

✓ Assessed Skill

1

Weekly Standards:

1.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **[6 lessons]**

1.FL.PA.2.b Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. **[9 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). **[10 lessons]**

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

1.FL.PWR.3.f Read words with inflectional endings. **[17 lessons]**

1.FL.PWR.3.g Recognize and read grade-appropriate irregularly spelled words. **[11 lessons]**

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

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

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. **[5 lessons]**

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

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

1.FL.WC.4.f Write many common, frequently used words and some irregular words. **[11 lessons]**

1.RI.CS.5 Know and use various text features to locate key facts or information in a text. **[4 lessons]**

1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **[2 lessons]**

1.RI.IKI.8 Identify the reasons an author provides to support points 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.RI.KID.2 Identify the main topic and retell key details of a text. **[3 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. **[11 lessons]**

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

1.RL.KID.1 Ask and answer questions about key details in a text. **[5 lessons]**

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

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

1.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. **[1 lesson]**

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 1.FL.PWR.3.b, 1.FL.PA.2.d, 1.FL.PA.2.d, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.PWR.3.g, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.W.PDW.4, 1.W.RBPK.8, 1.W.PDW.6, 1.W.PDW.5	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T356-357 ○ Discuss the essential question: How do we get our food? ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new vocabulary words. (delicious, nutritious). ○ Reading/Writing Companion p. 122-123 look at picture, discuss and complete graphic organizer about tomatoes after they are grown.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T358-359 ○ Read "Where Does Good Come From?" ○ Recall facts about an informational text: nonfiction. ○ Listen to how the teacher can model retelling portions of the selection. ○ 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: T360-363 ○ Practice segmenting phonemes in words ○ Practice words with long u as in oo, u. ○ Blend words with oo, u. ○ Daily Handwriting Bb. Practice Book p. 232. ○ Take a spelling pre-test. ○ Use Read/Spell/Write routine to practice HFWs. ○ Identify HFWs in connected text. ○ Blend decodable words.
Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T364-365 ○ Review HFWs. ○ Review letters oo and u. ○ Spell and model words. (breakfast, flour, dough, first, food, juice, oranges) ○ Read the shared read "A Look at Breakfast." ○ Reading/Writing Companion p. 124-133. Circle words that have the vowel sound in look, reread for understanding, identify HFWs, retell the story. ○ Collaborate where the breakfast foods in the selection come from.
Shared Writing	Students will: T366 ○ Respond by writing to prompt: "What are the steps needed to make the different breakfast items?"
Grammar	Students will: T367 ○ Identify contractions.

Day 2	Instructional Plan
Student Learning Targets: 1.RI.KID.3, 1.FL.VA.7b.iii, 1.FL.PWR.3.b, 1.FL.PA.2.b, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.W.RBPK.8, 1.W.PDW.6, 1.W.PDW.5	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T368 - Review the Class Essential Chart. - Use Define/Example/Ask routine and Visual Cards to learn new vocabulary words. (delighted, enormous, responsibility).
Word Work Phonics/Spelling Fluency Structural Analysis	Students will: T370-373 - Review the oo, u sound - Blend/Build oo, u sound. - Add inflectional endings -ed, -ing to words and use them in a sentence. - Word sort with -ook, -ood families.
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T374-375 Reading/Writing Companion p. 134-135 review the characteristics of informational text: nonfiction. Reading/Writing Companion p. 136-137 read "A Look at Breakfast," talk about how bread is made and write the steps.
Shared Writing	Students will: T376 Use text evidence to respond to the prompt: Would you rather have the original item or the finished item for breakfast?"
Grammar	Students will: T377 Identify the contractions in sentences and the two words that make them up.

Day 3	Instructional Plan
Student Learning Targets: 1.RI.KID.3, 1.RI.KID.2, 1.RI.RRTC.10, 1.FL.PWR.3.b, 1.FL.PA.2.c, 1.FL.PWR.3.f, 1.FL.PWR.3.b, 1.FL.WC.4.c, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.W.PDW.4, 1.W.TTP.1, 1.W.PDW.6, 1.W.PDW.5	
Build the Concept Review Oral Vocabulary	Students will: T378 - Respond to "What have you learned so far about where our food comes from?" - Use Define/Example/Ask routine and Visual Vocabulary Cards to review vocabulary words.
Listening Comprehension/Close Reading Close Reading (Units 1-3) Fluency (Units 4-6)	Students will: T379 - Reread "Where Does Food Come From?" - Reread p. 6 "Why do you think the authors put some words in a different color and made them larger. - Reread p. 9 "Why do you think that the authors included the "Did you know?" features in this selection?"
Word Work Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T380-383 - Delete the beginning phoneme sound to make new words. - Read Decodable Reader "A Good Cook." - Practice decoding words ending in -ed and -ing.

	○ Read/Spell/Write HFWs. ○ Build fluency by practicing HFWs in sentences.
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T383A-F ○ Predict what you will learn about in this text. ○ Read story "From Cows to You." ○ Reread for understanding, identify what comes first, second, etc., identify main topic and details. ○ Reading/Writing Companion p. 139 explain how the texts are the same and different. ○ Reading/Writing Companion p. 140 respond to what do the photos help you understand? ○ Reading/Writing Companion p. 141 respond to what does the author want you to understand about milk?
Independent Writing: Draft	Students will: T384 ○ Use text and illustrations to respond to the prompt: Based on the "From Cows to You," which job in the milk process would you rather have? Why?
Grammar/Mechanics	Students will: T385 ○ Identify contractions. ○ Write contractions using apostrophes correctly.
Day 4	Instructional Plan
Student Learning Targets: 1.RI.CS.5, 1.FL.PWR.3.f, 1.FL.PWR.3.b, 1.FL.WC.4.c, 1.FL.PA.2.d, 1.FL.WC.4.e, 1.FL.WC.4.b, 1.FL.PA.2.d, 1.W.PDW.4, 1.SL.CC.1, 1.W.PDW.5, 1.W.RBPK.7	
Extend the Concept Text Features	Students will: T386-387 ○ Use Define/Example/Ask routing and Visual Routine Cards to review oral vocabulary words. ○ Use Teaching Poster 20 to identify information on the chart.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T387A ○ Read "A Food Chart." Literature Anthology p. 102-103. ○ Learn how to read a chart. ○ Reading/Writing Companion p. 142 which words tell the five food groups, which sentence tells what a healthy diet has. ○ Reading/Writing Companion p. 143 what is your favorite food in the chart, why did the author include a food chart. ○ Use key details to retell the selection.
Word Work Phonics/Spelling Structural Analysis	Students will: T388-389 ○ Build words with oo, u. ○ Read Decodable Reader "That Looks Good." ○ Construct words by adding -ed and -ing, write sentences with each word. ○ Word sort with -ook, -ood families.
Independent Writing: Revise	Students will: T390 ○ Revise their response to the prompt: Based on the "From Cows to You," which job in the milk process would you rather have? Why? ○ Edit prompt if necessary. ○ Pair students and peer review prompt answers.

Grammar	Students will: T391 - Write the two words that make up contractions. - Add apostrophes in contractions to correct.
Integrate Ideas Research and Inquiry	Students will: T392-393 Reading/Writing Companion p. 144-145 choose a food to learn about - Write questions about where your food comes from. - Learn to use table of contents to find the information you need to answer questions. - Write what you learned about your food in correct sequence. - Choose presentation format. - Create the presentation.
Day 5	Instructional Plan
Student Learning Targets: 1.RL.KID.1, 1.RI.IKI.9 , 1.FL.PA.2.b, 1.FL.PWR.3.f, 1.FL.PWR.3.b, 1.FL.PA.2.b, 1.FL.WC.4.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.PA.2.b, 1.W.PDW.4, 1.SL.CC.3	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T394-395 - Blend/Segment phonemes to form words. - Blend/Build words with oo, u - Read words with fluency. - Explain to a partner how to add inflectional endings -ed and -ing to words that end with a short vowel followed by one consonant. - Word sort with -ook, -ood families. Read/Spell/Write HFWs and write a sentence with each word.
Independent Writing	Students will: T396 - 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: T398-399 - Review the Essential Question Chart. Reading/Writing Companion p. 146 talk about the painting and discuss where olives come from, compare the olives in the painting to the grapes used in jam in "A Look at Breakfast."

Week 6 **Assessed Skill**

Unit 3 Week 6	Comprehension	Language Development
	Review strategies and skills Make and Confirm Predictions Character, Setting, Plot Reread Sequence	Oral Vocabulary Acquisition: run smile see play wave break surprise hide
Text(s): Read Digitally OR Reader's Theater	Writing	Speaking and Listening
	Write correspondence: a thank you letter Respond/Analytical writing: Respond to a drama Use text evidence to respond to text	Engage in collaborative conversation about what can happen over time
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate rate, accuracy, and prosode.	Conduct research about what can happen over time

Weekly Standards:

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

1.RI.KID.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. [\[3 lessons\]](#)

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

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

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

1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1. [\[2 lessons\]](#)

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 1.RI.CS.5, 1.W.RBPk.7, 1.RL.RRTC.10, 1.RL.KID.1, 1.RL.IKI.7	
Read Digitally OR Reader's Theater	Students will: T442-443 ○ Listen as the teacher reads "Seasons Bring Change." ○ Use the sidebar of interactive features and discuss the purpose of these tools. ○ Compare what they learned about the seasons with what they learned about changes in other texts in this unit. Students will: T444-445 ○ Learn that "Shadow Dance" is a play in which a shadow speaks and dances. ○ Read the play. ○ Practice the play with fluency. ○ Perform the play.
Show What You Learned	Students will: T446-447 ○ Read "Mom's Maze" Reading/Writing Companion p. 158-159. ○ Reading/Writing Companion p. 160 answer questions.
Day 2	Instructional Plan
Student Learning Targets: 1.RL.KID.1, 1.RI.KID.3, 1.RI.RRTC.10	
Show What You Learned	Students will: T448-449 ○ Read "From Pup to Dog." Reading/Writing Companion p. 161-162. ○ Reread for understanding. ○ Reading/Writing Companion p. 163 answer questions.
Read Digitally OR Reader's Theater	Students will: T442-443 ○ Perform the play.

Day 3	Instructional Plan
Student Learning Targets: 1.RL.KID.3, 1.RI.RRTC.10	
Extend Your Learning	Students will: T450-451 - Identify what makes a play. - Reread "The Big Yuca Plant." Reading/Writing Companion p. 164-165 Fill in the graphic organizer. Reading/Writing Companion p. 166-167 Listen to "Fifteen Minutes Late," talk about it and write about three of the main events.
Read Digitally OR Reader's Theater	Students will: Perform the play
Day 4	Instructional Plan
Student Learning Targets: 1.SL.PKI.6, 1.SL.PKI.4, 1.SL.PKI.5, 1.RI.KID.3, 1.RI.RRTC.10	
Extend Your Learning	Students will: T452-453 Reading/Writing Companion p. 168-169 discuss action words, label actions in the picture, write a sentence with each action word, draw a picture that shows one of these action words. Reading/Writing Companion p. 1170-171 create a calendar, talk about the information on the calendar and share with the class, discuss and write about what you learned in the sidebar feature.
Writing	Students will: T454 - Write a thank you note. Reading/Writing Companion p. 172-173. - Choose a book to read, write the title and what the book was about. Reading/Writing Companion p. 174.
Day 5	Instructional Plan
Student Learning Targets: 1.W.RBPK.8, 1.RI.KID.3, 1.RI.RRTC.10	
Track Your Progress	Students will: T456 Reading/Writing Companion p. 175 to decide on how happy they are with thee skills they learned.
Wrap Up the Unit	Students will: T457 Collaborate in small groups to discuss what they learned about how things change over time to answer the Big Idea question.
Summative Assessment	Students will: T462-463 Take a test.

BCS Literacy Vision

Unit 4 Overview**Week 1****Essential Question:** How do animals' bodies help them?**Text Sets:**

Literature Big Book (Fiction): The Elephant's Child

Anchor Text: Little Rabbit

Week 4:**Essential Question:** What insects do you know about? How are they alike and different?**Text Sets:**

Literature Big Book (Non-fiction): Insects

Anchor Text: Hi! Fly Guy

Week 2:**Essential Question:** How do animals help each other?**Text Sets:**

Literature Big Book (Non-fiction): Animals Working Together

Anchor Text: Animal Teams

Week 5:**Essential Question:** How do people work with animals?**Text Sets:**

Literature Big Book (Fiction): Ming's Teacher

Anchor Text: Koko and Penny

Week 3:**Essential Question:** How do animals survive in nature?**Text Sets:**

Literature Big Book (Non-fiction): Animals in Winter

Anchor Text: Vulture View

Week 6:**Text Sets:**

Reading Digitally: Teeth at Work

Reader's Theater: Fooba Wooba John

Week 1

 Assessed Skill

Unit 4 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do animals' bodies help them?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions  Determine character, setting, plot: sequence Understand the aspects of folktales Reread Text features	Oral Vocabulary Acquisition: Acquire and use oral vocabulary feature appearance determined predicament relief Acquire academic vocabulary: special splendid Vocabulary Strategy  Use a dictionary Grammar:  Use was and were correctly in sentences
Text(s): Teach and Model Interactive Read Aloud: The Elephant's Child Shared Read: Snail and Frog Race Practice and Apply Anchor Text: Little Rabbit Leveled Readers A: The King of the Animals O: Snail's Clever Idea ELL: Snail's Clever Idea B: Plop! Paired Selections A: Lions and Elephants O: Snails: Small, Slow and Slimy ELL: Snails: Small, Slow and Slimy B: Animal Traits Decodable Readers April the Agent, A Basic Dog, Snail Mail, Tails Optional Classroom Library Trade Books	Writing Analytical writing:  Use text evidence to respond to text Foundational Skills Phonological/ Phonemic Awareness Identify and produce rhyme Categorize and blend phonemes Phonics/Structural Analysis//Handwriting:  Introduce/review long a: a, ai, ay  Alphabetical Order Handwriting Nn Spelling Words: mail chain play rain way day our carry High Frequency Words:  about animal carry eight give our 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 animal characteristics

Weekly Standards

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

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

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. **[8 lessons]**

1.FL.PWR.3.c Know the final –e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels. **[17 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.b Use singular and plural nouns with correct verbs in basic sentences. **[8 lessons]**

1.FL.SC.6.d Use verbs to convey a sense of past, present, and future. **[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. **[5 lessons]**

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

1.FL.WC.4.d Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. **[5 lessons]**

1.FL.WC.4.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **[7 lessons]**

1.FL.WC.4.f Write many common, frequently used words and some irregular words. **[17 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.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events. **[1 lesson]**

1.RL.KID.1 Ask and answer questions about key details in a text. **[5 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. **[19 lessons]**

1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1. **[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. **[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. **[2 lessons]**

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

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

1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. **[2 lessons]**

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 1.RL.KID.1, 1.RL.KID.3, 1.FL.WC.4.e, 1.FL.WC.4.d, 1.FL.WC.4.b, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.SC.6.d, 1.W.PDW.4, 1.W.RBPK.8, 1.FL.SC.6.b	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T20-21 ○ Discuss the essential question: How do animals' bodies help them? ○ Use Define/Example/Ask routine to learn new vocabulary words (feature, appearance) ○ Reading/Writing Companion p. 10-11 look, talk about the picture 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 Elephant's Child." ○ Respond to the text by answering What could the Elephant's Child do to get food with a long trunk that he couldn't do with the short one. ○ 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: T24-27 ○ Identify and generate rhyme. ○ Practice connecting long a to a, ai, and ay sounds. ○ Blend with long a: a, ai, ay ○ Daily Handwriting Nn. Practice Book p. 248. ○ 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 a, ai, and ay can stand for the long a sound. ○ Spell and model reading words: grass, hopped, inside, animal. ○ Read the shared read "Snail and Frog Race." ○ Recall what a folktale is. ○ Reading/Writing Companion p.12-21, ask and answer questions, circle long a words, Underline HFWs, ○ With a partner discuss how Snail's body helps him win the race.
Shared Writing	Students will: T30 ○ Respond by writing to prompt: Use the pictures to retell the story in your own words.
Grammar	Students will: T31 ○ Complete sentences using was or were.
Day 2	Instructional Plan
Student Learning Target: 1.FL.PWR.3.b, 1.FL.PWR.3.b, 1.FL.PA.2.c1.FL.WC.4.e1.FL.VA.7b.iii, 1.FL.WC.4.f1.FL.WC.4.d1.FL.WC.4.b1.FL.PWR.3.g1.RL.KID.31.W.TTP.31.FL.SC.6.b	
Build the Concept: Oral Language	Students will: T32-33

Oral Vocabulary Words	- Review the class Essential Question Chart. - Use the Define/Example/Ask routine and Visual Vocabulary Cards to learn new vocabulary words. (appearance, determined, feature, predicament, relief).
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary Strategy	Students will: T34-37 - Review long a: a, ai, ay sound - Blend/Build words with long a: a, ai, ay. - Practice alphabetizing words. - Word sort with ai, ay families. - Use Visual Vocabulary Cards to learn words special and splendid. - Use Reading/Writing Companion p. 22-23. Learn how to use a dictionary.
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T38-39 - Review characteristics of a folktales. - Read "Snail and Frog Race." Reading/Writing Companion p. 24-25 write two clues from the story that show it is a folktale and fill in graphic organizer. Reading/Writing Companion p 26-27 to write what happens first, next, then and last.
Shared Writing	Students will: T40 Use text evidence, answer the prompt: "Write a new tale explaining why frogs have such long legs."
Grammar	Students will: T41 Write a sentence using was and were.

Day 3	Instructional Plan
Student Learning Target: 1.RL.RRTC.10, 1.RL.KID.3, 1.RL.KID.2, 1.FL.F.5.b, 1.FL.PWR.3.b, 1.FL.PWR.3.c, 1.FL.PA.2.b, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.W.PDW.4, 1.W.RBPK.8, 1.FL.SC.6.b	
Build the Concept Review Oral Vocabulary	Students will: T42-43 - Through reviewing the texts and illustrations already read this week, review the Essential Question Chart. - Use Define/Example/Ask routine with Visual Vocabulary Cards, review vocabulary words.
Word Work Comprehension Fluency Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T44-46 - Listen as the teacher reads at a normal pace and fluency. Read to a partner as the teacher read. - Blend phonemes to make new words. - Practice alphabetizing words. - 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-L

	○ Use the anchor text “Little Rabbit A Tale from India” to sequence events, ask and answer questions, make and confirm predictions, break words apart into syllables, determine cause and effect, identify story as a folktale. Literature Anthology p. 10-27 ○ Reading/Writing Companion p, 30 How do the illustrations help you know how Little Rabbit is feeling? ○ Reading/Writing Companion p, 31 How does the author show how the news about the forest spreads? ○ Reading/Writing Companion p, 32 How does the author change the story with lion? ○ Meet the author and learn his purpose in writing the text. ○ Compare “Snail and Frog Race” to “Little Rabbit.” How are they similar?
Independent Writing: Draft	Students will: T48 ○ Use text evidence, respond to the prompt “How do the animals come to believe Little Rabbit’s story?”
Grammar and Mechanics	Students will: T49 ○ Look for sentences in the story that use was or were. ○ Edit sentences with contractions.
Day 4	Instructional Plan
Student Learning Target: 1.RI.CS.5, 1.RL.IKI.7, 1.RI.CS.5, 1.FL.WC.4.f, 1.FL.WC.4.e, 1.FL.WC.4.d, 1.FL.WC.4.b, 1.FL.PWR.3.c, 1.FL.SC.6.b, 1.SL.PKI.5, 1.W.PDW.4, 1.W.PDW.5, 1.W.RBPK.7	
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 determine facts by reading a chart.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T51A-F ○ Literature Anthology p. 30- 35. Read “Animals Can Go Fast, ask and answer questions, look for main topic and key details, look at chart to compare animals, ○ Reading/Writing Companion p. 33 What sentences tell why animals move fast? Talk with a partner about why the author chose this photo for the text. ○ Reading/Writing Companion p. 34 What are the names of the animals that have long legs? What text tells how fast a cheetah can go? ○ Reading/Writing Companion p. 35 Talk with a partner about what you have learned about fast animals from the chart. How does the author help you learn why each animal can move fast?
Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T52-53 ○ Build words with long a: a, ai, ay. ○ Read Decodable Readers “A Basic Dog” and “Tails.” ○ Work with partner to alphabetize words. ○ <u>Word sort with -ai, -ay families.</u> ○ With a partner, think of antonyms for the words special and splendid.
Independent Writing: Revise	Students will: T54 ○ Reread their response to the prompt “Little Rabbit. How do the animals come to believe Little Rabbit’s story?” ○ Edit prompt if necessary. ○ Pair students and peer review prompt answers.

Grammar	Students will: T55 ○ Complete the sentence with was and were. ○ Edit sentences with the correct contractions.
Integrate Ideas Research and Inquiry	Students will: ○ Reading/Writing Companion p. 36-37. With the teacher, review the steps in the research process. ○ Choose an animal to research and formulate questions. ○ Write what you learned about the animal. ○ Draw the animal and label the parts.
Day 5	Instructional Plan
Student Learning Target: 1.RI.IKI.9, 1.FL.PWR.3.c, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.FL.PWR.3.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.d, 1.FL.WC.4.b, 1.FL.PWR.3.g, 1.FL.PWR.3.c, 1.W.PDW.4, 1.SL.PKI.4, 1.W.PDW.6, 1.SL.CC.1	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: ○ Blend/Segment phonemes. ○ Blend/Build words with long a. ○ Practice putting the words in alphabetical order. ○ Word Sort with ai, ay. ○ Use Read/Spell/Write and Visual Vocabulary Cards to read HFWs and write a sentence with each word. ○ Fluency read through echo-read.
Independent Writing	Students will: ○ 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: ○ Review the Essential Question Chart. ○ Reading/Writing Companion p. 38 what does the caption tell you about horses, compare what the horses and the animals in "Animals Can Go Fast" do to stay alive. ○ Reading/Writing Companion p. 39 write about what you have learned.

Week 2

 Assessed Skill

Unit 4 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do animals help each other?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions  Determine main idea and key details Understand the aspects of informational text Reread Text features	Oral Vocabulary Acquisition: Acquire and use oral vocabulary behavior beneficial dominant instinct endangered Vocabulary Strategy  Context Clues: Sentence Clues Grammar:  Understand and use has and have in sentences
Text(s): Teach and Model Interactive Read Aloud: Animals Working Together Shared Read: A Team of Fish Practice and Apply Anchor Text: Animal Teams Paired Selection: Busy as a Bee Leveled Readers A: Penguins All Around O: Penguins All Around ELL: Penguins All Around B: Penguins All Around Paired Selections A: Animals Work Together O: Animals Work Together ELL: Animals Work Together B: Animals Work Together Decodable Readers The Green Eel!, Clean Up the 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 Phonics/Structural Analysis//Handwriting:  Introduce/review long e: e, ee, ea, ie  Prefixes re-, un-, pre- Handwriting Gg Spelling Words: me we keep feed beak seat because other High Frequency Words:  because blue into or other small 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 animal teams

Weekly Standards:

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

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

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

1.FL.PA.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). [\[9 lessons\]](#)

1.FL.PWR.3.b Decode regularly spelled one-syllable words. [\[6 lessons\]](#)

1.FL.PWR.3.c Know the final –e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels. [\[17 lessons\]](#)

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.k End sentences with correct punctuation. [\[4 lessons\]](#)

1.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [\[3 lessons\]](#)

1.FL.VA.7a.iii Identify frequently occurring root words and their inflectional forms. [\[2 lessons\]](#)

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

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

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

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

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

1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1. [\[8 lessons\]](#)

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

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

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

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

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

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

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

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

1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. [\[4 lessons\]](#)

Day 1	Instructional Plan
Student Learning Targets: 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.PWR.3.c, 1.FL.PWR.3.g, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.W.PDW.4, 1.W.RBPK.8, 1.RI.KID.2, 1.RL.KID.1	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T110-111 ○ Discuss the essential question: How do animals help each other? ○ Use Define/Example/Ask and Visual Vocabulary Cards to learn new vocabulary words. ○ Reading/Writing Companion p. 40-41, look at photo, discuss 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 “Animals Working Together”, ask and answer questions, ○ Retell the selection. ○ Write as much as you can about the story in five minutes (to build fluency).
Word Work Phonological Awareness Phonics/Spelling High Frequency Words	Students will: T114-117 ○ Identify phonemes in words. ○ Practice with long e: e, ee, ea, ie. ○ Blend with long e: e, ee, ea, ie. ○ Handwriting Gg. Practice Book p. 266. ○ Take a spelling pre-test. ○ Read/Spell/Write HFWs and with a partner create sentences using each word. ○ Read HFWs in connected text with fluency. ○ Read HFWs in connected text with fluency.
Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T118-119 ○ Review blue, or, into, other, small, because. ○ Review the long e for e, ea, ee, and ie. ○ Spell and model words: along, reason, food. ○ Listen to the story “A Team of Fish.” Reading/Writing Companion p. 42-51, circle long e words, identify HFWs, ask and answer questions, retell story.
Shared Writing	Students will: T120 ○ Respond by writing to prompt “Why do fish swim in schools?”
Grammar	Students will: T121 ○ Use has or have to complete the sentences.
Day 2	Instructional Plan
Student Learning Targets: 1.RI.KID.2, 1.FL.PWR.3.b, 1.FL.PWR.3.c, 1.FL.PA.2.d, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.PWR.3.g, 1.W.TTP.1	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T122 ○ Discuss the essential question: How do animals help each other?

	○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new vocabulary cards.
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T124-126 ○ Review long e: e, ee, ea, ie ○ Blend/Build long e: e, ee, ea, ie ○ Add re- and un- to words and use in a sentence. ○ Word sort with long e: e, ea, ee. ○ Use Visual Vocabulary Cards to learn new words (danger, partner). ○ Reading/Writing Companion p. 52-53 look for context clues for a word you don't know.
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T128-129 ○ Review the characteristics of informational text: nonfiction. ○ Reading/Writing Companion p. 54-55 reread "A Team of Fish," write on the graphic organizers what the author describes on p. 45 and 47. ○ Reading/Writing Companion p. 56-57 write the main idea and key details.
Shared Writing	Students will: T130 ○ Respond by writing to prompt "In your opinion, what are some good and bad things about being a little fish?"
Grammar	Students will: T131 ○ Write sentences using has or have correctly.

Day 3	Instructional Plan
Student Learning Targets: 1.RI.KID.2, 1.RI.RRTC.10, 1.FL.PWR.3.c, 1.FL.PA.2.c, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.W.PDW.4, 1.W.TTP.1, 1.FL.SC.6.k	
Build the Concept Review Oral Vocabulary Fluency	Students will: T132-133 ○ Discuss texts they have read this week about animals helping each other. ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to review vocabulary words. ○ Practice appropriate phrasing for commas or periods.
Word Work Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T134-136 ○ Identify and generate rhyme. ○ Blend words together and add re- or -pre- at the beginning. Practice using them in sentences. ○ 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 "Animal Teams" to ask and answer questions, compare and contrast, identify main idea and details, and use context clues, syllabication. Literature Anthology p. 36-53. ○ Reading/Writing Companion p 60 How do the text and photos help you understand how the animals work as a team? ○ Reading/Writing Companion p 61 How does the author help you understand the information about this animal team?

	○ Reading/Writing Companion p 62 Why does the author so many different animal teams? ○ Meet the author and learn her purpose in writing the text.
Independent Writing: Draft	Students will: T138 ○ Respond to the prompt “Which animal team do you think is most interesting?”
Grammar and Mechanics	Students will: T139 ○ Work with the words has and have and tell why the author uses those words. ○ Correct sentences with capitalization and end punctuation.
Day 4	Instructional Plan
Student Learning Targets: 1.RI.CS.5, 1.FL.PWR.3.g, 1.FL.PWR.3.c, 1.FL.WC.4.e, 1.FL.PA.2.c, 1.FL.WC.4.b, 1.W.PDW.4, 1.SL.CC.1, 1.FL.SC.6.k, 1.W.PDW.5, 1.W.RBPK.7	
Extend the Concept Text Features Vocabulary	Students will: T142-143 ○ Share ideas about what they have learned about how animals help each other. ○ Use Define/Example/Ask routine with Visual Vocabulary Cards to review vocabulary words (behavior, beneficial, dominant, endangered, instinct). ○ Use Teaching Poster 18 to look a captions and how they give information about the photographs.
Paired Selection	Students will: T141A-141C ○ Listen to the text “Busy As a Bee” looking for captions, key details. ○ Use Reading/Writing Companion p 63 What word tells what wax cups are called? Talk with a partner about how the author shows that bees are busy. ○ Use Reading/Writing Companion p 64 Which sentence tells what a queen bee does? What text tells who else lives in the hive? Talk with a partner about the photo and caption. Why does the author include both? ○ Use Reading/Writing Companion p 65 How does the title help you understand the main idea of the text? How does the author show that every bee in a hive has a special job?
Word Work Phonics/Structural Analysis	Students will: T142 ○ Build with long e: e, ee, ea, ie ○ Read Decodable Reader “Clean Up the Team.” ○ Review prefixes re-, un-, pre-. ○ Word Sort with long e: e, ee, ea. ○ Use Visual Vocabulary Cards to use the words danger, partner.
Independent Writing: Revise	Students will: T144 ○ Reread their responses to “Animal Teams: Which animal team do you think is the most interesting? Why?”
Grammar	Students will: T145 ○ Practice using has and have in sentences. ○ Correct sentences with capitalization and end punctuation.
Integrate Ideas Research and Inquiry	Students will: T146-147

	○ Use Reading/Writing Companion p. 66-67 to research animal team, find information, draw a picture and write what you have learned. ○ Choose your presentation format ○ Create the presentation.
Day 5	Instructional Plan
Student Learning Targets: 1.RI.KID.2, 1.RI.RRTC.10, 1.RL.KID.1, 1.FL.PA.2.d, 1.FL.PWR.3.g, 1.FL.PWR.3.c, 1.FL.WC.4.e, 1.FL.WC.4.b, 1.W.PDW.4, 1.W.PDW.6, 1.SL.PKI.5	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T148-149 ○ Blend and Segment Phonemes ○ Tell the meanings of the prefixes re-, un-, and pre- and how the prefixes change the word's meaning. ○ Word sort with long e: e, ee, ea. ○ Use Visual Vocabulary Cards to read HFWs. Write a sentence for each word. ○ Recall to slightly pause when they get to a comma in a sentence.
Independent Writing	Students will: T150 ○ 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: ○ Review the Essential Question Chart. ○ Use Reading/Writing Companion p. 68. Compare the birds in the photo with the school of fish you read about. ○ Use Reading/Writing Companion p. 69. Write about what you have learned.

Week 3 **Assessed Skill**

Unit 4 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do animals survive in nature?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions  Determine main idea and key details Understand the aspects of informational text Reread Literary elements	Oral Vocabulary Acquisition: Acquire and use oral vocabulary communicate provide superior survive wilderness Acquire academic vocabulary: search seek Vocabulary Strategy  Word Categories Grammar:  Understand and use go and do in sentences
Text(s): Teach and Model Interactive Read Aloud: Animals in Winter Shared Read: Go Wild! Practice and Apply Anchor Text: Vulture View Paired Selection: When It's Snowing Leveled Readers A: Go Gator! O: Go Gator! ELL: Go Gator! B: Go Gator! Paired Selections A: Ducklings O: Ducklings ELL: Ducklings B: Ducklings Decodable Readers Toads, Joan and Elmo Swim, A Doe and a Buck, Joe Goes Slow Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing Process: Plan and draft poetry Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills Phonological/ Phonemic Awareness Categorize, blend, and substitute phonemes Contrast vowel sounds Phonics/Structural Analysis//Handwriting:  Introduce/review long o: o, oa, ow, oe  Open syllables Handwriting Pp Spelling Words: low boat no row oat toe over. more High Frequency Words:  find food more over start warm Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and Rate	Research and Inquiry Conduct research about animal life cycles

Weekly Standards: ‘

1.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **[9 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. **[10 lessons]**

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

1.FL.PWR.3.c Know the final –e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels. **[2 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.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.d Use verbs to convey a sense of past, present, and future. **[9 lessons]**

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

1.FL.VA.7b.i Sort words into categories to gain a sense of the concepts the categories represent. **[2 lessons]**

1.FL.VA.7b.ii Define words by category and by one or more key attributes. **[2 lessons]**

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

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

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

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

1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words 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.RI.KID.2 Identify the main topic and retell key details of a text. **[11 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. **[1 lesson]**

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

1.RL.KID.1 Ask and answer questions about key details in a text. **[5 lessons]**

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

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

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

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

1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. **[3 lessons]**

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

1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[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.W.PDW.4, 1.FL.SC.6.d, 1.W.RBPK.8	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T200-201 ○ Discuss the essential question: How do animals survive in nature? ○ Use Define/Example/Ask and Visual Vocabulary Cards to learn new vocabulary words. (survive, provide) ○ Reading/Writing Companion p. 70-71, look at photo, discuss and fill in graphic organizer.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T202-203 ○ Read “Animals in Winter”, ask and answer questions, ○ Use Define/Example/Ask and Visual Vocabulary Cards to learn new vocabulary words. (communicate, superior, wilderness) ○ Respond to the text by telling what they learned about how some animals survive. How do they keep warm and find food in the winter. ○ Write as much as you can about the story in five minutes (to build fluency).
Word Work Phonological Awareness Phonics/Spelling High Frequency Words	Students will: T204-207 ○ Identify words that are categorized as the same phonemes. ○ Practice connecting the letter o with oa, ow, and oe. ○ Blend with long o: o, oa, ow, oe. ○ Handwriting Pp. Practice Book p. 284. ○ Take a spelling pre-test. ○ Read/Spell/Write HFWs, create sentences using each word.
Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T208-209 ○ Review more, over, warm, start, food, find. ○ Review the long o for o, oa, oe, ow. ○ Spell and model words: wild, pounds, squirrel, claws, lizards, turtle, bear, first. ○ Listen to the story “Go Wild.” Reading/Writing Companion p. 72-81, circle long o words, identify HFWs, ask and answer questions, retell story.
Shared Writing	Students will: T210 ○ Respond by writing to prompt “What do the animals in <i>Go Wild</i> eat?”
Grammar	Students will: T211 ○ Identify which word completes the sentences (went, do, go, did).
Day 2	Instructional Plan
Student Learning Targets: 1.RI.KID.2, 1.FL.PA.2.b, 1.FL.PWR.3.e, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.PWR.3.g, 1.FL.VA.7b.ii, 1.FL.WC.4.f, 1.FL.SC.6.d, 1.W.RBPK.8, 1.W.PDW.4, 1.W.PDW.5	
Build the Concept: Oral Language	Students will: T212

Oral Vocabulary Words	○ Discuss the essential question: How do animals survive in nature? ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to review vocabulary cards.
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T213-217 ○ Review long o: o, oa, ow, oe. ○ Blend/Build with long o: o, oa, ow, oe. ○ Divide words into syllables, read the words and explain why they are open syllables. ○ Alphabetize long o words. ○ Word sort with long o: o, oa, ow, oe. ○ Use Visual Vocabulary Cards to introduce new words. (search, seek). Reading/Writing Companion p. 53 ○ Use Reading/Writing Companion p. 82-83 Determine how words are alike in ways. Point out words for what frogs and toads eat.
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T218-219 ○ Review the characteristics of informational text: nonfiction. ○ Reading/Writing Companion p. 84-85 reread "Go Wild" write on the graphic organizers how other animals find food. ○ Reading/Writing Companion p. 86-87 write the main idea and key details.
Shared Writing	Students will: T220 ○ Use text evidence, answer prompt: "How do animals use their body parts to help them find food?"
Grammar	Students will: T221 ○ Practice using the words go and do, went and did.

Day 3	Instructional Plan
Student Learning Targets: 1.RI.KID.2, 1.RI.RRTC.10, 1.FL.F.5.b, 1.FL.PA.2.c, 1.FL.PWR.3.e, 1.FL.PA.2.c, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.W.PDW.4, 1.W.TTP.2, 1.FL.SC.6.d, 1.FL.SC.6.d, 1.W.PDW.4	
Build the Concept Review Oral Vocabulary Fluency	Students will: T222-223 ○ Discuss texts they have read this week about how animals survive in nature. ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to review vocabulary words. ○ Practice fluency and reading at an appropriate rate.
Word Work Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T224-226 ○ Listen for the long o sound in words. ○ Read Decodable Readers "A Doe and a Buck" and "Toads." ○ Divide words into syllables. Identify which syllables are open syllables. Practice Book p. 285. ○ Use Visual Vocabulary Cards to practice HFWS. ○ Build fluency by reading sentences and repeating several times.
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T227A-P

	○ Use the text “Vulture View” to ask and answer questions, identify main idea and details, make and confirm predictions, syllabication. Literature Anthology p. 60-.87. ○ Use Reading/Writing Companion p 90 Discuss with a partner how the author uses words to help you visualize what the vultures are doing. ○ Use Reading/Writing Companion p 91 How do the illustrations help you understand how vultures eat? ○ Use Reading/Writing Companion p 92 What do the author’s words help you picture. ○ Meet the author and illustrator. Learn her purpose in writing the text.
Independent Writing: Draft	Students will: T228 ○ Respond to the prompt “How do vultures use their body parts to help them find food?”
Grammar and Mechanics	Students will: T229 ○ Find sentences that contain go and do. Circle the verbs and write a new sentences. ○ Generate sentences with go/went and do/did. ○ Correct sentences using proper nouns.
Day 4	Instructional Plan
Student Learning Targets: 1.RL.CS.4, 1.RL.CS.5, 1.FL.PWR.3.e, 1.FL.VA.7a.iii, 1.FL.PWR.3.g, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.PA.2.c, 1.W.PDW.4, 1.FL.SC.6.d, 1.W.PDW.5, 1.FL.SC.6.d, 1.W.RBPK.7, 1.W.PDW.4	
Extend the Concept Text Features	Students will: T230-231 ○ Share ideas about what they have learned about how animals survive. ○ Use Define/Example/Ask routine with Visual Vocabulary Cards to review vocabulary words (communicate, provide, superior, survive, wilderness) ○ Use Teaching Poster 24 to read and demonstrate clapping beats.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T231A-B ○ Listen to the text “When It’s Snowing” looking for captions, key details, rhythm, Literature Anthology p. 90- ○ Use Reading/Writing Companion p 93 How does the illustration help you understand the poem’s setting? ○ Use Reading/Writing Companion p 94 Talk with a partner about the beats in the poem. Clap the rhythm you hear. HOW does the rhythm make you feel? ○ Use Reading/Writing Companion p 95 How do you know the poet cares about the mouse? ○ Share with a partner-use text evidence to tell how the mouse survives.
Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T232-233 ○ Build with long o: o, oa, ow, oe. ○ Read Decodable Readers “Joan Goes Slow” And “Joan and Elmo Swim.” ○ Review open syllable words. ○ Use Spelling Word Cards and partner read the words one at a time while the other partner orally segments the word. ○ Work with a partner to put endings on seek. Does it follow the rule?
Independent Writing: Revise	Students will: T234 ○ Reread their responses to “Vulture View: How do vultures use their body parts to help them find food?”

Grammar	Students will: T235 - Complete the sentences with do, did, go, went. - Write sentences using the name of a friend, your state and your school using Proper Nouns.
Integrate Ideas Research and Inquiry	Students will: T236-237 - Use Reading/Writing Companion p. 96-97 to research an animal and its life cycle, decide on what you want to know, write about what you learned, draw the animal. - Choose your presentation format - Create the presentation.
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.b, 1.FL.PWR.3.g, 1.FL.PWR.3.e, 1.FL.PA.2.b, 1.FL.F.5.b, 1.FL.WC.4.f, 1.FL.PA.2.b, 1.W.PDW.4, 1.SL.CC.3, 1.FL.SC.6.d, 1.SL.PKI.6	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T238-239 - Blending and Substituting Phonemes. - Blend/Build words with long o: o, oa, ow, oe. - Practice writing and reading words with open syllables. - Word sort with long o: o, oa, ow, oe. - Use Visual Vocabulary Cards to read HFWs. - Listen to the shared read. Echo read sentences to read for fluency.
Independent Writing	Students will: T240 - 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: T242-243 - Review the Essential Question Chart. - Use Reading/Writing Companion p. 98 talk what the orcas are doing in the photo, compare how the food orcas eat is different than what vultures eat. - Use Reading/Writing Companion p. 99 write about what you have learned.

Week 4 **Assessed Skill**

Unit 4 Week 4	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What insects do you know about? How are they alike and different?	Cite relevant evidence from text Make inferences to support understanding Visualize by creating mental images  Describe character points of view Understand the aspects of fantasy stories Reread Text features	Oral Vocabulary Acquisition: Acquire and use oral and academic vocabulary different flutter imitate resemble protect Acquire academic vocabulary: beautiful fancy Vocabulary Strategy  Context Clues: Sentence Clues Grammar:  Understand and use see and saw in sentences
Text(s): Teach and Model Interactive Read Aloud: Insect Hide and Seek Shared Read: Creep Low, Fly High Practice and Apply Anchor Text: Hi! Fly Guy Paired Selection: Meet the Insects Leveled Readers A: Where is my Home? O: The Hat ELL: The Hat B: Come One, Come All Paired Selections: A: Wings O: Let's Look at Insects! ELL: Let's Look at Insects! B: Compare Insects Decodable Readers Jay Takes Flight, Be Kind to Bugs, Why Hope Flies, Glowing Bugs Fly By Optional Classroom Library Trade Books	Writing Writing Process Revise, edit and publish poetry Analytical Writing: Use text evidence to respond to text Foundational Skills Phonological/ Phonemic Awareness Identify, categorize, and segment phonemes Phonics/Structural Analysis//Handwriting:  Introduce/review long i: l, igh, y, ie  Inflectional Endings Handwriting Zz Spelling Words: find night by kind right pie caught listen High Frequency Words:  caught flew know laugh listen were 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 insect features

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. **[2 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.PWR.3.b Decode regularly spelled one-syllable words. **[3 lessons]**

1.FL.PWR.3.c Know the final –e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels. **[10 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.f Read words with inflectional endings. **[14 lessons]**

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

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

1.FL.SC.6.d Use verbs to convey a sense of past, present, and future. **[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.VA.7b.iv Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. **[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.c Spell words with inflectional endings. **[4 lessons]**

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

1.FL.WC.4.f Write many common, frequently used words and some irregular words. **[6 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. **[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.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1. **[3 lessons]**

1.RL.CS.6 Identify who is telling the story at various points in a text. **[11 lessons]**

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

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

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

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

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.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.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.FL.VA.7b.iii, 1.FL.PWR.3.c, 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.WC.4.b, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.FL.PWR.3.g, 1.W.PDW.4, 1.FL.SC.6.d, 1.W.RBPK.8, 1.W.PDW.6, 1.W.PDW.5	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T290-291 ○ Discuss the essential question: What insects do you know about? How are they alike and different? ○ Create a class Essential Question Chart. ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn about new words. (flutter, different) ○ Reading/Writing Companion p. 100-101 look at photo, talk about it, fill in the graphic organizer about what you know about caterpillars.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T292-293 ○ Read the story "Insect Hide and Seek," visualize as you listen to the story. ○ Focus on oral vocabulary. ○ Retell the story. ○ Share with partner: Why does a thornbug live on the stem of a rose? Why does a walking stick make its home on the twig? ○ Write as much as they can about the story in five minutes (To increase writing fluency).
Word Work Phonemic Awareness Phonics/Spelling High Frequency Words	Students will: T294-297 ○ Phoneme categorization: Identify the word that is not in the same category or does not belong. ○ Connect the letters l, y, igh and ie to the long i sound. ○ Blend with long i: l, y, igh, ie. ○ Handwriting Zz. Practice Book p. 302. ○ Take spelling Pre-test. ○ Use Read/Spell/Write routine to learn new vocabulary words. (caught, flew, know, laugh, listen, were). ○ Read sentences using HFWs and decodable words.
Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T298-299 ○ Review HFWs. ○ Review the letters that long i says l, y, igh, ie. ○ Spell each word and model reading it (ladybug, caterpillar, butterfly, saw, bird, wrapped, cheer). ○ Read the story "Creep Low, Fly High." ○ Reading/Writing Companion p. 102-111. Read to establish purpose, circle long l words, identify HFWs, visualize, ask and answer questions, retell the story. ○ Partners discuss how insects can be alike and different in the story.
Shared Writing	Students will: T300 ○ Respond by writing to prompt "Why didn't the bugs recognize Caterpillar? How do you know?"
Grammar	Students will: T301 ○ Working with a partner, identify the correct verb form to complete the sentences. ○ Generate sentences with see, sees, saw

Day 2	Instructional Plan
Student Learning Targets: 1.RL.IK1.7, 1.FL.PWR.3.f, 1.FL.PWR.3.e, 1.FL.WC.4.c, 1.FL.PA.2.b, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.VA.7a.i, 1.FL.PWR.3.g, 1.FL.WC.4.f, 1.FL.SC.6.d, 1.W.RBPK.8, 1.W.PDW.6, 1.W.PDW.5	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T302 - Review the Essential Question Chart. - Use the Define/Example/Ask routine and the Visual Vocabulary Cards to review vocabulary words, (different, flutter, imitate, protect, resemble).
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T304-307 - Review long i: i, y, igh, ie. - Blend/Build words with long i: l, y, igh, ie. - Had -es, -ed and -ing to fry, try, dry, spy. - Word sort with long i: l, y, igh, ie. - Use Vocabulary Cards to introduce new words using the routine. (beautiful, fancy). Reading/Writing Companion p. 112. Use sentence clues to understand the meaning of words.
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T308-309 - Reread "Creep Low, Fly High." - Review characteristics of a fantasy. Reading/Writing Companion p. 114-115. Identify the problem and solution. Share how you know the characters could not exist in real life. Complete the graphic organizer. Reading/Writing Companion p. 116-117. Reread "Creep Low, Fly High." Complete graphic organizer.
Shared Writing	Students will: T310 Use text evidence, answer the prompt: "How do Caterpillar's feelings change from the beginning to the end of the story?"
Grammar	Students will: T311 - Revert sentences from past to present or present to past in reading sentences. - Work with a partner to create sentences about what they see now and what they saw this morning.

Day 3	Instructional Plan
Student Learning Targets: 1.RL.KID.2, 1.FL.F.5.b, 1.FL.PWR.3.f, 1.FL.PWR.3.c, 1.FL.WC.4.c, 1.FL.PA.2.d, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.W.TTP.2, 1.W.PDW.4, 1.W.TTP.2, 1.FL.SC.6.d, 1.W.PDW.6, 1.W.PDW.5	
Build the Concept Review Oral Vocabulary Fluency	Students will: T312-313 - Discuss what you have learned about insects and how are they alike and different. - Use Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words. - Practice reading sentences chorally pausing when they get to commas.

Word Work Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T314-316 - Segment Phonemes. - Read Decodable Reader “Jay Takes Flight” and “Why Hope Flies.” - Practice decoding words with inflectional endings. - 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-R - Predict what the story “Hi! Fly-Guy” is about. - Read “Hi! Fly-Guy” Literature Anthology p. 92-123. Use Visualize strategy, ask and answer questions, use a dictionary, discuss point of view, cause and effect, use context clues, identify character, setting, events, make and confirm predictions, identify rhyming words. Reading/Writing Companion p. 120 How does the author show you how the fly and boy feel? Reading/Writing Companion p. 121 How do the illustrations help you know the judges’ point of view? Reading/Writing Companion p. 122 How does the author show that Fly Guy can be a pet? - Meet the author and learn his purpose in writing the text. Literature Anthology p. 124-125. - Compare “Creep Low, Fly High” and “Hi! Fly-Guy.”
Independent Writing: Draft	Students will: T318 Use text evidence as a guide, respond to the prompt: “Why do Buzz’s parents and the judges change their minds about Fly Guy?”
Grammar and Mechanics	Students will: T319 Practice completing sentences using see, sees and saw.
Day 4	Instructional Plan
Student Learning Targets: 1.RI.CS.5, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PA.2.c, 1.FL.WC.4.b, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.WC.4.f, 1.W.PDW.4, 1.FL.SC.6.d, 1.SL.CC.1, 1.W.PDW.5, 1.W.RBPK.7	
Extend the Concept Text Features	Students will: T320-321 - Use Define/Example/Ask and Visual Vocabulary Cards to review oral vocabulary words. (different, flutter, imitate, protext, resemble) - Use Teaching Poster 21 Discuss the information in the heading and in the section.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T321A-D - Read the paired selection “Meet the Insects.” - Think about how the insects are similar to and different from the fly in “Hi! Fly Guy.” - Identify key details, headings, retell the story. - Use Reading/Writing Companion, p. 123 What clue tells you what most insects have? Talk with a partner about the heading-how does it help you understand the text on the page. - Use Reading/Writing Companion, p. 124 What part of the text tells what a fly does with its feet? Which sentence tells how many eyes a grasshopper has? - Use Reading/Writing Companion, p. 125 Talk with a partner about what the photos help you understand about insects. How do the photos help you understand what insects are like? Why does the author include photos of different insects?

	○ Share text evidence to tell what kinds of things an ant might do in a story.
Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T322-333 ○ Build with long i: l, y, igh, ie. ○ Read Decodable Reader "Be Kind to Bugs." ○ Review inflectional Endings. ○ With a partner, read long l words, pronounce them and write the word. ○ Use Visual Vocabulary Cards to review the words beautiful and fancy. ○ Work in pairs to write sentences using words that describe how things look.
Independent Writing: Revise	Students will: T324 ○ Reread and revise (if needed) their response: "Why do Buzz's parents and the judges change their minds about Fly Guy?"
Grammar	Students will: T325 ○ Use pronouns and verbs see, saw, saw to complete a sentence. ____ a huge moth. ○ Look through books in the class library to find sentences using see, sees, and saw. ○ Practice underlining the title of books in sentences.
Integrate Ideas Research and Inquiry	Students will: T326-327 ○ Use Reading/Writing Companion p. 126-127 to complete questions. ○ Choose two insects to compare. ○ Use books or the internet to find the information needed. ○ Draw a picture. ○ Write how the insects are alike and different. ○ Choose how to present your work. ○ Create the presentation.
Day 5	Instructional Plan
Student Learning Targets: 1.RI.IK1.9, 1.FL.PWR.3.f, 1.FL.PWR.3.g, 1.FL.PWR.3.c, 1.FL.PA.2.d, 1.FL.F.5.b, 1.FL.WC.4.e, 1.FL.WC.4.b, 1.W.PDW.4, 1.FL.SC.6.d	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T329-329 ○ Segment and substitute phonemes. ○ Blend/Build with long i: l, y, igh, ie. ○ Read decodable words in one minute. ○ Review inflection endings, -es, -ed, -ing to words that end in y. ○ Word sort with i. y. igh. ie families. ○ Use Visual Vocabulary Cards to read HFWs. Write a sentence with each word. ○ Listen to the shared read. Echo read sentences to read for fluency.
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 Look at photo and share what it shows about dragonflies. Compare how the body parts of this dragonfly are alike or different from other insects you read about.

	○ Reading/Writing Companion p. 129 Discuss what new things they learned about insects. Write what they have learned.
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✓ Assessed Skill

Week 5		✓ Assessed Skill
Unit 4 Week 5 (COMBINE WITH WEEK 6)	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do people work with animals?	Cite relevant evidence from text Make inferences to support understanding Visualize by creating mental images ✓ Recognize sequence organizational patterns Understand the aspects of informational text Reread Text features	Oral Vocabulary Acquisition: Acquire and use oral vocabulary Vocabulary Strategy ✓ Root Words Grammar ✓ Use adverbs that tell when
Text(s):	Writing	Speaking and Listening
Teach and Model	Analytical writing: ✓ Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
Interactive Read Aloud: Ming's Teacher		
Shared Read: From Puppy to Guide Dog	Foundational Skills	Research and Inquiry
Practice and Apply		
Anchor Text: Koo and Penny Paired Selection: Save Our Bees	Phonological/ Phonemic Awareness Categorize, blend, and delete phonemes in words Phonics/Structural Analysis//Handwriting: ✓ Introduce/review long e: y, ey ✓ Compound Words Handwriting Mm Spelling Words: key bumpy puppy funny penny sandy wash would High Frequency Words: ✓ found hard near woman would write Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about people who care for animals
Leveled Readers A: Teach a Dog! O: Teach a Dog! ELL: Teach a Dog! B: Teach a Dog!		
Paired Selections: A: Working with Dolphins O: Working with Dolphins ELL: Working with Dolphins B: Working with Dolphins		
Decodable Readers Race Pony! Study with Animals Optional Classroom Library Trade Books		

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

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

1.FL.PA.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **[5 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. **[8 lessons]**

1.FL.PWR.3.c Know the final -e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels. **[5 lessons]**

1.FL.PWR.3.e Decode two-syllable words following basic patterns by breaking the words into syllables. **[7 lessons]**

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

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

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

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. **[1 lesson]**

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

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. **[8 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. **[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. **[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.RI.KID.2 Identify the main topic and retell key details of a text. **[4 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. **[8 lessons]**

1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1. **[5 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. **[3 lessons]**

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

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

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

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

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

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 1.RI.KID.2, 1.RL.KID.1, 1.FL.PWR.3.b, 1.FL.PA.2.c, 1.FL.WC.4.e, 1.FL.WC.4.d, 1.FL.WC.4.b, 1.FL.WC.4.f, 1.FL.PWR.3.b, 1.FL.PWR.3.h, 1.FL.PWR.3.g, 1.W.PDW.4, 1.W.RBPK.8, 1.FL.PWR.3.f	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T380-381 ○ Discuss the essential question: How do people work with animals? ○ Use Define/Example/Ask and Visual Vocabulary Cards to learn new vocabulary words (career, soothe). ○ Reading/Writing Companion p. 130-131 look at photo, discuss and fill in graphic organizer by writing about people who work with animals.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T382-383 ○ Read "Ming's Teacher." ○ Use Define/Example/Ask and Visual Vocabulary Cards to introduce oral vocabulary words. (advice, remarkable, trust). ○ Review how to visualize as the text is bring read paying attention to words and illustrations and then closing their eyes to visualize the story events. ○ Write as much as they can about the story in five minutes (to increase writing fluency).
Word Work Phonemic Awareness Phonics/Spelling High Frequency Words	Students will: T384-387 ○ Practice categorizing phonemes by long and short vowel sounds. ○ Connect the letters y and ey to the long e sound. ○ Blend words with long eL y, ey. ○ Handwriting Mm. Practice Book 320. ○ 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 -y and -ey stand for long e sound. ○ Spell and model words. (guide, person family, year, learn, trainer, eyes, ears, hear, owners, their). ○ Read the shared read "From Puppy to Guide Dog." ○ Reading/Writing Companion p. 132-141. Circle long e words, Underline HFWs, Visualize as you read the story, retell the story using photographs and words. ○ Collaborate "A guide dog gets trained to help people by..."
Shared Writing	Students will: T390 ○ Respond by writing to prompt "How do guide dogs help people?"
Grammar	Students will: T391 ○ Chorally read sentences. Identify the adverbs that tell when. ○ Collaborate with a partner to generate sentences with adverbs that tell when. ○

Day 2	Instructional Plan
Student Learning Targets: 1.RL.IK.7, 1.FL.VA.7b.iii, 1.FL.WC.4.d, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.b, 1.FL.PWR.3.g, 1.FL.PWR.3.g, 1.W.RBPK.8	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T392-393 - Review the Class Essential Chart. - Use Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words. (advice, career, remarkable, soothe, trust).
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T394-397 - Review long e: y, ey. - Blend/Build words with long e: y, ey. - Identify two smaller words in compound words. Then use compound words in a sentence. - Word sort with y, ey families. - Use Visual Vocabulary Cards to learn new words using Define/Example/Ask routine. (clever, signal) Reading/Writing Companion p. 142 Write sentence with clever and signal. Reading/Writing Companion p. 143 Find root words to figure out the meaning of words.
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T398-399 - Reread "From Puppy to Guide Dog." - Review characteristics of informational text: nonfiction. Reading/Writing Companion p. 144-145 How does the text use photos and captions, Write what you learn from the photos and captions on p. 138 and 140. Reading/Writing Companion p. 146-147 Reread story, discuss sequence and write the order of steps needed to train a guide dog puppy.
Shared Writing	Students will: T400 Use text evidence to respond to the prompt "What should a guide dog do well after being trained."
Grammar	Students will: T401 - Review example adverbs "first, then, next, soon, later, today, tomorrow, yesterday, early and always." - Circle adverbs in sentences. - With a partner, generate sentences with adverbs that tell when.

Day 3	Instructional Plan
Student Learning Targets: 1.RI.KID.3, 1.RI.KID.2, 1.RI.RRTC.10, 1.RI.KID.2, 1.FL.F.5.b, 1.FL.PWR.3.e, 1.FL.PA.2.b, 1.FL.PWR.3.e, 1.FL.WC.4.d, 1.FL.PA.2.b, 1.FL.VA.7b.ii, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.W.PDW.4, 1.W.RBPK.8, 1.FL.SC.6.I	
Build the Concept Review Oral Vocabulary	Students will: T402-403 Respond to "What have you learned so far about animals and people working together?"

Fluency	○ Use Define/Example/Ask and Visual Vocabulary Cards to review vocabulary words.
Word Work Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T404-406 ○ Blend phonemes. ○ Read Decodable Reader "Race Pony." ○ Identify two words that make up compound words, figure out the meaning. ○ 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 "Koko and Penny." ○ Identify sequence, identify main idea and key details, find root words. ○ Reading/Writing Companion p. 150. Why does the author present information in order? ○ Reading/Writing Companion p. 151. How do the captions help you understand the photos? ○ Compare "Koko and Penny" with "From Puppy to Guide Dog." How are they similar and different?
Independent Writing: Draft	Students will: T408 ○ Use text evidence to respond to prompt "What benefits did Koko gain by learning sign language?"
Grammar and Mechanics	Students will: T409 ○ Identify adverbs in the text that tell when. Write new sentences with first, next, then, later. ○ Circle commas in sentences.
Day 4	Instructional Plan
Student Learning Targets: 1.RL.KID.2, 1.RI.KID.3, 1.FL.PWR.3.e, 1.FL.WC.4.f, 1.FL.PWR.3.e, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.d, 1.FL.WC.4.b, 1.FL.PWR.3.e, 1.FL.WC.4.f, 1.W.PDW.4, 1.W.PDW.5, 1.FL.SC.6.I, 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 Display Poster 18 Read captions and discuss the information they give for the pictures.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T411A-B ○ Read "Save Our Bees!" Literature Anthology p. 138- ○ Identify key details, retell the story. ○ Reading/Writing Companion p. 152 Talk with a partner about why the author included exclamation marks. What does it tell you? ○ Reading/Writing Companion p. 153 Underline the word in the caption that tells what to use to make a bee block, what word tells what bees eat?, Talk with a partner about what the author explains by including captions.
Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T412-413 ○ Build words with long e: y, ey. ○ Read Decodable Reader "Study with Animals."

	○ Work in pairs to decode the words, identify the two smaller words and determine the word's meaning. Write a sentences with each compound word. ○ Word sort with y, ey families. ○ Work in pairs to write sentences with the different forms of signal. (-s, -ed, -ing)
Independent Writing: Revise	Students will: T414 ○ Reread their response to the prompt "Koko and Penny: What benefits did Koko gain by learning sign language?" ○ Edit prompt if necessary ○ Pair students and peer review prompt answers.
Grammar	Students will: T415 ○ Identify adverbs that tell when in sentences. Write sentences of their own with adverbs. ○ Edit sentences with commas in a series.
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 either veterinarian or zookeeper. ○ Decide what you want to know about the jobs. ○ Use books from the library to find information. ○ Write what you learned about the job. ○ Draw something you learned. ○ Choose the presentation format. ○ Create the presentation.
Day 5	Instructional Plan
Student Learning Targets: 1.RI.KID.3, 1.RI.IKI.9 , 1.FL.PWR.3.b, 1.FL.WC.4.f, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.WC.4.d, 1.FL.WC.4.b, 1.FL.PWR.3.b, 1.W.PDW.4, 1.FL.PC.1.a, 1.FL.SC.6.I, 1.SL.CC.1, 1.SL.CC.3	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T418-419 ○ Follow the word-building routine with Word-Building Cards to build <i>jelly, belly, bell, bill, chill, chilly, hilly, holly, dolly, doll, dull, dump, bump, bumpy, grumpy</i>. ○ Word Automaticity Display decodable words and point to each word as children chorally read it. Test how many words children can read in one minute. Blend words children miss. ○ Use the Spelling Word Cards to sort the weekly words by long e spelling patterns. ○ Write a sentence with each word. If children need help reading high-frequency words, they can practice reading independently using the Take-Home Story in the Practice Book on pages 329–330.
Independent Writing	Students will: T420 ○ Prepare the 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. ○ Use Reading/Writing Companion p.

Week 6
 **Assessed Skill**

Unit 4 Week 6	Comprehension	Language Development
	Review strategies and skills Visualize Character, Setting, Plot: Sequence Ask and Answer Questions Main Idea and Key Details	Oral Vocabulary Acquisition: Acquire and use oral vocabulary first then next last Vocabulary Strategies Context Clues; Sentence Clues Word Categories
Text(s): Reading Digitally: Teeth at Work Reader's Theater: Fooba Wooba John Passage 1: The Little Red Hen Passage 2: Seals	Writing	Speaking and Listening
	Write a poem Analytical writing: Respond to a folktale Use text evidence to respond to text	Engage in collaborative conversation about animals
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate rate, accuracy and prosody.	Conduct research about animals

Weekly Standards:

1.FL.VA.7b.i Sort words into categories to gain a sense of the concepts the categories represent. [\[1 lesson\]](#)

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

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

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

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.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1. [\[2 lessons\]](#)

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

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

1.W.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.RI.CS.5, 1.W.TTP.2, 1.RL.RRTC.10, 1.RL.KID.1, 1.RL.IKI.7	
Read Digitally OR Reader's Theater	Students will: T472-473 ○ Listen as the teacher reads the article "Teeth at Work." ○ Take notes as you listen to the article. ○ Access the interactive elements. ○ Identify the main idea and details to retell the selection. ○ Answer questions: How do animals use their teeth?, Why is "Teeth at Work" a good title for this article? ○ Compare what they learned about how animals use their teeth with what they learned about animals in other texts they read in this unit. Students will: T474-475 ○ Review the features of a play. ○ Review the cast of characters. Each solo part is about a different animal. ○ Learn that the setting isn't specified; could be any place. ○ Read the play. ○ Model fluency. ○ Practice the play. ○ Add actions. ○ Perform the play.
Show What You Learned	Students will: T476-477 ○ Read "Little Red Hen." Use the illustrations to make images about the story in your mind. Reading/Writing Companion p. 168-169. ○ Review the definition of folktale. ○ Read the selection on your own. ○ Reading/Writing Companion p. 170. Answer questions.
Day 2	Instructional Plan
Student Learning Targets: 1.RI.KID.2, 1.FL.VA.7b.i, 1.RL.KID.1, 1.RI.CS.5, 1.W.TTP.2	
Show What You Learned	Students will: T478-479 ○ Reading/Writing Companion p. 171-172 Read "Seals." ○ Reading/Writing Companion p. 173 How do you know this is nonfiction?, What is the main idea?. What group of words in the text belong in the same category?
Read Digitally OR Reader's Theater	Students will: ○ Perform the play.

Day 3	Instructional Plan
Student Learning Targets: 1.RL.KID.3, 1.RI.KID.2	
Extend Your Learning	Students will: T480-481 ○ Reread the poem "Little Rabbit." Literature Anthology p. 10-27. ○ Reading/Writing Companion p. 174-175 Write about the lesson in this folktale. What does Little Rabbit learn? ○ Listen to the story "Winter Warriors." ○ Reading/Writing Companion p. 176-177 Write the key details and main idea.
Read Digitally OR Reader's Theater	Students will: ○ Perform the play.
Day 4	Instructional Plan
Student Learning Targets: 1.W.RBPK.7, 1.RI.KID.2, 1.RI.RRTC.10	
Extend Your Learning	Students will: T482-483 ○ Reading/Writing Companion p. 178 Think about 3 things you do before you get to school. Illustrate. Share the order of your steps using sequencing words. ○ Reading/Writing Companion p. 179 Draw the steps for making a paper airplane. Share the order of your steps using sequencing words. ○ Reading/Writing Companion p. 180 Follow steps for Animal Report. ○ Reading/Writing Companion p. 181 Click on links for the online text "Teeth at Work."
Writing	Students will: T484 ○ Reading/Writing Companion p. 182-183 Write a poem about an animal.
Day 5	Instructional Plan
Student Learning Targets: 1.W.RBPK.8, 1.RI.KID.2, 1.RI.RRTC.10	
Track Your Progress	Students will: T486 ○ Use Reading/Writing Companion p. 185 to decide on how happy they are with the skills they learned.
Wrap Up the Unit	Students will: T487 ○ Collaborate in small groups to discuss what they learned about animals in order to answer the Big Idea question-What animals do you know about? What are they like?
Summative Assessment	Students will: T492-493 ○ Take a test.

BCS Literacy Vision

Unit 5 Overview**Week 1****Essential Question: How can we classify and categorize things?****Text Sets:****Literature Big Book (Fiction): Goldilocks****Anchor Text: A Lost Button****Week 4:****Essential Question: What sounds can you hear?****Text Sets:****Literature Big Book (Fiction): The Squeaky Bed****Anchor Text: Whistle for Willie****Week 2:****Essential Question: What can you see in the sky?****Text Sets:****Literature Big Book (Fiction): Why the Sun and Moon are in the Sky****Anchor Text: Kitten's First Full Moon****Week 5:****Essential Question: How do things get built?****Text Sets:****Literature Big Book (Fiction): The Sheep, the Pig, and the Goose Who Set Up House****Anchor Text: Building Bridges****Week 3:****Essential Question: What inventions do you know about?****Text Sets:****Literature Big Book (Non-fiction): Great Inventions****Anchor Text: Thomas Edison, Inventor****Week 6:****Reading Digitally: Great Ideas****Reader's Theater: Supper with the Queen****Passage 1: Shelly Goes Fast!****Passage 2: How To Make Homemade Bubbles**

Week 1

✓ Assessed Skill

Unit 5 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How can we classify and categorize things?	Cite relevant evidence from text Make inferences to support understanding Make and confirm predictions ✓ Describe character points of view Understand the aspects of fantasy stories Reread Text Features	Oral Vocabulary Acquisition: Acquire and use oral vocabulary distinguish classify organize entire startled Acquire and use academic vocabulary: trouble whole Vocabulary Strategy ✓ Context Clues: Multiple Meanings Grammar: ✓ Understand and use words that join
Text(s): Teach and Model Interactive Read Aloud: Goldilocks Shared Read: A Barn Full of Hats Practice and Apply Anchor Text: A Lost Button Leveled Readers A: Nuts for Winter O: Dog Bones ELL: Dog Bones B: Spark's Toys Paired Selections A: Sort By Color! O: Sorting Balls ELL: Sorting Balls B: Sorting Fruit Decodable Readers Charm Scarves, Car Parts Optional Classroom Library Trade Books	Writing Analytical writing: ✓ Use text evidence to respond to text Foundational Skills Phonological/ Phonemic Awareness Contrast vowel sounds Categorize and blend phonemes Phonics/Structural Analysis//Handwriting: ✓ Introduce/review r-controlled vowel: ar ✓ Irregular Plurals Handwriting Hh Spelling Words: cart barn arm art yarn harm four none High Frequency Words: ✓ four large none only put around 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 classifying objects

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.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [\[2 lessons\]](#)

1.FL.PA.2.b Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. [\[8 lessons\]](#)

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

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

1.FL.PWR.3.b Decode regularly spelled one-syllable words. [\[16 lessons\]](#)

1.FL.PWR.3.g Recognize and read grade-appropriate irregularly spelled words. [\[16 lessons\]](#)

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

1.FL.SC.6.f Use frequently occurring conjunctions. [\[9 lessons\]](#)

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

1.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [\[4 lessons\]](#)

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

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

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

1.FL.WC.4.f Write many common, frequently used words and some irregular words. [\[8 lessons\]](#)

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

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

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

1.RL.CS.6 Identify who is telling the story at various points in a text. [\[7 lessons\]](#)

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

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

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

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

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

1.SL.PKI.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. [\[2 lessons\]](#)

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

Day 1	Instructional Plan
Student Learning Targets: 1.FL.PA.2.c, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.PWR.3.h, 1.FL.WC.4.b, 1.FL.WC.4.e, 1.FL.SC.6.f, 1.W.PDW.4, 1.W.RBPK.8	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T20-21 - Discuss essential question: How3 can we classify and categorize things? - Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new vocabulary words (distinguish, classify) Reading/Writing Companion p. 10-11, How is the girl sorting things. Fill in graphic organizer of three ways to sort things.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T22-23 - Read "Goldilocks." - Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new oral vocabulary words. (entire, organize, startled) - Make and confirm predictions. - Write as much as they can about the story for 7 minutes (to increase fluency).
Word Work Phonological Awareness Phonics/Spelling High Frequency Words	Students will: T24-27 - Listen to two words and determine which sounds in the words are different. - Connect /ar/ sound as in star. - Blend words with /ar/. Read words and sentences fluently. - Daily Handwriting Hh. Practice Book 338. - Take a spelling pre-test. Read/Spell/Write HFWs (four, only, large, put, none, round). - Identify HFWs in connected text. - Blend decodable words.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T28-29 - Review HFWs. - Review that the letters ar can stand for /ar/. - Spell and model reading the words farmer, horse, wear, eyes. - Read "A Barn Full of Hats." Make and confirm predictions, learn how to classify and categorize things, circle words with /ar/ sound, identify HFWs, ask and answer questions, retell the story, - Identify what makes a story a fantasy.
Shared Writing	Students will: T30 Respond by writing to prompt "Why did the animals choose the hats they chose?"
Grammar	Students will: T31 - Practice joining sentences with and, but, or. - Generate sentences using and, but, or.

Day 2	Instructional Plan
Student Learning Target: 1.FL.PA.2.c, 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.f1.W.RBPK.8	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T32-33 - Review the class Essential Question Chart. - Use Define/Example/Act routine and Visual Vocabulary Cards to review oral vocabulary words. (classify, distinguish, entire, organize, startled)
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T34-37 - Review /ar/. - Blend/Build words with /ar/. - Use two column pocket chart to read each singular noun, match it to its plural. Use words in sentences. - Word sort with -art, -arn, -arm families. - Use Define/Example/Ask and Visual Vocabulary Cards to learn new words (trouble, whole). Reading/Writing Companion p. 22-23 Look at how some words have more than one meaning. Read the word in the context to determine the meaning.
Read the Shared Read (Reading / Writing Companion) Genre Skill	Students will: T38-39 - Reread "A Barn Full of Hats." Reading/Writing Companion p. 24-25. Identify two characters from the story. Write what you learn about them from what they say. Reading/Writing Companion p. 26-27. Recall what point of view is. Complete the graphic organizer using the dialogue from the story.
Shared Writing	Students will: T40 Use text evidence, answer the prompt "Did each of the animals choose the right hat? Why or why not?"
Grammar	Students will: T41 - Join sentence using so and because. - Create new sentences using so and because. - Act out simple cause and effect situations and have partners tell each other what happened using sentences with so and because.

Day 3	Instructional Plan
Student Learning Target: 1.RL.KID.2, 1.RL. RRTC.10, 1.FL.PA.2. b, 1.FL.PWR.3.b 1.FL.WC.4. f, 1.FL.F.5. b, 1.FL.SC.6. I, 1.FL.SC.6. f, 1.FL.VA.7a. I, 1.W.TTP.1, 1.W.PDW.4	
Build the Concept Review Oral Vocabulary Fluency	Students will: T42-43 - Discuss what you have learned so far this week about sorting and classifying. - Use Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words.

	○ Listen as the teacher models reading. Practice reading at a normal pace and reading all of the words accurately. ○ Use Differentiated Genre Passage “Cow Has a Party” to practice reading accurately.
Word Work Phonemic Awareness Structural Analysis High-Frequency Words/Fluency	Students will: T44-46 ○ Blend phonemes. ○ Read Decodable Reader “Charm Scarves.” ○ Make plural words from man, foot, ox, person, fish. Use each in a sentence to show its meaning. ○ Use Read/Spell/Write and Visual Vocabulary Cards for each HFW. ○ Read sentences aloud together at the same pace. Repeat several times.
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T47A-J ○ Read “A Lost Button.” Literature Anthology p.140-153 Listening to the story, decide on the point of view, make and confirm predictions, reread for understanding, use context clues to understand the meaning of a word, break words into syllables to sound out words, ○ Reading/Writing Companion p. 30 How does the author show that Frog is a good friend? ○ Reading/Writing Companion p. 31 How does the author show Toad’s feelings? ○ Reading/Writing Companion p. 32 How does the author help you understand how Toad is a good friend? ○ Meet the author and learn his purpose in writing the text.
Independent Writing: Draft	Students will: T48 ○ Use text evidence to answer the prompt: “In a Lost Button, do you think Frog or Toad was the better friend? Why?”
Grammar and Mechanics	Students will: T49 ○ Join sentences together using and, but, or, so and because. ○ Generate new sentences using joining words. ○ Edit sentences using capital letters for proper nouns.
Day 4	Instructional Plan
Student Learning Target: 1.FL.PA.2.c, 1.FL.PWR.3.g, 1.FL.WC.4. b, 1.FL.WC.4. e, 1.FL.SC.6. f, 1.W.PDW.4, 1.W.PDW.5, 1.W. RBPK.7, 1.SL.PKI.6	
Extend the Concept Text Features	Students will: T50-51 ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words. ○ Use Teaching Poster 12 to identify the details in the photograph. Gather facts and details through photographs and illustrations.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T51A-F ○ Read “Sort it Out.” ○ Look at illustrations for information, make and confirm predictions identify key details, retell the story. ○ Reading/Writing Companion p. 33 Make a prediction about the text, what sentence tells how to sort things? ○ Reading/Writing Companion p. 34 What words does the author use to describe the buttons? What are some other ways to sort things? ○ Reading/Writing Companion p. 35 Why did the author include questions in the text? Why did the author include pictures of so many different kinds of buttons?

Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T52-53 ○ Build words with /ar/. ○ Read Decodable Reader "Car Parts." ○ Sort words into singular and plural nouns. Write a sentence using them both. ○ Word sort with -art, -arn, -arm families. ○ Use Visual Vocabulary Cards to review trouble and whole.
Independent Writing: Revise	Students will: T54 ○ Reread and edit their response to "A Lost Button: In a Lost Button, do you think Frog or Toad was the better friend? Why?" ○ Pair students and peer review prompt answers.
Grammar	Students will: T55 ○ Join sentences using because and so. ○ Edit sentence using proper nouns.
Integrate Ideas Research and Inquiry	Students will: T56-57 ○ Reading/Writing Companion p. 36-37 choose items to collect and sort, think about how you will sort them. ○ List tools that will help you figure out how to sort your items. ○ Use graphic organizer to sort and tally. ○ Write what you learned. ○ Choose presentation format. ○ Create presentation.
Day 5	Instructional Plan
Student Learning Target: 1.RI.IKI.9, 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.f, 1.W.PDW.4, 1.W.PDW.6, 1.W.RBPK.7, 1.SL.PKI.4	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T58-59 ○ Blend and segment phonemes. ○ Blend/Build words with /ar/. ○ Write plurals for man, child, foot, woman. ○ Word sort with -art, -arn, -arm families. ○ Use Read/Spell/Write and Visual Vocabulary Cards to review each HFW. ○ Select pages from shared read. Echo read as the teacher reads aloud. Work with a partner to reread the selection focusing on accuracy.
Independent Writing	Students will: T60 ○ Prepare final drafts and make any changes. Share with a partner.
Integrated Ideas Text Connections Weekly Wrap Up	Students will: T62-63 ○ Reading/Writing Companion p. 38 compare how the items in the poem and the buttons in "Sort It Out" can be sorted. ○ Reading/Writing Companion p. 39 write about what you have learned.

Week 2

 Assessed Skill

Unit 5 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What can you see in the sky?	Cite relevant evidence from text Make inferences to support understanding Make and confirm predictions  Determine cause and effect Understand the aspects of fantasy stories Reread Text features	Oral Vocabulary Acquisition: Acquire and use oral vocabulary certain observe remained thoughtful vast Acquire academic vocabulary: leaped stretched Vocabulary Strategy  Shades of meaning/intensity Grammar:  Understand and use adjectives
Text(s): Teach and Model Interactive Read Aloud: Why the Sun and Moon Are in the Sky Shared Read: A Bird Named Fern Practice and Apply Anchor Text: Kitten's First Full Moon Leveled Readers A: Little Blue's Dream O: Hide and Seek ELL: Hide and Seek B: The Foxes Build a Home Paired Selections A: Hello, Little Dipper! O: Our Sun is a Star ELL: Our Sun is a Star B: Sunrise and Sunset Decodable Readers Sir Worm and Bird Girl, Bird in the Sky, Ginger and the Stars, Bats Under the Dark Sky Optional Classroom Library Trade Books	Writing Analytical writing:  Use text evidence to respond to text Foundational Skills Phonological/ Phonemic Awareness Identify and produce rhyme Substitute, blend and delete phonemes Phonics/Structural Analysis//Handwriting:  Introduce/review r-controlled vowels or, ir, ur, er  Inflectional Ending -er Handwriting Kk Spelling Words: her bird fur fern dirt work climb through High Frequency Words: another climb full great poor through 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 phases of the moon

Weekly Standards:

1.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **[4 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.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.PWR.3.b Decode regularly spelled one-syllable words. **[20 lessons]**

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

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

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

1.FL.SC.6.e Use frequently occurring adjectives. **[4 lessons]**

1.FL.VA.7a.ii Use frequently occurring affixes as a clue to the meaning of a word. **[2 lessons]**

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

1.FL.VA.7b.iv Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. **[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.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. **[7 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.RI.KID.1 Ask and answer questions about key details in a text. **[2 lessons]**

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

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

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

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

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

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

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

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 1.FL.PWR.3.b, 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.W.PDW.4, 1.W. RBPK.8	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T110-111 ○ Discuss the essential question: What can you see in the sky? ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to learn new oral vocabulary words (observe, vest). ○ Reading/Writing Companion p. 40-41, look at photo, talk about it and complete graphic organizer.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T112-113 ○ Listen to the story "Why the Sun and Moon Are in the Sky." ○ Use Define/Examples/Ask and Visual Vocabulary Cards to learn new words (certain, remained, thoughtful). ○ Make and confirm predictions. ○ Retell the story. ○ Write as much as they can about the story in 7 minutes (to increase writing fluency).
Word Work Phonological Awareness Phonics/Spelling High Frequency Words	Students will: T114-117 ○ Identify and generate rhyme. ○ Connect er, ir, ur and or to /ur/ sound. ○ Blend words with er, ir, ur, or. ○ Daily handwriting Uu. Practice Book p. 356. ○ Take a spelling pre-test. ○ Read/Spell/Write HFWs and with a partner create sentences using each word. ○ Read HFWs in connected text with fluency. ○ Blend decodable words.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T118-119 ○ Review HFWs (full, great, climb, through, another, poor). ○ Review the letters er, ir, or, and ur. ○ Spell and model words: always, cloud, questions, saw, something. ○ Listen to the story "A Bird Named Fern." Reading Writing Companion p. 42-51, circle ir word as in skirt, circle words as in the word worm, make and confirm predictions, identify HFWs, retell the story using illustrations and words. ○ Discuss what the clouds looked like to Fern using the sentence starter: First, Fern thought a cloud looked like.....
Shared Writing	Students will: T120 ○ Respond by writing to prompt "What did Fern do in "A Bird Named Fern"?"
Grammar	Students will: T121 ○ Identify the adjectives in sentences. ○ Work with a partner to generate sentences with adjectives that tell about size and shape of objects on their desks.

Day 2	Instructional Plan
Student Learning Targets: 1.RL.KID.3, 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.WC.4.b, 1.FL.WC.4.c, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.FL.PWR.3.g, 1.FL.VA.7b.iii	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T122 ○ Discuss the essential question: What can you see in the sky? Recall what Fern discovered. ○ Use Define/Example/Ask routine and Visual Vocabulary Cards to review oral vocabulary words.
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T124-127 ○ Review /ur/ er, it, ue, or by connecting letters and sounds. ○ Blend words with /ur/er, ir, ur, or. ○ Alphabetize Word Building Cards a-z. Build and blend words. Write the words. ○ Add inflectional ending -er to words and then use each word in a sentence. ○ Word sort with er, it, ur, or. ○ Use Visual Vocabulary Cards to learn new words (leaped, stretched). ○ Reading/Writing Companion p. 52 use hopped and jumped to demonstrate shades of meaning for leaped.
Shared Read (Reading / Writing Companion) Genre Skill	Students will: T128-129 ○ Review characteristics of a fantasy. ○ Reading/Writing Companion p. 54-55 reread "A Bird Named Fern," complete graphic organizer about characters and events and why they could not happen in real life. ○ Reading/Writing Companion p. 56-57 write about the plot by giving details about causes and effects.
Shared Writing	Students will: T130 ○ Respond by writing to prompt "How does the author show that Fern is curious?"
Grammar	Students will: T131 ○ Use provided simple and compound sentences, add one or more adjectives to each one.

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.F.5.b, 1.FL.SC.6.e, 1.FL.VA.7b.iii, 1.W.TTP.2, 1.W.PDW.4	
Build the Concept Review Oral Vocabulary Fluency	Students will: T132-133 ○ Discuss text they have read this week about what you can see in the sky. ○ Use Define/Example/Ask and Visual Vocabulary Cards to review vocabulary words. ○ Listen as the teach models reading a sentence with an exclamation mark. Reread sentences chorally louder and with enthusiasm sentences that end with an exclamation mark.
Word Work Phonemic Awareness	Students will: T134-136 ○ Blend phonemes.

Structural Analysis High-Frequency Words/Fluency	○ Read Decodable Readers “Sir Worm and Bird Girl” and “Ginger and the Stars.” ○ Blend words ending with er. Practice using both words in each pair in one sentence. ○ 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-R ○ Use the text “Kitten’s First Full Moon” to look for cause and effect, look for words with inflectional endings(-ed), make and confirm predictions, visualize as the story is read, use syllables to read words. Literature Anthology p. 162-173. ○ Use Reading/Writing Companion p. 60 Discuss how the author repeats parts. What is the author’s purpose for doing this. ○ Use Reading/Writing Companion p. 61 Why does the author repeat the sentence. ○ Use Reading/Writing Companion p. 62 How do the text and illustration help you understand what is happening in the story? ○ Meet the author and learn his purpose for writing the text. ○ Compare “A Bird Names Fern” and “Kitten’s First Full Moon. How are they alike and different?
Independent Writing: Draft	Students will: T138 ○ Respond to the prompt “Why couldn’t Kitten drink the milk in the sky? How do you know?”
Grammar and Mechanics	Students will: T139 ○ Work with a partner to identify and circle adjectives in sentences. ○ Work with a partner to orally generate sentences with adjectives. ○ Edit sentences for capitalization and end marks.
Day 4	Instructional Plan
Student Learning Targets: 1.FL.PWR.3.b, 1.FL.PWR.3.f, 1.FL.WC.4. b, 1.FL.WC.4. e, 1.FL.WC.4. f, 1.FL.SC.6. e, 1.W.PDW.4, 1.W.PDW.5, 1.W. RBPK.71.SL.CC.1	
Extend the Concept Text Features	Students will: T140-141 ○ Share ideas about what they have learned about what you can see in the sky? ○ Use Define/Example/Ask routine with Visual Vocabulary Cards to review vocabulary words (certain, observe, remained, thoughtful, vast). ○ Use Teaching Poster 18 to read and discuss captions and how they give us information.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T141A-F ○ Listen to text “The Moon.” Comparing text to “Kitten’s First Full Moon”, read captions for further information, make and confirm predictions, look for key details. Literature Anthology p. 196-201. ○ Use Reading/Writing Companion p. 63 With a partner make a prediction about the text, what helped us see the Moon better? How do telescopes help us? ○ Use Reading/Writing Companion p. 64 What two details describe the moon. What do you think was the author’s purpose in including this caption? ○ Use Reading/Writing Companion p. 65 Why does the author tell what people once thought about the Moon? Compare what we know about the Moon today with what we thought about it in the past.
Word Work Phonics/Spelling Structural Analysis	Students will: T142-143 ○ Build words with er, ir, ur, or. ○ Read Decodable Readers “Bird in the Sky” and “Bats Under the Dark Sky.”

Vocabulary	- Recall the inflectional ending -er means “someone who.” Add -er to words and write a sentence using those words. - Word sort with er, ir, ur, or. - Use Visual Vocabulary Cards to use the words leaped, stretched.
Independent Writing: Revise	Students will: T144 Reread their responses to “Kitten’s First Full Moon: Why couldn’t Kitten drink the milk in the sky?”
Grammar	Students will: T145 - Identify adjectives and the noun it describes. - Correct sentences with capitalization and end punctuation.
Integrate Ideas Research and Inquiry	Students will: T146-147 - Use Reading/Writing Companion p. 66-67 to research the phases of the moon, find information, draw a picture and write what you have learned. - Choose your presentation format - Create the presentation.
Day 5	Instructional Plan
Student Learning Targets: 1.RI.KID.3, 1.RI.IKI.9, 1.FL.PA.2, 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.W.PDW.4, 1.W.PDW.6, 1.SL.PKI.6, 1.SL.CC.3	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T148-149 - Blend/Substitute phonemes. - Blend/Build with er/ir/ur/or. - Explain how the inflectional ending -er changes the meaning of a verb. - Word Sort with er, ir, ur, or. - Use Visual Vocabulary Cards to read HFWs. Write a sentence with each word. - Read sentences fluently and strong feelings with sentences ending in exclamation marks.
Independent Writing	Students will: T150 - 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: T152-153 - Review the Essential Question Chart. - Use Reading/Writing Companion p. 68. Talk in complete sentences about what they see in image. Talk about the connections between the view of the sky in the picture and “The Moon.” - Use Reading/Writing Companion p. 69. Write about what you have learned.

Week 3 Assessed Skill		
Unit 5 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What inventions do you know about?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions ✓ Recognize problem and solution organization in texts Understand the aspects of biographies Reread Literary elements	Oral Vocabulary Acquisition: Acquire and use oral vocabulary complicated curious device imagine improve Acquire and use academic vocabulary: idea unusual Vocabulary Strategy ✓ Prefixes Grammar: ✓ Use adjectives that compare
Text(s): Teach and Model Interactive Read Aloud: Great Inventions Shared Read: The Story of a Robot Inventor Practice and Apply Anchor Text: Thomas Edison, Inventor Leveled Readers A: The Wright Brothers O: The Wright Brothers ELL: The Wright Brothers B: The Wright Brothers Paired Selections A: Fly Away! Butterfly O: Fly Away! Butterfly ELL: Fly Away! Butterfly B: Fly Away! Butterfly Decodable Readers Born to Learn, Sport Stars, A Board That Can Soar, Hard Chores Optional Classroom Library Trade Books	Writing	Speaking and Listening
	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 Categorize, substitute, blend, and add phonemes Phonics/Structural Analysis//Handwriting: ✓ Introduce/review r-controlled vowel or, ore, oar ✓ Abbreviations Handwriting Rr Spelling Words: born corn core more roar soar learn sure High Frequency Words: ✓ began better guess learn right sure Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about a person they read about this week

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. [6 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. [6 lessons]

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

1.FL.PWR.3.b Decode regularly spelled one-syllable words. [18 lessons]

1.FL.PWR.3.g Recognize and read grade-appropriate irregularly spelled words. [18 lessons]

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

1.FL.SC.6.e Use frequently occurring adjectives. [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.7a.ii Use frequently occurring affixes as a clue to the meaning of a word. [8 lessons]

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

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

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

1.FL.WC.4.f Write many common, frequently used words and some irregular words. [14 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. [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. [16 lessons]

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

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

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

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

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

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

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

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 1.RL.KID.1, 1.FL.PWR.3.b, 1.FL.WC.4. b, 1.FL.WC.4. e, 1.FL.WC.4. f, 1.FL.PWR.3.g, 1.FL.PWR.3.h, 1.FL.SC.6. e, 1.W.PDW.4,1.W. RBPK.8	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T200-201 ○ Discuss the essential question: What inventions do you know about? ○ Use Define/Example/Ask and Visual Vocabulary Cards to learn new vocabulary words. (curious, improve) ○ Reading/Writing Companion p. 70-71, look at picture, discuss and complete graphic organizer comparing early television and today's television.
Listening Comprehension (Literature Big Book) Close Read (Units 1-3) Read Interactive Read Aloud (Units 4-6)	Students will: T202-203 ○ Read "Great Inventions", ask and answer questions. ○ Use Define/Example/Ask and Visual Vocabulary Cards to learn new vocabulary words (complicated, device, imagine). ○ Respond to the text by answering how technology has changed how people work and communicate. ○ Write as much as you can about the story in five minutes. (to build fluency).
Word Work Phonological Awareness Phonics/Spelling High Frequency Words	Students will: T204-207 ○ Categorize phonemes by listening to vowel/ending sound. ○ Connect the different spellings to the /ôr/ sound – or, ore, oar. ○ Blend words with /ôr/ or, ore, oar. ○ Daily Handwriting Rr. Practice Book 374 ○ Take a spelling pre-test. ○ Read/Spell/Write HFWs, create sentences using each word. ○ Identify HFWs in connected text. ○ Blend decodable words.
Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T208-209 ○ Review began, learn right better, guess, sure. ○ Review the sound /ôr/ for or, ore, oar. ○ Spell and model words: Hawaii, hours, person, solve, their, waterproof, Tomotaka Takahashi ○ Listen to the story "The Story of a Robot Inventor." Reading/Writing Companion p. 72-81, ask and answer questions, circle /ôr/ words, identify HFWs, answer comprehension questions.
Shared Writing	Students will: T210 ○ Respond by writing to prompt "What does Tomotaka Takahashi do? Describe some examples of his work."
Grammar	Students will: T211 ○ Identify adjectives that compare. ○ Use the words small, smaller, smallest to compare items in the classroom.

Day 2	Instructional Plan
Student Learning Targets: 1.RL.KID.1, 1.FL.PWR.3.b, 1.FL.WC.4. b, 1.FL.WC.4. e, 1.FL.WC.4. f, 1.FL.PWR.3.g, 1.FL.PWR.3.h, 1.FL.SC.6. e, 1.W.PDW.4, 1.W. RBPK.8	
Build the Concept: Oral Language Oral Vocabulary Words	Students will: T212 - Discuss the essential question: What inventions do you know about? - Use Define/Example/Ask routine and Visual Vocabulary Cards to review vocabulary words.
Word Work Phonics/Spelling Fluency Structural Analysis Vocabulary	Students will: T214-217 - Review /ôr/ or,, ore, oar. - Blend/Build words with /ôr/ or, ore, oar. - Practice abbreviations for Mr., Mrs., Dr., St., Ave. Use abbreviations in sentences. - Word sort with /ôr/ or, ore, oar. - Use Visual Vocabulary Cards to introduce new words. (idea, unusual). Reading/Writing Companion p. 82 Reading/Writing Companion p. 82-83 Learn about prefixes, Add un- to words real, wanted, changed and like. Create sentences with the new words.
Read the Shared Read (Reading / Writing Companion) Genre Skill	Students will: T218-219 - Review the characteristics of a biography. Reading/Writing Companion p. 84-85 reread "The Story of a Robot Inventor." Write clues from the text on the graphic organizer that show this is a biography. Reading/Writing Companion p. 86-87 Discuss problem and solutions. Complete the graphic organizer writing about one problem, the steps to the solution and the solution.
Shared Writing	Students will: T220 Use text evidence, answer prompt: "What can you tell about what makes a good inventor?"
Grammar	Students will: T221 - Identify adjectives and tell if they are comparing two things or three or more things. - Work together to orally create their own sentences comparing temperatures.

Day 3	Instructional Plan
Student Learning Targets: 1.RI.KID.3, 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. e, 1.FL.VA.7a. I, 1.W. RBPK.8	
Build the Concept Review Oral Vocabulary Fluency Rate	Students will: T222-223 - Discuss texts they have read about great inventions. - Use Define/Example/Ask routine and Visual Vocabulary Cards to review vocabulary words. - Practice reading aloud from the text using appropriate pacing.
Word Work	Students will: T224-227

Phonemic Awareness Structural Analysis High-Frequency Words/Fluency Vocabulary	- Blend phonemes using /ôr/. - Read Decodable Readers “Born to Learn” and “A Board That Can Soar.” - Practice abbreviations for days of the week and months of the year. - Use Visual Vocabulary Cards to practice HFWs. - Build fluency by reading sentences and repeating several times.
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T227A-L - Use the text “Thomas Edison, Inventor” to work on problem and solution skill, sequence, make and confirm predictions, identify prefixes, ask and answer questions. Reading/Writing Companion p. 90 Why does the author include stories about Tom Edison when he was young. Reading/Writing Companion p. 91 Why does the author include stories about Thomas Edison as he got older. Reading/Writing Companion p. 92 How does the author show that Tom kept trying new things? - Meet the author. Learn his purpose in writing the text.
Independent Writing: Draft	Students will: T228 Respond to the prompt “What can you tell about what made Thomas Edison a good inventor? “ Include text evidence to support your answer.
Grammar and Mechanics	Students will: T229 - Identify adjectives in sentences that compare. - Discuss with a partner how to use an adjective to compare. - Edit sentences to capitalize days, months, and holidays.
Day 4	Instructional Plan
Student Learning Targets: 1.FL.PA.2.c, 1.FL.PWR.3.b, 1.FL.PWR.3.g, 1.FL.WC.4.b, 1.FL.WC.4.f, 1.FL.SC.6.e, 1.FL.VA.7a.ii, 1.FL.WC.4.e, 1.FL.WC.4.f, 1.W.PDW.4, 1.W.PDW.5	
Extend the Concept Text Features	Students will: T230-231 - Share ideas about what you have learned about inventions and inventors. - Use Define/Example/Ask routine with Visual Vocabulary Cards to review vocabulary words (communicate curious, device, imagine, improve). - Use Teaching Poster 25 to read a poem using alliteration. Listen to the words that beginning with the same sound.
Close Reading (Literature Anthology) Compare Anchor Text with Paired Selection	Students will: T231A-D - Listen to the poem “Windshield Wipers.” Listen for the words that show alliteration, ask and answer questions. Reading/Writing Companion p. 93 Why does the author repeat the words? - Listen to the poem “Scissors.” Listen for the words that show alliteration. Recall what onomatopoeia means. Find words that show onomatopoeia. How do these words help you understand the poem. Reading/Writing Companion p. 94 Why does the author start and end the poem with the letter X? Reading/Writing Companion p. 95 Read aloud with a partner the words in the poems that begin with the same sounds. How do the words make the poem feel? - Discuss what problems windshield wipers and scissors solve.

Word Work Phonics/Spelling Structural Analysis Vocabulary	Students will: T232-233 ○ Build words with /ôr/ or, ore, oar. ○ Read Decodable Reader "Hard Chores." ○ Review abbreviations for titles, days of the week and months of the year. ○ Use Spelling Word Cards and partner read the words one at a time while the other partner orally segments the words. ○ Use Visual Vocabulary Cards to review the words idea and unusual. Work in pairs to pluralize the word idea and use in a sentence.
Independent Writing: Revise	Students will: T234 ○ Reread and edit if necessary responses to "What can you tell about what made Thomas Edison a good inventor?"
Grammar	Students will: T235 ○ Practice with adjectives that compare. ○ Edit sentences on capitalization of days, months, and holidays.
Integrate Ideas Research and Inquiry	Students will: T236-237 ○ Reading/Writing Companion p. 96-97, research an inventor, determine two questions that you want to know about your inventor, find information, write what you learned. ○ Choose your presentation format. ○ Create the presentation.
Day 5	Instructional Plan
Student Learning Targets: 1.RI.IKI.9, 1.FL.PA.2.d, 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.e, 1.FL.F.5.b, 1.SL.PKI.4, 1.W.PDW.4, 1.W.PDW.6	
Word Work Phonemic Awareness Phonics/Spelling Structural Analysis High-Frequency Words	Students will: T238-239 ○ Blend and Segment phonemes with /ôr/. ○ Blend and Build words with /ôr/ or, ore, oar. ○ Review abbreviations. ○ Word sort with or, ore, oar families. ○ Use Visual Vocabulary Cards to read HFWs. ○ Echo read sentences for rate (pacing) of words.
Independent Writing	Students will: T240 ○ 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: ○ Review the Essential Question Chart. ○ Reading/Writing Companion p. 98 talk about why the invention in the image is a good idea. ○ Reading/Writing Companion p. 99 make a connection between the invention in the image and the inventions in "Thomas Edison, 'Inventor.'" Write about what you have learned.