1.RI.IKI.9, 1.FL.PWR.3.e, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.a, 1.FL.WC.4.f, 1.FL.WC.4.d, 1.FL.PA.2.d, 1.FL.SC.6.a, 1.W.PDW.4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Word Work</b><br>Phonemic Awareness<br>Phonics/Spelling<br>Structural Analysis<br>High-Frequency Words                                                                       | Students will: T310-311 <ul style="list-style-type: none"> <li>○ Blend/Segment phonemes to form words</li> <li>○ Blend/Build words with th, sh, -ng.</li> <li>○ Practice words for fluency.</li> <li>○ Identify closed syllables in words.</li> <li>○ Take a spelling post test</li> <li>○ <b>Read/Spell/Write</b> HFWs and write a sentence with each word.</li> </ul>                                                                                                                                                                                                                                                                  |
| <b>Independent Writing</b>                                                                                                                                                      | Students will: T312 <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><br>Text Connections<br>Weekly Wrap Up                                                                                                                    | Students will: T314-315 <ul style="list-style-type: none"> <li>○ Review the <b>Essential Question Chart</b>.</li> <li>○ <b>Reading/Writing Companion</b> p. 120. Compare Thump Thump and Little Boy Blue. How are they alike?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                 |

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|  | <ul style="list-style-type: none"><li>○ <b>Reading/Writing Companion</b> p. 121. Discuss what new things they learned in the poem. Write what they have learned.</li></ul> |
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## Week 5

 Assessed Skill

| Unit 2 Week 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Comprehension / Genre / Author's Craft                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Language Development                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Essential Question: How can you find your way around?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Cite relevant evidence from text<br>Make inferences to support understanding<br>Reread to monitor comprehension<br> Evaluate the main topic and key detail<br>Understand the aspects of informational stories<br>Text features.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Oral Vocabulary Acquisition:</b><br>locate route height model separate<br><b>Writing Process:</b><br>Revise, edit, and publish a fantasy story<br><b>Grammar:</b><br> Understand and use irregular plural nouns |
| <b>Text(s):</b><br><br><b>Teach and Model</b><br><br><b>Literature Big Book:</b> "Me on the Map"<br><br><b>Interactive Read Aloud:</b> "Map It"<br><br><b>Shared Read:</b> "Which Way on the Map?"<br><br><b>Practice and Apply</b><br><br><b>Anchor Text:</b> <i>Fun with Maps</i><br><br><b>Leveled Readers</b><br>A: How Maps Help<br>O: How Maps Help<br>ELL: How Maps Help<br>B: How Maps Help<br><br><b>Decodable Readers</b><br>A Map Match, A Fun Chest!, Phil and Steph Get Lost<br><b>Optional Classroom Library Trade Books</b><br>Meet the Meerkat | <b>Writing</b><br><br><b>Analytical writing:</b><br>Use text evidence to respond to text<br><br><b>Foundational Skills</b><br><br><b>Phonological/ Phonemic Awareness</b><br> Segment phonemes within words<br> Add phonemes to words<br> Blend phonemes to make words<br><b>Phonics/Structural Analysis//Handwriting:</b><br> Introduce/review consonant digraphs: wh, ph, ch, -tch<br> Plural nouns with -es<br>Handwriting Cc<br><b>Spelling Words:</b><br>whip whale catch chin graph many around<br><b>High Frequency Words:</b><br>around by many place walk<br><b>Decodable Text:</b><br>Apply foundational skills in connected text<br><b>Fluency:</b><br>Accuracy and rate | <b>Speaking and Listening</b><br><br>Engage in collaborative discussions<br>Present writing and research<br><br><b>Research and Inquiry</b><br><br>Conduct research to create a map                                                                                                                   |

**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.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. **[1 lesson]**
- 1.FL.PA.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **[1 lesson]**
- 1.FL.PA.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **[4 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.a** Know the sound-spelling correspondence for common consonant digraphs. **[14 lessons]**
- 1.FL.PWR.3.b** Decode regularly spelled one-syllable words. **[12 lessons]**
- 1.FL.PWR.3.f** Read words with inflectional endings. **[9 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. **[5 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.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.c** Spell words with inflectional endings. **[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.4** Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area. **[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. **[3 lessons]**
- 1.RI.KID.2** Identify the main topic and retell key details of a text. **[17 lessons]**
- 1.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for grade 1. **[8 lessons]**
- 1.RL.KID.1** Ask and answer questions about key details in a text. **[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. **[1 lesson]**
- 1.SL.PKI.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **[2 lessons]**
- 1.SL.PKI.6** With prompting and support, speak in complete sentences when appropriate to task and situation. **[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.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. **[3 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. **[3 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. **[6 lessons]**

| Day 1                                                                                                                                                                                                                | Instructional Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Student Learning Targets:</b><br>1.IK1.RL.7, 1.FL.PC.1.a, 1.FL.PA.2.d, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.a, 1.FL.PWR.3.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.PDW.6, 1.W.PDW.5 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Introduce the Concept</b><br>Oral Vocabulary Words (Reading / Writing Companion)<br>Talk About It                                                                                                                 | Students will: T356-357 <ul style="list-style-type: none"> <li>○ Discuss the essential question: How can you find your way around?</li> <li>○ Use <b>Define/Example/Ask</b> and <b>Visual Vocabulary Cards</b> to learn new vocabulary words. (locate, route)</li> <li>○ <b>Reading/Writing Companion</b> p. 122-123 look at picture, discuss and write two ways when to use a map.</li> </ul>                                                                                                                                                            |
| <b>Listening Comprehension</b> (Literature Big Book)<br>Close Read (Units 1-3)<br>Read Interactive Read Aloud (Units 4-6)                                                                                            | Students will: T358-359 <ul style="list-style-type: none"> <li>○ Read “Me on the Map.”</li> <li>○ Discuss characteristics of a realistic fiction.</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>                                                                                                                                                                                                      |
| <b>Word Work</b><br>Phonemic Awareness<br>Phonics/Spelling<br>High Frequency Words                                                                                                                                   | Students will: T360-363 <ul style="list-style-type: none"> <li>○ Practice segmenting phonemes in words.</li> <li>○ Practice new digraphs/trigraphs: ch, -tch, wh, ph</li> <li>○ Blend words with ch, -tch, wh, ph.</li> <li>○ Daily Handwriting Cc.</li> <li>○ Take a spelling pre-test.</li> <li>○ Use <b>Read/Spell/Write</b> routine to practice HFWs.</li> <li>○ Identify HFWs in connected text.</li> <li>○ Blend decodable words.</li> </ul>                                                                                                        |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Application of Foundational Skills                                                                                                                               | Students will: T364-365 <ul style="list-style-type: none"> <li>○ Review HFWs.</li> <li>○ Review consonant digraphs ch, wh, ph, and trigraph -tch.</li> <li>○ Spell and model words. (letter, lake, each, people, shows, town).</li> <li>○ Read the shared read: “Which Way on the Map?”</li> <li>○ <b>Reading/Writing Companion</b> p. 124-133. Circle /hw/ words, identify HFWs, circle digraphs and trigraphs, answer comprehension questions, retell the story using pictures and words.</li> <li>○ Collaborate “You can use a map when...”</li> </ul> |
| <b>Shared Writing</b>                                                                                                                                                                                                | Students will: T366 <ul style="list-style-type: none"> <li>○ Respond by writing to prompt “Where did Mitch and Steph go on their walk?”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Grammar</b>                                                                                                                                                                                                       | Students will: T367 <ul style="list-style-type: none"> <li>○ Identify the plural nouns in sentences.</li> <li>○ Collaborate with a partner using singular and irregular plural nouns.</li> </ul>                                                                                                                                                                                                                                                                                                                                                          |

| Day 2                                                                                                                                                                                                                    | Instructional Plan                                                                                                                                                                                                                                                                                            |
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| <b>Student Learning Targets:</b><br>1.RI.KID.2, 1.FL.PWR.3.b, 1.FL.PWR.3.a, 1.FL.PWR.3.f, 1.FL.PWR.3.b, 1.FL.PWR.3.a, 1.FL.PWR.3.g, 1.FL.WC.4.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.a, 1.W.RBPK.8, 1.W.PDW.6, 1.W.PDW.5 |                                                                                                                                                                                                                                                                                                               |
| <b>Build the Concept: Oral Language</b><br>Oral Vocabulary Words                                                                                                                                                         | Students will: T368-369 <ul style="list-style-type: none"> <li>Review the <b>Class Essential Chart</b>.</li> <li>Use <b>Define/Example/Ask</b> routine and <b>Visual Cards</b> to learn new vocabulary words. (height, model, separate)</li> </ul>                                                            |
| <b>Word Work</b><br>Phonics/Spelling<br>Fluency<br>Structural Analysis                                                                                                                                                   | Students will: T370-373 <ul style="list-style-type: none"> <li>Review digraphs ch, wh, ph, and trigraph -tch.</li> <li>Blend/Build words with ch, -tch, wh, ph.</li> <li>Add -es to words to make new words. Use the words in sentence.</li> <li>Word sort with ch, -tch, wh, ph families.</li> </ul>         |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Genre<br>Skill                                                                                                                                                       | Students will: T374-375 <ul style="list-style-type: none"> <li><b>Reading/Writing Companion</b> p. 134-135 Review the characteristics of information text: nonfiction.</li> <li><b>Reading/Writing Companion</b> p. 136-137 reread "Which Way on the Map?" identify main topic and 3 main 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 "Why does the author use photographs and parts of the map? What does this help a reader to understand?"</li> </ul>                                                                                      |
| <b>Grammar</b>                                                                                                                                                                                                           | Students will: T377 <ul style="list-style-type: none"> <li>Share sentences using irregular plural nouns.</li> </ul>                                                                                                                                                                                           |

| Day 3                                                                                                                                                                                      | Instructional Plan                                                                                                                                                                                                                                                                                    |
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| <b>Student Learning Targets:</b><br>1.RI.KID.2, 1.RI.RRTC.10, 1.FL.PWR.3.a, 1.FL.PWR.3.f, 1.FL.WC.4.c, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.FL.SC.6.k, 1.W.PDW.6, 1.W.PDW.5, 1.W.PDW.4, 1.W.RBPK.8 |                                                                                                                                                                                                                                                                                                       |
| <b>Build the Concept</b><br>Review Oral Vocabulary                                                                                                                                         | Students will: T378 <ul style="list-style-type: none"> <li>Respond to "What have you learned about maps so far this week?"</li> <li>Use <b>Define/Example/Ask</b> and <b>Visual Vocabulary Cards</b> to review vocabulary words.</li> </ul>                                                           |
| <b>Listening Comprehension/Close Reading</b><br>Close Reading (Units 1-3)<br>Fluency (Units 4-6)                                                                                           | Students will: T379 <ul style="list-style-type: none"> <li>Reread "Me on the Map."</li> <li>Reread p.18 "Who is talking or telling the story in this selection? How do you know?"</li> <li>Reread p. 27. "Why do you think the author chose the title "Me on the Map" for this selection?"</li> </ul> |
| <b>Word Work</b><br>Phonemic Awareness<br>Structural Analysis                                                                                                                              | Students will: T380-383 <ul style="list-style-type: none"> <li>Practice phoneme blending.</li> <li>Read <b>Decodable Readers</b> "A Map Match" and "Phil and Steph Get Lost."</li> </ul>                                                                                                              |

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| High-Frequency Words/Fluency                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Blend and decode words with inflectional ending -es.</li> <li>Word sort with ch, -tch, wh, ph families.</li> <li><b>Read/Spell/Write</b> HFW.</li> <li>Build fluency by practicing HFWs in sentences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Read the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading                                                                                                                       | <p>Students will: T383A-F</p> <ul style="list-style-type: none"> <li>Predict what kind of maps we will read about in “Fun with Maps” <b>Literature Anthology</b> p. 86-93.</li> <li>Read story “Fun with Maps.”</li> <li>Identify main topic and key details.</li> <li><b>Reading/Writing/Companion</b> p. 140 respond to the question “What kinds of places does the author create maps for?”</li> <li><b>Reading/Writing/Companion</b> p. 141 respond to the question “How does the map key help you understand the map?”</li> <li>Retell the story using main topic and key details.</li> <li>Compare “Fun with Maps” and “Which Way on the Map?” and discuss similarities.</li> <li>Make connections of the stories and the world around us.</li> </ul> |
| <b>Independent Writing: Draft</b>                                                                                                                                                                          | <p>Students will: T384</p> <ul style="list-style-type: none"> <li>Use text and illustrations to respond to the prompt “Why does the author show different kinds of maps? What does this help us to understand about maps?”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Grammar and Mechanics</b>                                                                                                                                                                               | <p>Students will: T385</p> <ul style="list-style-type: none"> <li>Share sentences with an irregular plural noun.</li> <li>Correct sentences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Day 4</b>                                                                                                                                                                                               | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Student Learning Targets:</b><br><b>1.RI.CS.5, 1.FL.PWR.3.a, 1.FL.PWR.3.g, 1.FL.WC.4.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.a, 1.FL.SC.6.k, 1.SL.PKI.6, 1.W.PDW.4, 1.W.PDW.5, 1.W.RBPK.7, 1.W.PDW.6</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Extend the Concept</b><br>Text Features                                                                                                                                                                 | <p>Students will: T386-387</p> <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>Use <b>Display Poster 19</b> locate places on the map using the map key.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Close Reading</b> (Literature Anthology)<br>Compare Anchor Text with Paired Selection                                                                                                                   | <p>Students will: T387A</p> <ul style="list-style-type: none"> <li>Read “North, East, South, or West.” <b>Literature Anthology</b> p. 94-95.</li> <li>Identify key details.</li> <li><b>Reading/Writing Companion</b> p. 142 what words name directions? Circle the abbreviations.</li> <li><b>Reading/Writing Companion</b> p. 143 identify the animal that is East on the map.</li> <li>Discuss with a partner about how the key on the map can help you and how the text can help people.</li> <li>Share with a partner what is north of the baseball field on the map of Bell Park.</li> </ul>                                                                                                                                                          |
| <b>Word Work</b><br>Phonics/Spelling<br>Structural Analysis                                                                                                                                                | <p>Students will: T388-389</p> <ul style="list-style-type: none"> <li>Build words with ch, -tch, wh, ph.</li> <li>Read <b>Decodable Readers</b> A Fun Chest” and “Maps and Graphs.’</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <b>Independent Writing: Revise</b>                                                                                                                                                                                | Students will: T390 <ul style="list-style-type: none"> <li>○ Review and edit if necessary their response to the prompt “Why does the author show different kinds of maps? What does this help us to understand about maps?”</li> <li>○ Pair students and peer review prompt answers.</li> </ul>                                                                                                             |
| <b>Grammar</b>                                                                                                                                                                                                    | Students will: T391 <ul style="list-style-type: none"> <li>○ Choose the correct irregular plural noun to complete sentences.</li> <li>○ Correct sentences.</li> </ul>                                                                                                                                                                                                                                       |
| <b>Integrate Ideas</b><br>Research and Inquiry                                                                                                                                                                    | Students will: T392-393 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 144-145. With the teacher, review the steps in the research process.</li> <li>○ Create a map of a room in our school.,</li> <li>○ List the items in that room.</li> <li>○ Draw a map of the room.</li> <li>○ Choose the presentation format.</li> <li>○ Create the presentation.</li> </ul>            |
| <b>Day 5</b>                                                                                                                                                                                                      | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Student Learning Targets:</b><br>1.RI.IKI.9, 1.FL.PWR.3.b, 1.FL.PWR.3.a, 1.FL.PWR.3.f, 1.FL.SC.6.k, 1.FL.WC.4.c, 1.FL.WC.4.e, 1.FL.WC.4.a, 1.SL.PKI.4, 1.SL.CC.3, 1.SL.PKI.4, 1.W.RBPK.7, 1.W.PDW.6, 1.W.PDW.4 |                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Word Work</b><br>Phonemic Awareness<br>Phonics/Spelling<br>Structural Analysis<br>High-Frequency Words                                                                                                         | Students will: T394-395 <ul style="list-style-type: none"> <li>○ Blend/Segment phonemes to form words.</li> <li>○ Blend/Build with ch, -tch, wh, ph.</li> <li>○ Read words with fluency.</li> <li>○ Explain to a partner when to use -es to form plural nouns.</li> <li>○ Word sort with ch, -tch, wh, ph families.</li> <li>○ <b>Read/Spell/Write</b> HFWs and write a sentence with each word.</li> </ul> |
| <b>Independent Writing</b>                                                                                                                                                                                        | Students will: T396 <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><br>Text Connections<br>Weekly Wrap Up                                                                                                                                                      | Students will: T398-399 <ul style="list-style-type: none"> <li>○ Review the <b>Essential Question Chart</b>.</li> <li>○ <b>Reading/Writing Companion</b> p. 146 share with a partner about what they see on the map, cite text evidence in responding to how the map of the starts and “Which Way on the Map?” are connected.</li> </ul>                                                                    |

## Week 6

 Assessed Skill

| Unit 2 Week 6                                                                                                                                                                                                  | Comprehension                                                                                                                                                            | Language Development                                                                                               |
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|                                                                                                                                                                                                                | Review strategies and skills<br>Make and Confirm Predictions<br>Character, Setting, Events<br>Reread<br>Main Topic and Key Details                                       | <b>Oral Vocabulary Acquisition:</b><br>Acquire and use oral vocabulary<br>north south east west left right up down |
| <b>Text(s):</b><br><br><b>Reading Digitally:</b> "Help Your Community"<br><br><b>Passage 1:</b> "Where is Rex?"<br><b>Passage 2:</b> "Jobs, Jobs, Jobs"<br><br><b>Reader's Theater:</b> I Speak, I Say, I Talk | Writing                                                                                                                                                                  | Speaking and Listening                                                                                             |
|                                                                                                                                                                                                                | <b>Analytical writing:</b><br>Write correspondence: a friendly letter<br><b>Response/Analytical Writing</b><br>Respond to a poem<br>Use text evidence to respond to text | Engage in collaborative conversation about communities                                                             |
|                                                                                                                                                                                                                | Foundational Skills                                                                                                                                                      | Research and Inquiry                                                                                               |
|                                                                                                                                                                                                                | <b>Fluency:</b><br>Read grade-level text fluently with appropriate rate, accuracy and prosody.                                                                           | Conduct research about animal communities                                                                          |

**Weekly Standards:**

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

**1.RI.KID.2** Identify the main topic and retell key details of a text. [4 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. [1 lesson]

**1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for grade 1. [7 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]

**Day 1****Instructional Plan****Student Learning Targets:**

1.RI.CS.5, 1.RL.KID.1, 1.RL.IKI.7, 1.RL.RRTC.10, 1.RI.KID.2, 1.W.PDW.6

**Read Digitally  
OR  
Reader's Theater**

Students will: T442-443 Reading Digitally

- Listen as the teacher reads "Help Your Community!"
- Use the sidebar of interactive features and discuss the purpose of these tools.
- Use **Detail Graphic Organizer** to retell the story.
- Answer questions about the text.
- Connect what they have learned about community spirit with what they learned about communities in other texts.

Students will: T444-445 Reader's Theater

- Listen as the shares the features of a play, the meaning of the word "solo" and the setting of the play.
- Listen as the teacher models the reading of the play.
- Practice the play for fluency.
- Perform the play.

**Show What You Learned**

Students will: T446-447

- Read "Where is Rex?" **Reading/Writing Companion** p. 158-159
- **Reading/Writing Companion** p. 160 Identify the type of story and why, Identify the setting of the story, Answer comprehension questions.

**Day 2****Instructional Plan****Student Learning Targets:**

1.RL.RRTC.10, 1.RI.KID.2

**Show What You Learned**

Students will: T448-449

- Use **Reading/Writing Companion** p. 161-162 and read "Jobs, Jobs, Jobs."

|                                                   |                                                                                                                                                                                                                     |
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|                                                   | <ul style="list-style-type: none"> <li>○ Use <b>Reading/Writing Companion</b> p. 163 Recall facts as to why this is an informational text: nonfiction, what the main topic is and what the man's job is.</li> </ul> |
| <b>Read Digitally<br/>OR<br/>Reader's Theater</b> | Students will: T444-445 Reader's Theater <ul style="list-style-type: none"> <li>○ Perform the play</li> </ul>                                                                                                       |

| Day 3                                                        | Instructional Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Student Learning Targets:</b><br>1.RL.RRTC.101.RI.KID.2   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Extend Your Learning</b>                                  | Students will: T450 <ul style="list-style-type: none"> <li>○ Revisit the poem "Way Down Deep" in <b>Literature Anthology</b> p. 62-63.</li> <li>○ Use <b>Reading/Writing Companion</b> 164-165 recalling which lines are repeated. Complete the writing prompt.</li> <li>○ Listen to "Finn's Perfect Job", <b>Reading/Writing Companion</b> 166. write about three of the main events. <b>Reading/Writing Companion</b> 167.</li> </ul>                                                                                                                                                                        |
| <b>Read Digitally<br/>OR<br/>Reader's Theater</b>            | Students will: <ul style="list-style-type: none"> <li>○ Perform the play.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Day 4                                                        | Instructional Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Student Learning Targets:</b><br>1.RL.RRTC.10, 1.RI.KID.2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Extend Your Learning</b>                                  | Students will: T452-453 <ul style="list-style-type: none"> <li>○ Use <b>Reading/Writing Companion</b> 168-169 to discuss and write the direction words.</li> <li>○ Partner will ask questions about where things are based on direction words.</li> <li>○ <b>Reading/Writing Companion</b> 170, choose an animal to research, write questions that you want to research and use books or internet to find the answers.</li> <li>○ Share your answers/information with the class.</li> <li>○ <b>Reading/Writing Companion</b> 171, practice using links on the computer and respond to the question.</li> </ul> |
| <b>Writing</b>                                               | Students will: T454 <ul style="list-style-type: none"> <li>○ Write a friendly letter. <b>Reading/Writing Companion</b> 172-173.</li> <li>○ Choose a book to read, write the title and what you liked about the book. <b>Reading/Writing Companion</b> 174.</li> </ul>                                                                                                                                                                                                                                                                                                                                          |

| Day 5                                                        | Instructional Plan                                                                                                                                                                                                                           |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Learning Targets:</b><br>1.RL.RRTC.10, 1.RI.KID.2 |                                                                                                                                                                                                                                              |
| <b>Track Your Progress</b>                                   | Students will: T456 <ul style="list-style-type: none"><li>○ Use <b>Reading/Writing Companion</b> 175 to decide on how happy they are with the skills they learned.</li><li>○ Write about something that you 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 what they learned about neighbors and communities and how it relates to the big idea: What makes a community?</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 3 Overview****Week 1****Essential Question: How do we measure time?**

Text Sets:

Literature Big Book (Fiction): A Second is a Hiccup

Anchor Text: On My Way to School

**Week 4:****Essential Question: How is life different than it was long ago?**

Text Sets:

Literature Big Book (Non-fiction): The Last Train

Anchor Text: Long Ago and Now

**Week 2:****Essential Question: How do plants change as they grow?**

Text Sets:

Literature Big Book (Fiction): Mystery Vine

Anchor Text: The Big Yuca Plant

**Week 5:****Essential Question: How do we get our food?**

Text Sets:

Literature Big Book (Non-fiction): Where Does Good Come From?

Anchor Text: From Cows to You

**Week 3:****Essential Question: What is a folktale?**

Text Sets:

Literature Big Book (Fiction): Interrupting Chicken

Anchor Text: The Gingerbread Man

**Week 6:**

Text Sets:

Reading Digitally: Seasons Bring Change

Reader's Theater: Shadow Dance

## Week 1

 Assessed Skill

| Unit 3 Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Comprehension / Genre / Author's Craft                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Language Development                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Essential Question: How do we measure time?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Cite relevant evidence from text<br>Make inferences to support understanding<br>Make and confirm predictions<br> Determine character, setting, and plot<br>Understand the aspects of fantasy stories<br>Reread<br>Text features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Oral Vocabulary Acquisition:</b><br>schedule immediately weekend calendar occasion<br><br><b>Grammar:</b><br> Identify and use verbs |
| <b>Text(s):</b><br><br><b>Teach and Model</b><br><br><b>Literature Big Book:</b> "A Second is a Hiccup"<br><br><b>Interactive Read Aloud:</b> "Measuring Time"<br><br><b>Shared Read:</b> "Nate the Snake is Late"<br><br><b>Practice and Apply</b><br><br><b>Anchor Text:</b> <i>On My Way to School</i><br><b>Paired Selection:</b> "It's About Time"<br><br><b>Leveled Readers</b><br>A: Busy's Watch<br>O: Kate Saves the Date!<br>ELL: Kate Saves the Date!<br>B: Uncle George is Coming<br><br><b>Decodable Readers</b><br>Is it Late? , Dave Was Late<br><b>Optional Classroom Library Trade Books</b><br>Seven Blind Mice | <b>Writing</b><br><br><b>Analytical writing:</b><br>Use text evidence to respond to text<br><br><b>Foundational Skills</b><br><br><b>Phonological/ Phonemic Awareness</b><br> Identify phonemes in words<br> Add phonemes to words<br> Substitute phonemes in words<br><b>Phonics/Structural Analysis//Handwriting:</b><br> Introduce/review long a: a_e<br> Contractions with not<br>Handwriting Dd<br><b>Spelling Words:</b><br>Make take came game gate late some today<br><b>High Frequency Words:</b><br> away now some today way why<br><b>Decodable Text:</b><br>Apply foundational skills in connected text<br><b>Fluency:</b><br>Accuracy and rate | <b>Speaking and Listening</b><br><br>Engage in collaborative discussions<br>Present writing and research<br><br><b>Research and Inquiry</b><br><br>Conduct research about a classmate's schedule                           |

## Weekly Standards

**1.FL.PA.2.b** Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. **[4 lessons]**

**1.FL.PA.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **[5 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. **[7 lessons]**

**1.FL.PWR.3.c** Know the final –e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels. **[20 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.d** Use verbs to convey a sense of past, present, and future. **[6 lessons]**

**1.FL.SC.6.i** Use commas in dates and to separate single words in a series. **[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. **[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.b** Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, final -y, and r-controlled vowels. **[4 lessons]**

**1.FL.WC.4.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **[6 lessons]**

**1.FL.WC.4.f** Write many common, frequently used words and some irregular words. **[13 lessons]**

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

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

**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. **[9 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. **[14 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.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.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. **[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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Student Learning Targets:</b><br>1.RL.CS.4, 1.SL.CC.1, 1.FL.PA.2.b, 1.FL.WC.4.e, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.FL.PWR.3.g, 1.FL.SC.6.a, 1.FL.VA.7b.iii, 1.W.RBPK.8, 1.W.PDW.4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Introduce the Concept</b><br>Oral Vocabulary Words (Reading / Writing Companion)<br>Talk About It                                                                             | Students will: T20-21 <ul style="list-style-type: none"> <li>○ Discuss the essential question: How do we measure time?</li> <li>○ Use <b>Define/Example/Ask</b> routine to introduce oral vocabulary (immediately, schedule)</li> <li>○ <b>Reading/Writing Companion</b> p. 10-11 look, talk about the photo and fill in the graphic organizer.</li> </ul>                                                                                                                                                                                                                                                             |
| <b>Listening Comprehension</b> (Literature Big Book)<br>Close Read (Units 1-3)<br>Read Interactive Read Aloud (Units 4-6)                                                        | Students will: T22-23 <ul style="list-style-type: none"> <li>○ Listen to "A Second Is a Hiccup." <b>Literature Big Book</b> p. 5-9</li> <li>○ Identify this selection as a poem and discuss why.</li> <li>○ Discuss sensory details on p. 11 (sprinkler-are there other sensory details)</li> <li>○ Respond to the text about what they have learned about different measurements of time.</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>                                                           |
| <b>Word Work</b><br>Phonological Awareness<br>Phonics/Spelling<br>High Frequency Words                                                                                           | Students will: T24-27 <ul style="list-style-type: none"> <li>○ Identify the middle sound in words.</li> <li>○ Practice connecting the letters a_e to the sound long a.</li> <li>○ Blend words with long a: a_e.</li> <li>○ Daily Handwriting Dd <b>Practice Book</b> p. 168.</li> <li>○ Take a spelling pre-test.</li> <li>○ Use <b>Read/Spell/Write</b> HFWs; identify HFWs in sentences.</li> </ul>                                                                                                                                                                                                                  |
| <b>Read the Shared Read</b> (Reading / Writing Companion)<br>Application of Foundational Skills                                                                                  | Students will: T28-29 <ul style="list-style-type: none"> <li>○ Review HFWs.</li> <li>○ Review the long a sound, a_e.</li> <li>○ Spell and model reading words: wait, time, say, hear, story, there, spare.</li> <li>○ Read the shared read "Nate the Snake is Late."</li> <li>○ Review what a fantasy is.</li> <li>○ <b>Reading/Writing Companion p. 12-21</b> circle long a words, answer comprehension questions, identify HFWs. Make and confirm predictions, retell the story.</li> <li>○ With a partner, use the sentence start to begin: Nat is late because....</li> <li>○ Take a spelling pre-test.</li> </ul> |
| <b>Shared Writing</b>                                                                                                                                                            | Students will: T30 <ul style="list-style-type: none"> <li>○ Respond by writing to prompt: "Write a note from Nate to Mrs. Tate, explaining why he is late."</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Grammar</b>                                                                                                                                                                   | Students will: T31 <ul style="list-style-type: none"> <li>○ Chorally read sentences and identify the verbs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Day 2                                                                                                                      | Instructional Plan                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Student Learning Target:</b><br>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 |                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Build the Concept: Oral Language</b><br>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 vocabulary words (calendar, occasion, weekend).</li> </ul>                                                                                                                                           |
| <b>Word Work</b><br>Phonics/Spelling<br>Fluency<br>Structural Analysis                                                     | Students will: T34-37 <ul style="list-style-type: none"> <li>Review long a: a_e.</li> <li>Blend/Build long a: a_e words.</li> <li>Write contractions for was not, were not, has not, have not and use in a sentence.</li> <li>Word sort with -ake, -ame, -ate families.</li> </ul>                                                                                                                                  |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Genre<br>Skill                                                         | Students will: T 38-39 <ul style="list-style-type: none"> <li>Review characteristics of a fantasy story.</li> <li>Read "Nate the Snake is Late."</li> <li><b>Reading/Writing Companion</b> p. 22-23 complete graphic organizer showing who is telling the story and draw the character.</li> <li><b>Reading/Writing Companion</b> p. 24 tell what happens in the beginning, middle and end of the story.</li> </ul> |
| <b>Shared Writing</b>                                                                                                      | Students will: T40 <ul style="list-style-type: none"> <li>Use text evidence, answer the prompt: "Add two pages to "Nate the Snake is Late" telling what happens next. Write rhyming sentences like the story."</li> </ul>                                                                                                                                                                                           |
| <b>Grammar</b>                                                                                                             | Students will: T41 <ul style="list-style-type: none"> <li>Chorally repeat sentences identifying the verb. Practice by acting out other verbs.</li> </ul>                                                                                                                                                                                                                                                            |

| Day 3                                                                                                                                                                                                                                        | Instructional Plan                                                                                                                                                                                                                                                                                      |
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| <b>Student Learning Target:</b><br>1.RL.RRTC.10, 1.RL.KID.3, 1.RL.KID.2, 1.RL.IKI.7, 1.FL.WC.4.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.f, 1.FL.PA.2.b, 1.FL.SC.6.a, 1.FL.SC.6.l, 1.W.TTP.1, 1.W.PDW.4, 1.W.PDW.5 |                                                                                                                                                                                                                                                                                                         |
| <b>Build the Concept</b><br>Review Oral Vocabulary                                                                                                                                                                                           | Students will: T42 <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 with <b>Visual Vocabulary Cards</b>, review vocabulary words.</li> </ul> |
| <b>Listening Comprehension/Close Reading</b><br>Close Reading (Units 1-3)<br>Fluency (Units 4-6)                                                                                                                                             | Students will: T42 <ul style="list-style-type: none"> <li>Reread "A Second is a Hiccup." <b>Literature Big Book</b></li> <li>Make and confirm predictions.</li> </ul>                                                                                                                                   |

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|                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>○ Reread p. 5 and discuss why does the author ask a question at the beginning of each section? What can the reader tell from the questions?</li> <li>○ Reread p. 11 respond to author's craft questions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Word Work</b><br>Phonemic Awareness<br>Structural Analysis<br>High-Frequency Words/Fluency                                                                                            | Students will: T44-47 <ul style="list-style-type: none"> <li>○ Substitute phonemes to make new words.</li> <li>○ Read <b>Decodable Reader</b> "Dave Was Late."</li> <li>○ Read the contractions aren't, wasn't, hasn't, haven't and can't looking for the base words. Explain what each contractions means. <b>Practice Book</b> p. 169.</li> <li>○ Use <b>Read/Spell/Write</b> and <b>Visual Vocabulary Cards</b> to review HFWs.</li> <li>○ Build fluency by reading sentences several times.</li> </ul>                                                                                                                                                                                                                                                                                                                                                       |
| <b>Read the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading                                                                                                     | Students will: T47A-J <ul style="list-style-type: none"> <li>○ Use the anchor text "On My Way to School" to ask and answer questions, make and confirm predictions, recall what happens in the beginning, middle and end, identify characters, setting and events and identify genre. <b>Literature Anthology</b> p.6-23</li> <li>○ <b>Reading/Writing Companion</b> p. 28 How does the author let you know who is telling the story?</li> <li>○ <b>Reading/Writing Companion</b> p. 29 What feeling does the story have because of the rhyming words.?</li> <li>○ <b>Reading/Writing Companion</b> p. 30 How do you know the boy made these things up?</li> <li>○ Meet the author and learn his purpose in writing the text.</li> <li>○ Compare "On My Way to School" and "Nate the Snake is Late." How are they similar and how are they different?</li> </ul> |
| <b>Independent Writing:</b>                                                                                                                                                              | Students will: T48 <ul style="list-style-type: none"> <li>○ Use text evidence, respond to the prompt "Write 4 more pages of the story. Tell the excuses the boy might give his mom for getting home late."</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Grammar and Mechanics</b>                                                                                                                                                             | Students will: T49 <ul style="list-style-type: none"> <li>○ Identify verbs in the story.</li> <li>○ Complete the sentence frame: I can ____, ____, and ____.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Day 4</b>                                                                                                                                                                             | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Student Learning Target:</b><br>1.RI.CS.5, 1.RI.IKI.7, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.PA.2.b, 1.FL.WC.4.c, 1.FL.WC.4.e, 1.FL.SC.6.a, 1.W.PDW.4, 1.W.PDW.5, 1.W.RBPK.7 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Extend the Concept</b><br>Text Features                                                                                                                                               | Students will: T50-51 <ul style="list-style-type: none"> <li>○ Use <b>Define/Example Ask</b> and <b>Visual Vocabulary Cards</b> to review the oral vocabulary words.</li> <li>○ Use <b>Teaching Poster 13</b> Identify the text underneath the illustration and discuss why the author has some in bold print.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Close Reading</b> (Literature Anthology)<br>Compare Anchor Text with Paired Selection                                                                                                 | Students will: T51A-D <ul style="list-style-type: none"> <li>○ Read "It's About Time", make and confirm predictions, examine bold print and its usage, look for key details. <b>Literature Anthology</b> p. 24-27</li> <li>○ <b>Reading/Writing Companion</b> p. 31 identify the sentence that explains how all clocks are the same? Share with a partner about how the clocks are different.</li> <li>○ <b>Reading/Writing Companion</b> p. 32 answer comprehension questions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |

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|                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 33 talk with a partner about why the title is a good one for this selection, what does the author want you to know after reading this text?</li> </ul>                                                                                                                                                                                                      |
| <b>Word Work</b><br>Phonics/Spelling<br>Structural Analysis                                                                                                                        | Students will: T52-53 <ul style="list-style-type: none"> <li>○ Build words with long a: a_e.</li> <li>○ Read <b>Decodable Reader</b> "Is it Late?"</li> <li>○ Construct contractions with is not, are not, was not, have not, can not and write a sentence with each one.</li> <li>○ Word sort with -ake, -ame, -ate families.</li> </ul>                                                                                                |
| <b>Independent Writing: Revise</b>                                                                                                                                                 | Students will: T54 <ul style="list-style-type: none"> <li>○ Reread their response to the prompt "On My Way to School: Write 4 more pages of the story. Tell the excuses the boy might give his mom for getting home late."</li> <li>○ Edit prompt if necessary.</li> <li>○ Pair students and peer review prompt answers</li> </ul>                                                                                                       |
| <b>Grammar</b>                                                                                                                                                                     | Students will: T55 <ul style="list-style-type: none"> <li>○ Identify verbs.</li> <li>○ Edit sentences using commas.</li> </ul>                                                                                                                                                                                                                                                                                                           |
| <b>Integrate Ideas</b><br>Research and Inquiry                                                                                                                                     | Students will: T56-57 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 34-35 review the steps in the research process.</li> <li>○ Choose a classmate to ask about his/her usual day and formulate their questions.</li> <li>○ Fill out the graphic organizer.</li> <li>○ Choose the presentation format.</li> <li>○ Create the presentation.</li> </ul>                                                      |
| <b>Day 5</b>                                                                                                                                                                       | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Student Learning Target:</b><br>1.RL.IK.9, 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.SL.CC.3, 1.SL.PKI.4, 1.SL.CC.1, 1.W.PDW.4, 1.W.PDW.6, 1.W.PDW.5 |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Word Work</b><br>Phonemic Awareness<br>Phonics/Spelling<br>Structural Analysis<br>High-Frequency Words                                                                          | Students will: T58-59 <ul style="list-style-type: none"> <li>○ Blend/Segment phonemes.</li> <li>○ Blend/Build words with long a: a_e.</li> <li>○ Explain how to form a contraction using the word not.</li> <li>○ Word sort with -ake, -ame, -ate families.</li> <li>○ Take a spelling post test.</li> <li>○ Use <b>Read/Spell/Write</b> and <b>Visual Vocabulary Cards</b> to read HFWs and write a sentence with each word.</li> </ul> |
| <b>Independent Writing</b>                                                                                                                                                         | Students will: T60 <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><br>Text Connections<br>Weekly Wrap Up                                                                                                                       | Students will: T62-63 <ul style="list-style-type: none"> <li>○ Review the <b>Essential Question Chart</b>.</li> <li>○ <b>Reading/Writing Companion</b> p. 36 to discuss why the bird in the poem says what he says.</li> <li>○ <b>Reading/Writing Companion</b> p. 36 compare the poem to the beginning of "On My Way to School."</li> <li>○ <b>Reading/Writing Companion</b> p. 37 write about what you have learned.</li> </ul>        |

## Week 2

✓ Assessed Skill

| Unit 3 Week 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Comprehension / Genre / Author's Craft                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Language Development                                                                                                                                                              |
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| <b>Essential Question: How do plants change as they grow?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Cite relevant evidence from text<br>Make inferences to support understanding<br>Make and confirm predictions<br>✓ Determine characters, setting, and plot: Sequence<br>Understand the aspects of drama<br>Reread<br>Text features                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Oral Vocabulary Acquisition:</b><br>assist bloom grasped spied sprout<br><br><b>Grammar:</b><br>✓ Identify and use present-tense verbs                                         |
| <b>Text(s):</b><br><br><b>Teach and Model</b><br><br><b>Literature Big Book:</b> "Mystery Vine"<br><br><b>Interactive Read Aloud:</b> "The Great Big Gigantic Turnip"<br><br><b>Shared Read:</b> "Time to Plant!"<br><br><b>Practice and Apply</b><br><br><b>Anchor Text:</b> <i>The Big Yuca Plant</i><br><b>Paired Selections:</b> "How Plants Grow"<br><br><b>Leveled Readers</b><br>A: Corn Fun<br>O: Yum, Strawberries!<br>ELL: Yum, Strawberries<br>B: A Tree's Life<br><br><b>Paired Selection:</b><br>A: "Ear of Corn"<br>O: "Strawberry Plant"<br>ELL: "Strawberry Plant!"<br>B: "Inside Trees"<br><br><b>Decodable Readers</b><br>A Fine Plant, Plants Take Time to Grow<br><b>Optional Classroom Library Trade Books</b> | <b>Writing</b><br><br><b>Analytical writing:</b><br>Use text evidence to respond to text<br><br><b>Foundational Skills</b><br><br><b>Phonological/ Phonemic Awareness</b><br>Identify and generate alliteration<br>✓ Delete phonemes from words<br>✓ Segment phonemes within words<br><b>Phonics/Structural Analysis//Handwriting:</b><br>✓ Introduce/review long i: i_e<br>✓ Plurals with CVCe words<br>Handwriting Vv<br><b>Spelling Words:</b><br>Like spike ride hide bike mine water should<br><b>High Frequency Words:</b><br>✓ green grow pretty should together water<br><b>Decodable Text:</b><br>Apply foundational skills in connected text<br><b>Fluency:</b><br>Accuracy and rate | <b>Speaking and Listening</b><br><br>Engage in collaborative discussions<br>Present writing and research<br><br><b>Research and Inquiry</b><br><br>Conduct research about a plant |

**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. **[7 lessons]**

**1.FL.PA.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **[4 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. **[5 lessons]**

**1.FL.PWR.3.c** Know the final -e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels. **[25 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. **[2 lessons]**

**1.FL.SC.6.d** Use verbs to convey a sense of past, present, and future. **[8 lessons]**

**1.FL.WC.4.b** Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, final -y, and r-controlled vowels. **[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. **[16 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.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.CS.6** Identify who is telling the story at various points 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. **[1 lesson]**

**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. **[17 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. **[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. **[2 lessons]**

**1.SL.PKI.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **[5 lessons]**

**1.SL.PKI.6** With prompting and support, speak in complete sentences when appropriate to task and situation. **[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.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. **[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. **[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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Student Learning Targets:</b><br>1.RL.KID.1, 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.SC.6.a, 1.W.PDW.4, 1.W.RBPK.8 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Introduce the Concept</b><br>Oral Vocabulary Words (Reading / Writing Companion)<br>Talk About It                                                   | Students will: T104-105 <ul style="list-style-type: none"> <li>○ Discuss the essential question: How do plants change as they grow?</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, discuss and fill in graphic organizer.</li> </ul>                                                                                                                     |
| <b>Listening Comprehension</b> (Literature Big Book)<br>Close Read (Units 1-3)<br>Read Interactive Read Aloud (Units 4-6)                              | Students will: T106-107 <ul style="list-style-type: none"> <li>○ Read “Mystery Vine”, make and confirm predictions, look for ellipses (to pause) and commas (to pause) when reading, visualize the story.</li> <li>○ Listen as the teacher models retelling of the story.</li> <li>○ Write as much as you can about the story in five minutes (to build writing fluency).</li> </ul>                                                                                                              |
| <b>Word Work</b><br>Phonological Awareness<br>Phonics/Spelling<br>High Frequency Words                                                                 | Students will: T108-111 <ul style="list-style-type: none"> <li>○ Recognize and generate alliteration (beginning sound).</li> <li>○ Practice connecting the letters i_e to the long I sound.</li> <li>○ Blend words with long i: i_e</li> <li>○ Daily Handwriting Vv <b>Practice Book</b> p. 184</li> <li>○ Take a spelling pre-test.</li> <li>○ <b>Read/Spell/Write</b> HFWs and with a partner create sentences using each word.</li> <li>○ Read HFWs in connected text with fluency.</li> </ul> |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Application of Foundational Skills                                                                 | Students will: T112-113 <ul style="list-style-type: none"> <li>○ Review: green, grow, pretty, should, together, water</li> <li>○ Review that long I can be spelled i-consonant-e.</li> <li>○ Spell and model words: narrator, garden, vegetables, seeds, rain</li> <li>○ <b>Reading/Writing Companion</b> p. 40-49 Listen to the story “Time to Plant!”, make and confirm predictions, identify HFWs, identify long I sound spelled i_e, answer comprehension questions.</li> </ul>               |
| <b>Shared Writing</b>                                                                                                                                  | Students will: T114 <ul style="list-style-type: none"> <li>○ Respond by writing to prompt: “Add a page to the play, after p. 43. Which vegetables might the family plant?”</li> </ul>                                                                                                                                                                                                                                                                                                             |
| <b>Grammar</b>                                                                                                                                         | Students will: T115 <ul style="list-style-type: none"> <li>○ Identify present-tense verbs/explain why they do or do not have an -s at the end.</li> </ul>                                                                                                                                                                                                                                                                                                                                         |
| Day 2                                                                                                                                                  | Instructional Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Student Learning Targets:</b><br>1.RL.KID.3, 1.FL.PC.1.a, 1.FL.PWR.3.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.W.RBPK.8                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Build the Concept: Oral Language</b>                                                                                                                | Students will: T116                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| Oral Vocabulary Words                                                  | <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. (assist, grasped, spied)</li> </ul>                                                                                                                                                                                                                            |
| <b>Word Work</b><br>Phonics/Spelling<br>Fluency<br>Structural Analysis | Students will: T117-121 <ul style="list-style-type: none"> <li>Review long i: i_e</li> <li>Blend/Build words with long i: i_e.</li> <li>Add -s to words and then use in a sentence.</li> <li>Word sort with -ike, -ide, -ine families.</li> </ul>                                                                                                                                                                                                                        |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Genre<br>Skill     | Students will: T122-123 <ul style="list-style-type: none"> <li><b>Reading/Writing Companion</b> Listen to the story "Time to Plant!"</li> <li><b>Reading/Writing Companion</b> p. 50-51 Discuss what a play is, complete graphic organizer by writing something you learn about Beth and Mike from the dialogue.</li> <li><b>Reading/Writing Companion</b> p. 52-53 reread the story "Time to Plant!", discuss and write what happens first next, then, last.</li> </ul> |
| <b>Shared Writing</b>                                                  | Students will: T124 <ul style="list-style-type: none"> <li>Respond by writing to the prompt: "Add a page to the end of the story in which the kids tell Miss White what they did to grow the plants."</li> </ul>                                                                                                                                                                                                                                                         |
| <b>Grammar</b>                                                         | Students will: T125 <ul style="list-style-type: none"> <li>Circle verbs; act out the verbs in each sentence.</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |

| Day 3                                                                                                                                                             | Instructional Plan                                                                                                                                                                                                                                                                                                                                        |
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| <b>Student Learning Targets:</b><br>1.RL.KID.2, 1.RL.IKI.7, 1.RL.RRTC.10, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.PA.2.b, 1.FL.WC.4.f, 1.FL.SC.6.b, 1.W.PDW.4, 1.W.TTP.3 |                                                                                                                                                                                                                                                                                                                                                           |
| <b>Build the Concept</b><br>Review Oral Vocabulary                                                                                                                | Students will: T126 <ul style="list-style-type: none"> <li>Discuss texts they have read this week about how plants change while they grow.</li> <li>Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to review vocabulary words.</li> </ul>                                                                                       |
| <b>Listening Comprehension/Close Reading</b><br>Close Reading (Units 1-3)<br>Fluency (Units 4-6)                                                                  | Students will: T127 <ul style="list-style-type: none"> <li>Reread "Mystery Vine", make and confirm predictions, discuss why author uses words like crisp, crunching, bright green, and munching.</li> <li>Reread p. 12 How do the clues in the text help us figure out what surprises the characters?</li> </ul>                                          |
| <b>Word Work</b><br>Phonemic Awareness<br>Structural Analysis<br>High-Frequency Words/Fluency                                                                     | Students will: T128-131 <ul style="list-style-type: none"> <li>Segment phonemes.</li> <li>Read <b>Decodable Reader</b> "A Fine Plant."</li> <li>Decode and blend words with plural endings.</li> <li><b>Read/Spell/Write</b> and <b>Visual Vocabulary Cards</b> to read HFWs.</li> <li>Read sentences aloud together and repeat several times.</li> </ul> |

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| <b>Read the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading                                                             | Students will: T131A-J <ul style="list-style-type: none"> <li>○ Use the text “The Big Yuca Plant” to make and confirm predictions, identify sequence of events, retelling of the story.</li> <li>○ <b>Literature Anthology</b> p. 28-45.</li> <li>○ <b>Reading/Writing Companion</b> p. 56 How does the author help you know the characters’ feelings?</li> <li>○ <b>Reading/Writing Companion</b> p. 57 What does Lola like to do?</li> <li>○ <b>Reading/Writing Companion</b> p. 58 How does the dialogue help you learn about the characters?</li> <li>○ Meet the author and learn her purpose in writing the text.</li> </ul> |
| <b>Independent Writing: Draft</b>                                                                                                                | Students will: T132 <ul style="list-style-type: none"> <li>○ Respond to the prompt: “Write else might Rat say? Write some more lines for Rat at the end of the play. We are going to write some lines for Rat. The lines we write need to match the rest of the play.”</li> </ul>                                                                                                                                                                                                                                                                                                                                                 |
| <b>Grammar/Mechanics</b>                                                                                                                         | Students will: T133 <ul style="list-style-type: none"> <li>○ Identify the present-tense verb in sentences.</li> <li>○ Write the title of plays correctly.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Day 4</b>                                                                                                                                     | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Student Learning Targets:</b><br>1.RI.CS.5, 1.RI.IKI.7, 1.FL.PWR.3.b, 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.PA.2.c, 1.W.PDW.4, 1.W.PDW.5, 1.W.RBPK.7 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Extend the Concept</b><br>Text Features                                                                                                       | Students will: T134-135 <ul style="list-style-type: none"> <li>○ Share ideas about what they have learned about how plants change as they grow.</li> <li>○ Use <b>Define/Example/Ask</b> routine with <b>Visual Vocabulary Cards</b> to review vocabulary words (assist, bloom, grasped, spied, sprout)</li> <li>○ Use <b>Teaching Poster 16</b> to look at diagrams and discuss information on what they are used for.</li> </ul>                                                                                                                                                                                                |
| <b>Close Reading</b> (Literature Anthology)<br>Compare Anchor Text with Paired Selection                                                         | Students will: T135A-D <ul style="list-style-type: none"> <li>○ Listen to the text “How Plants Grow,” identifying key details, look at the diagram with labels of the plant.</li> <li>○ <b>Reading/Writing Companion</b> p. 59 identify two ways that roots help the plant; how does the photo help you understand the word sprout.</li> <li>○ <b>Reading/Writing Companion</b> p. 60 circle words to help you understand the text.</li> <li>○ <b>Reading/Writing Companion</b> p. 61 talk with a partner about the sequence of the text and how it is organized; what would be another good title for this text.</li> </ul>      |
| <b>Word Work</b><br>Phonics/Spelling<br>Structural Analysis                                                                                      | Students will: T136-137 <ul style="list-style-type: none"> <li>○ Build words with long i: i_e.</li> <li>○ Read <b>Decodable Reader</b> “Plants Take Time to Grow.”</li> <li>○ Use given words to construct plural nouns with inflectional endings.</li> <li>○ Word sort with -ike, -ide, -ine families.</li> </ul>                                                                                                                                                                                                                                                                                                                |
| <b>Independent Writing: Revise</b>                                                                                                               | Students will: T138 <ul style="list-style-type: none"> <li>○ Reread their response to “The Big Yuca Plant: What else might Rat say? Write some more lines for Rat at the end of the play?”</li> <li>○ Pair students and peer review prompt answers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Grammar</b>                                                                                                                                   | Students will: T139 <ul style="list-style-type: none"> <li>○ Match nouns and present-tense verbs.</li> <li>○ Rewrite the title of plays correctly.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <b>Integrate Ideas</b><br>Research and Inquiry                                                                           | Students will: 140-141 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p 62-63, pick a plant to research, think of questions to research about your plant and what it needs to grow.</li> <li>○ List what you have learned.</li> <li>○ Draw your plant.</li> <li>○ Choose the presentation format.</li> <li>○ Create the presentation.</li> </ul>                                                                                               |
| <b>Day 5</b>                                                                                                             | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Student Learning Targets:</b><br>1.RI.IKI.9, 1.FL.PWR.3.b, 1.FL.PA.2.d, 1.FL.WC.4.e, 1.SL.CC.3, 1.W.PDW.4, 1.W.RBPK.7 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Word Work</b><br>Phonemic Awareness<br>Phonics/Spelling<br>Structural Analysis<br>High-Frequency Words                | Students will: T142-143 <ul style="list-style-type: none"> <li>○ Blend/Segment phonemes.</li> <li>○ Blend/Build words with long i: i_e.</li> <li>○ Practice long l words with fluency.</li> <li>○ Explain how to form a plural noun when the word ends in a final -e spelling.</li> <li>○ Word sort with -ike, -ide, -ine families.</li> <li>○ Take a spelling post test.</li> <li>○ Use <b>Read/Spell/Write</b> and <b>Visual Vocabulary Cards</b> with HFWs.</li> </ul> |
| <b>Independent Writing</b>                                                                                               | Students will: T144 <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><br>Text Connections<br>Weekly Wrap Up                                                             | Students will: T146-147 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 64 discuss with a partner if “The Life of a Pomegranate” would be a good title for the painting.</li> <li>○ Compare the pomegranate with other plants you read about this week.</li> <li>○ <b>Reading/Writing Companion</b> p. 65 write about what you have learned.</li> </ul>                                                                                      |
|                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Week 3

✓ Assessed Skill

| Unit 3 Week 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Comprehension / Genre / Author's Craft                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Language Development                                                                                                                                                                             |
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| <b>Essential Question: What is a folktale?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Cite relevant evidence from text<br>Make inferences to support understanding<br>Make and confirm predictions<br>✓ Determine characters, setting, and plot: Cause and effect<br>Understand the aspects of folktales<br>Reread<br>Literary elements                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Oral Vocabulary Acquisition:</b><br>eventually foolish hero take timid<br><br><b>Grammar:</b><br>✓ Use past- and future-tense verbs                                                           |
| <b>Text(s):</b><br><br><b>Teach and Model</b><br><br><b>Literature Big Book:</b> Interrupting Chicken<br><br><b>Interactive Read Aloud:</b> The Foolish Timid Rabbit<br><br><b>Shared Read:</b> The Nice Mitten<br><br><b>Practice and Apply</b><br><br><b>Anchor Text:</b> <i>The Gingerbread Man</i><br><b>Paired Selection:</b> Mother Goose Rhymes<br><br><b>Leveled Readers</b><br>A: How Coqui Got Her Voice<br>O: The Magic Paintbrush<br>ELL: The Magic Paintbrush<br>B: Rabbit Tricks Crocodile<br><br><b>Paired Selections</b><br>A: El Coqui/The Coqui<br>O: Make New Friends<br>ELL: Wanted: A Friend<br>B: Fish School<br><br><b>Decodable Readers</b><br>The King and Five Mice, Tales from a Past Age<br><b>Optional Classroom Library Trade Books</b><br>Blind Mice | <b>Writing</b><br><br><b>Analytical writing:</b><br>Use text evidence to respond to text<br><br><b>Foundational Skills</b><br><br><b>Phonological/ Phonemic Awareness</b><br>Identify and produce rhyme<br>✓ Segment phonemes within words<br>✓ Blend phonemes to make words<br><b>Phonics/Structural Analysis//Handwriting:</b><br>✓ Introduce/review soft c and oft g/dge<br>✓ Inflectional endings -ed and -ing<br>Handwriting Yy<br><b>Spelling Words:</b><br>rice nice page age wedge ledge from once<br><b>High Frequency Words:</b><br>✓ any from happy once so upon<br><b>Decodable Text:</b><br>Apply foundational skills in connected text<br><b>Fluency:</b><br>Accuracy and rate | <b>Speaking and Listening</b><br><br>Engage in collaborative discussion<br>Present writing and research<br><br><b>Research and Inquiry</b><br><br>Conduct research about storytelling techniques |

**Weekly Standards:**

**1.FL.PA.2.b** Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. **[4 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). **[14 lessons]**

**1.FL.PC.1.a** Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation. **[2 lessons]**

**1.FL.PWR.3.b** Decode regularly spelled one-syllable words. **[23 lessons]**

**1.FL.PWR.3.f** Read words with inflectional endings. **[18 lessons]**

**1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words. **[21 lessons]**

**1.FL.PWR.3.h** Read grade-level decodable text with purpose and understanding. **[2 lessons]**

**1.FL.SC.6.d** Use verbs to convey a sense of past, present, and future. **[10 lessons]**

**1.FL.SC.6.i** Use commas in dates and to separate single words in a series. **[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.WC.4.b** Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, final -y, and r-controlled vowels. **[5 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. **[10 lessons]**

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

**1.RI.KID.1** Ask and answer questions about key details in a text. **[2 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.KID.1** Ask and answer questions about key details in a text. **[2 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. **[11 lessons]**

**1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for grade 1. **[3 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.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                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Student Learning Targets:</b><br>1.RL.KID.1, 1.FL.PC.1.a, 1.FL.PA.2.c, 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.a, 1.FL.SC.6.a, 1.W.PDW.4, 1.W.RBPK.8 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Introduce the Concept</b><br>Oral Vocabulary Words (Reading / Writing Companion)<br>Talk About It                                                                                          | Students will: T188-189 <ul style="list-style-type: none"> <li>○ Discuss the essential question: What is a folktale?</li> <li>○ Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new vocabulary words. (hero, tale)</li> <li>○ <b>Reading/Writing Companion</b> p. 66-67 look at picture, discuss and fill in graphic organizer.</li> </ul>                                                                                                          |
| <b>Listening Comprehension</b> (Literature Big Book)<br>Close Read (Units 1-3)<br>Read Interactive Read Aloud (Units 4-6)                                                                     | Students will: T190-191 <ul style="list-style-type: none"> <li>○ Listen to the selection "Interrupting Chicken." <b>Literature Big Book</b></li> <li>○ Learn about when to use quotation marks.</li> <li>○ Discuss folktales in the story and discuss if they are familiar with them.</li> <li>○ Listen to how the teacher can model retell portions of the selection.</li> <li>○ Write as much as they can about the story in five minutes (to increase writing fluency).</li> </ul> |
| <b>Word Work</b><br>Phonological Awareness<br>Phonics/Spelling<br>High Frequency Words                                                                                                        | Students will: T192-195 <ul style="list-style-type: none"> <li>○ Identify rhyming words.</li> <li>○ Practice connecting the letter c to the /s/ sound and g or dge for the /j/.</li> <li>○ Blend words with soft c, soft g, dge.</li> <li>○ Handwriting Yy, <b>Practice Book</b> p. 200.</li> <li>○ Take spelling pre-test.</li> <li>○ <b>Read/Spell/Write</b> HFWs (any, once, from, so, happy, upon).</li> <li>○ Identify HFWs in connected text.</li> </ul>                        |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Application of Foundational Skills                                                                                                        | Students will: T196-197 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 68-77 read "The Nice Mitten", circle soft c sound words, underline HFWs, answer comprehension questions, circle soft g sound words, make and confirm predictions, retell the story.</li> <li>○ Describe what a folktale is.</li> <li>○ Collaborate with a partner to complete this sentence starter: "The Nice Mitten" is like other folktales because...."</li> </ul>           |
| <b>Shared Writing</b>                                                                                                                                                                         | Students will: T198 <ul style="list-style-type: none"> <li>○ Respond to the prompt: Rewrite the ending to "The Nice Mitten."</li> </ul>                                                                                                                                                                                                                                                                                                                                               |
| <b>Grammar</b>                                                                                                                                                                                | Students will: T199 <ul style="list-style-type: none"> <li>○ Identify verbs in sentences and change each verb to the past-tense by adding -ed and to the future-tense by adding will.</li> </ul>                                                                                                                                                                                                                                                                                      |
| Day 2                                                                                                                                                                                         | Instructional Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Student Learning Targets:</b><br>1.RI.KID.2, 1.FL.PWR.3.f, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.PA.2.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.a, 1.W.RBPK.8                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Build the Concept: Oral Language</b><br>Oral Vocabulary Words                                                                                                                              | Students will: T200 <ul style="list-style-type: none"> <li>○ Review the class <b>Essential Question Chart</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                        | <ul style="list-style-type: none"> <li>○ Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new vocabulary words. (eventually, foolish, timid)</li> </ul>                                                                                                                                                                                                                                                                               |
| <b>Word Work</b><br>Phonics/Spelling<br>Fluency<br>Structural Analysis | Students will: T202-205 <ul style="list-style-type: none"> <li>○ Practice connecting the letters and sounds for soft c, g, dge.</li> <li>○ Blend/Build words with soft c, g, ,dge.</li> <li>○ Add inflectional endings -ed and -ing to words and use in a sentence.</li> <li>○ Word sort with -ice, -age, -edge families.</li> </ul>                                                                                                                                   |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Genre<br>Skill     | Students will: T206-207 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 78-79 review the characteristics of a folktale.</li> <li>○ Discuss the words "Once upon a time" and their meaning.</li> <li>○ Write two clues from the story that show it is a folktale.</li> <li>○ <b>Reading/Writing Companion</b> p. 80-81, reread "The Nice Mitten," Discuss about causes and effects and complete the graphic organizer on p. 81.</li> </ul> |
| <b>Shared Writing</b>                                                  | Students will: T208 <ul style="list-style-type: none"> <li>○ Use text evidence, answer the prompt: "Rewrite the story so the boy loses a jacket; sock or hat instead of a mitten."</li> </ul>                                                                                                                                                                                                                                                                          |
| <b>Grammar</b>                                                         | Students will: T209 <ul style="list-style-type: none"> <li>○ Practice changing verbs from past tense to future tense.</li> </ul>                                                                                                                                                                                                                                                                                                                                       |

| Day 3                                                                                                                                                                                       | Instructional Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Student Learning Targets:</b><br>1.RI.KID.2, 1.RI.RRTC.10, 1.RI.CS.6, 1.FL.PWR.3.f, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.WC.4.c, 1.FL.PA.2.c, 1.FL.WC.4.f, 1.W.PDW.4, 1.W.TTP.2, 1.FL.SC.6.a |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Build the Concept</b><br>Review Oral Vocabulary                                                                                                                                          | Students will: T210 <ul style="list-style-type: none"> <li>○ Discuss the Essential Question and how the stories/photograph tie in with what a folktale is.</li> <li>○ <b>Define/Example/Ask</b> routine to review vocabulary words.</li> </ul>                                                                                                                                                                                                                                         |
| <b>Listening Comprehension/Close Reading</b><br>Close Reading (Units 1-3)<br>Fluency (Units 4-6)                                                                                            | Students will: T211 <ul style="list-style-type: none"> <li>○ Reread "Interrupting Chicken", make and confirm predictions, <b>Literature Big Book</b>.</li> <li>○ Answer Why does the author change the style of illustration when Papa is telling a story?</li> <li>○ Answer How does the author show us that Chicken interrupts the bedtime story?</li> </ul>                                                                                                                         |
| <b>Word Work</b><br>Phonemic Awareness<br>Structural Analysis<br>High-Frequency Words/Fluency                                                                                               | Students will: T212-215 <ul style="list-style-type: none"> <li>○ Blend phonemes to make new words</li> <li>○ Read <b>Decodable Reader</b> "The King and Five Mice."</li> <li>○ Blend and decode words looking at ending -ed. Learn that -ed can stand for /t/ or /d/. <b>Practice Book</b> p. 201.</li> <li>○ <b>Read/Spell/Write</b> and <b>Visual Vocabulary Cards</b> to review HFWs.</li> <li>○ Build fluency by practicing HFWs and sentences repeating several times.</li> </ul> |
| <b>Read the Anchor Text</b> (Literature Anthology)                                                                                                                                          | Students will: T215A-J                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| Practice / Apply Close Reading                                                                                                                                                                         | <ul style="list-style-type: none"> <li>○ Use the text “The Gingerbread Man” to make and confirm predictions, identify cause and effect, reread for understanding, determine the plot, <b>Literature Anthology</b> p. 50-67.</li> <li>○ <b>Reading/Writing Companion</b> p. 84 discuss how do the repeating words affect the story?</li> <li>○ <b>Reading/Writing Companion</b> p. 85 what do you notice about the pattern in the story?</li> <li>○ <b>Reading/Writing Companion</b> p. 86 discuss how does the pattern in the story change?</li> <li>○ Meet the author and learn her purpose in writing the text.</li> </ul> |
| <b>Independent Writing: Draft</b>                                                                                                                                                                      | Students will: T216 <ul style="list-style-type: none"> <li>○ Use text evidence, respond to the prompt “Imagine the Gingerbread Man has chosen to go around the lake. Then write a new ending to the story.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Grammar/Mechanics</b>                                                                                                                                                                               | Students will: T217 <ul style="list-style-type: none"> <li>○ Identify regular past-tense verbs.</li> <li>○ Complete the sentence frame. I ate _____, _____ and _____ for lunch.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Day 4</b>                                                                                                                                                                                           | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Student Learning Targets:</b><br>1.RL.CS.5, 1.FL.PA.2.c, 1.FL.PWR.3.b1.FL.PWR.3.f1.FL.PWR.3.g1.FL.WC.4.e1.FL.WC.4.f1.FL.WC.4.c1.FL.SC.6.a1.W.RBPK.71.W.PDW.4 1.W.PDW.61.W.PDW.5 1.W.PDW.5 1.SL.CC.1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Extend the Concept</b><br>Text Features                                                                                                                                                             | Students will: T218-219 <ul style="list-style-type: none"> <li>○ Use vocabulary words to discuss what is a folktale.</li> <li>○ Use <b>Define/Example/Ask</b> to review vocabulary words.</li> <li>○ Use <b>Teaching Poster 22</b> to read and clap the rhythm of the poem. Recite other familiar rhyme and clap out the rhythm.</li> </ul>                                                                                                                                                                                                                                                                                  |
| <b>Close Reading</b> (Literature Anthology)<br>Compare Anchor Text with Paired Selection                                                                                                               | Students will: T219A-F <ul style="list-style-type: none"> <li>○ Listen to “Mother Goose Rhymes,” make and confirm predictions, clap the rhythm to nursery rhymes, identify rhyming words. <b>Literature Anthology</b> p. 68-73.</li> <li>○ <b>Reading/Writing Companion</b> p. 87 Underline the 3 lines with words that rhyme.</li> <li>○ <b>Reading/Writing Companion</b> p. 88 Identify the word that rhymes with moon.</li> <li>○ <b>Reading/Writing Companion</b> p. 89 How do rhyming words affect the poems?, Think about a possible next rhyming line.</li> </ul>                                                     |
| <b>Word Work</b><br>Phonics/Spelling<br>Structural Analysis                                                                                                                                            | Students will: T220-221 <ul style="list-style-type: none"> <li>○ Build words with soft c, soft g, dge.</li> <li>○ Read <b>Decodable Reader</b> “Tales From a Past Age.”</li> <li>○ Construct words that tell about actions in the past and actions happening now by adding -ed and -ing.</li> <li>○ Word sort with -ce, -age, -edge family.</li> </ul>                                                                                                                                                                                                                                                                       |
| <b>Independent Writing: Revise</b>                                                                                                                                                                     | Students will: T222 <ul style="list-style-type: none"> <li>○ Reread their response to “The Gingerbread Man: Imagine the Gingerbread Man had chosen to go around the lake.”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Grammar/Mechanics</b>                                                                                                                                                                               | Students will: T223 <ul style="list-style-type: none"> <li>○ Edit the past-tense sentences to future tense and the future-tense sentence to the past.</li> <li>○ Edit sentences with punctuation errors.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Integrate Ideas</b><br>Research and Inquiry                                                                                                                                                         | Students will: T224-225                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                                                                                                          | <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 90-91 choose a folktale, write the title and what it is about, and write why you think people have been telling folktales for years and years.</li> <li>○ Choose presentation format.</li> <li>○ Create the presentation.</li> </ul>                                                                                                                              |
| <b>Day 5</b>                                                                                                                                             | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Student Learning Targets:</b><br>1.RI.IKI.9, 1.FL.PA.2.d, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.c, 1.SL.PKI.4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Word Work</b><br>Phonemic Awareness<br>Phonics/Spelling<br>Structural Analysis<br>High-Frequency Words                                                | Students will: T220-221 <ul style="list-style-type: none"> <li>○ Blend/Segment phonemes to form words.</li> <li>○ Blend/Build with soft c, g, dge.</li> <li>○ Practice adding -ed and -ing to action words.</li> <li>○ Word sort with -ice, -age, -edge families.</li> <li>○ Take a spelling post-test.</li> <li>○ Use <b>Read/Spell/Write</b> and <b>Visual Vocabulary Cards</b> to read HFWs and write a sentence with each word.</li> </ul> |
| <b>Independent Writing</b>                                                                                                                               | Students will: T228 <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>Grammar</b>                                                                                                                                           | Students will: T229 <ul style="list-style-type: none"> <li>○ Practice with past-tense and future-tense verbs.</li> <li>○ Edit sentences using commas in a series.</li> </ul>                                                                                                                                                                                                                                                                   |
| <b>Integrate Ideas</b><br>Make Connections<br>Weekly Wrap Up                                                                                             | Students will: T230-231 <ul style="list-style-type: none"> <li>○ Review <b>Essential Question Chart</b>.</li> <li>○ <b>Reading/Writing Companion</b> p. 92 discuss how the wolf might trick the girl in the picture, Compare the characters in the picture to the characters from "The Gingerbread Man."</li> <li>○ <b>Reading/Writing Companion</b> p. 93 write about what you have learned about folktales.</li> </ul>                       |
|                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Week 4

 Assessed Skill

| Unit 3 Week 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Comprehension / Genre / Author's Craft                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Language Development                                                                                                                                                                                                                                                                                                                  |
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| <b>Essential Question: How is life different than it was long ago?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Cite relevant evidence from text<br>Make inferences to support understanding<br>Reread to monitor comprehension<br> Connections within text: Compare and contrast<br>Understand informational text: nonfiction<br>Text features.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Oral Vocabulary Acquisition:</b><br>century past present future entertainment<br><b>Writing Process:</b><br>Plan and draft informational text<br><b>Grammar:</b><br> Use correct subject-verb agreement in sentences with the words is and are. |
| <b>Text(s):</b><br><br><b>Teach and Model</b><br><br><b>Literature Big Book:</b> The Last Train<br><br><b>Interactive Read Aloud:</b> Let's Look at Video Games!<br><br><b>Shared Read:</b> Life at Home<br><br><b>Practice and Apply</b><br><br><b>Anchor Text:</b> Long Ago and Now<br><br><b>Leveled Readers</b><br>A: Schools Then and Now<br>O: Schools Then and Now<br>ELL: Schools Then and Now<br>B: Schools Then and Now<br><b>Paired Selection</b><br>A: School Days<br>O: School Days<br>ELL: School Days<br>B: School Days<br><br><b>Decodable Readers</b><br>Those Old Classes, That Old Globe<br><b>Optional Classroom Library Trade Books</b> | <b>Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Speaking and Listening</b>                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Analytical writing:</b><br>Use text evidence to respond to text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Engage in collaborative discussions<br>Present writing and research                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Foundational Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Research and Inquiry</b>                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Phonological/ Phonemic Awareness</b><br> Segment phonemes within words<br> Isolate phonemes in words<br><b>Phonics/Structural Analysis//Handwriting:</b><br> Introduce/review long o: o_e, long u: u_e, long e: e_e<br> CVCe Syllables<br>Handwriting: Ww<br><b>Spelling Words:</b><br>hope nose note rope cute cube ago people<br><b>High Frequency Words:</b><br> ago boy girl how old people<br><b>Decodable Text:</b><br>Apply foundational skills in connected text<br><b>Fluency:</b><br>Accuracy and rate | Research what life was like long ago                                                                                                                                                                                                                                                                                                  |

**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. [\[7 lessons\]](#)

**1.FL.PA.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [\[9 lessons\]](#)

**1.FL.PA.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). [\[12 lessons\]](#)

**1.FL.PWR.3.b** Decode regularly spelled one-syllable words. [\[18 lessons\]](#)

**1.FL.PWR.3.c** Know the final –e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels. [\[6 lessons\]](#)

**1.FL.PWR.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables. [\[16 lessons\]](#)

**1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words. [\[20 lessons\]](#)

**1.FL.SC.6.b** Use singular and plural nouns with correct verbs in basic sentences. [\[10 lessons\]](#)

**1.FL.SC.6.d** Use verbs to convey a sense of past, present, and future. [\[2 lessons\]](#)

**1.FL.SC.6.i** Use commas in dates and to separate single words in a series. [\[2 lessons\]](#)

**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. [\[4 lessons\]](#)

**1.FL.WC.4.b** Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, final -y, and r-controlled vowels. [\[5 lessons\]](#)

**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. [\[16 lessons\]](#)

**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. [\[5 lessons\]](#)

**1.RI.IKI.9** Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate. [\[2 lessons\]](#)

**1.RI.KID.2** Identify the main topic and retell key details of a text. [\[5 lessons\]](#)

**1.RI.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text. [\[18 lessons\]](#)

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

**1.RL.CS.4** Identify words and phrases in stories and poems that suggest feelings or appeal to the senses. [\[1 lesson\]](#)

**1.RL.KID.1** Ask and answer questions about key details in a text. [\[2 lessons\]](#)

**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. [\[7 lessons\]](#)

**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. [\[3 lessons\]](#)

**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. [\[1 lesson\]](#)

**1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [\[5 lessons\]](#)

**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. [\[2 lessons\]](#)

**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. [\[1 lesson\]](#)

| Day 1                                                                                                                                                                                                                   | Instructional Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Student Learning Targets:</b><br>1.FL.PA.2.d, 1.FL.PWR.3.c, 1.FL.PA.2.d, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.PWR.3.g, 1.FL.WC.4.f, 1.FL.PWR.3.b, 1.W.PDW.4, 1.W.RBPK.8, 1.FL.SC.6.b, 1.FL.SC.6.d, 1.W.RBPK.8 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Introduce the Concept</b><br>Oral Vocabulary Words (Reading / Writing Companion)<br>Talk About It                                                                                                                    | Students will: T272-273 <ul style="list-style-type: none"> <li>○ Discuss the essential question: How is life different than it was long ago?</li> <li>○ Use <b>Define/Writing/Ask</b> routine and <b>Visual Vocabulary Cards</b> to learn new vocabulary words.</li> <li>○ <b>Reading/Writing Companion</b> p. 94-94 look at photo, talk about it and complete graphic organizer to write how playing long ago is like and not like today.</li> </ul>                                                                                |
| <b>Listening Comprehension</b> (Literature Big Book)<br>Close Read (Units 1-3)<br>Read Interactive Read Aloud (Units 4-6)                                                                                               | Students will: T274-275 <ul style="list-style-type: none"> <li>○ Read the selection "The Last Train." <b>Literature Big Book</b>.</li> <li>○ Discuss why this is an informational text: nonfiction.</li> <li>○ Listen as the teacher models retelling the story using her own words with facts and details.</li> <li>○ Write as much as they can about the story in five minutes (to increase writing fluency).</li> </ul>                                                                                                           |
| <b>Word Work</b><br>Phonological Awareness<br>Phonics/Spelling<br>High Frequency Words                                                                                                                                  | Students will: T276-279 <ul style="list-style-type: none"> <li>○ Segment words and practice reading.</li> <li>○ Connect the letters o_e to the sound of long o and u_e to the sound of long u.</li> <li>○ Blend long o /o_e, long u/u_e, long e/e_e words. Read with fluency.</li> <li>○ Daily handwriting Ww. <b>Practice Book</b> p. 216.</li> <li>○ Take a spelling pre-test.</li> <li>○ <b>Read/Spell/Write</b> HFWs.</li> <li>○ Read HFWs in sentence with fluency.</li> </ul>                                                  |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Application of Foundational Skills                                                                                                                                  | Students will: T280-281 <ul style="list-style-type: none"> <li>○ Read "Life at Home."</li> <li>○ Review HFWs. (ago, boy, girl, how, old, people)</li> <li>○ Review long o, u and e.</li> <li>○ Spell and model reading words (room, cook, fireplace, washed, dishwasher, hard).</li> <li>○ <b>Reading/Writing Companion</b> p. 96-105 circle long o words, underline HFWs, circle long u words, answer comprehension questions, retell the story.</li> <li>○ Share with a partner how life at home has changed over time.</li> </ul> |
| <b>Shared Writing</b>                                                                                                                                                                                                   | Students will: T282 <ul style="list-style-type: none"> <li>○ Work together write a response to the question: Based on p. 104-105, would you rather wash things as we do now or as people did long ago? Why?</li> </ul>                                                                                                                                                                                                                                                                                                               |
| <b>Grammar</b>                                                                                                                                                                                                          | Students will: T283 <ul style="list-style-type: none"> <li>○ Select is or are to complete the sentences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Day 2                                                                                                                                                                                       | Instructional Plan                                                                                                                                                                                                                                                                                                                      |
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| <b>Student Learning Targets:</b><br>1.RI.KID.3, 1.FL.PWR.3.e, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.W.RBPK.8, 1.FL.SC.6.b, 1.W.PDW.4, 1.W.PDW.5 |                                                                                                                                                                                                                                                                                                                                         |
| <b>Build the Concept: Oral Language</b><br>Oral Vocabulary Words                                                                                                                            | Students will: T284 <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, (entertainment, future, present).</li> </ul>                                                              |
| <b>Word Work</b><br>Phonics/Spelling<br>Fluency<br>Structural Analysis                                                                                                                      | Students will: T286-289 <ul style="list-style-type: none"> <li>Review o_e for long o, u_e for long u, e_e for long e.</li> <li>Blend/Build words with o_e for long o, u_e for long u, e_e for long e.</li> <li>Divide words into syllables and use in a sentence.</li> <li>Word sort with o_e for long o, u_e for long u, e.</li> </ul> |
| <b>Shared Read</b> (Reading / Writing Companion)<br>Genre<br>Skill                                                                                                                          | Students will: T290-291 <ul style="list-style-type: none"> <li>Reread "Life at Home."</li> <li><b>Reading/Writing Companion</b> p. 106-107 complete chart.</li> <li><b>Reading/Writing Companion</b> p. 108-109 compare homes from long ago to today filling in the graphic organizer.</li> </ul>                                       |
| <b>Shared Writing</b>                                                                                                                                                                       | Students will: T292 <ul style="list-style-type: none"> <li>Use text evidence, answer the prompt: "Based on "Life at Home," do you think home life is better now or was it better in the past? Why?"</li> </ul>                                                                                                                          |
| <b>Grammar</b>                                                                                                                                                                              | Students will: T293 <ul style="list-style-type: none"> <li>Identify verbs is and are.,</li> </ul>                                                                                                                                                                                                                                       |

| Day 3                                                                                                                                                                                                                         | Instructional Plan                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Student Learning Targets:</b><br>1.RI.KID.3, 1.RI.KID.2, 1.RI.RRTC.10, 1.RL.CS.4, 1.FL.PA.2.d, 1.FL.PWR.3.e, 1.FL.PWR.3.b, 1.FL.PA.2.d, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.W.TTP.2, 1.W.PDW.4, 1.W.TTP.1, 1.FL.SC.6.b, 1.W.TTP.1 |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Build the Concept</b><br>Review Oral Vocabulary                                                                                                                                                                            | Students will: T294 <ul style="list-style-type: none"> <li>Discuss what you have learned about how life is different now than it was long ago and how it all connects with the essential question.</li> <li>Use <b>Define/Example/Ask</b> routine and <b>Visual Vocabulary Cards</b> to review oral vocabulary cards.</li> </ul>                                                                 |
| <b>Listening Comprehension/Close Reading</b><br>Close Reading (Units 1-3)<br>Fluency (Units 4-6)                                                                                                                              | Students will: T295 <ul style="list-style-type: none"> <li>Reread "The Last Train."</li> <li>Reread p. 16-17. How do the illustrations and text help you figure out the meaning of the word souvenir?</li> <li>Reread p. 30. Why did the author use the word screamed to describe the whistle? What picture do you have in your mind when you read this word. Discuss with a partner.</li> </ul> |

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| <b>Word Work</b><br>Phonemic Awareness<br>Structural Analysis<br>High-Frequency Words/Fluency                                                                                                                                                               | Students will: T296-299 <ul style="list-style-type: none"> <li>Segment phonemes to practice reading the words.</li> <li>Read <b>Decodable Reader</b> “Those Old Classes.”</li> <li>Blend/Decode CVCe syllables. <b>Practice Book</b> p. 217.</li> <li><b>Read/Spell/Write</b> HFWs.</li> <li>Build fluency by reading the sentences aloud together several times.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Read the Anchor Text</b> (Literature Anthology)<br>Practice / Apply Close Reading                                                                                                                                                                        | Students will: T299A-J <ul style="list-style-type: none"> <li>Predict what you will read in this selection.</li> <li>Read “Long Ago and Now,” compare and contrast, reread to understand, visualize, identify main topic and key details. <b>Literature Anthology</b> p. 74-88.</li> <li><b>Reading/Writing Companion</b> p. 112 respond to How does the author organize the information.</li> <li><b>Reading/Writing Companion</b> p. 113 respond to How do the photos help you understand the information in the text.</li> <li><b>Reading/Writing Companion</b> p. 114 respond to What do you understand because of the way the author organizes the information and detail.</li> <li>Meet the author and learn her purpose in writing the text. <b>Literature Anthology</b> p. 88-89</li> </ul> |
| <b>Independent Writing: Draft</b>                                                                                                                                                                                                                           | Students will: T300 <ul style="list-style-type: none"> <li>Use text evidence as a guide, respond to the prompt: “Based on “Long Ago and Now”, do you think being a kid is better now, or was it better in the past? Why?”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Grammar/Mechanics</b>                                                                                                                                                                                                                                    | Students will: T301 <ul style="list-style-type: none"> <li>Find sentences in the text using is or are.</li> <li>Use commas in writing dates.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Day 4</b>                                                                                                                                                                                                                                                | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Student Learning Targets:</b><br>1.RI.CS.5, 1.FL.PWR.3.e, 1.FL.PWR.3.b, 1.FL.PA.2.c, 1.FL.PWR.3.g, 1.FL.PWR.3.e, 1.FL.PWR.3.b, 1.FL.WC.4.f, 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.W.PDW.4, 1.W.PDW.5, 1.W.RBPK.7, 1.W.TTP.2, 1.FL.SC.6.b |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Extend the Concept</b><br>Text Features                                                                                                                                                                                                                  | Students will: T302-303 <ul style="list-style-type: none"> <li>Use <b>Define/Example/Ask</b> and <b>Visual Vocabulary Cards</b> to review oral vocabulary words (century, entertainment, future, past, present).</li> <li>Use <b>Teaching Poster 18</b>. Identify the information the captions give us.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Close Reading</b> (Literature Anthology)<br>Compare Anchor Text with Paired Selection                                                                                                                                                                    | Students will: T303A-D <ul style="list-style-type: none"> <li>Read the paired selection “From Horse to Plane.” <b>Literature Anthology</b></li> <li>Describe how this text is the same as or different from “Long Ago and Now.”</li> <li>Identify key details, look for information the captions give us, reread for better understanding.</li> <li><b>Reading/Writing Companion</b> p. 115 Identify words that tell how we can go places today. What has changed in transportation?</li> <li><b>Reading/Writing Companion</b> p. 116 Identify kinds of transportation that came after the horse. How did airplanes change</li> </ul>                                                                                                                                                               |

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|                                                                                                                                                                                               | <p>travel?</p> <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 117 Why is “From Horse to Plane” a good title for this text? What does the author want you to learn from reading this text.</li> <li>○ With partners, retell the story using key details.</li> <li>○ Discuss using text evidence how transportation is different today.</li> </ul>                       |
| <b>Word Work</b><br>Phonics/Spelling<br>Structural Analysis                                                                                                                                   | Students will: T304-305 <ul style="list-style-type: none"> <li>○ Build with long o o_e, long u u_e, long e e_e</li> <li>○ Read <b>Decodable Reader</b> “That Old Globe.”</li> <li>○ Divide words into syllables, read and write sentence with each word.</li> <li>○ Word sort with o_e, u_e.</li> </ul>                                                                                              |
| <b>Independent Writing: Revise</b>                                                                                                                                                            | Students will: T306 <ul style="list-style-type: none"> <li>○ Reread and revise (if needed) their response to “Based on “Long Ago and Now”, do you think being a kid is better now, or was it better in the past? Why?”</li> <li>○ Pair students and peer review prompt answers.</li> </ul>                                                                                                           |
| <b>Grammar</b>                                                                                                                                                                                | Students will: T307 <ul style="list-style-type: none"> <li>○ Use is or are to complete sentences.</li> <li>○ Edit sentences using commas in dates.</li> </ul>                                                                                                                                                                                                                                        |
| <b>Integrate Ideas</b><br>Research and Inquiry                                                                                                                                                | Students will: T308-309 <ul style="list-style-type: none"> <li>○ <b>Reading/Writing Companion</b> p. 118-119 to complete questions.</li> <li>○ Choose a teacher or older person to ask about his or her school life.</li> <li>○ Think of two questions to ask them.</li> <li>○ Write responses.</li> <li>○ Choose the presentation format.</li> <li>○ Create the presentation.</li> </ul>            |
| <b>Day 5</b>                                                                                                                                                                                  | <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Student Learning Targets:</b><br>1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.FL.PWR.3.e, 1.FL.PWR.3.b, 1.FL.PA.2.d, 1.FL.PA.2.b, 1.W.PDW.4, 1.FL.SC.6.b, 1.FL.SC.6.I, 1.SL.PKI.4, 1.RI.IKI.9 |                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Word Work</b><br>Phonemic Awareness<br>Phonics/Spelling<br>Structural Analysis<br>High-Frequency Words                                                                                     | Students will: T310-311 <ul style="list-style-type: none"> <li>○ Blend/Segment phonemes to form words.</li> <li>○ Blend /Build words with o_e, u_e, e_e.</li> <li>○ Practice words for fluency.</li> <li>○ Identify what a syllable is and how many are in a given word.</li> <li>○ Word sort with o_e, u_e.</li> <li>○ <b>Read/Spell/Write</b> HFWs and write a sentence with each word.</li> </ul> |
| <b>Independent Writing</b>                                                                                                                                                                    | Students will: T312 <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>                                                                                                                                                             |

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| <b>Integrate Ideas</b><br>Text Connections<br>Weekly Wrap Up | Students will: T314-315 <ul style="list-style-type: none"><li>○ Review the <b>Essential Question Chart</b>.</li><li>○ <b>Reading/Writing Companion</b> p. 120. Compare the phot to the text “Long Ago and Now.”</li><li>○ <b>Reading/Writing Companion</b> p. 121. Discuss what new things they learned about long ago. Write what they have learned.</li></ul> |
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