

BCS Literacy Vision

Unit 5 Overview**Week 1****Essential Question: How can we classify and categorize things?****Text Sets:****Anchor Text: A Lost Button****Week 4:****Essential Question: What sounds can you hear? How are they made?****Text Sets:****Anchor Text: Whistle for Willie****Week 2:****Essential Question: What can you see in the sky?****Text Sets:****Anchor Text: Kitten's First Full Moon****Week 5:****Essential Question: How do things get built?****Text Sets:****Anchor Text: Building Bridges****Week 3:****Essential Question: What inventions do you know about?****Text Sets****Anchor Text: Thomas Edison, Inventor****Week 6:****Text Sets:****Reading Digitally: Great Ideas****Reader's Theater: Supper with the Queen**

Week 4

✓ Assessed Skill

Unit 5 Week 4	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What sounds can you hear? How are they made?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions ✓ Describe problem and solution Understand aspects of realistic fiction Reread Text features	Oral Vocabulary Acquisition: Acquire and use vocabulary Distract nervous senses squeaky volume Acquire and use academic vocabulary: suddenly scrambled Vocabulary Strategy ✓ Suffixes Grammar: ✓ Using a, an, this and that
Text(s): Teach and Model Interactive Read Aloud: The Squeaky Bed Shared Read: Now, What That's Sound Practice and Apply Anchor Text: Whistle for Willie Paired Selection: Shake! Strike! Strum! Leveled Readers A: Thump, Jangle, Crash O: Down on the Farm ELL: Down on the Farm B: Going on a Bird Walk Decodable Readers Up or Down Sounds, Sounds Around Us Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing Process: Plan and draft a procedural text Analytical writing: ✓ Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Substitute, isolate, and blend phonemes in words Phonics/Structural Analysis//Handwriting: ✓ Introduce/review diphthongs ou, ow ✓ Comparative Inflectional Endings -er, -est Handwriting Xx Spelling Words: cow town mouse how out mouth nothing early High Frequency Words: color early instead nothing oh thought Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about objects that make sounds

Weekly Standards:

1.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **[3 lessons]**

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. **[8 lessons]**

1.FL.PA.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **[11 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. **[10 lessons]**

1.FL.PWR.3.g Recognize and read grade-appropriate irregularly spelled words. **[19 lessons]**

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

1.FL.SC.6.g Use articles and demonstratives. **[7 lessons]**

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

1.FL.VA.7a.ii Use frequently occurring affixes as a clue to the meaning of a word. **[5 lessons]**

1.FL.VA.7a.iii Identify frequently occurring root words and their inflectional forms. **[3 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. **[4 lessons]**

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

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

1.FL.WC.4.f Write many common, frequently used words and some irregular words. **[12 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.KID.1 Ask and answer questions about key details in a text. **[3 lessons]**

1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. **[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. **[5 lessons]**

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

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

1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[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.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. **[1 lesson]**

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

Day 1	Instructional Plan
Student Learning Targets: 1.RL.KID.1, 1.FL.PA.2.c, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.PWR.3.h, 1.FL.WC.4.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.g 1.W.PDW.4	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T290-291 ○ Discuss the essential question: What sounds can you hear? How are they made? ○ Create a class Essential Question Chart. ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn about new words. (volume, senses) ○ Reading/Writing Companion p. 100-101 look at picture, talk about it, fill in the graphic organizer about instruments and their noise level.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T292-293 ○ Read the story "The Squeaky Bed," ask and answer questions. ○ Focus on oral vocabulary. ○ Retell the story. Talk about the sounds in the story. ○ Write as much as they can about the story in five minutes (To increase writing fluency).
Word Work Phonological Awareness Phonics/Spelling High Frequency Words	Students will: T294-297 ○ Substitute phonemes. ○ Connect the letters ow and ou to the sound /ou/. ○ Blend with diphthongs ou, ow. ○ Daily Handwriting Xx. Practice Book p. 392. ○ Take a spelling pre-test. ○ Use Read/Spell/Write routine to learn new vocabulary words. (color, nothing, early, oh, instead, thought). ○ Read sentences using HFWs and decodable words.
Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T298-299 ○ Read HFWs. ○ Review letters ou and ow make the /ou/ sound. ○ Spell each word and model reading it. (ball, broom, else, garage, saw, there). ○ Read the story "Now, What's That Sound?" ○ Reading/Writing Companion p. 102-111. Ask and answer questions, circle /ou/ words, identify HFWs, retell the story so that it makes sense. ○ Partners discuss how the sounds around them are made. The sound ____ is made by
Shared Writing	Students will: T300 ○ Respond by writing to prompt "Add another page to the middle of "Now, What's That Sound?"
Grammar	Students will: T301 ○ Learn the rule that the article a goes before a consonant sound and an goes before a vowel sound. ○ Identify article a and an in sentences. ○ Add nouns to articles and explain why.

Day 2	Instructional Plan
Student Learning Targets: 1.RL.KID.3, 1.FL.PA.2.c, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.b, 1.FL.WC.4.c, 1.FL.WC.4.e, 1.FL.SC.6.g, 1.FL.VA.7a.ii, 1.W.PDW.4, 1.W.PDW.5	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T302 - Review the Essential Questions Chart. - Use the Define/Example/Ask routine and Visual Vocabulary Cards to review vocabulary words. (distract, nervous, senses, squeaky, volume).
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T304-307 - Review diphthongs ou, ow. - Blend/Build words with diphthongs ou, ow. - Add -er and -est to given words and use in a sentence. - Word Sort with ou, ow. - Use Vocabulary Cards to introduce new words using thee routine. (scrambled, suddenly). Reading/Writing Companion p. 112-113. Learn that suffix -or means a person who, suffix -less means without, suffix -ful means full of and suffix -ly means in a way that is.
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T308-309 - Reread "Now, What's That Sound?" - Review characteristics of a realistic fiction. Reading/Writing Companion p. 114-115. Write the characters and what you learned from the dialogue. Reading/Writing Companion p. 116-117. Discuss what a problem is and the way to find a solution. Complete graphic organizer.
Shared Writing	Students will: T310 Use text evidence, answer the prompt: "Write a detective story about a sound." Use the same story structure as "Now, What's That Sound?"
Grammar	Students will: T311 Learn that <i>this</i> is used when talking about a thing or a person that is close by. Use <i>that</i> when talking about a thing or person that is far away. Read sentences practicing with this and that.

Day 3	Instructional Plan
Student Learning Targets: 1.RL.KID.2, 1.RL.KID.3, 1.RL.RRTC.10, 1.FL.PA.2.b, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.c, 1.FL.WC.4.f, 1.FL.F.5.b,, 1.W.PDW.4	
Build the Concept Review Oral Vocabulary	Students will: T312-313 - Discuss what you have learned about sounds and how they are made. - Use Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words. - Reread the shared read looking for patterns-repeated phrase. Practice fluency as it is read.

Word Work Phonemic Awareness Structural Analysis High-Frequency Words/Fluency Vocabulary	Students will: T314-317 - Blend phonemes with /ou/. - Read Decodable Reader "Up or Down Sounds." - Blend words, learn that when you add -er or -est, it adds a syllable. - Use Visual Vocabulary Cards to practice HFWs. - Build fluency by repeating sentences several times.
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T317A-P - Read "Whistle for Willie" Literature Anthology p. 226-253 .Ask and answer questions, identify what Peter's problem might be, identify point of view, make and confirm predictions, discuss why this is a realistic fiction. visualize characters and events, identify main word in suffixes. Reading/Writing Companion p. 120 How does the author let you know how Peter feels? Reading/Writing Companion p. 121 How does the author help you know that Peter won't give up trying to whistle? Reading/Writing Companion p. 122 How does the author help you know how Peter feels when he finally whistles? - Meet the author and learn his purpose in writing the text. Literature Anthology p. 254.
Independent Writing: Draft	Students will: T318 Use text evidence as a guide, respond to the prompt: "Use what you know about Peter to write a new story about a time he learned to play a musical instrument or to sing a special song."
Grammar and Mechanics	Students will: T319 - Recall when to use a or an and this or that. - Write sentences using all 4 words. Have partners check and edit. - Correct sentences using book titles.
Day 4	Instructional Plan
Student Learning Targets: 1.RI.CS.5, 1.FL.PA.2.c, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.g, 1.FL.VA.7a.iii., 1.W.PDW.4, 1.W.PDW.5, 1.W.RBPK.71.SL.PKI.5	
Extend the Concept Text Features	Students will: T320-321 - Use Define/Example/Ask and Visual Vocabulary Cards to review oral vocabulary words. (distract, nervous, senses, squeaky, volume). - Learn about informational text that give directions (a list of steps that tell you how to do something). Teaching Poster 15 Discuss steps 3, 4, 5 in planting seeds.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T321A-D - Read the paired selection "Shake! Strike! Strum!" - Think about how the making noise in this selection is like Peter learning to whistle in "Whistle for Willie." - Ask and answer questions, identify key details, look at the text feature: Directions and see how the steps are organized, retell the story. Reading/Writing Companion p. 123 What is the first step when making a guitar. Why does the author use numbers to show steps. Reading/Writing Companion p. 124 What materials in the "What You Need" list are used in step one? What should you do

	- after you decorate the bottle? Talk with a partner about why the author wrote three steps. Reading/Writing Companion p. 125 Why did the author include both sections?
Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T322-323 - Build words with diphthongs ou, ow. - Read Decodable Readers "Sounds Around Us." - Add inflectional endings -er, -est words, write sentences with each word. - Word sort with ou, ow. - Use Visual Vocabulary Cards to review the words scrambled and suddenly.
Independent Writing: Revise	Students will: T324 Reread and revise (if needed) their responses: "Use what you know about Peter to write a new story about a time he learned to play a musical instrument or to sing a special song."
Grammar	Students will: T325 - Complete sentences using a, an, this, and that. - With a partner work together to orally generate sentences with a, an, this and that. - Edit sentences using book titles.
Integrate Ideas Research and Inquiry	Students will: T326-327 Reading/Writing Companion p. 126-127 to complete questions. - Write what you see and hear. - Talk about what you feel. - Write what will change. - Write the results. - Choose how to present your work. - Create the presentation.
Day 5	Instructional Plan
Student Learning Targets: 1.RI.IK.9, 1.FL.PC.1.a, 1.FL.PA.2.b, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.WC.4.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.g, 1.W.PDW.4, 1.W.PDW.6	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T328-329 - Blend and Substitute phonemes with /ou/. - Blend/Build with /ou/ ou, ow. - Practice reading words with -er and -est. - Word Sort with ou, ow. - Take a spelling post test. - Use Visual Vocabulary Cards to read HFWs. Write a sentence with each word. - Learn about an ellipsis, echo read focusing on repeated text.
Independent Writing	Students will: T330 - Prepare final drafts and make any changes. Share with a partner. - Compare previous writings and discuss with a partner how their writing has improved.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T332-333 - Review the Essential Question Chart. Reading/Writing Companion p. 128 Listen to the song. Share ideas about the song. Reading/Writing Companion p. 129 Discuss what new things they learned about sound. Write what they have learned.

Week 5

Unit 5 Week 5	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do things get built?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions ☒ Recognize cause and effect organization Understand the aspects of informational text Reread Text features	Oral Vocabulary Acquisition: Acquire and use oral vocabulary contented intend marvelous project structure Acquire and use academic vocabulary: balance section Vocabulary Strategy ☒ Inflectional Endings Grammar: ☒ Use prepositions and prepositional phrases
Text(s): Teach and Model Interactive Read Aloud: The Sheep, the Pig, and the Goose Who Set Up House Shared Read: The Joy of a Ship Practice and Apply Anchor Text: Building Bridges Leveled Readers A: What is a Yurt? O: What is a Yurt? ELL: What is a Yurt? B: What is a Yurt? Paired Selections A: Treehouses O: Treehouses ELL: Treehouses B: Treehouses Decodable Readers Joy's Birdhouse, Beavers Make Noise Optional Classroom Library Trade Books	Writing Writing Process Revise and edit a procedural text Analytical writing: ☒ Use text evidence to respond to text	Speaking and Listening Engage in collaborative discussions Present writing and research
	Foundational Skills Phonological/ Phonemic Awareness Blend, segment and categorize phonemes in words Phonics/Structural Analysis//Handwriting: ☒ Introduce/review diphthongs oi, oy ☒ Final Stable Syllables Handwriting Jj Spelling Words: spoil coin join joy toy boy build fall High Frequency Words: above build fall knew money toward Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and Rate	Research and Inquiry Conduct research about how to build something

Weekly Standards:

1.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [\[2 lessons\]](#)

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

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

1.FL.PWR.3.b Decode regularly spelled one-syllable words. [\[14 lessons\]](#)

1.FL.PWR.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. [\[2 lessons\]](#)

1.FL.PWR.3.e Decode two-syllable words following basic patterns by breaking the words into syllables. [\[12 lessons\]](#)

1.FL.PWR.3.f Read words with inflectional endings. [\[5 lessons\]](#)

1.FL.PWR.3.g Recognize and read grade-appropriate irregularly spelled words. [\[10 lessons\]](#)

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

1.FL.SC.6.c Use personal, possessive, and indefinite pronouns. [\[2 lessons\]](#)

1.FL.SC.6.h Use frequently occurring prepositions, such as during, beyond, and toward. [\[9 lessons\]](#)

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

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

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

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

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

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

1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area. [\[4 lessons\]](#)

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

1.RI.IKI.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. [\[5 lessons\]](#)

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

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

1.RL.KID.1 Ask and answer questions about key details in a text. [\[8 lessons\]](#)

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

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

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

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

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
Student Learning Targets: 1.FL.PA.2.b, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.PWR.3.h, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.d, 1.FL.WC.4.b, 1.W.PDW.4, 1.FL.SC.6.h, 1.FL.SC.6.c, 1.W.TTP.2, 1.W.PDW.4;	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T380-381 ○ Discuss the essential question: How do things get better? ○ Use Define/Example/Ask and Visual Vocabulary Cards to learn new vocabulary words (project, structure). ○ Reading/Writing Companion p. 130-131 look at photo, discuss and fill in graphic organizer writing words about building things.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T382-383 ○ Read "The Sheep, the Pig, and the Goose Who Set Up House." ○ Use Define/Example/Ask and Visual Vocabulary Cards to learn oral vocabulary words. (contented, intend, marvelous). ○ Ask and answer questions as they story is read. ○ Write as much as they can about the story in seven minutes (to increase writing fluency).
Word Work Phonological Awareness Phonics/Spelling High Frequency Words	Students will: T384-387 ○ Blend phonemes with /oi/. ○ Connect the letters oi and oy to the sound /oi/. ○ Blend words with diphthongs oi., oy. ○ Daily handwriting Jj. Practice Book p. 410. ○ Take spelling pre-test. ○ Use Read/Spell/Write to practice HFWs. ○ Identify HFWs in connected text. ○ Blend decodable words.
Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T388-389 ○ Review HFWs. ○ Review that the letters oi and oy can stand for the /oi/ sound. ○ Spell and model words (metal, tools, gloves, their). ○ Read the share read "The Joy of a Ship." ○ Reading/Writing Companion p. 132-141. Ask and answer questions, identify HFWs. Circle /oi/ words, comprehend the text, retell the story. ○ Collaborate and reply to "Ship building can be risky when...."
Shared Writing	Students will: T390 ○ Respond by writing to prompt "What steps does it take to build a ship?"
Grammar	Students will: T391 ○ Identify prepositions in sentences. ○ With a partner, generate sentences with prepositions.

Day 2	Instructional Plan
Student Learning Targets: 1.RI.KID.3, 1.FL.PA.2.d, 1.FL.VA.7b.iii, 1.FL.PWR.3.e, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.b, 1.FL.WC.4.d, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.h, 1.FL.VA.7b.iii, 1.W.TTP.1, 1.W.PDW.5, 1.W.PDW.6	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T392 ○ Review the Class Essential Chart. ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words (contented, intend, marvelous, project, structure).
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T394-396 ○ Review diphthongs oi, oy. ○ Blend/Build words with oi, oy. ○ Learn the rule about words ending in -ble, -ple, -dle, final-stable syllable and applying the rule to words. ○ Word Sort with oi, oy. ○ Use Visual Vocabulary Cards to learn new words using Define/Example/Ask routine (balance, section). ○ Reading/Writing Companion p. 142 Write sentences with balance and section. ○ Reading/Writing Companion p. 143 Add -s, -ed, -ing to the word point and discuss the meaning.
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T398-399 ○ Reread "The Joy of a Ship." ○ Review characteristics of informational text: nonfiction. ○ Reading/Writing Companion p. 144-145 Write something on graphic organizer you learned from the text and photos on p. 135 and 136. ○ Reading/Writing Companion p. 146-147 Fill in graphic organizer on cause and effect.
Shared Writing	Students will: T400 ○ Use text evidence to respond to the prompt "What do you think is the least important step in building a ship?"
Grammar	Students will: T401 ○ Complete sentence with prepositions: for, in, on. ○ With a partner, generate sentences with prepositions.

Day 3	Instructional Plan
Student Learning Targets: 1.RI.KID.2, 1.RI.KID.3, 1.RI.RRTC.10, 1.FL.PA.2.c, .FL.PWR.3.b, 1.FL.PWR.3.e, 1.FL.PWR.3.g, 1.FL.WC.4.f, 1.FL.F.5.b, 1.FL.SC.6.h, 1.W.TTP.1, 1.W.PDW.4, 1.W.PDW.5, 1.W.PDW.6	
Build the Concept Review Oral Vocabulary	Students will: T402-403 ○ Respond to "What have you learned so far about buildings and other structures and how they are built?"

Fluency	○ Use Define/Example/Ask and Visual Vocabulary Cards to review vocabulary words. ○ Reread sentences chorally to show appropriate feeling and to pause slightly at commas. ○ Practice fluency using passage “Baya Weavers.”
Word Work Phonemic Awareness Structural Analysis High-Frequency Words/Fluency Vocabulary	Students will: T404-406 ○ Identify which word using /ûr /sound in the middle does not belong in the same category and why. ○ Read Decodable Reader “Joy’s Birdhouse.” ○ Divide words into syllables, identify the final-stable syllable and read the word. ○ Use Visual Vocabulary Cards to read HFWs. ○ Build fluency by reading sentences several times.
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T407A-F ○ Read “Building Bridges.” Literature Anthology p. 260-267. ○ Identify cause and effect, use root word to determine meaning when words end with -ing or -ed, identify main idea and key details, discuss cause and effect. ○ Reading/Writing Companion p. 150 How does the author’s use of captions help you understand the text? ○ Reading/Writing Companion p. 151 Why does the author ask and answer questions in the text. ○ Connect what they read by thinking of this text and how they are the same as bridges they have seen.
Independent Writing: Draft	Students will: T408 ○ Use text evidence to respond to prompt “Which bridge do you think is most interesting? Why?”
Grammar and Mechanics	Students will: T409 ○ Recall that a preposition connects a noun or pronoun to other words in a sentence. ○ Identify prepositions in sentences. ○ Generate sentences with propositions. ○ Identify name titles in sentences.
Day 4	Instructional Plan
Student Learning Targets: 1.RI.CS.5, 1.FL.PWR.3.b, 1.FL.PWR.3.e, 1.FL.WC.4.b, 1.FL.WC.4.d, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.SC.6.h, 1.SL.CC.1;, 1.W.PDW.4;, 1.W.PDW.5, 1.W.RBPK.7	
Extend the Concept Text Features	Students will: T410-411 ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words. ○ Use Teaching Poster 18 Read captions, discuss the information in the captions. Does it tell about the photograph?
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T411A-B ○ Read “Small Joy.” Literature Anthology p. 268-269. ○ Identify key details, retell the story. ○ Reading/Writing Companion p. 152 What three things are good about tiny houses? Talk with a partner about how the author feels about tiny houses.

	○ Reading/Writing Companion p. 153 Why did the author name this text “Small Joy?” How do the text, photos, and captions help you understand why people build tiny houses?
Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T412-413 ○ Build words with diphthongs oi, oy. ○ Read Decodable Reader “Beavers Make Noise.” ○ Review final-stable syllable rules. Practice with words. ○ Word sort with oi, oy. ○ Use Visual Vocabulary Cards to review the words balance and section. Discuss the meanings and say a sentence for each meaning.
Independent Writing: Revise	Students will: T414 ○ Reread and edit (if necessary) their responses to the prompt “Which bridge do you think is most interesting? Why?” ○ Pair students and peer review prompt answers.
Grammar	Students will: T415 ○ Use prepositions in sentences of their own. Edit their drafts for prepositions and prepositional phrases. ○ Edit sentence with abbreviations.
Integrate Ideas Research and Inquiry	Students will: T416-417 ○ Reading/Writing Companion p. 154-155. With the teacher review steps in the research process. ○ Choose something you want to learn how to build using materials found in nature. ○ Write your questions. ○ Find the information. ○ Write what you learned. ○ Choose the presentation format. ○ Create the presentation.
Day 5	Instructional Plan
Student Learning Targets: 1.RI.IK1.9, 1.FL.PA.2.d, 1.FL.PWR.3.e, 1.FL.WC.4.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.d, 1.FL.SC.6.h, 1.W.PDW.4, 1.SL.CC.1, 1.SL.CC.3, 1.SL.PK1.4	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T418-419 ○ Blend and segment phonemes. ○ Blend/Build with diphthongs oi, oy. ○ Review what a final-stable syllable is. ○ Take a spelling test. ○ Use Visual Vocabulary Cards to review HFWs. Write a sentence with each word. ○ Echo read sentences focusing on reading with expression and pausing for commas.
Independent Writing	Students will: T420 ○ Prepare final drafts and make any changes. Share with a partner. ○ Compare previous writings and discuss with a partner how their writing has improved.

Integrate Ideas Text Connections Weekly Wrap Up	Students will: T422-423 ○ Review the Essential Question Chart. ○ Reading/Writing Companion p. 156 Look at U.S. Capitol building photo and caption. Discuss what you learned. Compare what you read about building a bridge to building the Capitol. ○ Reading/Writing Companion p. 157 Discuss what new things you learned about building things. Write what they have learned.
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Week 6

Unit 5 Week 6	Comprehension	Language Development
	Review strategies and skills Make and Confirm Predictions Character, Setting, Plot: Problem and Solution Ask and Answer Questions Cause and Effect	Oral Vocabulary Acquisition: Acquire and use vocabulary categories Vocabulary Strategies Suffixes Prefixes
Text(s): Reading Digitally: Great Ideas Reader's Theater: Supper with the Queen Passage 1: Shelly Goes Fast Passage 2: How to Make Homemade Bubbles	Writing	Speaking and Listening
	Write a how-to text Analytical writing: Respond to a how-to text Use text evidence to respond to text	Engage in collaborative conversation about how we can make sense of the world around us
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate rate, accuracy, and prosody.	Conduct research about our world

Weekly Standards:

1.FL.VA.7b.ii Define words by category and by one or more key attributes. **[1 lesson]**

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. **[1 lesson]**

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. **[5 lessons]**

1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1. **[2 lessons]**

1.RL.KID.1 Ask and answer questions about key details in a text. **[4 lessons]**

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 1.RI.CS.5	
Read Digitally OR Reader's Theater	Students will: T472-473 ○ Listen as the teacher reads the article "Great Ideas." ○ Take notes as you listen to the article. ○ Access interactive elements. ○ Identify the main ideas and details to retell the selection. ○ Answer questions: How can new inventions make life easier for us? Why is "Great Ideas!" a good title for this article? ○ Compare what they learned about new inventions with what they learned about figuring out the world around them in other texts they read in this unit. Students will: T4474-475 ○ Review the features of the play. ○ Review the list of characters and learn that the Storyteller is the narrator. ○ Discuss the setting. ○ Read the play. ○ Model fluency. ○ Focus on Vocabulary (woods, supper, onion, soup, traveler). ○ Practice the play. ○ Add actions. ○ Perform the play
Show What You Learned	Students will: T476-477 ○ Make a prediction about the story before you read it. Reading/Writing Companion p.168-169 ○ Review the definition of fantasy. ○ Read the selection on your own. ○ Reading/Writing Companion p.170. Answer questions.
Day 2	Instructional Plan
Student Learning Targets: 1.RI.KID.1, 1.RL.KID.2. 1.RI.CS.5	
Show What You Learned	Students will: T478-479 ○ Reading/Writing Companion p. 171-172 Read "How to Make Homemade Bubbles." ○ Reading/Writing Companion p. 173 Why did the author write this text? Letting the bubble mix rest before using it causes the bubbles to _____. The word uncap in the text means _____.
Read Digitally	Students will:

OR Reader's Theater	○ Perform the play.
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Day 3	Instructional Plan
Student Learning Targets: 1.RL.KID.1, 1.RL.KID.3	
Extend Your Learning	Students will: T480-481 ○ Reread the text "How to Make Homemade Bubbles." ○ Reading/Writing Companion p. 174-175 Write what kind of information the author gives in each section of the text. Why does the author include both sections? ○ Listen to "Chen the Tapper." ○ Reading/Writing Companion p. 176-177 Write about the problem and solution to Chen's problem.
Read Digitally OR Reader's Theater	Students will: ○ Perform the play.
Day 4	Instructional Plan
Student Learning Targets: 1.RI.KID.3, 1.RL.KID.1, 1.FL.VA.7b.ii, 1.W.RBPK.7	
Extend Your Learning	Students will: T482-483 ○ Reading/Writing Companion p. 178 Talk about the texts read this week. Write a group of words that fit the category "in the sky." ○ Reading/Writing Companion p. 179 Talk about the picture in the chart and how they are alike. Write words that tell about each group. ○ Reading/Writing Companion p. 180 Think about the ground beneath our feet and wheels. Ask questions. Draw pictures. Share with the class. ○ Reading/Writing Companion p. 181 Click on links to listen to "Great Ideas!" Click on sidebar features.
Writing	Students will: T485 ○ Reading/Writing Companion p. 182-183 Write a How-To Text. ○ Reading/Writing Companion p. 184. Choose a book to read. Write the title. Give your opinion of the book.

Day 5	Instructional Plan
Student Learning Targets: 1.RI.CS.5	
Track Your Progress	Students will: T486 ○ Use Reading/Writing Companion p. 186 to decide on how happy they are with the skills they learned. Write about something you want to get better at.
Wrap Up the Unit	Students will: T487 ○ Collaborate in small groups to discuss what they learned about how we can make sense of the world around us.
Summative Assessment	Students will: T488 ○ Take a test.

BCS Literacy Vision

Unit 6 Overview**Week 1****Essential Question: How can we work together to make our lives better?****Text Sets:****Anchor Text: Click, Clock, Moo: Cows That Type****Week 4:****Essential Question: What traditions do you know about?****Text Sets:****Anchor Text: Lissy's Friends****Week 2:****Essential Question: Who helps you?****Text Sets:****Anchor Text: Meet Rosina****Week 5:****Essential Question: Why do we celebrate holidays?****Text Sets:****Anchor Text: Happy Birthday, U.S.A.!****Week 3:****Essential Question: How can weather affect us?****Text Sets:****Anchor Text: Rain School****Week 6:****Text Sets:****Reading Digitally: This Land is Our Land****Reader's Theater: That Goat Has GOT to Go!**

Week 1



Unit 6 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How can we work together to make our lives better?	Cite relevant evidence from text Make inferences to support understanding Reread to monitor comprehension ☒ Determine theme Understand aspects of fantasy stories Text features	Oral Vocabulary Acquisition: Acquire and use oral vocabulary fair conflict shift risk argument Acquire academic vocabulary: demand emergency Vocabulary Strategy ☒ Synonyms Grammar: ☒ Use pronouns I, you, he, she, it, we, they
Text(s): Teach and Model Interactive Read Aloud: The Cat's Bell Shared Read: Super Tools Practice and Apply Anchor Text: Click, Clock Moo: Cows That Type Leveled Readers A: Two Hungry Elephants O: What a Feast! ELL: What a Feast! B: Beware of the Lion! Paired Selections A: Dogs Helping People O: Helpers Bring Food ELL: Helpers Bring Food B: Pete Seeger Decodable Readers Rooster and Goose, Choose a Room, The Flute Youth, Group Rules, Lewis and His New Suit, A Cruise Crew, Sue and Lucy, A True Team Optional Classroom Library Trade Books	Writing Analytical writing: ☒ Use text evidence to respond to text Foundational Skills Phonological/ Phonemic Awareness Identify and segment phonemes Identify and produce rhyme Delete syllables from words Phonics/Structural Analysis//Handwriting: ☒ Introduce/review variant vowel /u/ ☒ Suffixes -ful and -less Handwriting Qq Spelling Words: moon tune flew blue fruit soup enough door High Frequency Words: ☒ answer brought busy door enough eyes Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Speaking and Listening Engage in collaborative discussions Present writing and research Research and Inquiry Conduct research about ways to work together to improve things

Weekly Standards

1.FL.F.5.a Read grade-level text with purpose and understanding. **[1 lesson]**

1.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **[2 lessons]**

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

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

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

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

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

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

1.FL.SC.6.c Use personal, possessive, and indefinite pronouns. **[9 lessons]**

1.FL.VA.7a.ii Use frequently occurring affixes as a clue to the meaning of a word. **[4 lessons]**

1.FL.VA.7b.iii Identify real-life connections between words and their use. **[2 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. **[4 lessons]**

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

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

1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area. **[4 lessons]**

1.RI.IK1.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas. **[1 lesson]**

1.RI.IK1.9 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.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses. **[3 lessons]**

1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. **[14 lessons]**

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

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

1.SL.PK1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **[1 lesson]**

1.SL.PK1.6 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. **[1 lesson]**

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 1.RL.KID.1, 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.PWR.3.g, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.W.PDW.4, 1.FL.SC.6.c, 1.W.RBPK.8	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T20-21 ○ Discuss the essential question: How can we work together to make our lives better? ○ Use Define/Example/Ask routine to learn new vocabulary words (conflict, fair). ○ Use Reading/Writing Companion p. 10-11 to look, talk about the photo and fill in the graphic organizer.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T22-23 ○ Listen to "The Cat's Bell." ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new vocabulary words (argument, risk, shift). ○ Write as much as they can about the story for seven minutes (to increase writing fluency).
Word Work Phonological Awareness Phonics/Spelling High Frequency Words	Students will: T24-27 ○ Listen for the phoneme sound /ü/ in fruit, noon, chew. ○ Connect the oo, u, u_e, ew, ue, ui and ou with /ü/. ○ Blend with vowel /ü/ ○ Daily Handwriting Qq Practice Book p. 428. ○ Take a spelling pre-test. ○ Use Read/Spell/Write HFWs; create sentences using each word; identify HFWs in sentences.
Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T28-29 ○ Review HFWs. ○ Review that the letters ui, u, ew, u_e, ou and ue can stand for /ü/. ○ Spell and model reading words: writing, watched, picture, draw, drawing, drawn). ○ Read the shared read "Super Tools." ○ Recall what a fantasy is. ○ Use Reading/Writing Companion p. 12-21, circle words spelled with oo as in cool, identify HFWs, reread for understanding, circle words spelled as ew as in new, retell the story using illustrations and words. ○ With a partner discuss how Lucy's writing tools worked together in this story. Use the starter: First, the pencils...
Shared Writing	Students will: T30 ○ Respond by writing to prompt: How did the writing tools persuade Lucy to use them again?"
Grammar	Students will: T31 ○ Identify pronouns in sentences. Use their own names in oral sentences but replacing with pronouns.

Day 2	Instructional Plan
Student Learning Target: 1.RL.KID.2, 1.FL.PA.2.d, 1.FL.PWR.3.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.PWR.3.g, 1.FL.VA.7b.iii, 1.FL.SC.6.c, 1.W.RBPK.8	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T32 - Review the class Essential Question Chart. - Use the Define/Example/Ask routine and Visual Vocabulary Cards to learn new vocabulary words (argument, conflict, fair, risk, shift).
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T34-37 - Review the variant vowel /ü/. - Blend/Build with variant vowel /ü/. - Identify the root word and suffixes, tell what it means and use in a sentence. - Word sort with /ü/. - Use Visual Vocabulary Cards to learn new words (demand, emergency). Reading/Writing Companion p. 22-23 Learn about synonyms.
Shared Read (Reading /Writing Companion) Genre Skill	Students will: T38-39 - Review characteristics of a fantasy. - Read "Super Tools." - Use Reading/Writing Companion p. 24-25 to identify two problems and their solutions from the story. - Use Reading/Writing Companion p. 26-27 look for clues in the story to complete the graphic organizer.
Shared Writing	Students will: T40 Use text evidence, answer the prompt: "Write a letter from the writing tools to Lucy explaining in words what they explained to her in their drawing."
Grammar	Students will: T40 - Substitute pronouns for the underlined section in sentences. - Generate oral sentences about Bruce and Ruth's party using pronouns, I, you, and it.

Day 3	Instructional Plan
Student Learning Target: 1.RL.RRTC.10, 1.RL.KID.2, 1.FL.PWR.3.b, 1.FL.VA.7a.ii, 1.FL.PWR.3.g, 1.W.PDW.4, 1.FL.SC.6.c, 1.W.TTP.3	
Build the Concept Review Oral Vocabulary Fluency	Students will: T42-43 - Through reviewing text already read this week, review the Essential Question Chart. - Use Define/Example/Ask routine and Visual Vocabulary Cards to review vocabulary words

	- Practice reading passages chorally reading with feeling and different voices for each character. - Practice fluency using online passage "Maria Mouse's Good Idea."
Word Work Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T44-46 - Identify and generate rhyme using /ü/. - Read Decodable Reader "Rooster and Goose." "The Flute Youth," "Lewis and His New Suit and "Sue and Lucy." - Practice reading words with -ful and -less suffixes. Tell what the word means and use it in a sentence. - Use Visual Vocabulary Cards to practice HFWs. - Read sentences together at the same pace. Repeat several times for fluency.
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T47A-N - Use the anchor text "Click, Clack, Moo Cows That Type" to identify the theme the author is trying to share, ask and answer questions, look for clues about the theme, look for repetition of words, retell the story, use a dictionary. Make and confirm predictions, use synonyms. - Use Reading/Writing Companion p. 30 How does the author show that Farmer Brown is frustrated? - Use Reading/Writing Companion p. 31 How does the author show that Farmer Brown is furious? - Use Reading/Writing Companion p. 32 What do the repeating words show? - Meet the author and illustrator and learn her purpose in writing the text. Literature Anthology p. 294. - Compare "Click, Clack, Moo: Cows That Type" with "Super Tools."
Independent Writing: Draft	Students will: T48 Use text evidence, respond to the prompt "Imagine the farmer wouldn't give the ducks a diving board. Write a letter that he might receive from the animals after he says no."
Grammar/Mechanics	Students will: T49 - Identify pronouns and write new sentences with I, me, us and you. - Learn that the pronoun I is always written with a capital letter. Correct each sentence with the word I.
Day 4	Instructional Plan
Student Learning Target: 1.RI.IKI.7, 1.RL.KID.2, 1.FL.WC.4.e, 1.FL.WC.4.b, 1.FL.PWR.3.g, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.W.PDW.4, 1.FL.SC.6.c, 1.SL.CC.1,1.W.PDW.5	
Extend the Concept Text Features	Students will: T50-51 - Use Define/Example/Ask routine and Visual Vocabulary Cards to review the oral vocabulary words. - Use Teaching Poster 20 to read captions and discuss another way a caption could be written.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T51A-F Literature Anthology p. 296-301. Read "Be a Volunteer," see how captions help you understand the pictures, reread for understanding, look for key details, - Use Reading/Writing Companion p. 33 What words tell what volunteers do? Talk with a partner about clues that show how the author feels about volunteering.

	○ Use Reading/Writing Companion p. 34 What words tell who can volunteer. Talk with a partner about what the author wants readers to do. ○ Use Reading/Writing Companion p. 35 What does the text say about how volunteers clean up a lake? Why does the author give examples on each page of how volunteers can help? ○ Explain how the actions of the volunteers in "Be a Volunteer!" are like the actions of the cows in "Click, Clack, Moo: Cows That Type."
Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T52-53 ○ Build words with variant vowel /ü/. ○ Read Decodable Readers "Choose a Room," "A Cruise Crew," "Group Rules," "A True Team." ○ Sort words by suffixes -ful, -less. ○ Word sort with /ü/ spellings. ○ Use Visual Vocabulary Cards to review vocabulary words. Make emergency plural by dropping the y and add ies.
Independent Writing: Revise	Students will: T54 ○ Reread their response to the prompt "Imagine the farmer wouldn't give the ducks a diving board. Write a letter that he might receive from the animals after he says no." ○ Edit prompt if necessary. ○ Pair students and peer review prompt answers.
Grammar	Students will: T55 ○ Practice substituting pronouns for underlined parts of the sentence. ○ Edit sentence using the word I.
Integrate Ideas Research and Inquiry	Students will: T56-57 ○ Reading/Writing Companion p. 36-37. With the teacher, review the steps in the research process. ○ Choose a place in school that your classmates work together to improve. ○ List three ways to be a good citizen and help improve your school. ○ Poll classmates about the best way to improve your school and write about the results. ○ Choose the format to present. ○
Day 5	Instructional Plan
Student Learning Target: 1.RI.IK1.9, 1.FL.PA.2.d, 1.FL.PWR.3.g, 1.FL.PWR.3.b, 1.FL.WC.4.e, 1.FL.WC.4.b, 1.SL.PK1.4, 1.W.PDW.4, 1.FL.SC.6.c, 1.W.PDW.6	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T58-59 ○ Segment and Substitute phonemes. ○ Blend/Build with variant vowel /ü/. ○ Practice reading the words in less than one minute. ○ Review suffixes -ful and -less. ○ Take a spelling post test. ○ Use Read/Spell/Write and Visual Vocabulary Cards to reread HFWs and write a sentence with each word. ○ Fluency read with expression.

Independent Writing	Students will: T60 ○ Prepare final drafts and make any changes. Share with a partner. ○ Compare previous writings and discuss with a partner how their writing has improved.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T62-63 ○ Review the Essential Question Chart. ○ Use Reading/Writing Companion p. 38 talk about what the children are doing, compare the way these children are working to the tools in "Super Tools." ○ Use Reading/Writing Companion p. 39 write about what you have learned.

Week 2

Unit 6 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: Who helps you?	Cite relevant evidence from text Make inferences to support understanding Reread to monitor comprehension ☒ Discuss the author's purpose Understand aspects of informational text: nonfiction Reread Literary elements	Oral Vocabulary Acquisition: Acquire and use oral vocabulary decision distance inspire respect swiftly Acquire and use academic vocabulary: accept often Vocabulary Strategy ☒ Antonyms Grammar: ☒ Understand and use possessive pronouns
Text(s): Teach and Model Interactive Read Aloud: Anansi's Sons Shared Read: All Kinds of Helpers Practice and Apply Anchor Text: Meet Rosina Leveled Readers A: Helping Me, Helping You! O: Helping Me, Helping You! ELL: Helping Me, Helping You! B: Helping Me, Helping You! Paired Selections A: Fire! O: Fire! ELL: Fire! B: Fire! Decodable Readers Paul's Paw, Thank You Authors, Not Too Small, My Baseball Coach, A Walk with Mayor Moose, Teacher Talk Optional Classroom Library Trade Books	Writing Analytical writing: ☒ Use text evidence to respond to text Foundational Skills	Speaking and Listening Engage in collaborative discussions Present writing and research Research and Inquiry Conduct research and interview a person who helps others
	Phonological/ Phonemic Awareness Categorize, reverse and blend phonemes Phonics/Structural Analysis//Handwriting: ☒ Introduce/review variant vowel o ☒ Vowel-team syllables Handwriting: Story Spelling Words: haul cause saw claw paw dawn love friend High Frequency Words: ☒ brother father friend love mother picture Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and Rate	

Weekly Standards:

1.FL.F.5.a Read grade-level text with purpose and understanding. [2 lessons]

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. [5 lessons]

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

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

1.FL.PWR.3.b Decode regularly spelled one-syllable words. [10 lessons]

1.FL.PWR.3.e Decode two-syllable words following basic patterns by breaking the words into syllables. [14 lessons]

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

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

1.FL.SC.6.c Use personal, possessive, and indefinite pronouns. [6 lessons]

1.FL.SC.6.j Capitalize names of people and dates. [2 lessons]

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

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

1.FL.WC.4.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. [4 lessons]

1.FL.WC.4.f Write many common, frequently used words and some irregular words. [5 lessons]

1.RI.IKI.8 Identify the reasons an author provides to support points 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. [2 lessons]

1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1. [3 lessons]

1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses. [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.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [2 lessons]

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

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

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

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

1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions. [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.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
Student Learning Targets: 1.RL.KID.1, 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.PWR.3.g, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.FL.PWR.3.g, 1.W.PDW.4, 1.FL.SC.6.c, 1.W.RBPK.8	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T110-111 ○ Discuss the essential question: Who helps you? ○ Use Define/Example/Ask and Visual Vocabulary Cards to learn new vocabulary words (inspire, respect) ○ Reading/Writing Companion p. 40-41, talk about how the coach is helping the girl and fill in graphic organizer.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T112-113 ○ Read "Anansi's Sons", ask and answer questions, reread for understanding, retell the story. ○ Write as much as you can about the story in seven minutes (to build fluency).
Word Work Phonological Awareness Phonics/Spelling High Frequency Words	Students will: T114-117 ○ Listen for the /ô/ sound. ○ Connect the letters a, aw, au, augh, and al to the sound /ô/. ○ Blend with variant vowel /ô/. ○ Handwriting: model writing a sentence and answers legibly, leaving space between words. Practice Book p. 446 ○ Take a spelling pre-test. ○ Read/Spell/Write HFWs and with a partner create sentences with each word. ○ Read HFWs in connected text with fluency.
Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T118-119 ○ Review HFWs. ○ Review that the letters a, aw, au, augh, and al can stand for /ô/. ○ Spell and model words: either, social, idea, police, special. ○ Listen to the story "All Kinds of Helpers." Reading/Writing Companion p. 42-51, circle words with same middle sound as in fall, underline HFWs, reread for understanding, circle words spelled with augh as in caught, circle words spelled with au as in pause, retell. ○ Have partners discuss how people in the community help them. Use this starter to guide discussion: Some of the helpers in the selection help me...
Shared Writing	Students will: T120 ○ Respond by writing to prompt : What are some different kinds of helpers?
Grammar	Students will: T121 ○ Learn that a possessive pronoun shows who or what has or owns something. ○ Identify the possessive pronouns in sentences. ○ With a partner make sentences using his, our, their.

Day 2	Instructional Plan
Student Learning Targets: 1.RI.IKI.8, 1.FL.VA.7b.iii, 1.FL.PWR.3.e, 1.FL.PWR.3.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.PWR.3.g, 1.FL.SC.6.c, 1.W.RBPK.8	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T122 ○ Discuss the class Essential Question Chart. ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new vocabulary words (decision, distance, inspire, respect, swiftly).
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T124-127 ○ Connect the spellings for /ô/ to the sound. ○ Blend/Build with variant vowel /ô/. ○ Practice with vowel teams and syllables. ○ Word sort with /ô/. ○ Use Visual Vocabulary Cards to learn new words (accept, often). ○ Reading/Writing Companion p. 52 Learn about antonyms, generate antonyms for words in the text.
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T128-129 ○ Review characteristics of informational text: nonfiction. ○ Reading/Writing Companion p. 54-55, reread p. 46 and 47 and think about what the author is describing. Write what the author describes on each page. Talk about how the author organized the text. ○ Reading/Writing Companion p. 56-57, reread "All Kinds of Helpers." Why did the author write this text? Write two clues and the author's purpose.
Shared Writing	Students will: T130 ○ Respond by writing to prompt "Write about a group of helpers in your community."
Grammar	Students will: T131 ○ Review what possessive pronouns are. Learn that some possessive pronouns can stand alone. ○ Identify possessive pronouns in sentences. ○ Generate oral sentences using yours and ours.

Day 3	Instructional Plan
Student Learning Targets: 1.RI.KID.2, 1.RI.KID.3, 1.FL.F.5.b, 1.FL.PA.2.b, 1.FL.PWR.3.e, 1.FL.PWR.3.g, 1.FL.WC.4.f, 1.FL.SC.6.c, 1.FL.VA.7b.iii, 1.W.PDW.4, 1.W.TTP.2	
Build the Concept Review Oral Vocabulary Fluency	Students will: T132-133 ○ Discuss texts they have read this week about people in their lives who help them. ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to review vocabulary words.

	○ Listen as the teacher models reading a sentence ending with a question mark. Reread sentences and make sure your voice rises when you read questions. ○ Use Differentiated Genre Passage “Good Helpers” to practice fluency.
Word Work Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T134-136 ○ Blend phonemes with /ô/. ○ Read Decodable Readers “Paul’s Paw,” “Not Too Small,” and “A Walk with Mayor Moose.” ○ Blend syllables using /ô/, decode words with vowel team syllables. ○ Read/Spell/Write HFWs. ○ Read sentences aloud together and repeat several times.
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T137A-L ○ Use the text “Meet Rosina” to identify author’s purpose, reread for understanding, identify as nonfiction, identify problem and solution, look for key details, identify antonyms, use cause and effect, look at context clues, understand how words fit into a category, make and confirm predictions. ○ Use Reading/Writing Companion p. 60 Why does the author include a feature here? ○ Use Reading/Writing Companion p. 61 How does the author show that this part of the text is about Rosina’s life? ○ Use Reading/Writing Companion p. 62 What do the photo and text tell you about what’s important to Rosina? ○ Meet the author and learn his purpose in writing the text.
Independent Writing: Draft	Students will: T138 ○ Respond to the prompt “Rosina has a special community that works together. How do the people in your community work together to help you?”
Grammar/Mechanics	Students will: T139 ○ Identify possessive pronouns. ○ Generate sentences using yours and ours. ○ Review capitalization for days, months and holidays.
Day 4	Instructional Plan
Student Learning Targets: 1.RL.CS.4, 1.RL.CS.5, 1.FL.PWR.3.e, 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.WC.4.b, 1.FL.PA.2.c, 1.W.PDW.4, 1.FL.SC.6.j, 1.W.PDW.5, 1.W.RBPK.7	
Extend the Concept Text Features	Students will: T140-141 ○ Share ideas about what they have learned about people who help them. ○ Use Define/Example/Ask routine with Visual Vocabulary Cards to review vocabulary words (decision, distance, inspire, respect, swiftly). ○ Use Teaching Poster 24 to listen for sensory words in the poem.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T141A-B ○ Listen to the text “Abuelita’s Lap” looking for repetition, sensory words,

	○ Use Reading/Writing Companion p. 63 Talk with a partner about words the poet repeats. Why does the poet repeat words? ○ Use Reading/Writing Companion p. 64 Talk with a partner about which lines rhyme and write the rhyming words. Why does the poet use rhyming words? ○ Use Reading/Writing Companion p. 65 Talk with a partner about the sense words used to describe sitting in Abuelita's lap. Write the words. How do sense words help you know how the speaker feels?
Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T142-143 ○ Build words with variant vowel /ô/. ○ Read Decodable Reader
Independent Writing: Revise	Students will: T144 ○ Review and edit if necessary prompt "Rosina has a special community that works together. How do the people in your community work together to help you? Share with a partner.
Grammar	Students will: T145 ○ Edit sentences for possessive pronouns. ○ Review capitalization for days, months and holidays.
Integrate Ideas Research and Inquiry	Students will: T146-147 ○ Reading/Writing Companion p. 66-67 review research process, pick a school helper to interview, think of questions to ask, interview, write what you learned about the school helper. ○ Choose presentation format. ○ Create presentation.
Day 5	Instructional Plan
Student Learning Targets: 1.RI.IK1.8, 1.RI.IK1.9, 1.FL.F.5.a, 1.FL.PWR.3.e, 1.FL.PA.2.d, 1.FL.PWR.3.e, 1.FL.PA.2.d, 1.FL.WC.4.e, 1.FL.PA.2.d, 1.FL.WC.4.b, 1.SL.PK1.4, 1.SL.PK1.5, 1.W.PDW.4, 1.W.PDW.6, 1.W.RBPK.7	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T148-149 ○ Segment and Substitute phonemes in words. ○ Blend/Build with /ô/. ○ Write and read two-syllable words with vowel team syllables. ○ Take a spelling post-test. ○ Use Visual Vocabulary Cards to review vocabulary words. ○ Read fluently using voices that go higher if there is a question mark at the end.
Independent Writing	Students will: T150 ○ Review and edit if necessary drafts. Share with a partner
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T152-153 ○ Review Essential Question Chart. ○ Reading/Writing Companion p. 68 talk about the poem and how the mother bird helps little birdie, compare the mother bird to the helpers you read about in other texts. ○ Reading/Writing Companion p. 69 Write about new things learned through the text and poems this week.

Week 3

Unit 6 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How can weather affect us?	Cite relevant evidence from text Make inferences to support understanding Visualize by creating mental images ✓ Describe characters, setting, and plot and causes and effects Understand aspects of realistic fiction Reread Text features	Oral Vocabulary Acquisition Acquire and use oral vocabulary creative cycle frigid predict scorching Acquire and use academic vocabulary: country gathers Vocabulary Strategy ✓ Similes Grammar ✓ Use and understand special pronouns
Text(s): Teach and Model Interactive Read Aloud: Paul Bunyan and the Popcorn Blizzard Shared Read: Wrapped in Ice	Writing Writing Process Plan and draft a persuasive text Analytical writing ✓ Use text evidence to respond to text	Speaking and Listening Engage in collaborative discussions Present writing and research
Practice and Apply Anchor Text: Rain School Paired Selection: Abuelita's Lap Leveled Readers A: Snow Day O: Heat Wave ELL: Heat Wave B: Rainy Day Fun Paired Selections A: A Mountain of Snow O: Stay Safe When It's Hot ELL: Stay Safe When It's Hot B: Let's Stay Dry Decodable Readers Miss Wright's Job, A Lighthouse Stops Wrecks, Know About Snowstorms, The Rusty Knight Optional Classroom Library Trade Books Ling & Ting: Not Exactly the Same!	Foundational Skills Phonological/ Phonemic Awareness Categorize, segment, and substitute phonemes Phonics/Structural Analysis//Handwriting: ✓ Introduce/review silent letters: wr, kn, gn ✓ Compound Words Handwriting: Story Spelling Words: gnat gnu know knife write wrong been their High Frequency Words: ✓ been children month question their year Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and Rate	Research and Inquiry Conduct research about types of weather

Weekly Standards:

1.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **[8 lessons]**

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). **[8 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.a Know the sound-spelling correspondence for common consonant digraphs. **[2 lessons]**

1.FL.PWR.3.b Decode regularly spelled one-syllable words. **[16 lessons]**

1.FL.PWR.3.e Decode two-syllable words following basic patterns by breaking the words into syllables. **[2 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.c Use personal, possessive, and indefinite pronouns. **[8 lessons]**

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

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

1.FL.WC.4.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. **[4 lessons]**

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

1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area. **[1 lesson]**

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

1.RI.IKI.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.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses. **[6 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. **[2 lessons]**

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

1.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.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. **[3 lessons]**

Day 1	Instructional Plan
Student Learning Targets: 1.RL.KID.1, 1.FL.PA.2.c, 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.a, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.FL.PWR.3.g, 1.W.PDW.4, 1.FL.SC.6.c	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T200-201 ○ Discuss the essential question: How can weather affect us? ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new words (cycle, predict) ○ Reading/Writing Companion p. 70-71 talk about what the people in the photo are doing because of the weather, write about different types of weather and what you wear for each.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T202-203 ○ Read “Paul Bunyan and the Popcorn Blizzard” focusing on oral vocabulary words, visualize as the story is read, retell the story. ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new words (creative, frigid, scorching). ○ Write as much as they can about the story in five minutes.
Word Work Phonological Awareness Phonics/Spelling High Frequency Words	Students will: T204-207 ○ Listen to 3 words and tell which word doesn’t fit into the same category. ○ Connect the letters wr to the sound /r/, the letters kn and gn to the sound /n/. ○ Blend words with the wr, kn, gn sound. ○ Daily Handwriting-practice writing a story. ○ Take a spelling pre-test. ○ Use Read/Spell/Write routine to learn new HFWs. (been, question, children, their, month, year). ○ Identify HFWs in sentences. Blend decodable words
Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T208-209 ○ Review HFWs. ○ Review the digraphs wr, gn, and kn have silent letters. ○ Spell and model words: everyone, neighbors, science, something, surfaces, worried. ○ Reading/Writing Companion p. 72-81. Read “Wrapped in Ice”, identify it is a realistic fiction, visualize as you read the story, circle words beginning with silent w, silent g, , identify HFWs, retell the story. ○ Discuss how the icy weather changed Kim and her neighborhood. Use sentence starter After the ice storm in the story, everybody....
Shared Writing	Students will: T210 ○ Use text evidence, respond by writing to prompt: What happened in “Wrapped in Ice?”
Grammar	Students will: T211 ○ Learn that the word anyone means any person, and everyone means all people. Identify pronouns in the paragraph. ○ Generate sentences using anyone, everyone, anything, everything, and nothing.

Day 2	Instructional Plan
Student Learning Targets: 1.RL.KID.3, 1.FL.WC.4.d, 1.FL.PA.2.d, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.a, 1.FL.PWR.3.e, 1.FL.PWR.3.g, 1.FL.SC.6.c, 1.W.PDW.4, 1.W.PDW.5	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T212 - Review the essential question. - Use Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary.
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T214-216 - Review the silent letters in wr, kn, gn. - Blend/Build words with silent letters wr, kn, gn. - Identify the two smaller words in a compound word. Use the compound words in a sentence. - Word sort with wr, kn, gn - Use Visual Vocabulary Cards to learn new words (country, gathers). Reading/Writing Companion p. 82-83
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T218-219 - Review what a realistic fiction is. Reading/Writing Companion p. 84-85. Reread the story "Wrapped in Ice." Complete graphic organizer. Reading/Writing Companion p. 86. Discuss what the characters do and why they did it. Complete graphic organizer.
Shared Writing	Students will: T220 Respond by writing to prompt: How do the people in the town react to the weather in "Wrapped in Ice?"
Grammar	Students will: T221 Identify special pronouns and explain what they mean.

Day 3	Instructional Plan
Student Learning Targets: 1.RL.KID.3, 1.RL.KID.2, 1.RL.RRTC.10, 1.FL.PWR.3.b, 1.FL.WC.4.d, 1.FL.SC.6.c, 1.FL.SC.6.I, 1.W.PDW.4, 1.W.TTP.2	
Build the Concept Review Oral Vocabulary Fluency	Students will: TT222-223 - Recall how weather affects us. - Review oral vocabulary words using the Define/Example/Ask routine. - Reread the passage using intonation.
Word Work Phonemic Awareness Structural Analysis	Students will: T224-226 Substitute phonemes.

High-Frequency Words/Fluency	○ Identify the two smaller words in a compound word. Practice reading them. ○ Practice HFWs. ○ Read sentences using automaticity.
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T227A-R ○ Use the text “Rain School” to identify cause and effect, ask and answer questions, use antonyms, look for key details, to visualize, make and confirm predictions ○ Use Reading/Writing Companion p. 90 Why does the author include these words in the story? ○ Use Reading/Writing Companion p. 91 How does the author show how the children feel? ○ Use Reading/Writing Companion p. 92 Why is “Rain School” a good title for this book? ○ Meet the author and learn his purpose in writing the text.
Independent Writing: Draft	Students will: T228 ○ Use text evidence and reply to the prompt: What do the children in Rain School learn from their first lesson?
Grammar and Mechanics	Students will: T229 ○ Write a sentence about how weather could affect people and use a special pronoun in their sentence.
Day 4	Instructional Plan
Student Learning Targets: 1.RI.CS.5, 1.FL.WC.4.f, 1.FL.PA.2.c, 1.FL.PWR.3.g, 1.FL.PWR.3.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.a, 1.W.PDW.4, 1.FL.SC.6.I, 1.W.PDW.5, 1.W.RBPK.7, 1.W.PDW.4	
Extend the Concept Text Features	Students will: T230-231 ○ Respond to the essential question using information they have read and discussed this week. ○ Teaching Poster 21. Identify the heading and details in a section.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T231A-D ○ Read “Rainy Weather” and learn how rain affects some people and places. ○ Reading/Writing Companion p. 93 What words tell what the weather does. Talk with a partner about how you know the author will tell why rain is important. ○ Reading/Writing Companion p. 94 What heading does the author use? What sentence tells why rain is important. Why does the author include the photos. ○ Reading/Writing Companion p. 95 Discuss with a partner what you learned in each section of the text. How does the heading and photos help?
Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T232-233 ○ Build words with silent letters wr, kn, gn. ○ Review how smaller words make up compound words. ○ Sort words with wr, kn, gn. ○ Use Visual Vocabulary Cards to review country and gathers.

Independent Writing: Revise	Students will: T234 ○ Review and edit if necessary prompt What do the children in Rain School learn from their first lesson? Share with partner.
Grammar	Students will: T235 ○ Practice using special pronouns. ○ Practice using commas in dates and letters.
Integrate Ideas Research and Inquiry	Students will: T236-237 ○ Reading/Writing Companion p. 96-97. Research weather in your state. Find books and websites. Write what you learned and illustrate.
Day 5	Instructional Plan
Student Learning Targets: 1.RI.IKI.9, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.a, 1.FL.PWR.3.g, 1.FL.PWR.3.b, 1.FL.PA.2.d, 1.FL.F.5.b, 1.SL.CC.3, 1.FL.SC.6.c, 1.FL.SC.6.I, 1.W.PDW.4	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T238-239 ○ Segment and Substitute phonemes. ○ Blend and build words with wr, kn, gn. ○ Review compound words. ○ Word sort with wr, kn, gn. ○ Review HFWs. ○ Read with intonation.
Independent Writing	Students will: T240 ○ Review final drafts.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T242-243 ○ Reading/Writing Companion p. 98. Discuss the painting. Compare the weather in the painting to the weather in Rain School. ○ Reading/Writing Companion p. 99. Write what you have learned about weather.

Week 4

Unit 6 Week 4	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What traditions do you know about?	Cite relevant evidence from text Make inferences to support understanding Visualize by creating mental images ☒ Determine theme Understand aspects of realistic fiction Reread Text features	Oral Vocabulary Acquisition: Acquire and use oral vocabulary ancient drama effort movement tradition Acquire academic vocabulary: difficult. nobody Vocabulary Strategy: ☒ Compound Words Grammar: ☒ Subjective and Objective Pronouns
Text(s): Teach and Model Interactive Read Aloud: Let's Dance Shared Read: A Spring Birthday Practice and Apply Anchor Text: Lissy's Friends Paired Selection: Making Paper Shapes Leveled Readers A: The Quilt O: Latkes for Sam ELL: Latkes for Sam B: Patty Jumps! Paired Selections: A: Making a Quilt Square O: What is a Taco? ELL: What is a Taco? B: How to Play Four Square Decodable Readers Three Shrimp, A Thrilling Dance Optional Classroom Library Trade Books	Writing Writing Process: Revise and edit persuasive text Analytical writing: ☒ Use text evidence to respond to text Foundational Skills Phonological/ Phonemic Awareness Add syllables to words Segment and blend phonemes Phonics/Structural Analysis//Handwriting: ☒ Three-letter blends: scr, spl, spr, str, thr, shr ☒ Inflectional endings: -ed, -ing Handwriting: Dates Spelling Words: strike spray splash split scrape three your heard High Frequency Words: ☒ before front heard push tomorrow your Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and Rate	Speaking and Listening Engage in collaborative discussions Present writing and research Research and Inquiry Conduct research and interview a partner about family traditions

Weekly Standards:

- 1.FL.F.5.b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **[11 lessons]**
- 1.FL.PA.2.b** Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. **[8 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). **[6 lessons]**
- 1.FL.PWR.3.b** Decode regularly spelled one-syllable words. **[10 lessons]**
- 1.FL.PWR.3.f** Read words with inflectional endings. **[12 lessons]**
- 1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words. **[17 lessons]**
- 1.FL.PWR.3.h** Read grade-level decodable text with purpose and understanding. **[1 lesson]**
- 1.FL.SC.6.c** Use personal, possessive, and indefinite pronouns. **[9 lessons]**
- 1.FL.SC.6.i** Use commas in dates and to separate single words in a series. **[5 lessons]**
- 1.FL.VA.7a.i** Use sentence-level context as a clue to the meaning of a word or phrase. **[2 lessons]**
- 1.FL.VA.7b.iii** Identify real-life connections between words and their use. **[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. **[4 lessons]**
- 1.FL.WC.4.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **[4 lessons]**
- 1.FL.WC.4.f** Write many common, frequently used words and some irregular words. **[10 lessons]**
- 1.RI.CS.5** Know and use various text features to locate key facts or information in a text. **[1 lesson]**

- 1.RI.CS.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **[1 lesson]**
- 1.RI.IKI.9** Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate. **[1 lesson]**
- 1.RI.KID.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.CS.4** Identify words and phrases in stories and poems that suggest feelings or appeal to the senses. **[3 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. **[4 lessons]**
- 1.RL.IKI.9** Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate. **[2 lessons]**
- 1.RL.KID.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **[15 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. **[6 lessons]**
- 1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for grade 1. **[4 lessons]**
- 1.SL.PKI.5** Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. **[2 lessons]**
- 1.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[4 lessons]**
- 1.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. **[2 lessons]**
- 1.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. **[1 lesson]**
- 1.W.RBPK.7** Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions. **[1 lesson]**
- 1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[5 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
Student Learning Targets:	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T290-291 ○ Discuss the essential question: What traditions do you know about? ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new vocabulary words (effort, tradition). ○ Reading/Writing Companion p. 100-101 look at the photograph and what the two people are doing, talk about it with a partner, complete the graphic organizer.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T292-293 ○ Read “Let’s Dance,” visualize as you read, ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new vocabulary words (ancient, drama, movement). ○ Write as much as they can about the story in five minutes. (to increase writing fluency).
Word Work Phonological Awareness Phonics/Spelling High Frequency Words	Students will: T294-297 ○ Practice adding syllables to words to form new words. ○ Connect the letters s, p, and l to the /spl/ sound ○ Blend three letters together and sound out words. ○ Daily Handwriting-Practice writing dates. Practice Book p. 482. ○ Take a spelling pre-test. ○ Read/Spell/Write HFWs (before, push, front, tomorrow, heard, your); identify HFWs in connected text.
Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T298-299 ○ Review HFWs. ○ Review the three-letter blends scr, spl, spr, str, thr, and shr. ○ Spell and Model reading the words bought, celebrate, everyone, family, Mexican, tradition. ○ Reading/Writing Companion p. 101-111 Read “A Spring Birthday,” visualize as it is read, circle /spr/, /thr/ words, identify HFWs, retell the story. ○ Identify why this story is a realistic fiction text. ○ With partner discuss traditions they know from other places in the world. Complete this starter: A tradition I know about is....
Shared Writing	Students will: T300 ○ Use text evidence and respond to prompt “Write a letter from Marco inviting his friend Jacob to his birthday party.”
Grammar	Students will: T301 ○ Complete sentences with objective and subjective pronouns. ○ Generate sentences that use pronouns as objects and subjects. ○

Day 2	Instructional Plan
Student Learning Targets:	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T302 - Review the class Essential Question Chart. - Use the Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words.
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T304-307 - Review words with trigraphs (three-letter blends). - Blend/Build words with three-letter blends. - Add -ed and -ing to words and then use in a sentence. - Word sort with trigraphs. - Use Visual Vocabulary Cards to learn new words (difficult, nobody). Reading/Writing Companion p. 112-113 write sentences using difficult and nobody, use text to identify compound words.
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T308-308 - Reread "A Spring Birthday." - Review characteristics of realistic fiction. Reading/Writing Companion p. 114-115 share how you know the characters, setting and events can happen in real life, write about the characters to complete graphic organizer. Reading/Writing Companion p. 116-117 reread "A Spring Birthday," talk about clues in the story that help you understand the author's message, write them by completing graphic organizer.
Shared Writing	Students will: T310 Use text evidence, answer the prompt "Write a letter from Marco to his parents explaining why he wants to start a new tradition. Describe what the new tradition might be."
Grammar	Students will: T311 - Identify objective and subjective pronouns to complete sentences. - Generate sentences using objective and subjective pronouns.

Day 3	Instructional Plan
Student Learning Targets:	
Build the Concept Review Oral Vocabulary Fluency	Students will: T312-313 Discuss the traditions you have read about so far this week.

	○ Use the Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words. ○ Reread sentences chorally and practice rate and pausing slightly when you get to a comma.
Word Work Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T314-316 ○ Blend phonemes with /spl/, /spr/, /shr/, /skr/, /str/, /thr/ ○ Read Decodable Reader "Three Shrimp." ○ Blend words with -ed and -ing, Practice reading and decoding words with inflectional endings. ○ Use Read/Spell/Write and Visual Vocabulary Cards to review vocabulary words. ○ Build fluency by practicing HFWs and sentences together.
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T317A-R ○ Use the text "Lissy's Friends" to visualize the story, identify clues that tell about the theme, use of alliteration, look at problems and solutions, make and confirm predictions. Identify compound words, reread for understanding, identify vowel-team syllable words. ○ Reading/Writing Companion p. 120 How does the author show you how Lissy feels? ○ Reading/Writing Companion p. 121 How does the author show how Lissy feels when she looks outside? ○ Reading/Writing Companion p. 122 How do you know that things are different now? ○ Meet the author and her purpose in writing this text.
Independent Writing: Draft	Students will: T318 ○ Use text evidence, respond to the prompt: "Write a letter from Lissy to her paper friends telling them how things are going now."
Grammar and Mechanics	Students will: T319 ○ Identify the pronouns in sentences and whether they are in the object or the subject of the sentence. ○ Edit commas in dates and letters.
Day 4	Instructional Plan
Student Learning Targets:	
Extend the Concept Text Features	Students will: T320-321 ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words. ○ Use Teaching Poster 15 to practice reading a chart and the order of doing things.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T321A-D ○ Read "Making Paper Shapes," compare text with texts already read, visualize as you read, how to follow directions, ○ Reading/Writing Companion p. 123 What words tell what the crane is made of? Talk with a partner about how the photo helps you understand the text. ○ Reading/Writing Companion p. 124 Identify the name of the country the text refers to, identify what sentence tells why kids write wishes on the slips, Answer what the author wants you to know about origami.

	○ Reading/Writing Companion p. 125 Why does the author organize the text in the way she does. ○ Use text evidence to tell what Lissy might do with the paper dog from "Making Paper Shapes."
Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T322-323 ○ Practice blending three-letter blends together. ○ Read Decodable Reader "A Thrilling Dance." ○ Identify words that tell about actions in the past and actions happening now. ○ Sort three-letter blends. ○ Use Visual Vocabulary Cards to review words difficult and nobody. Make a two-column chart-one with synonyms and one with antonyms.
Independent Writing: Revise	Students will: T324 ○ Review and edit if necessary their responses to "Write a letter from Lissy to her paper friends telling them how things are going now." Read to a partner.
Grammar	Students will: T325 ○ Edit sentences using objective and subjective pronouns. ○ "Insert commas in dates and letters.
Integrate Ideas Research and Inquiry	Students will: T326-327 ○ Reading/Writing Companion p. 126-127 review the research process, interview a partner about a tradition, devise questions to ask, ask your questions, write your answers, draw about the tradition. ○ Choose presentation format. ○ Create the presentation.
Day 5	Instructional Plan
Student Learning Targets:	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T328-329 ○ Blend/Substitute phonemes with trigraphs. ○ Blend/Build words with trigraphs. ○ Read words chorally and with fluency. ○ Review inflectional endings -ed, -ing, practice writing and reading verbs with -ed, -ing. ○ Take a spelling test. ○ Use Read/Spell/Write routine and Visual Vocabulary Cards to read words and write in a sentence. ○ Echo read the shared read pausing and adjusting your rate at commas.
Independent Writing	Students will: T330 ○ Prepare and edit drafts. Share with a partner. ○ Compare previous writings and discuss with a partner how their writing has improved.
Integrate Ideas Text Connections	Students will: T332-333

Weekly Wrap Up	○ Reading/Writing Companion p. 128 talk about the photograph and how are the girls sharing a tradition, compare how the girls' tradition is different from traditions in "A Spring Birthday." ○ Reading/Writing Companion p. 129 write about what you have learned.
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Week 5

 Assessed Skill

Unit 6 Week 5	Comprehension / Genre / Author's Craft	Language Development
Essential Question: Why do we celebrate holidays?	Cite relevant evidence from text Make inferences to support understanding Reread to monitor comprehension  Discuss the author's purpose Understand aspects of informational text Text features	Oral Vocabulary Acquisition: Acquire and use oral vocabulary design display pride purpose represent Acquire academic vocabulary: nation unite Vocabulary Strategy:  Metaphors Grammar:  Understand and use adverbs that tell how
Text(s): Teach and Model Interactive Read Aloud: Celebrate the Flag Shared Read: Share the Harvest and Give Thanks Practice and Apply Anchor Text: Happy Birthday, U.S.A! Paired Selection: A Young Nation Grows Leveled Readers A: It's Labor Day! O: It's Labor Day! ELL: It's Labor Day! B: It's Labor Day! Paired Selection A: A Celebration of Trees O: A Celebration of Trees ELL: A Celebration of Trees B: A Celebration of Trees Decodable Readers Optional Classroom Library Trade Books Frog and Toad Together	Writing Analytical writing:  Use text evidence to respond to text Foundational Skills Phonological/ Phonemic Awareness Reverse, blend, delete, and add phonemes Phonics/Structural Analysis//Handwriting:  Introduce/review r-controlled vowels air, are, ear  r-controlled vowel syllables Handwriting: A letter Spelling Words: fair pair bear wear spare share favorite surprise High Frequency Words:  favorite few gone surprise wonder young Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and Rate	Speaking and Listening Engage in collaborative discussions Present writing and research Research and Inquiry Conduct research about national holidays

Weekly Standards:

- 1.FL.F.5.b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **[6 lessons]**
- 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. **[11 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). **[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. **[12 lessons]**
- 1.FL.PWR.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **[2 lessons]**
- 1.FL.PWR.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables. **[10 lessons]**
- 1.FL.PWR.3.f** Read words with inflectional endings. **[12 lessons]**
- 1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words. **[17 lessons]**
- 1.FL.PWR.3.h** Read grade-level decodable text with purpose and understanding. **[1 lesson]**
- 1.FL.SC.6.c** Use personal, possessive, and indefinite pronouns. **[6 lessons]**
- 1.FL.SC.6.i** Use commas in dates and to separate single words in a series. **[5 lessons]**
- 1.FL.VA.7a.i** Use sentence-level context as a clue to the meaning of a word or phrase. **[2 lessons]**
- 1.FL.VA.7a.iii** Identify frequently occurring root words and their inflectional forms. **[3 lessons]**
- 1.FL.VA.7b.iii** Identify real-life connections between words and their use. **[1 lesson]**
- 1.FL.WC.4.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **[4 lessons]**
- 1.FL.WC.4.f** Write many common, frequently used words and some irregular words. **[13 lessons]**

- 1.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area. **[3 lessons]**
- 1.RI.CS.5** Know and use various text features to locate key facts or information in a text. **[2 lessons]**
- 1.RI.CS.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **[1 lesson]**
- 1.RI.IKI.8** Identify the reasons an author provides to support points in a text. **[8 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. **[1 lesson]**
- 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.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for grade 1. **[3 lessons]**
- 1.RL.KID.1** Ask and answer questions about key details in a text. **[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. **[1 lesson]**
- 1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **[1 lesson]**
- 1.SL.PKI.5** Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. **[2 lessons]**
- 1.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[4 lessons]**
- 1.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. **[2 lessons]**
- 1.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. **[1 lesson]**
- 1.W.RBPK.7** Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions. **[1 lesson]**
- 1.W.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
Student Learning Targets: 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.W.PDW.4	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T380-381 ○ Discuss the essential question: Why do we celebrate holidays? ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new vocabulary words (display, pride). ○ Reading/Writing Companion p. 130-131 look at photograph, talk with a partner about the photo, write what you know about how people celebrate holidays.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T382-383 ○ Read "Celebrate the Flag," reread for better understanding. ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new oral vocabulary words (design, purpose, represent). ○ Write as much as they can about "Celebrate the Flag" for seven minutes.
Word Work Phonological Awareness Phonics/Spelling High Frequency Words	Students will: T384-387 ○ Practice reading words and reverse letters to make a new word (mug-gum). ○ Connect the letters air, are, and ear to the sound /âr/. ○ Blend with /âr/ air, are, ear. ○ Daily Handwriting-practicing writing letters in a letter format. ○ Take a spelling pre-test. ○ Use Read/Spell/Write to learn new HFWs (favorite, surprise, few, wonder, gone, young), read HFWs in connected text.
Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T388-389 ○ Review HFWs. ○ Review that air, are and ear can stand for the /âr/ sounds. ○ Spell and model words (celebrate, deer, ears, families, family, festivals, Kwanzaa, November, parades, Thanksgiving). ○ Reading/Writing Companion p. 132-141. Read "Share the Harvest and Give Thanks," circle words spelled with are as in care, circle word with air as in hair, reread for understanding, identify HFWs, circle words spelled with ear as in pear, retell using photographs, graphic features and text. ○ Discuss if and how they celebrate the harvest using a sentence starter: I celebrate the harvest by....
Shared Writing	Students will: T390 ○ Respond by writing to prompt "What are the different ways the harvest is celebrated?"
Grammar	Students will: T391 ○ Identify adverbs that tell how. ○ Generate sentences with adverbs that tell how. ○

Day 2	Instructional Plan
Student Learning Targets: 1.FL.VA.7b.iii, 1.FL.PA.2.b, 1.FL.PA.2.d, 1.FL.PWR.3.e, 1.FL.PWR.3.f, 1.FL.PA.2.b, 1.FL.PA.2.d, 1.FL.PWR.3.e, 1.FL.PWR.3.f, 1.FL.SC.6.c, 1.RL.KID.3, 1.RI.IKI.8, 1.FL.PWR.3.g, 1.FL.WC.4.f	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T392 ○ Review the Class Essential Chart. ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words.
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T394-397 ○ Review /â/ air, are, ear. ○ Blend/Build words with /â/ air, are, ear. ○ Divide words into syllables, read the words and use each word in a sentence. ○ Word sort with air, are, ear. ○ Use Visual Vocabulary Cards to learn new words (nation, unite). ○ Reading/Writing Companion p. 142-143 write sentences with vocabulary words, learn about metaphors, create metaphors with the word nation.
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T398-399 ○ Reread "Share the Harvest and Give Thanks." ○ Reading/Writing Companion p. 144-145 discuss what makes the shared read a nonfiction, discuss the photos and captions, write information onto the graphic organizer. ○ Reading/Writing Companion p. 146-147 talk about why the author wrote this nonfiction text, write clues from the text that help you figure out the author's purpose.
Shared Writing	Students will: T400 ○ Use text evidence to respond to the prompt: Do you think it is important or not important to give thanks for a harvest? Why?
Grammar	Students will: T401 ○ Look at sentences and identify each adverb that tells how. ○ Expand sentences by adding an adverb. ○ Generate sentences about getting ready for school using adverbs that tell how.

Day 3	Instructional Plan
Student Learning Targets: 1.FL.F.5.b, 1.RI.KID.3, 1.FL.PA.2.b, 1.FL.PWR.3.b, 1.FL.PWR.3.e, 1.FL.PWR.3.f, 1.FL.PA.2.b, 1.FL.PWR.3.b, 1.FL.PWR.3.e, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.f, 1.RI.KID.2, 1.FL.SC.6.c, 1.FL.SC.6.l, 1.W.TTP.1, 1.W.TTP.3, 1.W.PDW.4, 1.FL.SC.6.c, 1.FL.SC.6.l, 1.W.TTP.1, 1.W.TTP.3	
Build the Concept Review Oral Vocabulary	Students will: T402-403 ○ Respond to "What have you learned so far about how we celebrate holidays."

Fluency	○ Use Define/Example/Ask routine and Visual Vocabulary Cards to review vocabulary words. ○ Practice reading passages remembering to stop briefly for periods, pause slightly for commas.
Word Work Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T404-406 ○ Delete phonemes to make new words. ○ Divide words into syllables and then use each word in a sentence. ○ Use Read/Spell/Write and Visual Vocabulary Cards to review vocabulary words. ○ Read sentences aloud together at the same pace to build fluency.
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T407A-F ○ Predict what you will learn about America's birthday. ○ Read "Happy Birthday U.S.A.," reread for understanding, identify clues to tell what the author's purpose is, discuss cause and effect, identify antonyms, retell using information they have learned about. ○ Reading/Writing Companion p. 150 How does the author organize the information in the text? ○ Reading/Writing Companion p. 151 Why does the author use dates in the text? ○ Compare the text "Happy Birthday, U.S.A!" with "Share the Harvest and Give Thanks." What does each text tell you about celebrating holidays?
Independent Writing: Draft	Students will: T408 ○ Use text evidence to respond to the prompt: What is the most important part of the Fourth of July? Why do you think so?
Grammar and Mechanics	Students will: T409 ○ Think about other adverbs to replace words in a sentence. ○ Generate sentences about their favorite event using adverbs that tell how. ○ Recall abbreviations-Mr. Mrs. Ms. Dr.
Day 4	Instructional Plan
Student Learning Targets: 1.RI.CS.5, 1.RI.CS.6, 1.FL.PA.2.d, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.f, 1.FL.VA.7a.iii, 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.VA.7a.iii,, 1.FL.SC.6.c, 1.FL.SC.6.I, 1.SL.PKI.5, 1.W.PDW.4, 1.W.PDW.5, 1.FL.SC.6.c, 1.FL.SC.6.I, 1.SL.PKI.5, 1.W.PDW.5, 1.W.RBPK.7	
Extend the Concept Text Features	Students will: T410-411 ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words. ○ Use Teaching Poster 19 to identify features on the map.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T411A-B ○ Read "A Young Nation Grows." Literature Anthology p. 404-406, identify key details, examine what the maps show and how they are different, retell the story. ○ Reading/Writing Companion p. 152 What sentence tells about what happened to the colonies, talk with a partner about why the author included a map. ○ Reading/Writing Companion p. 153 Discuss the numbers on the map. How does the key help you understand the map? Why

	does the author include a map and map key?
Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T412-413 ○ Build words with /âr/ air, are, ear. ○ Work in pairs to divide r-controlled words into syllables. Write a sentence with each word. ○ Word sort with air, are, ear. ○ Use Visual Vocabulary Cards to review the words nation and unite. Look at the word unite and add -s, -ed, and -ing.
Independent Writing: Revise	Students will: T414 ○ Revise and edit if necessary their response to What is the most important part of the Fourth of July? Why do you think so? ○ Pair students and peer review prompt answers.
Grammar	Students will: T415 ○ Practice with adverbs that tell how. Find adverbs from the guided practice and write their own sentence. ○ Work with abbreviations remembering to put a period after each one.
Integrate Ideas Research and Inquiry	Students will: T416-417 ○ Reading/Writing Companion p. 154-155, review research process, pick a holiday, decide what you want to learn about that holiday, find information and write about it. ○ Choose presentation format. ○ Create the presentation.
Day 5	Instructional Plan
Student Learning Targets: 1.FL.PA.2.b, 1.FL.PWR.3.e, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.f, 1.FL.F.5.b, 1.FL.PC.1.a, 1.FL.SC.6.c, 1.FL.SC.6.l, 1.RL.KID.1, 1.W.PDW.4, 1.W.PDW.6, 1.RI.IKI.9	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T418-419 ○ Delete and add syllables to make new words-barely/bare, hair/hairy. ○ Blend/Build words with /âr/ air, are, ear. Read words with fluency. ○ Read/Write words with r-controlled syllables. ○ Take a spelling post test. ○ Read/Write/Spell HFWs and write a sentence with each word. ○ Practice reading using appropriate phrasing.
Independent Writing	Students will: T420 ○ Prepare and edit if necessary final drafts. Share with a partner. ○ Compare previous writings and discuss with a partner how their writing has improved.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T422-423 ○ Review the Essential Question Chart. ○ Reading/Writing Companion p. 156 talk about what makes America special in the song, Compare this song to the holidays you read about this week. ○ Reading/Writing Companion p. 157 Write what you have learned this week through the texts and song.

Week 6

Unit 6 Week 6	Comprehension	Language Development
	Review strategies and skills Visualize Theme Reread Author's purpose	Oral Vocabulary Acquisition: Acquire and use oral vocabulary above below inside outside on off
Text(s): Reading Digitally: This Land is Our Land Reader's Theater: That Goat Has GOT to go! Passage 1: Max's Plan Passage 2: Let's Recycle	Writing	Speaking and Listening
	Write correspondence: An invitation Analytical writing: Respond to a persuasive text Use text evidence to respond to text	Engage in collaborative conversation about teamwork
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate rate, accuracy, and prosody.	Conduct r3esearch about teamwork

Weekly Standards:

1.FL.F.5.a Read grade-level text with purpose and understanding. [\[1 lesson\]](#)

1.RI.IKI.8 Identify the reasons an author provides to support points in a text. [\[1 lesson\]](#)

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

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

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

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

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

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
Student Learning Targets: 1.RL.KID.2, 1.RL.IKI.7, 1.RL.RRTC.10, 1.FL.F.5.a, 1.RI.IKI.8	
Read Digitally OR Reader's Theater	Students will: T 472-473 ○ Listen as the teacher reads the article "This Land is Our Land." ○ Take notes as you listen to the article. ○ Access the interactive elements. ○ Retell the story. ○ Answer questions: What might you see if you traveled across the United States? Why is "This Land is Our Land" a good title for this article? ○ Compare what they learned about the United States in this text with what they learned about teamwork in other texts they read in this unit. Students will: T 474-475 ○ Review the features of a play. ○ Review the list of characters. ○ Learn what the setting is for the play. ○ Read the play. ○ Model fluency. ○ Practice the play. ○ Add actions. ○ Perform the play.
Show What You Learned	Students will: T476-477 ○ Read "Max's Plan." Picture the story as you read it. Reading/Writing Companion p. 168-169. ○ Review the definition of realistic fiction. ○ Read the selection on your own. ○ Reading/Writing Companion p. 170 How can you tell the story is realistic fiction? What does the simile "The street is like a parking lot!" help you understand? What is the message, or theme of the story?
Day 2	Instructional Plan
Student Learning Targets: 1.FL.F.5.a, 1.RI.IKI.8	
Show What You Learned	Students will: T478-479 ○ Reading/Writing Companion p. 171-172. Read Let's Recycle! ○ Reading/Writing Companion p. 173 Which sentence from the text tells you this is a persuasive text? What is the author's purpose for writing this text? What is an antonym for special on p. 172?
Read Digitally OR Reader's Theater	Students will: ○ Perform the play.

Day 3	Instructional Plan
Student Learning Targets: 1.RI.KID.1, 1.RI.RRTC.10	
Extend Your Learning	Students will: T480-481 ○ Reread “Be a Volunteer!” ○ Reading/Writing Companion p. 174-175 Discuss what the author tries to convince people to do. Write details from the text that show how the author tries to convince readers. ○ Listen to the story “The Schools of Critter Creek.” ○ Reading/Writing Companion p. 176-177. Talk about the problem with Sally Squirrel and Paco Porcupine. Write about the problems and how they were solved.
Read Digitally OR Reader’s Theater	Students will: ○ Perform the play.
Day 4	Instructional Plan
Student Learning Targets: 1.RI.RRTC.10, 1.W.RBPK.7	
Extend Your Learning	Students will: T482-483 ○ Reading/Writing Companion p. 178 Draw something you see and use a location word to tell where it is. ○ Reading/Writing Companion p. 179 Look at the pictures and talk about the location words you can use to tell about them. Write the location words. ○ Reading/Writing Companion p. 180 Keep a weather journal for a week Write about your findings. ○ Reading/Writing Companion p. 181 Listen to “This Land is Our Land”. Click on the sidebar feature and write what information thee sidebar features that isn’t in the text.
Writing	Students will: T484 ○ Reading/Writing Companion p. 182-183 Write an invitation to a special event. ○ Reading/Writing Companion p. 184 Share with a partner a book you want to read. Write the title and your opinion of the book.

Day 5	Instructional Plan
Student Learning Targets: 1.W.RBPk.8	
Track Your Progress	Students will: T486 ○ Reading/Writing Companion p. 185 to decide on how happy they are with the skills they learned. Write about something you want to get better at.
Wrap Up the Unit	Students will: T487 ○ Compare what they have learned about teamwork to answer How does teamwork help us?
Summative Assessment	Students will: T492-493 ○ Take a test.