Park Hill School District

Building Successful Futures • Each Student • Every Day

1st Grade ELA Curriculum

Scope and Sequence:

Quarter	Knowledge Strand	Unit
1		0: Foundations and Routines
1	Life Science	1: Plants and Animals Have Needs
1	Characters Matter	2: Many Kinds of Characters
2	Government and Citizenship	3: Being a Good Community Member
2	Perspectives in Literature	4: Stories Have a Narrator
2	Technology and Society	5: Technology at Work
3	Themes Across Cultures	6: Stories Teach Many Lessons
3	History, Culture, and Geography	7: Past, Present, and Future
3	Earth Science	8: Observing the Sky
4	Economics	9: We Use Goods and Services
4	Physical Science	10: Exploring Sound, Light, and Heat

BOE Approved 6-25-26

Unit 0: Foundations and Routines

Subject: Reading - Writing - Foundational Skills
Grade: 1st Grade
Name of Unit: Foundations and Routines
Length of Unit: 10 Days
Overview of Unit:
In this unit, students learn and practice the routines and expectations that support a strong classroom community and successful learning. They review and build foundational literacy skills and begin to apply these skills more independently as members of a reading and writing community.

This unit should be used in place of the Foundations and Routines in Benchmark Advance.

In Topic 1 (Week 1)
In week one, students are learning the routines and expectations that help the classroom run smoothly while reviewing important early literacy skills. They practice how to transition, listen with their whole body, and turn and talk with a partner. In phonics, students work on rhyming, syllables, letter-sound connections, and hearing sounds in words. During reading, they use these routines while engaging with texts like *The Pigeon Has to Go to School*, practicing how to answer questions, make predictions, and talk about new vocabulary. In writing, students draw and label pictures, learn what makes a complete sentence, and begin writing simple sentences that match their ideas.

In Topic 2 (Week 2)
In week two, students start applying these skills more independently. In phonics, they work with ending sounds, blend and segment CVC words, and change sounds to make new words. During reading, students continue practicing routines while reading texts like *We Don't Eat Our Classmates* and *Peanut Butter and Cupcake*. They deepen their understanding by retelling, answering questions, and using thinking stems to share ideas. Students also begin literacy centers and learn routines like book care and how to ask for help. In writing, they write complete sentences to share opinions, respond to prompts, and add details to make their writing stronger.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton charts
- Gather read aloud texts
- Prepare task cards and student name cards
- Set up literacy centers and determine how students will be assigned and rotate
- Decide how students will store material for ELA
    - Label folders and notebooks, prepare book boxes, writing tool kits, etc.
- Consider each routine and what it looks like in your classroom
- Complete Unit 0 Checklist of Materials

Essential Questions:

- How do classroom routines help us stay focused and ready to learn?
- How do sounds in words help us read, spell, and write?
- How can we clearly share our ideas when we speak and write?
- How do readers think, ask questions, and talk about stories to understand them better?
- How can we work together respectfully to help each other learn?

Enduring Understanding/Big Ideas:

- Strong readers and writers use routines and habits (such as listening, talking, organizing materials) to help them learn and work independently.
- Words are made up of sounds, and understanding those sounds helps readers read words and writers spell and write ideas clearly.
- Readers and writers think, talk, and write to share ideas, ask and answer questions, and better understand texts and each other.

Priority Standards for Unit:

- **1.RF.2.A.a:** Produce and identify sounds and syllables in spoken words
- **1.RF.2.A.c:** Recognize change in a spoken word when a specific phoneme is added, changed or removed
- **1.RF.2.A.d, 1.RF.2.A.e:** Blend and segment words with 3-5 phonemes
- **1.RF.3.A.a, 1.RF.3.A.e:** Decode words in context by using letter-sound knowledge
- **1.RF.3.A.b:** Spell words using letter sound knowledge
- **1.R.1.A.c:** Seek clarification and locate facts and details about stories and other texts
- **1.R.1.A.d. 1.SL.3.A.c: Retell main ideas in sequence including key details**
- **1.R.1.B.i:** Develop an understanding of vocabulary
- **1.L.1.A.g:** Produce simple and compound sentences

Standard	Unwrapped Concepts (Students Need to Know)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
1.RF.2.A.a	Produce and identify sounds and syllables in spoken words	Identify the number of syllables in a spoken word Break a spoken word into its syllables Identify individual sounds (phonemes) in spoken words Produce the sounds in a word when prompted.	1
1.RF.2.A.c	Recognize change in a spoken word when a specific phoneme is added, changed or removed	Hear how a word changes when a sound is added, changed or removed Identify which sound changed in a word	1
1.RF.2.A.d **1.RF.2.A.e**	Blend and segment words with 3-5 phonemes	Blend spoken phonemes to form one- or two-syllable words with and without consonant blends Segment spoken words into individual phonemes (words need to be three to five phonemes in length) Maintain the correct order of phonemes when blending or segmenting	1
1.RF.3.A.a **1.RF.3.A.e**	Decode words in context by using letter-sound knowledge	Blend letter-sounds together to read recognizable words. Use common spelling patterns (CVC, blends, digraphs, CVCe, word families) to decode words. Recognize familiar chunks or patterns in words to read them more efficiently. Apply phonics patterns when reading unfamiliar words. Read decodable words accurately and automatically in connected text	1

1.R.1.A.c	Seek clarification and locate facts and details about stories and other texts	Ask questions to clarify parts of a stories or informational text Ask for help understanding confusing words, ideas, or events Identify important facts and key details in both literary and informational texts and use text evidence to support thinking Use details from the text when talking or writing about the topic.	2
1.R.1.A.d **1.SL.3.A.c**	Retell main ideas in sequence including key details	Retell the main ideas of a text in the correct order Include important key details in their retell Describe events in sequential order Explain the text clearly using details from the story or informational text	2
1.R.1.B.i	Develop an understanding of vocabulary by using words and phrases acquired through conversation, reading and being read to, and responding to texts	Learn and understand new words from conversations, read-alouds, and reading. Use newly learned vocabulary when speaking and writing about texts. Use context, discussions, and experiences to build vocabulary knowledge.	2

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Foundational Skills Screeners • Phonological Awareness Assessment	• Interim Assessment #1 (Pre-Test)

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Nervous Excuse Silly Choices Expected Surprised Friend Invite Disappointed	

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine.

Week #1

Day 1

Phonics and Word Study	Reading	Writing
Identify and Produce Rhymes	**Routine:** Quiet Signals & Transitions	Labeling Pictures

Engaging Experience 1 (Phonics and Word Study):
Teaching Point: Today I am going to teach you that rhyming words sound the same at the end.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a. 1.RF.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that rhyming words sound the same at the end.

  Model by saying two words aloud: "pig, wig." Think aloud, "pig and wig sound the same at the end, so they rhyme." Repeat with a few examples, emphasizing the matching ending sounds. Provide a few examples and have students show a thumbs up/thumb down to signal if the words rhyme.

  Next, students engage with the Rhyming Practice Slideshow. Display a picture, name it, and provide two options. Students listen and chorally respond with the word that rhymes with the picture. Continue to practice with several slides, supporting students in listening for the matching ending sounds. You can extend the activity by asking volunteers to share a third rhyming word.

  Students end the lesson with a *Rally Robin*. Give a word (i.e. "hat") and have partners take turns saying rhyming words back and forth. Circulate, supporting students in producing rhymes. The lesson closes by reinforcing that readers listen for and produce rhyming words.

Bloom's: Understand
DOK: 2
Suggestions: *If your students are ready for a challenge, you can use these Rhyming Riddles for them to practice identifying rhymes.*

Engaging Experience 2 (Reading):

Teaching Point: Today I am going to teach you how to transition quickly and quietly in our classroom.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that smooth transitions help everyone learn. Introduce the quiet signal (call and response, sound, hand signal, etc.) and teach: stop, look, listen, and show a calm body. Model the signal and practice quick responses.

  Teach transition steps: stop, clean up, and move using the expected voice level. Model and practice moving between areas, using the quiet signal to gain attention. Students can practice by coming to the meeting area for a reading activity. Verbally recognize all the positive behaviors you are seeing.

  Choose a favorite back to school read aloud to enjoy with the class. You might consider making a visual checklist for your transition routine to support students.Then repeat the transition routine as they move back to their seats to build independence and reinforce that quick, quiet transitions keep learning on track.

Bloom's: Apply

DOK: 1

Suggestion: *Be explicit, practice, and only accept what you expect when students transition.*

Engaging Experience 3 (Writing):

Teaching Point: Today I am going to teach you that writers draw a picture and add labels to show what their picture is about.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.3.A.b, 1.W.1.B

Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that writers use pictures and labels to share their ideas.

  Model by drawing a simple picture (e.g., a park scene). Think aloud, "I drew a swing. I can add a label to show what it is." Stretch the word and write the sounds: "/s/ /w/ /i/ /ng/ → swing." Add a few more labels (e.g., *tree, sun*), showing how to say the word slowly and write the sounds you hear.

  Invite students to practice together by suggesting a picture to draw. As a class, name one part of the picture, stretch the word, and say the sounds together before writing the label. Then, have students draw their own picture at their seats. Prompt them to:
  - Draw something they know well
  - Say the word for each part of their picture

- Stretch the word
- Write a label for it

Circulate and support students in stretching sounds and adding labels to match their drawings. The lesson closes by reinforcing that writers draw pictures and add labels to help others understand their ideas.

Bloom's: Apply
DOK: 2
Suggestion: *Use the labels to observe what students remember about sound symbol relationships for upcoming phonics lessons in this unit.*

Day 2

Phonics and Word Study	Reading	Writing
Count Syllables in Words	*The Pigeon Has to Go to School* **Routine:** Carpet Rules & Whole Body Listening	Sentence or Fragment

Engaging Experience 4 (Phonics and Word Study):
Teaching Point: Today I am going to teach you that longer words can be broken into smaller parts called syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a. 1.RF.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that long words can be broken into smaller parts called syllables.

  Model with an oral word (e.g., *basket*). Say the word, then clap each part: "bas–ket." Think aloud, "I hear two parts, so there are two syllables." Repeat with a few words (e.g., *watermelon, dog, butterfly*), clapping and counting each syllable.

  Next, students practice together using the Syllables Presentation. Say a word, and students repeat it, then clap each syllable and say or show with their fingers how many parts they hear.

  Then students then complete the Syllables Cut and Paste Activity Sheet on their own to sort pictures by the number of syllables. Circulate, supporting students in hearing and counting each part. The lesson closes by reinforcing that readers can break words into syllables to help them read and say words.

Bloom's: Apply
DOK: 1
Suggestion: *If students are ready to use their iPads, you could assign a syllable sorting activity on Seesaw instead of the cut and paste activity.*

Engaging Experience 5 (Reading):

Teaching Point: Today I am going to teach you how to sit on the carpet quietly, safely, and ready to learn.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.B.i, 1.R.1.A.c

Detailed Description/Instructions:



- **One way to do this** is to gather students together and explain that the carpet is a place for focused learning. Introduce key carpet rules: sit in a personal space, keep hands and feet to yourself, face forward, and show your whole body listening.

  Model expected behaviors and briefly show a non-example. Have students practice sitting correctly and showing their whole body listening. Practice leaving and returning to the carpet quickly and quietly.

  Reinforce expectation by verbally recognizing the positive behaviors you are seeing on the carpet as you read aloud *The Pigeon Has to Go to School.*

  Introduce *The Pigeon Has to Go to School* to the students. Before the first read, use the Define/Example/Ask Routine to introduce vocabulary words.

Word	**Define**	**Example**	**Ask**
nervous	Feeling worried or unsure	I felt nervous before the first day of school.	When have you felt nervous?
excuse	A reason not to do something. It may be good or bad.	He gave an excuse for being late.	Why do you think people give excuses?
silly	Something funny or not serious	The puppy looks silly wearing a big hat.	What is something silly that makes you laugh?

  Ask students, “How were you feeling about starting 1st grade?” You can use the Visual Feeling Cards to help students generate ideas. Read the book aloud, pausing to model your thinking. Point out what is happening in the text and allow students to make predictions. After reading, ask, “Why didn’t the pigeon want to go to school?”

  Close the lesson by reinforcing how following carpet rules keeps the learning time focused.

Bloom's: Apply

DOK: 2

Suggestion: *Remember the vocabulary routine is quick and all done orally. Be explicit in how you want students to sit. Some teachers use the mermaid, mountain, pretzel images to help students know how to sit in their own space. Consider if you are going to assign spots on the carpet so that students have designated partners for turn and talk.*

Engaging Experience 6 (Writing):
Teaching Point: Today I am going to teach you that writers know a sentence is a complete thought.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that a sentence tells a complete thought. It has a naming part (noun) and an action part (verb). A fragment is not a complete idea.

  Display one of the Sentence or Fragment Task Cards. Read it aloud and think aloud, "*The cat can run.* This is a sentence because it tells a complete thought." Then show another card, "*A big dog.* This is a fragment because it is not a complete idea." Repeat with a few cards, naming whether each is a sentence or fragment and explaining why.

  Next, guide students in identifying sentences and fragments together. Display additional task cards, read each one aloud, and have students chorally respond, "sentence" or "fragment."

  Then, have students turn and talk with a partner. Display a fragment from a task card (i.e. "*can run fast*"). Prompt students to work together to turn the fragment into a complete sentence orally. Invite a few pairs to share their complete sentences. Continue with a few more fragments, giving students multiple opportunities to orally revise fragments into complete sentences with a partner. The lesson closes by reinforcing that writers make sure their sentences are complete and not missing anything.

Bloom's: Apply
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Sound-Symbol Relationships Review	*The Pigeon Has to Go to School* **Routine:** Turn and Talk	Scrambled Sentences - Words Match the Picture **Routine:** Introduce Writer's Workshop Materials

Engaging Experience 7 (Phonics and Word Study):
Teaching Point: Today I am going to teach you that readers and writers match letters to their sounds.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Detailed Description/Instructions:

- **One way to do this** is to gather students together and display a letter chart or flashcards. Explain that each letter has a name and a sound.

  Model using the sentence frame: "Letter is Aa. Sound is /a/." while pointing to the letter. Repeat with several letters in random order. Students practice chorally as you point to different letters: "Letter is ___. The sound is /___/."

  Next, introduce Quiz-Quiz-Trade. Each student gets an Alphabet Flashcard. With a partner:
  - Student A shows the card
  - Student B responds using the sentence frame: "Letter is ___. The sound is /___/."
  - Switch roles
  - Trade cards and find a new partner

  Circulate and support accuracy. The lesson closes by reinforcing that readers can match any letter to its sound. OPTIONAL - You can play the Beginning Sounds Quiz Show, having the students write responses on whiteboard, to check your students initial sound knowledge.

Bloom's: Apply
DOK: 1
Suggestion: *If students need additional support, you can use these Alphabet Flashcards with Pictures.*

Engaging Experience 8 (Reading):
Teaching Point: Today I am going to teach you how to turn and talk to a partner to share your thinking and to learn from others.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to gather the students in the meeting area and introduce Turn and Talk. Explain that talking with a partner helps us share ideas and learn together. Model the routine with a student, thinking aloud to demonstrate how to turn knee-to-knee, look at a partner, take turns speaking, and listen respectfully. You can ask the speaker to touch his/her ears and the listener to point to his/her mouth.

  Students engage in guided practice by turning and talking with a partner about a simple prompt. Provide opportunities to practice multiple times during the second read of *The Pigeon Has to Go to School* and reinforce expectations by positively recognizing

partnerships doing as asked.

Before reading, ask the students simple recall prompts to get them ready for the second reading. Reread the text and have students continue to turn and talk as you ask questions to check for understanding. Continue to reinforce vocabulary (nervous, excuse, silly). Students can take part in the reading, echoing parts of the story as you read. Possible questions to ask include:

- **Literal Comprehension**
  - Who is the story about?
  - What problem does Pigeon have?
  - What is Pigeon saying?
- **Inferential Comprehension**
  - Why is the pigeon making excuses?
  - What clues show Pigeon is worried or nervous?

Bloom's: Apply
DOK: 2
Suggestion: *You can identify who will speak first and who will listen first using a simple prompt such as, "The speaker is the person who is sitting closest to the teacher."*

Engaging Experience 9 (Writing):
Teaching Point: Today I am going to teach you that writers put words in the right order to make a complete sentence that makes sense.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that a sentence must tell a complete thought and the words must be in an order that makes sense.

  Display a scrambled sentence (e.g., *runs away dog the*). Read it aloud and think aloud, "This does not sound right. It doesn't make sense yet." Rearrange the words, "The dog runs away." Think aloud, "Now it tells a complete thought and the words are in the right order." Repeat with another example, modeling how to fix the order so the sentence makes sense.

  Next, guide students in choral practice. Display another scrambled sentence and read it aloud. Work together to rearrange the words into a complete sentence that makes sense. Read the corrected sentence together.

  Then, have students turn and talk with a partner. Show a scrambled sentence and have partners work together to say the sentence in the correct order orally. Invite a few pairs to share. Continue with a few more examples, giving students multiple opportunities to fix word order and create complete sentences. The lesson closes by reinforcing that sentences must tell a complete thought and the words must be in the correct order to make sense.

Bloom's: Apply
DOK: 2
Suggestion: *You can use examples from the Scrambled Sentences Activity Page for the whole class or see if your students can work in partners to unscramble and copy the sentences. The Seesaw Community Library has scrambled sentence activities.*

Day 4

Phonics and Word Study	Reading	Writing
Hear Sounds in Words	*The Pigeon Has to Go to School* **Routine:** Voice Levels	Say a Sentence About a Picture

Engaging Experience 10 (Phonics and Word Study):
Teaching Point: Today I am going to teach you that readers and writers listen carefully to hear each sound in a word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that words are made up of small sounds that we can hear and say.

  Model with a picture card (e.g., *cat*). Say the word, then stretch it: "/c/… /a/… /t/." Think aloud, "I hear three sounds." Repeat with a few picture cards, each time saying and stretching the sounds.

  Next, students practice together. Show a picture, and ask the students to say the word and tap each sound: "//**…** //… /__/."

  Then, introduce *Quiz-Quiz-Trad*e. Each student receives a CVC Picture Cards. Students move around the room and partner up:
  - Partner A shows the picture card
  - Partner B says the word and taps each sound aloud (e.g., "/c/ /a/ /t/")
  - Partner A checks and then taps the sounds
  - Partners trade cards and find a new partner

Circulate, supporting students in hearing and segmenting each sound. The lesson closes by reinforcing that readers listen for each sound in words to help them read and spell.
Bloom's: Apply
DOK: 1
Suggestion: *Keep these CVC Picture Cards to use for other activities in your Word Work literacy Station.*

Engaging Experience 11 (Reading):

Teaching Point: Today I am going to teach you that we can use different voice levels for different situations so everyone can learn.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.d**,** 1.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to gather students on the carpet and introduce voice levels, explaining that different situations require different kinds of voices. Model each level, thinking aloud to demonstrate what it sounds like and when to use it. Model:
    - Level 0 with no talking
    - Level 1 with a whisper
    - Level 2 with a quiet partner voice
    - Level 3 with a group discussion voice
    - Level 4 with a loud outside voice.

  Students engage in guided practice by trying each voice level together so they can hear and feel the differences. Give scenarios (i.e. working with a partner, being at centers, walking in the hallway, standing in line, etc) and students respond using the appropriate voice. Reinforce expectations by verbally recognizing appropriate voice levels.

  Reread *The Pigeon Has to Go to School* a final time, allowing students to practice carpet rules,whole body listening, and turn and talk procedures. Ask questions about personal connections, such as, "Tell your partner about a time you felt nervous. What happened? What did you do?" End the lesson having students practice turning and talking with partners to retell what happened in the story.



  If you have time, students can make their own Pigeon Character.

Bloom's: Apply
DOK: 2

<u>Engaging Experience 12 (Writing):</u>
Teaching Point: Today I am going to teach you writers practice saying their sentences aloud before they write.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that writers think about their idea, draw it, and then say a sentence aloud before writing.

  Model by drawing a simple picture (e.g., a child playing). Think aloud, "I drew a picture of me outside. Now I will say a sentence to tell you about my picture." Say a clear sentence, "I like to walk outside." Repeat the sentence, pointing to the picture to show how the words match the drawing.

Invite students to practice together. Suggest a simple class idea, quickly sketch it, and have students help say a sentence that matches the picture. Repeat the sentence chorally.

Then, have students go to their seats and draw their own picture. Prompt them to think about what is happening in their picture and practice saying a sentence that tells about it.

Have students turn and talk with a partner to **orally** share their sentence. Encourage partners to listen and make sure the sentence matches the picture. Circulate and support students in saying a complete sentence that clearly describes their drawing. The lesson closes by reinforcing that writers draw a picture and say their sentence out loud to match their idea.

Bloom's: Apply
DOK: 2
Suggestion: *Keep these papers in the student's writing folder to use on Day 5.*

Day 5

Phonics and Word Study	Reading	Writing
Review Initial Consonant Sounds	*We Don't Eat Our Classmates* **Routine:** Materials and Supplies	Write a Complete Sentence

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you that readers listen for the beginning sound in a word and match it to the correct letter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a. 1.RF.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that every word has a beginning sound, and that sound matches a letter.

  Model with a picture card (e.g., a ball). Say the word and think aloud: "Backpack… I hear /b/ at the beginning. The letter that matches /b/ is b." Point to or show the letter. Repeat with a few pictures, each time naming the beginning sound and matching it to the letter.

  Next, model using a sound puzzle. Show a picture piece and think aloud: "Sun… I hear /s/. I need the letter that matches /s/, which is s." Connect the picture to the matching letter piece.

  Students then work in partners or small groups with the Beginning Sounds Puzzles. They:
  - Say the picture name

- Identify the beginning sound
- Match it to the correct letter
- Connect the puzzle pieces

Circulate, supporting students in hearing the initial sound and matching it to the correct letter. The lesson closes by reinforcing that readers listen for the first sound and match it to a letter to help them read and write.

Bloom's: Apply
DOK: 1
Suggestion: *Keep these Beginning Sounds Puzzles for your Word Work literacy station.*

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you how to organize your school materials so that you can be ready to learn.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.B.i, 1.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to gather students together and show key materials for ELA (folder, My Reading and Writing student booklet, notebook or writing paper, pencil, Benchmark Workmats, letter tiles, editing tools, miniature sound walls, etc.). Model how to place materials neatly in the correct spots and keep the workspace organized.

  Guide students to practice organizing their own materials, checking that everything is in the right place and easy to find. Have students practice taking materials out and putting them away quickly and neatly. Reinforce that organized materials help learning happen smoothly.

  Introduce the new read aloud *We Don't Eat Our Classmates*. Explain that at school, it is important to learn to be kind and to treat others the same way you would want to be treated.

  Before the first read, use the *Define/Example/Ask Routine* to introduce vocabulary words.

Word	**Define**	**Example**	**Ask**
choices	Decisions you make about what you do	I made a good choice by cleaning up my materials.	What is a good choice you can make at school?
expected	What we are supposed to do or what others think we will do	You are expected to raise your hand before speaking.	What is something that is expected at school?
surprised	Feeling something	I was surprised to see	When have you felt

	not expected happened	a friend at the grocery store.	surprised?

Ask, “What are some ways we treat others kindly at school?” Read the book aloud, pausing to model your thinking. Point out what is happening in the text and allow students to make predictions. After reading, ask, “Why was it a problem when Penelope ate her classmates?” Close the lesson by reinforcing that it is a good choice to follow expectations at school.

Bloom's: Understand
DOK: 2
Suggestion: *Remember, this vocabulary routine is quick and all completed orally.*

<u>Engaging Experience 15 (Writing):</u>
Teaching Point: Today I am going to teach you that writers write the sentences they practice saying aloud.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to gather students together and remind them that yesterday they drew a picture and said a sentence out loud to match their idea. Explain that today they will write that same sentence.

  Model by redrawing a simple picture (e.g., being outside). Think aloud: “Yesterday I said my sentence, ‘I like to walk outside.’ Today I will write that same sentence.” Say the sentence slowly and write it, word by word, thinking aloud about each part. Reread the sentence and point to the picture to show how the words match.

  Invite students to practice together. Suggest a simple class idea, sketch it, and have students say a sentence. Then model writing the sentence together, saying each word as it is written.

  Then, have students go to their seats with their picture from the previous lesson. Prompt them to:
  - Say their sentence again
  - Stretch the sentence word by word
  - Write the sentence to match their picture

  Have students turn and talk with a partner to read their sentence aloud and check that it matches their picture. Circulate and support students in writing their sentences and spacing words. The lesson closes by reinforcing that writers say their sentence first and then write it to match their picture.

Bloom's: Apply
DOK: 2
Suggestion: *You can scaffold for students by using a Sentence Stem for them to get started.*

Week #2

Day 1

Phonics and Word Study	Reading	Writing
Review Final Consonant Sounds	*We Don't Eat Our Classmates* **Routine:** Book Care	Write a Complete Sentence

Engaging Experience 16 (Phonics and Word Study):

Teaching Point: Today I am going to teach you that readers listen for the last sound in a word and match it to the correct letter.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.2.A.a. 1.RF.2.A.e

Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that every word has an ending sound, and that sound matches a letter.

  Model with a picture card (e.g., a cat). Say the word and think aloud: "Cat… I hear /t/ at the end. The letter that matches /t/ is t." Point to or show the letter. Repeat with a few pictures, each time naming the ending sound and matching it to the letter.

  Next, model using an Ending Sounds Puzzle. Shows a picture piece and thinks aloud: "Bus… I hear /s/ at the end. I need the letter that matches /s/, which is **s**." Connect the picture to the matching letter piece.

  Students then work in partners or small groups with picture–letter puzzles. They:
  - Say the picture name
  - Identify the ending sound
  - Match it to the correct letter
  - Connect the puzzle pieces

  Circulate, supporting students in hearing the final sound and matching it to the correct letter. The lesson closes by reinforcing that readers listen for the last sound and match it to a letter to help them read and write.

Bloom's: Apply

DOK: 1

Suggestion: *Keep these Ending Sounds Puzzles for your Word Work literacy station.*

Engaging Experience 17 (Reading):

Teaching Point: Today I am going to teach you that it is everyone's job to take care of the books in our classroom library.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to gather the students in the meeting area and explain that students learned in kindergarten how to take care of books, and now it is time to practice again. Model holding a book with clean hands, turning pages slowly from the corner, and keeping books away from food and the floor. Think aloud, "I turn pages carefully so they don't rip." Show a quick non-example (ripping or bending), then return to the correct way.

  Guide students to practice by holding books correctly, turning one page at a time, closing the book gently, and returning it to the correct spot. Have students turn and talk to share one way to take care of a book.

  Connect to the lesson by asking students to notice how you handle the book you are about to read. Before reading, ask the students simple recall prompts to get them ready for the second reading. Reread the text and have students continue to turn and talk as you ask questions to check for understanding. Continue to reinforce vocabulary (choices, expected, surprised). Possible questions to ask include:
  - **<u>Literal Comprehension</u>**
    - What does Penelope do to her classmates at school?
    - How do the other students react when Penelope eats them?
    - What does Penelope's teacher tell her about eating classmates?
  - **<u>Inferential Comprehension</u>**
    - Why does Penelope think it is okay to eat her classmates?
    - Why do you think the classmates stayed away from Penelope?

Bloom's: Understand
DOK: 2
Suggestions: *There is a sample How to Care for Books anchor chart in the Foundations and Routines Additional Materials on Day 1. You can also use part of this time to introduce your classroom library and your routines for choosing books for student book boxes.*

<u>Engaging Experience 18 (Writing):</u>
Teaching Point: Today I am going to teach you that writers write complete sentences to share their opinions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that writers can share what they think or feel by writing a complete sentence.

Model by choosing a familiar topic (e.g., food or recess). Think aloud, “I’m going to share my opinion.” Say a complete sentence, “I like pizza because it tastes good.” Think aloud, “My sentence tells a complete thought and shares my opinion.” Then write the sentence, saying each word as it is written. Reread the sentence to check that it makes sense.

Invite students to practice together. Provide a simple topic (e.g., favorite game or animal). Guide students to say a sentence using a frame such as, “I like ___ because ___.” Say the sentence chorally, then model writing it together.

Then, have students go to their seats. Prompt them to:

- Think of something they like
- Draw a picture
- Say a complete sentence aloud to share their opinion
- Write the sentence

Have students turn and talk with a partner to read their sentence aloud and check that it tells a complete thought. Circulate and support students in writing complete sentences that clearly share an opinion. The lesson closes by reinforcing that writers use complete sentences to share their opinions.

Bloom's: Apply
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
Blend Sounds to Decode CVC Words	*We Don’t Eat Our Classmates* **Routine:** Literacy Centers	Answer in a Complete Sentence

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you that readers blend sound by sound to read a word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that readers can blend sounds a little at a time to make a word.

  Model with a CVC word using a CVC Blending Task Cards. Point to the first sound and say, “/c/.” Then add the next sound and blend, “/c/ /a/ → /ca/.” Finally, add the last sound, “/ca/ /t/ → cat.” Think aloud, “I blended the sounds step by step to read the word.” Repeats with a few examples, each time building the word across the blending line.

  Next, students practice together. Display a word with a blending line and guides students:

- Say the first sound.
- Blend the first two sounds.
- Add the last sound.

Students respond chorally as you point and move along the blending line. The lesson closes by reinforcing that readers blend sounds step by step to read words.

Bloom's: Apply
DOK: 1
Suggestion: *Model stretching and holding onto each sound as you blend (e.g., "/c/…ca…cat"), and have students repeat it the same way so the sounds stay connected rather than separated.*

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you that we can practice our reading and writing during our literacy centers.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.d, 1.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to gather students together and reread *We Don't Eat Our Classmates* a final time, allowing students to practice all the routines they have learned Possible questions to ask include:

  Literal Comprehension

  - What happens when Penelope tries to play with the goldfish?
  - What does Penelope decide to do differently at the end of the story?

  

  Inferential Comprehension

  - How does Penelope feel when she is all alone, and why?
  - How did the goldfish help Penelope learn a lesson about her behavior?
  - What does Penelope learn about how her actions affect others?

  End the lesson having students practice turning and talking with partners to retell what happened in the story. If you have time, students could make Penelope Rex and write one way they will be kind at school.

  Gather students back to the carpet and introduce one center at a time, showing the materials and modeling how to use them correctly. Think aloud: "I stay in my spot, use the materials carefully, and do my work quietly."

  Students are invited to practice briefly while you watch and positively praise expected behaviors. Then models how to clean up and rotate: "When I hear the signal, I clean up and move to the next center." Students practice a short rotation with support.

Bloom's: Understand
DOK: 2
Suggestion: *Consider how many stations students will participate in each day and how they are assigned.*

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you that writers respond to a prompt by writing a complete sentence.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L1.A.g
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that sometimes writers answer a question or prompt by writing a complete sentence.

  Display a *Would You Rather* prompt (e.g., *Would you rather read a book or listen to a book?*). Read it aloud and think aloud, "I need to choose one and tell my answer in a complete sentence." Say, "I would rather read a book." Think aloud, "I answered the question and my sentence makes sense." Write the sentence, saying each word as it is written, and reread it to check that it tells a complete thought.

  Invite students to practice together. Display another *Would You Rather* prompt and guide students to respond using a sentence frame, "I would rather ___." Say the sentence chorally, then model writing it together.

  Then, have students go to their seats. Provide a *Would You Rather* prompt and prompt them to:
  - Choose an option
  - Draw a picture
  - Say a complete sentence to answer the prompt
  - Write the sentence

  Have students turn and talk with a partner to read their sentence aloud and check that it answers the prompt and makes sense. Circulate and support students in writing complete sentences that clearly respond to the prompt. The lesson closes by reinforcing that writers answer prompts by writing complete sentences.

Bloom's:
DOK:
Suggestion: *If students are capable of elaborating on their sentences, you might consider using the sentence frame, "I would rather _____ because _____."*

Day 3

Phonics and Word Study	Reading	Writing
Segmenting and Spelling CVC Words	*Peanut Butter and Cupcake* **Routine:** Seeking Help	Expand by Adding Details

Engaging Experience 22 (Phonics and Word Study):
Teaching Point: Today I am going to teach you that writers segment words into sounds and write a letter for each sound they hear.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that writers listen carefully to each sound in a word and write the letters that match those sounds.

  Say a word aloud (e.g., *map*). Stretch the word, "/m/… /a/… /p/." Think aloud, "I hear three sounds." Model writing each sound, "/m/ is m, /a/ is a, /p/ is p." Repeat with a few words, stretching, counting sounds, and writing one letter for each sound.

  Guide students to practice together. Say a word, have students repeat it, then stretch each sound aloud. Prompt students to write one letter for each sound as they say it. Provide additional words for students to practice independently or with a partner:
  - Say the word
  - Stretch each sound
  - Write a letter for each sound

  Circulate and support students in hearing all sounds and matching them to the correct letters. The lesson closes by reinforcing that writers stretch words into sounds and write a letter for each sound.

Bloom's: Apply

DOK: 1

Suggestions: *Students can use their Benchmark Work Mats and letter tiles to help scaffold this activity. Use CVC words from the CVC Picture Cards if you need a list of words to use for practice. Students may also complete this CVC Seesaw Activity for additional practice.*

Engaging Experience 23 (Reading):

Teaching Point: Today I am going to teach you how to ask for help the correct way so our classroom stays calm and fair.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.B.i, 1.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to gather students together and remind them that they learned in kindergarten to raise their hand and wait for help. Explain that this helps everyone get help in a fair way. Model raising a hand, keeping a calm body, and waiting quietly. Think aloud, "I raise my hand and wait so the teacher knows I need help."

  Show a quick non-example (calling out or walking up), then return to the correct way. Guide students to practice by giving a simple task and having them raise their hand if they need help. Reinforce with positive narration, noticing students who are raising hands and waiting calmly. Practice this routine as students share during the read aloud.

  Introduce *Peanut Butter and Cupcake* to the students. Before the first read, use the Define/Example/Ask Routine to introduce vocabulary words.

Word	Define	Example	Ask
friend	Someone you like, trust, and enjoy being with	My friend and I play together during recess.	What does a good friend do?
invite	Ask someone to join you or be a part of something	I will invite my friends to my birthday party.	How can you invite others to join your game?
disappointed	Feeling sad when something does not go the way you hoped	I felt disappointed when it rained and we couldn't play outside.	What can you do when you feel disappointed?

Ask students, "Have you made new friends since you started first grade?" Explain that making friends can be tough, but being yourself helps you find the right friends. Read the book aloud, pausing to model your thinking. Point out what is happening in the text and allow students to make predictions. After reading, ask, "Why did Peanut Butter have trouble finding a friend at first"

Bloom's: Understand
DOK: 2

<u>Engaging Experience 24 (Writing):</u>
Teaching Point: Today I am going to teach you that writers add details to a sentence by asking questions.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that writers can make a sentence better by adding details.

  Display a new kernel sentence written word by word on index cards (e.g., *The cat sleeps.*). Read it aloud and think aloud, "This is a complete sentence, but I can add more."

  Ask, "Where does it sleep?" Add additional words on the index cards: *The cat sleeps on the bed.* Reread. Then ask, "How does it sleep?" Add additional words on the index cards: *The cat sleeps quietly on the bed.* Reread the full sentence.

  Next, give each pair a new kernel sentence (e.g., *The boy plays.* or *The bird flies.*). Students work with a partner to *<u>orally</u>*:
  - Read the sentence
  - Ask a question (who, what, where, when, why, how)
  - Add words to expand the sentence

  Invite a few pairs to share their expanded sentences. The lesson closes by reinforcing that

writers use questions to add details and make sentences stronger.

Bloom's: Apply

DOK: 2

Suggestion: *Refer to the document in Coach's Corner (Schoology) for more information about kernel sentences and using question words to expand them.*

Day 4

Phonics and Word Study	Reading	Writing
Substituting Sounds in CVC Words (Decoding)	*Peanut Butter and Cupcake* **Routine:** Thinking/Talking Stems	Expand by Adding Details

Engaging Experience 25 (Phonics and Word Study):

Teaching Point: Today I am going to teach you that readers and writers can change one sound in a word to make a new word.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that changing one sound in a word can make a new real word.
  Say a word aloud (e.g., *cat*). Segment it: "/c/ /a/ /t/." Think aloud, "If I change the first sound from /c/ to /m/, the word becomes *mat*." Continue modeling with new words, "If I change /m/ to /s/, the word is *sat*. If I change /a/ to /i/, the word is *sit*." Emphasize that only one sound changes at a time.

  Model a **word chain** using real words:
  - "cat → change /c/ to /m/ → mat"
  - "mat → change /m/ to /s/ → sat"
  - "sat → change /a/ to /i/ → sit"
  - "sit → change /t/ to /p/ → sip"

  Think aloud each time, naming the sound that changes and blending the new word.

  Guide students in choral practice with another chain:
  - "Say *map*. Change /m/ to /t/ → ? (*tap*)"
  - "Say *tap*. Change /a/ to /o/ → ? (*top*)"
  - "Say *top*. Change /t/ to /m/ → ? (*mop*)"

  Continue with additional word chains, prompting students to listen, substitute one sound, and say the new word together. Circulate and support students in identifying the changing sound and blending the new word.The lesson closes by reinforcing that readers and writers can change one sound to make a new word.

Bloom's: Apply

DOK: 2

Suggestion: *Use large letter cards and a pocket chart to practice building and blending words in the word chain. Students can be introduced to the UFLI Blending Boards on their iPads.*

Engaging Experience 26 (Reading):
Teaching Point: Today I am going to teach you to use thinking stems to share your ideas and ask questions about a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that good readers use thinking stems to share their ideas clearly. Introduce stems such as *I think…*, *I notice…*, *I wonder…*, and *This reminds me of….* Model using a familiar part of the text, showing how each stem helps share thinking. Briefly show a non-example, then return to using a stem.
  Before rereading, ask simple recall prompts to prepare for the second read. Reread the text, pausing for turn and talk. Have students use thinking stems to share ideas and questions. Continue to reinforce vocabulary (friend, invite, disappointed) Possible questions to ask include:
  - **Literal Comprehension**
    - Who is Peanut Butter trying to find?
    - What does Peanut Butter do to make friends?
  - **Inferential Comprehension**
    - Why do others not want to be Peanut Butter's friend at first?
    - How do you think Peanut Butter feels when others say no?

Bloom's: Apply
DOK: 2
Suggestion: *Use these Peanut Butter and Jelly Cards to teach a new routine for finding a partner. Each student gets one card and they have to find their match. You can also use these as a memory game or retelling activity for your Literacy Centers. You can find a Constructive Conversation Sentence Frames anchor chart in the Foundations and Routines Additional Materials on Day 8.*

Engaging Experience 27 (Writing):
Teaching Point: Today I am going to teach you writers to add details to a sentence by asking questions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- One way to do this is to gather students together and explain that writers can take a short sentence and make it stronger by adding details in writing.

  Display a kernel sentence (e.g., *The dog runs.*). Read it aloud and think aloud, "I can add more to tell my reader more." Ask, "Where does it run?" Say the new sentence and write

it: *The dog runs in the yard.* Reread. Then ask, "How does it run?" Add and write: *The dog runs quickly in the yard.* Reread the full sentence.

Next, give each pair a kernel sentence (e.g., *The girl jumps.* or *The car moves.*). Students work with a partner to:

- Read the sentence
- Ask a question (who, what, where, when, why, how)
- Add details and write the new sentence

Have students turn and talk to read their expanded sentence aloud. Circulate and support students in adding meaningful details and writing complete sentences. The lesson closes by reinforcing that writers use questions to add details and write stronger sentences.

Bloom's: Apply
DOK: 2
Suggestion: *Students can use index cards to expand their sentences or whiteboards to help them revise and change their work as they start to write these more detailed sentences.*

Day 5

Phonics and Word Study	Reading	Writing
Substituting Sounds in CVC Words (Encoding)	*Peanut Butter and Cupcake* **Routine:** Building a Reading and Writing Community	Write a Check a Strong Sentence

Engaging Experience 28 (Phonics and Word Study):
Teaching Point: Today I am going to teach you that readers and writers can change one sound in a word to make a new word.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.c. 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e

Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that when we change one sound, we can build a new word, and we can show that by changing a letter.

  Say a word aloud (e.g., *fan*) and build it with magnetic letters or write it on a dry erase board. Segment it, "/f/ /a/ /n/." Think aloud, "If I change the first sound from /f/ to /m/, I change the letter to m and now the word is *man*." Continue modeling, "If I change /m/ to /p/, the word is *pan*. If I change /a/ to /e/, the word is *pen*." Emphasize that only one letter changes each time.

  Model a word chain while physically changing one letter at a time using magnetic letters of writing them on a dry erase word:

  - fan → man
  - man → pan
  - pan → pen

Think aloud each time, naming the sound that changes and showing the letter change.

Guide students in building a word chain together using magnetic letters or dry erase boards:

- "Build the word *rug*."
- "Change /r/ to /b/. What is the new word? (*bug*)"
- "Change /u/ to /a/. What is the new word? (*bag*)"
- "Change /g/ to /n/. What is the new word? (*ban*)"

Students say the word, make the letter change, and read the new word each time.

Continue with additional word chains, prompting students to listen, change one sound, and adjust one letter. Circulate and support students in matching the sound change to the correct letter change. The lesson closes by reinforcing that readers and writers can change one sound and one letter to make a new word.

Bloom's: Apply
DOK: 2

Engaging Experience 29 (Reading):
Teaching Point: Today I am going to teach you how to put all of our routines together so we can build a reading and writing community.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.d, 1.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to gather students together and remind them of the routines already learned: coming to the carpet, whole body listening, raising a hand and waiting, using thinking stems, taking care of materials, and transitioning quietly. Explain what the workshop should look like and sound like: bodies calm, eyes on work, quiet or partner voices, and students reading, writing, and thinking. You may want to make an anchor chart to reference in the future (i.e. Teacher Jobs/Student Jobs or Looks Like/Sounds Like).

  Then, reread *Peanut Butter and Cupcake* a final time, allowing students to practice all the routines they have learned. Possible questions to ask include:

  - **Literal Comprehension**
    - Where does Peanut Butter go to look for a friend?
    - Who becomes Peanut Butter's friend at the end of the story?
  - **Inferential Comprehension**
    - What kind of friend is Peanut Butter looking for?
    - Why is Jelly a good match for Peanut Butter?

  End the lesson having students practice turning and talking with partners to retell what happened in the story. If you have time, students could make a Friendship Cupcake by making their cupcake and adding Friendship Sprinkles with qualities of a good friend.



Bloom's: Understand
DOK: 2
Suggestion: There are example anchor charts in the Foundations and Routines Additional Materials you may want to consider using.

Engaging Experience 30 (Writing):
Teaching Point: Today I am going to teach you that writers can ask questions by writing sentences that end with a question mark.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that writers can ask questions to learn more.

  Display a fun, engaging image (e.g., a silly scene or unusual picture) such as Dog Image for Asking Questions. Think aloud, "I see something interesting. I want to ask a question." Model, "Why is the dog wearing a hat?" Point out the question mark at the end and reread with a questioning voice.

  Model another question from the image, "What is the doing going to do?" Emphasize that questions often start with words like *who, what, where, when, why,* or *how* and always end with a question mark.

  Invite students to practice together. Look at the image and have students help generate a question. Say it chorally, then model writing it, including the question mark.

  Then, have students work with a partner. Prompt them to:
  - Look closely at the image
  - Think of a question about what they see
  - Say the question aloud
  - Write the question

  Have students turn and talk to read their question to a partner. Circulate and support students in forming complete questions and using a question mark. The lesson closes by reinforcing that writers ask questions and always end them with a question mark.

Bloom's: Apply
DOK: 2
Suggestion: *Use the Dog Image for Asking Questions or another image that will spark student curiosity and questions.*

Unit 1: Plants and Animals Grow and Change

Subject: Reading - Writing - Foundational Skills
Grade: First Grade
Name of Unit: Plants and Animals Grow and Change
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read informational texts describing animal and plant life cycles and stories about animal characters that grow and change.

In Topic 1 (Week 1)
In Week 1, during foundational skills, students will focus on short /a/, s /z/, and digraph ck /k/. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will ask questions, identify the main topic of a text and retell key details, and describe connections between events. They will also create mental images. During writing, students will write a personal response using their own experiences. Students will be introduced to nouns, including common and proper nouns.

In Topic 2 (Week 2)
In Week 2, during foundational skills, students will focus on short /i/ and plural nouns. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. During writing, students will ask questions, identify the main topic and retell key details, and describe sequential text connections. They will also identify similarities and differences between two texts on the same topic. In writing, students will write a personal response to an informational text. Students will be introduced to verbs, including present- and past-tense verbs.

In Topic 3 (Week 3)
In Week 3, during foundational skills, students will focus on short /o/ and double consonants. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. During writing, students will create mental images and describe major story events using key details. They will also compare and contrast the adventures and experiences of characters in stories.In writing, students will write a personal response to a fiction text. Students will be introduced to singular and plural nouns and future-tense verbs.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 1 materials
- Preview the Unit 1 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Gather the Decodable Readers: *Pals*, *Up at Ba*t, *Get a Big Pot*, *A Cub is Fun*, *Crops for Us*, and *A Frog Can Jump*
- Gather the black and white "take home" decodable readers
- Preview mentor texts for reading and writing lessons
- Gather the *My Reading and Writing* student booklet for *Plants and Animals Grow and Change*

Essential Questions:

- Why do living things change?

Enduring Understanding/Big Ideas:

- Every living thing has a life cycle in which it grows and changes.
- Many stories include animal characters that grow and change.

Priority Standards for Unit:

- **1.RF.2.A.a:** Produce and identify sounds and syllables in spoken words
- **1.RF.2.A.c:** Recognize change in a spoken word when a specific phoneme is added, changed or removed
- **1.RF.2.A.d, 1.RF.2.A.e:** Blend and segment words with 3-5 phonemes
- **1.RF.3.A.a, 1.RF.3.A.e:** Decode words in context by using letter-sound knowledge
- **1.RF.3.A.b:** Spell words using letter sound knowledge
- **1.RF.3.A.f:** Use syllabication patterns to decode words
- **1.RF.3.A.j:** Read high-frequency words
- **1.R.1.A.c:** Seek clarification and locate facts and details about stories and other texts
- **1.R.1.A.d. 1.SL.3.A.c:** Retell main ideas in sequence including key details
- **1.R.1.B.i:** Develop an understanding of vocabulary
- **1.R.2.A.a, 1.R.2.A.b:** Describe characters, setting, problem, solution, and events in logical sequence
- **1.R.2.A.g:** Compare and contrast experiences of characters
- **1.R.3.A.b, 1.R.3.A.c:** Use text features to locate specific information in text
- **1.R.3.C.b:** Identify main ideas and provide supporting details
- **1.W.1.B:** Appropriate to genre type, develop a draft from prewriting
- **1.L.1.A.g:** Produce simple and compound sentences
- **1.L.1.B.b:** Use ending punctuation
- **1.L.1.B.c:** Capitalize the first letter of other's first and last names

Supporting Standards for Unit:

- **1.RF.4.A:** Read appropriate text with fluency, with purpose, and for comprehension.

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
1.RF.2.A.a	Produce and identify sounds and syllables in spoken words	Identify the number of syllables in a spoken word Break a spoken word into its syllables Identify individual sounds (phonemes) in spoken words Produce the sounds in a word when prompted.	1
1.RF.2.A.c	Recognize change in a spoken word when a specific phoneme is added, changed or removed	Hear how a word changes when a sound is added, changed or removed Identify which sound changed in a word	1
1.RF.2.A.d **1.RF.2.A.e**	Blend and segment words with 3-5 phonemes	Blend spoken phonemes to form one- or two-syllable words with and without consonant blends Segment spoken words into individual phonemes (words need to be three to five phonemes in length) Maintain the correct order of phonemes when blending or segmenting	1
1.RF.3.A.a **1.RF.3.A.e**	Decode words in context by using letter-sound knowledge	Blend letter-sounds together to read recognizable words. Use common spelling patterns (CVC, blends, digraphs, CVCe, word families) to decode words. Recognize familiar chunks or patterns in words to read them more efficiently. Apply phonics patterns when reading unfamiliar words. Read decodable words accurately and automatically in connected text.	1
1.RF.3.A.b	Spell words using letter-sound knowledge	Spell simple words using letter-sound relationships.	1

		Represent beginning, middle, and ending sounds when spelling words. Use known spelling patterns (short vowels, blends, digraphs, word families) when writing. Apply phonetic spelling strategies independently during writing.	
1.RF.3.A.f	Use syllabication patterns to decode words	Break longer words into syllables Use basic syllable types and patterns to figure out vowel sounds. Apply an understanding of syllables when decoding unfamiliar multisyllabic words	1
1.RF.3.A.j	Read high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
1.RF.4.A	Read appropriate text with fluency, with purpose, and for comprehension	Read appropriate text accurately, smoothly, at an appropriate pace and with expression. Read with a clear purpose (to learn, enjoy, or gather information). Demonstrate comprehension by discussing or responding to the text.	1
1.R.1.A.c	Seek clarification and locate facts and details about stories and other texts	Ask questions to clarify parts of a stories or informational text Ask for help understanding confusing words, ideas, or events	2

		Identify important facts and key details in both literary and informational texts and use text evidence to support thinking Use details from the text when talking or writing about the topic.	
1.R.1.A.d **1.SL.3.A.c**	Retell main ideas in sequence including key details	Retell the main ideas of a text in the correct order Include important key details in their retell Describe events in sequential order Explain the text clearly using details from the story or informational text	2
1.R.1.B.i	Develop an understanding of vocabulary by using words and phrases acquired through conversation, reading and being read to, and responding to texts	Learn and understand new words from conversations, read-alouds, and reading. Use newly learned vocabulary when speaking and writing about texts. Use context, discussions, and experiences to build vocabulary knowledge.	2
1.R.2.A.a **1.R.2.A.b**	Describe characters, setting, problem, solution, and events in logical sequences	Draw conclusions to describe characters using key details Identify and describe the setting of the story Identify and describe the problem the characters face and the solution to the problem Describe and/or retell events of the story in a clear, logical sequence	3
1.R.2.A.g	Compare and contrast adventures and experiences of characters in stories	Identify and describe the adventures or experiences the characters have in a story Describe how two characters' adventures or experiences are similar and how they are different	3

		Use details or evidence from the text or illustrations to support their comparisons	
1.R.3.A.b **1.R.3.A.c**	Use text features to locate specific information in text	Identify text features Use text features to find specific information within a text Explain what the facts and/or details are within the text Distinguish whether those facts and/or details are provided by pictures or with words in text	2
1.R.3.C.b	Identify main ideas and provide supporting details	Identify the main idea of a text or section Determine what the text is mostly about Locate and explain supporting details that match the main idea	2
1.W.1.B	Appropriate to genre type, develop a draft from prewriting	Use a prewriting plan (pictures, graphic organizers, notes, oral rehearsal) to begin drafting Develop a draft that matches the intended genre (narrative, informational, opinion) Sequence ideas into sentences and stay on topic Generate evidence of a simple opening and closing	3
1.L.1.A.g	Produce complete simple and compound sentences	Write and say complete simple sentences with a subject and verb Combine related ideas into compound sentences using conjunctions Recognize and correct incomplete sentences Use correct capitalization and ending punctuation in sentences	1

1.L.1.B.b	Use ending punctuation	Identify the correct ending punctuation for different kinds of sentences Apply ending punctuation consistently in their own writing Recognize when a sentence is missing ending punctuation and fix it.	1
1.L.1.B.c	Capitalize the first letter of others' first and last names	Recognize that people's first and last names begin with capital letters Correctly write names with uppercase beginnings and the lowercase remaining letters (i.e. John Smith) Correct capitalization errors in names when writing	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Interim Assessment #1 (Pre-Test) • Unit 1 Weekly Assessment • Unit 1 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Sneaky Clever Chirped Pecked Ruffled Flapping	Hatches Gills Roots Sapling Stems Trunk

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to talk, read, and write about how and why plants and animals grow and change.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to view the Unit 1 multimedia video. Use the Unit 1 Opener to introduce the essential question, *Why do living things change?* Explain that we will read informational texts describing animal and plant life cycles and stories about animal characters that grow and change. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand

DOK: 2

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "Five Little Tadpoles"	Introduce the Knowledge Focus: *Plants and Animal Grow and Change* - Introduce the Knowledge Blueprint	Write a Personal Response
Phonics and Word Study: Short /a/	"The Amazing Life Cycle of a Frog" First Reading: Ask Questions to Learn How Living Things Grow and Change	Grammar: Introduce Nouns

Engaging Experience 2 (Build Reading Foundations):

Teaching Point: Today I am going to teach you that fluent readers read with expression.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem "Five Little Tadpoles" using a fluent and expressive voice. Invite the students to chime in on repeated words or phrases. Begin a

Unit 1 My Reading and Writing Words chart as you teach the vocabulary words. Continue to reinforce print concepts by matching spoken words to written words.

Bloom's: Understand
DOK: 1

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend and spell words with short /a/.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of short /a/. Have students practice identifying and producing rhymes. Then display the Sound-Spelling Card for short /a/. Explain that words can start with short /a/ or have a short /a/ sound in the middle. Sing the short /a/ song. Model and practice successive blending with short /a/ words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you to ask questions about key details in a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c**,** 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to use the Define, Example, Ask routine to introduce new vocabulary for the selection. Display "The Amazing Life Cycle of a Frog." Help students recognize nonfiction text features as they preview the text. Model asking questions before reading, as well as asking and answering questions during reading. Explain that readers can also ask questions after reading to make sure they understand the information. Create an "Ask Questions"anchor chart to reinforce this strategy. Ask partners to share their questions and answers with each other.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you to write a personal response by recalling information from your own experiences.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to create and display a "Three-Step Writing Strategy" anchor chart to explain basic steps in writing. Model generating an idea and orally rehearsing what you will write. Ask students to say the sentences aloud and help you write known high-frequency words and decodable words during your shared writing. Have students orally rehearse their personal response to "The Amazing Life Cycle of a Frog" with a partner and then begin writing on their own.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. As you write, reinforce basic print concepts from Grade K.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you that a noun is a word that names a person, animal, place, thing, or idea.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to create a chart with examples of nouns in each category and read them with students. Use each noun in a simple sentence. Have students work with their partners. The first partner says a noun. The second partner uses the noun in a sentence orally. Then partners should switch roles.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: Five Little Tadpoles	"The Amazing Life Cycle of a Frog" Identify the Main Topic and Retell Key Details	Write a Personal Response
Phonics and Word Study: Short /a/; s /z/ and Digraph ck /k/		Grammar: Common Nouns

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers use phrasing when they read.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reread the poem "Five Little Tadpoles." Model fluent reading by demonstrating how to read in phrases and swoop under meaningful word groups, and then reinforce this phrasing as the class reads their decodable texts. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write a one- to two-sentence summary of the poem. Introduce s/z/ and digraph ck /k/.

Bloom's: Apply
DOK: 1

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with short /a/.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF. 3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with short /a/. Blend and build words with short /a/ having students add, remove, or change letters to make new words. Practice encoding short /a/ words and writing a dictated sentence. Students apply their decoding skills by reading the text "At the Pond." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic and retell key details of a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.A.d, 1.R.1.B.i, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to display "The Amazing Life Cycle of a Frog." Introduce the new focus—identifying the main topic and key details. Build the "Main Topic and Key Details" anchor chart and model how to find the main topic by looking at the title. Read a few sections aloud and show how key details give specific information about the frog's life cycle. Ask students to answer the text evidence questions.

Bloom's: Understand
DOK: 2

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you to write a personal response by recalling information from your own experiences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to teach students to use the Three-Step Writing Strategy—*Think, Speak, Write*—to create a personal response to "The Amazing Life Cycle of a Frog." Model the process by thinking about a personal connection, rehearsing a sentence aloud, and writing it while highlighting print concepts. Students then practice oral rehearsal with a partner before writing or drawing their own responses.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. As you write, reinforce basic print concepts from Grade K.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you to identify and use common nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review with students that we categorize words into parts of speech. Reinforce that nouns are words that name a person, animal, place, thing, or idea. Review your previously created list of nouns. Then create a class chart with sentences. Read each sentence aloud. Identify the noun in each sentence.

Bloom's: Understand
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Someday"	"The Amazing Life Cycle of a Frog" Describe Connections Between Events	Write a Personal Response
Phonics and Word Study: Short /a/; s /z/ and Digraph ck /k/	Build Vocabulary: Identify Real-Life Connections Between Words and Their Use	Grammar: Common Nouns

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read with expression.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "Someday" in a fluent, expressive voice, highlighting how animals grow and change. Add to the *Unit 1 My Reading and Writing Words* as you teach new vocabulary. Have partners share a fact about animal growth. Model return sweep and invite students to read familiar words.

Bloom's: Understand
DOK: 1

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to segment words with short /a/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on the short /a/ sound by segmenting phonemes in words with short /a/. Have students reread "At the Pond" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw the life cycle of a frog and write a description of it. Students will practice spelling short /a/ words using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to describe the connection between events in a text using sequence words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.d, 1.SL.3.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display the text "A Frog's Life Cycle" and set the purpose: noticing how writers show the sequence of events in a frog's life cycle. Explain that frogs change in a specific order. Model how authors use sequencing words like first, then, next, and last by reading parts of the text and identifying each stage. Create a "Sequence"

anchor chart with the class. Ask students to answer text evidence questions.
Bloom's: Apply
DOK: 2

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you that we can use real-life connections to understand unfamiliar words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B, 1.R.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "The Amazing Life Cycle of a Frog." Remind students that we can make real-life connections to words in the text to understand and use them better. Model connecting words to personal experiences—for example, comparing how tadpoles breathe with gills to how humans breathe with lungs—to help students picture and understand new vocabulary. Ask students to practice making connections to new or unfamiliar words.

Bloom's: Apply
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you to write a personal response by recalling information from your own experiences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to have students use the Three-Step Writing Strategy—*Think, Speak, Write*—to create a new personal response to "The Amazing Life Cycle of a Frog." Model generating an idea from the text, orally rehearsing a detailed message, and writing the response while highlighting print concepts such as punctuation, capital letters, and directionality. After modeling and thinking aloud, students turn to partners to orally rehearse what they plan to write before beginning their own personal responses.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you to identify and use common nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that a noun is a part of speech that names a person,

animal, place, thing, or idea, then work with students to create a chart with columns for each category. Say nouns aloud and have students identify which category each belongs to, placing them in the chart. Afterward, invite students to generate additional nouns and collaborate as a class to decide the correct category for each one.

Bloom's: Understand
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Someday"	"The Fox and the Robin" First Reading: Create Mental Images to Learn	Write a Personal Response
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Proper Nouns

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers reread to confirm understanding.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review the vocabulary words and have partners practice retelling the poem "Someday." Model the fix-up strategy by rereading confusing parts of the poem to confirm understanding, such as identifying who is speaking. Reinforce fluency as students read decodable texts.

Bloom's: Apply
DOK: 1

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, short /a/, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation with short-a words. Introduce the decodable text *Pals*. Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with

students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 3

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you to describe characters, settings, and events in a story by creating mental images.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.B.i, 1.R.1.A.d, 1.R.2.A.a, 1.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to use the Define, Example, Ask routine to introduce new vocabulary for the selection. Preview "The Fox and the Robin," then explain that we will be listening to the story without pictures to create mental images. Model how to form mental images while reading aloud without showing illustrations. Create a "Create Mental Images" anchor chart to reinforce that readers can visualize what they see, hear, smell, taste, and feel in a story. Ask partners to turn and talk to share their mental images.

Bloom's: Apply
DOK: 2

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you to write a personal response by sharing an opinion.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.L.1.A.g, 1.L.1.B.b, 1.L.1.B.c

Detailed Description/Instructions:

- **One way to do this** is to have students share an opinion about "The Fox and the Robin." Model forming an opinion by explaining feelings about the story's ending, orally rehearsing sentences that state the opinion and the reason for it, and writing the response while highlighting print concepts such as capital letters, letter–sound correspondences, and punctuation. Students then practice by turning to a partner to share which part of the story they liked best, rehearsing their opinion aloud before writing their own response.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you to identify and use proper nouns.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to review that nouns name people, animals, places, things, or ideas, and explain that most nouns are common nouns, while specific names of people, animals, places, things, or events are proper nouns, which always begin with a capital letter. Display a chart with examples of common and proper nouns and read them with students, using each pair in sentences.

Bloom's: Understand
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Caterpillars"	Retell Key Story Details	Write a Personal Response
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: Plants and *Animals Grow and Change* - Begin the Knowledge Blueprint	Grammar: Proper Nouns

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to analyze the author's use of descriptive words and phrases.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce the poem "Caterpillars" and preview key vocabulary using the Define/Example/Ask routine. Read the poem aloud fluently, connecting it to the ongoing discussion about how living things grow and change. Reread the poem to highlight descriptive language.

Bloom's: Analyze
DOK: 2

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review short /a/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Pals*, and *Up At Bat,* and "At the Pond." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

- Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to retell stories, including key ideas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.A.d, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce the idea of retelling key details from "The Fox and the Robin" by focusing on the characters and events to build understanding of a bird's life cycle. Model how to identify important details. Begin a Key Details Chart to record these events, and use the collected details to retell the story so far. Read the rest of the story. Guide students to identify additional key details and add them to the Key Details Chart.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 2

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you to write a personal response by sharing an opinion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.L.1.A.g, 1.L.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to have students revisit the Three-Step Writing Strategy to create another personal response to *The Fox and the Robin*. Model thinking of a response, orally rehearsing it, and writing it while demonstrating how to listen for sounds in words, use known high-frequency words, and match letters to sounds. After writing, reread the text to show one-to-one correspondence and highlight punctuation marks such as quotation marks and exclamation points. Students then turn to partners to orally rehearse their own responses before writing independently.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 27 (Grammar):
Teaching Point: Today I am going to teach you to identify and use proper nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that a proper noun names a specific person, animal, place, thing, or idea and always begins with a capital letter. Display sentence. Read each sentence and explain that the underlined word is the common noun while the capitalized proper noun names that specific person, place, or thing. After identifying each proper noun, have students create a new sentence using each one.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Baby Animals"	*An Oak Tree Life Cycle* First Reading: Ask Questions to Learn How Living Things Grow and Change	Write a Personal Response
Phonics and Word Study: Short /i/		Grammar: Introduce Verbs

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that we can read orally to build fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem "Baby Animals" using a fluent and expressive voice. Invite the students to chime in on repeated words or phrases. Add to the *Unit 1 My Reading and Writing Words* chart as you teach the vocabulary words. Recognize the distinguishing features of a sentence focusing on end punctuation.

Bloom's: Apply
DOK: 1

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend and spell words with short /i/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of short /i/. Have students practice identifying and producing rhymes. Then display the Sound-Spelling Card for short /i/. Explain that words can start with short /i/ or have a short /i/ sound in the middle. Sing the short /i/ song. Then model successive blending short /i/ words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you to ask questions about key details in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.d, 1.R.1.B.i, 1.R.3.A.b, 1.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to use the Define, Example, Ask routine to introduce new vocabulary for the selection. Display *An Oak Tree Has a Life Cycle*. Help students recognize nonfiction text features as they preview the text. Model asking questions before reading, as well as answering your questions and asking more questions during reading. Explain that readers can also ask questions after reading to make sure they understand the information. Refer back to the "Ask Questions" anchor chart to reinforce this strategy.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you how to write a personal response by recalling information from our own experiences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this is to have** students revisit the Three-Step Writing Strategy—Think, Speak, Write—as you model creating a personal response to *An Oak Tree Has a Life Cycle*. Demonstrate generating an idea by connecting the text to last week's focus on life cycles, orally rehearse the response, and then compose it while modeling print concepts such as directionality, capitalization, spacing, and sound-letter matching. Students help during shared writing and reread the completed text together. Finally, partners orally

rehearse their own responses before beginning independent writing.
Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. As you write, reinforce basic print concepts from Grade K.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you that a verb is an action word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:
- **One way to do this** is to demonstrate action verbs such as *jump*, *walk*, and *bend*. Invite students to act them out and explain that every sentence contains at least one verb. Then display several sentences, read them aloud, and point out the verb in each one to help students recognize how verbs function in sentences.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Baby Animals"	*An Oak Tree Life Cycle* Identify the Main Topic and Retell Key Details	Write a Personal Response
Phonics and Word Study: Short /i/; Plural Nouns		Grammar: Present-Tense Verbs

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read with intonation.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:
- **One way to do this** is to reread the poem "Baby Animals." Model intonation by reading sentences with different end punctuation and guide students to match the expression. Reinforce fluency as students read decodable texts. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students name and list baby animals. Introduce plural nouns.

Bloom's: Apply
DOK: 1

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with short /i/.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF. 3.A.a, 1.RF.3.A.b, 1.RF.3.A.e

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with short /i/. Blend and build words with short /i/. Have students add, remove, or change letters to make new words. Practice encoding short /i/ words and writing a dictated sentence. Students apply their decoding skills by reading the text "A Cub and It's Mom". Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic and retell key details of a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.A.d, 1.R.1.B.i, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to display *An Oak Tree Has a Life Cycle* and the "Main Topic and Key Details" anchor chart. Set the lesson focus: identifying the main topic and retelling key details to understand life cycles. Model looking at the title to find the main topic and reading the text to find key details, such as acorns dropping, roots growing, and saplings forming. Clarify that interesting facts, like animals eating acorns, are not key details. Ask students to use key details to answer text evidence questions.

Bloom's: Apply
DOK: 2

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you to write a personal response to a photograph.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to have students revisit the Three-Step Writing Strategy as you model writing a personal response to a favorite photograph from *An Oak Tree Has a Life Cycle*. Generate an idea by discussing the photo, rehearse sentences expressing curiosity,

and engage students in shared writing by helping them write high-frequency and decodable words while modeling sound-spelling and print concepts. After rereading the response and reviewing the strategy, students choose a photo they wonder about, discuss their "I wonder" questions with a partner, and orally rehearse their ideas before writing independently.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you to identify and use present tense verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that verbs represent actions and explain that actions happening right now are expressed with present-tense verbs. Display several sentences and read them together, guiding students to identify the verb in each by asking questions. Once students identify the present-tense verb, underline it to reinforce the concept.

Bloom's: Understand
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Grow, Ducklings, Grow"	*An Oak Tree Life Cycle* Find Text Evidence: Describe Sequential Text Connections	Write a Personal Response
Phonics and Word Study: Short /i/; plural nouns.	Build Vocabulary: Identify Real-Life Connections Between Words and Their Use	Grammar: Present-Tense Verbs

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that writers use italics to make words or phrases stand out.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Grow, Ducklings, Grow," modeling fluent reading and asking students to generate questions about how ducklings grow. Add to the

Unit 1 My Reading and Writing Words as you teach new vocabulary.. Model print concepts by pointing the words “Quack! Quack! Quack!” are in italics to make them stand out and to tell us how to read them.

Bloom's: Understand
DOK: 1

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to segment words with short /i/.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students focus on the short /i/ sound by segmenting phonemes in words with short /i/. Have students reread “A Cub and its Mom” using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and describe what a cub needs. Students will practice spelling short /i/ words using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach’s Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you to describe the connection between events in a text using sequence words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.B.i, 1.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to *An Oak Tree Has a Life Cycle* and set the lesson purpose: learning how plants grow and change. Explain that diagrams help readers understand sequences. Model using the “Sequence” anchor chart and a text evidence question, showing how to find the answer by following the arrows in the diagram. Identify key vocabulary like roots and explain that after the acorn falls, roots begin to grow. Ask students to share answers to another question and explain the text evidence that supports it.

Bloom's: Apply
DOK: 2

Engaging Experience 41 (Reading):

Teaching Point: Today I am going to teach you to identify connections between words and their uses in real life.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to display *An Oak Tree Has a Life Cycle* and set the lesson purpose: connecting words in the text to real-life experiences to understand their meaning. Model how to determine the meaning of a word by making real-life connections using the word to explain everyday actions.

Bloom's: Apply

DOK: 2

Engaging Experience 42 (Writing):

Teaching Point: Today I am going to teach you to write a personal response by making connections.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 1.W.1.B**,** 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to review the Three-Step Writing Strategy anchor chart and explain that today's goal is to write a personal response by making connections to our own lives. Model making a connection to the text. Orally rehearse the sentences you plan to write, demonstrating how speaking your ideas first helps guide your writing. Engage students in shared writing by having them repeat the sentences, help write familiar words, and observe how you apply print concepts and sound-spelling knowledge. Then have students discuss and orally rehearse their own personal connections before writing.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):

Teaching Point: Today I am going to teach you to identify and use present-tense verbs.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to review that present-tense verbs show actions happening now, then help students find present-tense verbs in *An Oak Tree Has a Life Cycle* and list examples. Work with students to use these verbs to complete sentence frames.

Bloom's: Apply

DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Grow, Ducklings, Grow"	*An Oak Tree Life Cycle* Find Text Evidence: Describe Sequential Text Connections	Write a Personal Response
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Past-Tense Verbs

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers reread to confirm understanding.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review the vocabulary words and have partners practice retelling the poem "Grow, Ducklings, Grow." Model the fix-up strategy by rereading confusing parts of the poem to confirm understanding, such as identifying a part that confused you. Reinforce fluency during decodable text reading

Bloom's: Apply
DOK: 1

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, short /i/, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation with short /i/ words. Introduce the decodable text *Get a Big Pot*. Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you to describe the connection between events in a text using sequence words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.d, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display *An Oak Tree Has a Life Cycle* and explain that students will study the sequence of events in the oak tree's life cycle. Model using a text-evidence question by noticing signal words and using details and captions to identify connections between events. Guide students through a second text-evidence question by having them listen for key words and details to support their answer.

Bloom's: Analyze
DOK: 2

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you to write a personal response by making connections.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to have students use the Three-Step Writing Strategy to respond to *An Oak Tree Has a Life Cycle* by making real-world connections. Model thinking aloud about the oak photo, orally rehearsing the response, and then use prompts to engage students in the writing process. Finish by rereading the text with students, having them point to words and punctuation, and reviewing the steps and strategies used before orally rehearsing their response and beginning to write.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you to identify and use Past-Tense Verbs
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to explain that present-tense verbs show actions happening now, while past-tense verbs show actions that already happened. Explain this difference, then model how regular verbs change from present to past: *parks* → *parked*, *walk* → *walked*, *learn* → *learned*. Remind students that many past-tense verbs end in **-ed**, but some do not. Display the sample sentences, read them aloud, and guide students to identify the

past-tense verb in each one. Record each verb in a second column, underlining the **-ed** ending when it appears.

Bloom's: Understand
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Caterpillars"	*An Oak Tree Life Cycle* Identify Similarities in and Differences Between Two Texts on the Same Topic	Write a Personal Response
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Plants and Animals Grow and Change* - Add to the Blueprint	Grammar: Past-Tense Verbs

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to analyze the poet's word choice and craft.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review and explore the poem "Caterpillars" by recalling what it is about and how the poet describes caterpillars as they grow and change. Read the poem aloud smoothly, then highlight its structure by noting that it has one stanza and uses rhyming couplets. Reread sections of the poem to examine word choice, focusing on descriptive words.

Bloom's: Analyze
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review short /i/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Get a Big Pot*, *A Cub is Fun*, and "A Cub and It's Mom". Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments*

(starting on page AR34).

Bloom's: Apply

DOK: 1

Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 51 (Reading):

Teaching Point: Today I am going to teach you to identify similarities between two texts on the same topic.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.B.i, 1.R.2.A.g

Detailed Description/Instructions:

- **One way to do this** is to introduce a comparison of "The Amazing Life Cycle of a Frog" and *An Oak Tree Has a Life Cycle* by focusing on how both texts explain how living things grow and change. Use a Compare/Contrast Chart to show what each text describes on its own and what they share, noting similarities and differences. Then build understanding by asking students to discuss and add additional comparisons so the chart clearly highlights how the two informational texts are alike and different.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze

DOK: 3

Engaging Experience 52 (Writing):

Teaching Point: Today I am going to teach you to write a personal response by retelling facts.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.W.1.B, 1.L.1.A.g, 1.L.1.B.b

Detailed Description/Instructions:

- **One way to do this** is to have students revisit the Three-Step Writing Strategy to create another personal response by retelling favorite facts about oak trees. Display *An Oak Tree Has a Life Cycle* and model generating an idea. Orally rehearse the response and then model writing it, prompting students to help with word order, spelling, and punctuation. Invite a student to track the print as the class rereads the writing, identify first words and end punctuation, and review the strategies used to turn ideas into written sentences. Students will orally rehearse before writing their own response.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you to identify and use past-tense verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to explain that a verb shows an action; present-tense verbs describe actions happening now, while past-tense verbs describe actions that already happened, often ending in **-ed**. Read the sample sentences and help students choose the correct past-tense verbs. Then have partners form the past tense of given verbs and write sentences using each past-tense verb. Ask students to circle the verb and underline the **-ed** ending.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "My Garden"	*The Ugly Duckling* First Reading: Create Mental Images to Learn How Living Things Grow and Change	Write a Personal Response
Phonics and Word Study: Short /o/		Grammar: Singular and Plural Nouns

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to ask and answer questions about a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce the poem "My Garden." Read the poem aloud fluently. Add to the *Unit 1 My Reading and Writing Words* chart as you teach the vocabulary words. Reread to highlight descriptive language and invite partners to share what they noticed about plant growth.

Bloom's: Apply
DOK: 2

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend and spell words with short /o/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of short /o/. Have students practice recognizing and producing alliteration. Then display the Sound-Spelling Card for short /o/. Explain that words can start with short /o/ or have a short /o/ sound in the middle. Sing the short /o/ song. Then model successive blending short /o/ words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you to describe characters and events in a text using mental images.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Identify *The Ugly Duckling* as a fairy tale. Model creating mental images while reading aloud without illustrations, highlighting how the duckling grows and changes. Review the "Create Mental Images" anchor chart, then have students draw and share one mental image from the story using text details.

Bloom's: Apply
DOK: 3
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you that we can write a personal response by recalling information from our own experiences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.1.B, 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this is to have** students revisit the Three-Step Writing Strategy—Think, Speak, Write—to respond to the story *The Ugly Duckling*. Model generating an idea, orally rehearsing the response, and writing a personal response to something you felt while reading. Guide shared writing with prompts and think-alouds to engage students and model writing behaviors. After composing, have students reread the piece with you and reinforce print concepts they need (point to periods and exclamation points, count

words in the first sentence). Students will orally rehearse before writing independently.
Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. As you write, reinforce basic print concepts from Grade K.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you about singular and plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to explain that we classify words by their parts of speech, and a noun names a person, animal, place, thing, or idea. A singular noun names one, and a plural noun names more than one, usually by adding **-s** or **-es**. Create a chart of regular singular and plural nouns and read the examples with students, using sample sentences to show the difference. Then have partners list nouns they see in the classroom, identify each as singular or plural, and create oral sentences using both forms.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "My Garden"	*The Ugly Duckling* Describe Major Story Events Using Key Details	Write a Personal Response
Phonics and Word Study: Short /o/; DoubleFinal Consonants		Grammar: Singular and Plural Nouns

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to read with expression.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to reread the poem "My Garden." Model expression by rereading different sentences from the text, changing your voice to show different feelings. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having students draw and write a summary of the story. Introduce double final consonants.

Bloom's: Understand
DOK: 1

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with short /o/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF. 3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with short /o/. Blend and build words with short /o/. Have students add, remove, or change letters to make new words. Practice encoding short /o/ words and writing a dictated sentence. Students apply their decoding skills by reading the text "Let's Plant Seeds." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 61 (Reading):
Teaching Point: Today I am going to teach you to retell stories using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.A.d, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display *The Ugly Duckling*. Set the lesson focus: identifying major events to understand character growth. Model noticing key events in the beginning. Explain that these details show the main character and his problem, while other information is interesting but not a key event. Ask students to discuss and answer text evidence questions about other parts of the story, using key details to describe other major events.

Bloom's: Apply
DOK: 2

Engaging Experience 62 (Writing):
Teaching Point: Today I am going to teach you to write a personal response to an illustration.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.1.B, 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to have students revisit the Three-Step Writing Strategy. Explain

that students will write a personal response to an illustration from *The Ugly Duckling*. Show the story and model generating an idea. Orally rehearse the response and then model writing it, using prompts and think-alouds to guide students. After composing, reread the writing together and reinforce print concepts like identifying periods, exclamation points, the first word in a sentence, and counting the words in a sentence. Students will orally rehearse before writing independently.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach about singular and plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that a singular noun names one person, animal, place, or thing, while a plural noun names more than one, usually formed by adding **-s** or **-es**. Display a list of singular nouns, have volunteers provide the plural forms, and then use both the singular and plural words in sample sentences.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Seed"	*The Ugly Duckling* Find Text Evidence: Describe Major Story Events Using Key Details	Write a Personal Response
Phonics and Word Study: Short /o/; double final consonants	Build Vocabulary: Define Words By Category	Grammar: Future-Tense Verbs

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that writers use italics to make words or phrases stand out.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "The Seed," modeling fluent

reading and asking students to generate questions about how ducklings grow. Add to the *Unit 1 My Reading and Writing Words* as you teach new vocabulary. Discuss how the poem's line breaks show movement.

Bloom's: Understand
DOK: 1

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to segment words with short /o/.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students focus on the short /o/ sound by segmenting phonemes in words with short /o/. Have students reread "Let's Plant Seeds" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write the steps of a seed sprouting. Students will practice spelling short /o/ words using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you to use details from the text to describe story events.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to introduce *The Ugly Duckling* and set the focus on identifying major events in sequence to understand how the character grows and changes. Read, highlighting key details and illustrations, and model using text and picture evidence to describe story events. Ask students to use text evidence to explain the sequence of events.

Bloom's: Apply
DOK: 2

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you to define words by category.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to explain that we can define words by categories. Model grouping words from *The Ugly Duckling* into categories, noting shared characteristics. Explain that knowing the category can help define new, unfamiliar words of things with similar characteristics. Have students practice categorising words and finding additional words that fit each category, reinforcing connections between words and their meanings.

Bloom's: Apply
DOK: 2

<u>Engaging Experience 68 (Writing):</u>
Teaching Point: Today I am going to teach you to write a personal response about an event.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.W.1.B, 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to review the Three-Step Writing Strategy anchor chart and explain that today's goal is to write a personal response to an event in *The Ugly Duckling*. Model generating an idea, orally rehearsing the response, and model writing it. Engage students with prompts for word choice, spelling, punctuation, and illustrations. Have a student track the print as the class rereads, reinforce print concepts, and review the writing steps and strategies from the anchor chart. Students will orally rehearse before writing independently.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 69 (Grammar):</u>
Teaching Point: Today I am going to teach you to identify and use future-tense verbs.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to remind students that verbs show actions, and just as present-tense verbs show actions happening now and past-tense verbs show actions that already happened, future-tense verbs tell about actions that will happen. Create a class chart with examples of present-, past-, and future-tense verbs, highlighting that future-tense verbs use *will* before the verb.

Bloom's: Understand
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Seed"	*The Ugly Duckling* Compare and Contrast the Adventures and Experiences of Characters in Stories	Write a Personal Response
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Future-Tense Verbs

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers reread to confirm understanding.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review the vocabulary words and have partners practice retelling the poem "The Seed." Model the fix-up strategy by rereading confusing parts of the poem to confirm understanding, such as identifying a part that confused you. Reinforce fluency during decodable text reading

Bloom's: Apply
DOK: 1

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, short /o/, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting short /o/ words. Introduce the decodable text *Crops for Us*. Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you to compare and contrast the experiences of characters in stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "The Fox and the Robin" and *The Ugly Duckling and* set the focus on comparing and contrasting the characters' experiences to build knowledge about bird life cycles. Use a three-column Compare/Contrast Chart. Model noting similarities and differences. Students will collaborate to complete the chart by finding additional ways the experiences of the characters are the same and different. .

Bloom's: Apply
DOK: 2

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you to write a letter to a character.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.1.B, 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to have students use the Three-Step Writing Strategy. Today students will write letters to characters in *The Ugly Duckling*. Model generating an idea, and orally rehearse the letter. Model writing the letter, highlighting conventions like the greeting, capitalization of *Dear* and proper nouns, and moving to a new line for the message. Continue thinking aloud while writing and summarize the strategy using the anchor chart. Students will orally rehearse before they write independently.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you to identify and use Future-Tense Verbs
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to explain that verbs show actions in the past, present, or future, and that future-tense verbs use *will* before the action. Display sentences, read them aloud, and have students identify the verb and its tense, then practice changing each verb to the future tense.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Caterpillars"	*The Ugly Duckling* Demonstrate Knowledge: *Plants and Animals Grow and Change* - Complete the Knowledge Blueprint	Write a Personal Response
Phonics and Word Study: Review and Monitor Progress		Grammar: Verb Tenses

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use a poem to build knowledge.
Suggested Length of Time: 1 lesson
Standards Addressed: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Caterpillars." Reread the poem aloud in a fluent, expressive voice as students follow along. Remind students of the lessons learned from stories throughout the unit. Pose questions to help students focus on understanding the messages conveyed from the stories and what the poem is teaching them. Complete the shared writing about a butterfly's life cycle.

Bloom's: Apply
DOK: 2

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review short /o/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Crops for Us*, A *Frog Can Jump*, and "Let's Plant Seeds". Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on*

their iPads or the Benchmark Phonics Workmats.

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to demonstrate knowledge through speaking, listening, and writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i. 1.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *The Ugly Duckling*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2. Complete the Knowledge Blueprint.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you to write a personal response to a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.1.B, 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review the Think, Speak, Write writing strategy. Students will write another personal response. Model generating an idea from *The Ugly Duckling*. Orally rehearse the response and model writing it, using prompts for word order, spelling, punctuation, and illustration. Have a student track the print as the class rereads, reinforce print concepts, and review the writing steps and strategies using the anchor chart. Students will orally rehearse before writing.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach you to identify and use Verb Tenses.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to remind students that verbs represent actions and show time, then review past-, present-, and future-tense verbs with examples. Display sentences, read them aloud, and have students identify each verb and determine whether it shows a past, present, or future action.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience #80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about how and why plants and animals grow and change.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: See the *Weekly and Unit Assessments Answer Keys*

Detailed Description/Instructions:

One way to do this is to complete the paper/pencil or digital Unit 1 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.

Bloom's: Apply
DOK: 2
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 2 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:
Have students demonstrate their knowledge about the Enduring Understanding: *Every living thing has a life cycle in which it grows and changes.*

Ask students to depict a plant or animal life cycle they have learned about from the texts in this unit. Students should number and label each stage in the life cycle and describe it with a complete sentence. Remind students to include the Build Knowledge Vocabulary they have learned.

Unit 2: Many Kinds of Characters

Subject: Reading - Writing - Foundational Skills
Grade: First Grade
Name of Unit: Many Kinds of Characters
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read and compare selections about different types of characters and analyze what the characters say, think, and do.

In Topic 1 (Week 1)
In Week 1, during foundational skills, students will focus on short /a/, s /z/, and digraph ck /k/. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will ask questions, identify the main topic of a text and retell key details. They will also describe the connection between events and create mental images. During writing, students will write narrative texts about reimagined changes or alternative endings to familiar stories. Students will be introduced to nouns, including common and proper nouns.

In Topic 2 (Week 2)
In Week 2, during foundational skills, students will focus on short /i/ and plural nouns. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will ask questions and describe sequential text connections. They will also identify similarities and differences between two texts on the same topic. During writing, students will write a diary entry to retell and describe story events from a character's point of view. Students will be introduced to verbs, including present- and past-tense verbs.

In Topic 3 (Week 3)
In Week 3, during foundational skills, students will focus on short /o/ and double consonants. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will create mental images and describe major story events using key details. They will also compare and contrast the adventures and experiences of characters in stories. During writing, students will write a personal narrative inspired by the mentor text . Students will be introduced to singular and plural nouns and future-tense verbs.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 2 materials
- Preview the Unit 2 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Gather the Decodable Readers: *Red Hen Fell, Red at the Vet, Big Bus, Bud, Gus and Dot, Let's Sled, and Glenn the Robot.*
- Gather the black and white "take home" decodable readers
- Preview mentor texts for reading and writing lessons
- Gather the *My Reading and Writing* student booklet for *Many Kinds of Characters*

Essential Questions:

- How do we learn about characters?

Enduring Understanding/Big Ideas:

- Stories of all kinds, including fairy tales, fables, fantasies, and realistic fiction, have characters who face challenges.
- Stories can teach us that families and communities work best when people make responsible choices and help one another.

Priority Standards for Unit:

- **1.RF.2.A.a:** Produce and identify sounds and syllables in spoken words
- **1.RF.2.A.c:** Recognize change in a spoken word when a specific phoneme is added, changed or removed
- **1.RF.2.A.d, 1.RF.2.A.e:** Blend and segment words with 3-5 phonemes
- **1.RF.3.A.a, 1.RF.3.A.e:** Decode words in context by using letter-sound knowledge
- **1.RF.3.A.b:** Spell words using letter sound knowledge
- **1.RF.3.A.c:** Produce consonant blends
- **1.RF.3.A.j:** Read high-frequency words
- **1.R.1.A.c:** Seek clarification and locate facts and details about stories and other texts
- **1.R.1.A.d. 1.SL.3.A.c:** Retell main ideas in sequence including key details
- **1.R.1.B.i:** Develop an understanding of vocabulary
- **1.R.2.A.a, 1.R.2.A.b:** Describe characters, setting, problem, solution, and events in logical sequence
- **1.R.2.A.g:** Compare and contrast experiences of characters
- **1.W.1.B:** Appropriate to genre type, develop a draft from prewriting
- **1.W.2.C:** Write fiction or nonfiction narratives and poems
- **1.L.1.A.g:** Produce simple and compound sentences
- **1.L.1.B.b:** Use ending punctuation
- **1.L.1.B.c:** Capitalize the first letter of other's first and last names

Supporting Standards

- **1.RF.4.A:** Read decodable text with fluency, with purpose, and for comprehension.

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
1.RF.2.A.a	Produce and identify sounds and syllables in spoken words	Identify the number of syllables in a spoken word Break a spoken word into its syllables Identify individual sounds (phonemes) in spoken words Produce the sounds in a word when prompted.	1
1.RF.2.A.c	Recognize change in a spoken word when a specific phoneme is added, changed or removed	Hear how a word changes when a sound is added, changed or removed Identify which sound changed in a word	1
1.RF.2.A.d **1.RF.2.A.e**	Blend and segment words with 3-5 phonemes	Blend spoken phonemes to form one- or two-syllable words with and without consonant blends Segment spoken words into individual phonemes (words need to be three to five phonemes in length) Maintain the correct order of phonemes when blending or segmenting	1
1.RF.3.A.a **1.RF.3.A.e**	Decode words in context by using letter-sound knowledge	Blend letter-sounds together to read recognizable words. Use common spelling patterns (CVC, blends, digraphs, CVCe, word families) to decode words. Recognize familiar chunks or patterns in words to read them more efficiently. Apply phonics patterns when reading unfamiliar words. Read decodable words accurately and automatically in connected text.	1
1.RF.3.A.b	Spell words using letter-sound knowledge	Spell simple words using letter-sound relationships.	1

		Represent beginning, middle, and ending sounds when spelling words. Use known spelling patterns (short vowels, blends, digraphs, word families) when writing. Apply phonetic spelling strategies independently during writing.	
1.RF.3.A.c	Produce consonant blends	Recognize common consonant blends (l-blends, s-blends, r-blends) Produce each sound in a consonant blend accurately Read and spell words containing consonant blends	1
1.RF.3.A.j	Read high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
1.RF.4.A	Read appropriate text with fluency, with purpose, and for comprehension	Read appropriate text accurately, smoothly, at an appropriate pace and with expression. Read with a clear purpose (to learn, enjoy, or gather information). Demonstrate comprehension by discussing or responding to the text.	1
1.R.1.A.c	Seek clarification and locate facts and details about stories and other texts	Ask questions to clarify parts of a stories or informational text Ask for help understanding confusing words, ideas, or events Identify important facts and key details	2

		in both literary and informational texts and use text evidence to support thinking Use details from the text when talking or writing about the topic.	
1.R.1.A.d **1.SL.3.A.c**	Retell main ideas in sequence including key details	Retell the main ideas of a text in the correct order Include important key details in their retell Describe events in sequential order Explain the text clearly using details from the story or informational text	2
1.R.1.B.i	Develop an understanding of vocabulary by using words and phrases acquired through conversation, reading and being read to, and responding to texts	Learn and understand new words from conversations, read-alouds, and reading. Use newly learned vocabulary when speaking and writing about texts. Use context, discussions, and experiences to build vocabulary knowledge.	2
1.R.2.A.a **1.R.2.A.b**	Describe characters, setting, problem, solution, and events in logical sequences	Draw conclusions to describe characters using key details Identify and describe the setting of the story Identify and describe the problem the characters face and the solution to the problem Describe and/or retell events of the story in a clear, logical sequence	3
1.R.2.A.g	Compare and contrast adventures and experiences of characters in stories	Identify and describe the adventures or experiences the characters have in a story Describe how two characters' adventures or experiences are similar and how they are different	3

		Use details or evidence from the text or illustrations to support their comparisons	
1.W.1.B	Appropriate to genre type, develop a draft from prewriting	Use a prewriting plan (pictures, graphic organizers, notes, oral rehearsal) to begin drafting Develop a draft that matches the intended genre (narrative, informational, opinion) Sequence ideas into sentences and stay on topic Generate evidence of a simple opening and closing	3
1.W.2.C	Write fiction or nonfiction narratives and poems	Narrate and use details to describe a story or experience Place events in the order they occurred Use linking words to indicate beginning, middle, and end Use words related to the topic Provide a reaction to what happened in the events.	3
1.L.1.A.g	Produce complete simple and compound sentences	Write and say complete simple sentences with a subject and verb Combine related ideas into compound sentences using conjunctions Recognize and correct incomplete sentences Use correct capitalization and ending punctuation in sentences	1
1.L.1.B.b	Use ending punctuation	Identify the correct ending punctuation for different kinds of sentences Apply ending punctuation consistently in their own writing	1

		Recognize when a sentence is missing ending punctuation and fix it.	
1.L.1.B.c	Capitalize the first letter of others' first and last names	Recognize that people's first and last names begin with capital letters Correctly write names with uppercase beginnings and the lowercase remaining letters (i.e. John Smith) Correct capitalization errors in names when writing	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 2 Weekly Assessments • Unit 2 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Sneaky Clever Chirped Pecked Ruffled Flapping	Hatches Gills Roots Sapling Stems Trunk

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about different types of characters.
Suggested Length of Time: 1 lesson
Standards Addressed: 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 2 multimedia video. Use the Unit 2 Opener to introduce the essential question, *How do we learn about characters?* Explain that we will read and compare selections about different types of characters and analyze what the characters say, think, and do.. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "Look in a Book!"	"The Ant and the Grasshopper" First Reading: Draw Inferences to Learn about Characters	Write a Narrative Text
Phonics and Word Study: Short /e/		Grammar: Introduce Noun-Verb Agreement

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to create mental images while reading.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Look in a Book." Read the poem aloud first without illustrations so students can create mental images, then again with a pointer, inviting them to chime in on the repeated phrase. Begin a *Unit 2 My Reading and Writing Words* chart as you teach the vocabulary words. Ask students to discuss the girl's challenge with a partner. Reinforce print concepts by pointing out end punctuation

Bloom's: Understand
DOK: 3

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend and spell words with short /e/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of short /e/. Have students practice identifying and producing rhymes. Then display the Sound-Spelling Card for short /e/. Explain that words can start with short /e/ or have a short /e/ sound in the middle. Sing the short /e/ song. Model and practice successive blending with short /e/ words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you to identify key details that support inferences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is use the Define, Example, Ask routine to introduce new vocabulary for the selection. Display "The Ant and the Grasshopper" and preview the fable, helping students recognize story features, such as animal characters and lessons. Model making predictions before reading, then drawing inferences during reading using text details and illustrations. Explain that readers can also check their inferences after reading to make sure they understand the story. Create a "Draw Inferences" anchor chart to reinforce this strategy.

Bloom's: Apply
DOK: 3
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you that we can write narrative texts inspired by a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C, 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to have students write narrative texts inspired by the story. Explain

that narratives have characters, a setting, and events, and model forming an idea about what happens next, such as how the grasshopper changes the following summer. Orally rehearse sentences before writing. Model writing from left to right, sounding out words, and highlight high-frequency words. Ask students to orally rehearse what they think the grasshopper learned and how he acted the next summer.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you about noun and verb agreement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that nouns name people, animals, places, things, or ideas, and verbs show actions. Explain that every sentence has a subject and a verb, and the subject is often a noun. Display sentences, identifying the nouns and verbs. Highlight that a singular subject takes a verb ending in **-s** , while a plural subject uses the base verb, showing that subjects and verbs must agree.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Look in a Book!"	"The Ant and the Grasshopper" Describe Characters Using Key Details	Write a Narrative Text
Phonics and Word Study: Short /e/, Possessive Nouns		Grammar: Introduce Subjects and Predicates

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to read and comprehend possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Look in a Book!" Model fluent reading by demonstrating how to read in phrases, and then reinforce this phrasing as the class reads their decodable texts. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write an

opinion about their favorite character. Introduce students to possessive nouns.
Bloom's: Apply
DOK: 2

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with short /e/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.2.A.c, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.R.1.A.c
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with short /e/. Blend and build words with short e. Have students add, remove, or change letters to make new words. Practice encoding short /e/ words and writing a dictated sentence. Students apply their decoding skills by reading the text "Little Red." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you to describe characters using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.2.A.a, 1.R.2.A.b, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "The Ant and the Grasshopper" and set a purpose for reading: describing characters using key details. Model identifying adjectives and supporting details and creating a "Describe Characters" anchor chart. Model how to use text evidence questions to help describe the characters and what they are like.

Bloom's: Apply
DOK: 3

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you to add new details and events to your narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to display the narrative from the last lesson and set the purpose:

students will continue drafting by adding new details and events. Reread the shared writing and use the "Story Writing" anchor chart to review included features. Model generating new ideas and orally rehearse each sentence before writing. Model writing from left to right, sounding out words. Invite students to identify initial sounds and letters. Reread the updated narrative and review the anchor chart. Ask students to orally rehearse their events before they begin writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you about subjects and predicates.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that every sentence has a subject, often a noun, and a verb, and that subjects and verbs must agree. Display sentences, identifying the subjects and verbs. Highlight subject verb agreement. Ask partners to generate sentences using the correct form of the noun and verb.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Old Mother Hubbard"	"The Ant and the Grasshopper" Describe Major Events Using Key Details	Write a Narrative Text
Phonics and Word Study: Short /e/; possessive nouns.	Build Vocabulary: Distinguish Shades of Meaning Among Verbs	Grammar: Introduce Subjects and Predicates

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you new vocabulary words.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce "Old Mother Hubbard." Read the rhyme aloud, then reread with a pointer, having students chime in on repeated phrases. Add to the *Unit 2 My Reading and Writing Words* as you teach new vocabulary. Have partners discuss the

challenge Old Mother Hubbard and her dog face.
Bloom's: Apply
DOK: 2

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to substitute phonemes and segment words with short /e/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j, 1.R.1.A.d
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on the short e sound by substituting phonemes and segmenting words with short /e/. Have students reread "Little Red" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write a retelling of "Little Red." Students will practice spelling short /e/ words using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to describe major events using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.2.A.a, 1.R.2.A.b, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "The Ant and the Grasshopper" and set the purpose: noticing how key details show the major events in the story's plot. Explain that the story has a beginning, middle, and end and that events are connected. Model how authors reveal character traits and plot through key details by reading parts of the text and identifying the major events. Create a "Story Elements" anchor chart with the class.

Bloom's: Apply
DOK: 3

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to distinguish shades of meaning among verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "The Ant and the Grasshopper" and focus on verbs that show character actions. Explain that some verbs show how characters speak and act, and that authors choose words carefully to convey meaning. Model noticing shades of meaning by acting out the verbs. Guide students to identify and compare these action words to understand characters' behaviors and emotions.

Bloom's: Analyze
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you to write an ending for a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display the unfinished story and set the lesson purpose: students will help write the ending. Reread the narrative, review features on the Story Writing anchor chart, and model generating ideas, while orally rehearsing each sentence. Highlight capitalization, short vowel sounds, high-frequency words, and punctuation like the exclamation point. Invite students to help write a final sentence, add illustrations if desired, and reread the completed narrative, reviewing the chart. Ask students to orally rehearse how this story will end before writing independently.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you about subjects and predicates.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that every complete sentence has two parts: a subject and a predicate. The subject tells what or whom the sentence is about, usually including a noun, while the predicate tells something about the subject and includes the verb. Display sentence, underlining the subject and circling the predicate, noting subject-verb agreement. Ask partners to identify subjects and predicates and combine them to form new sentences.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Old Mother Hubbard"	"Little Red Riding Hood" First Reading: Determine Text Importance to Learn About Characters	Write a Narrative Text
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Subjects and Predicates

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers reread to understand the text.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review vocabulary words and have students retell the nursery rhyme "Old Mother Hubbard." Model the fix-up strategy of rereading to understand unfamiliar words. Reinforce fluency during decodable text reading

Bloom's: Apply
DOK: 2

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, short /e/, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting short /e/ words. Introduce the decodable text *Red Hen Fell*. Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 2

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you to determine which information is important and which information is not important.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Preview "Little Red Riding Hood." Display the text and illustrations, highlighting story features like "Once upon a time," and contrast these with informational text features. Model identifying important information versus interesting but nonessential details. Create a "Determine Text Importance" anchor chart to guide students in distinguishing essential plot, character, and setting details from extra details. During guided practice, have students listen, evaluate, and discuss which story details are important for understanding the text.

Bloom's: Analyze
DOK: 2

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you to begin a new narrative inspired by a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to display "Little Red Riding Hood" and review the Story Writing anchor chart. Model generating ideas and orally rehearsing sentences before writing. Guide students to help write high-frequency and decodable words, model print and sound-spelling strategies, and summarize the narrative features included. Ask students to orally rehearse ideas for their narrative with a partner.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you to identify and use subjects and predicates.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that every complete sentence has a subject, which tells what or whom the sentence is about, and a predicate, which tells something about the subject. Display sentences and guide students to identify the parts by underlining the subjects and circling the predicates. Ask volunteers to explain how they determined the

subject and predicate in each sentence.
Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "By Myself"	"Little Red Riding Hood" Use Illustrations and Details to Describe Major Story Events	Write a Narrative Text
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Many Kinds of Characters* - Begin the Knowledge Blueprint	Grammar: Subjects and Predicates

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to create mental images while reading.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce the poem "By Myself," focusing on understanding the speaker as a character and creating mental images. Model reading with proper phrasing and highlight how poems differ from stories, including line breaks, indents, and repetition. Guide students to identify line breaks and discuss how the structure and repeated lines help them understand the speaker.

Bloom's: Analyze
DOK: 2

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review short /e/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Red Hen Fell, Red at the Vet*, and ""Little Red." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply

DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to describe major events in a story using illustrations.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display "Little Red Riding Hood" and set a purpose: using illustrations to understand characters and events. Model how to look closely at pictures to see details the text may not tell. Guide students to use the illustrations to describe story events and challenges, referencing the Story Elements anchor chart.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 3

Engaging Experience 27 (Writing):
Teaching Point: Today I am going to teach you how to write an ending for a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to reread the story about Little Red Riding Hood going to the bus stop and model generating an ending. Guide students to orally rehearse sentences, help write high-frequency and decodable words, and apply print and sound-spelling knowledge. Invite students to add a final sentence, then reread the completed narrative and review the "Story Writing" anchor chart. Ask students to orally rehearse their story ending before writing independently.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 28 (Grammar):
Teaching Point: Today I am going to teach you to identify and use subjects and predicates.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review subjects, predicates, and subject-verb agreement. Display sentences, read them aloud, and guide students to identify the subject and

predicate by underlining the subjects and circling the predicates. Ask students to explain how they determined each part, noting that the verb is always in the predicate.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Three Little Kittens"	*Wolfie the Bunny* First Reading: Draw Inferences to Learn About Characters	Write a Narrative Text
Phonics and Word Study: Short /u/		Grammar: Introduce Articles

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to create mental images while reading.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce "Three Little Kittens." Read the nursery rhyme aloud first without illustrations so students can create mental images, then again with a pointer, inviting them to chime in on the repeated phrase. Add to the *Unit 2 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss the challenges faced by the kittens in the nursery rhyme.

Bloom's: Apply
DOK: 2

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend and spell words with short /u/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of short /u/. Have students practice identifying and producing rhymes. Then display the Sound-Spelling Card for short /u/. Explain that words can start with short /u/ or have a short /u/ sound in the middle. Sing the short /u/ song. Model and practice successive blending with short /u/

words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you to draw inferences about characters and story events.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce vocabulary for the selection. Preview *Wolfie the Bunny* and set a purpose: noticing fantasy elements and using text and illustrations to draw inferences about characters' actions and feelings. Model drawing inferences with key details, then guide students to make their own inferences using text, pictures, and prior knowledge. Create a "Draw Inferences" anchor chart to reinforce the strategy.

Bloom's: Analyze
DOK: 3
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you to write a diary entry from a different perspective.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.W.2.C, 1.L.1.B.b

Detailed Description/Instructions:

- **One way to do this is to** display *Wolfie the Bunny* and set the lesson purpose: students will write a diary entry from the perspective of a different character. Model generating an idea. Create a "Diary Entry Writing" anchor chart and model beginning the entry with *Dear Diary,* followed by sentences expressing feelings, using the pronoun *I*, high-frequency words, and punctuation like an exclamation point. Model writing from left to right, sounding out words. Explain that the diary entry will be continued together in a later lesson. Ask partners to orally rehearse events for their diary entry.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you about articles.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to display the words *a, an,* and *the* and explain that these are articles, a part of speech used before nouns. *A* and *an* are used with singular nouns that name any person, place, or thing—*a* before consonant sounds and *an* before vowel sounds. *The* is used with singular or plural nouns that name a specific person, place, or thing. Display sentences, read them aloud, and underline the articles as you say them.

Bloom's: Understand
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Three Little Kittens"	*Wolfie the Bunny* Describe Major Events Using Key Details	Write a Narrative Text
Phonics and Word Study: Short /u/; Inflectional Ending -s		Grammar: Articles

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you the fluent readers read with expression to show how characters feel.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review vocabulary and retell "Three Little Kittens." Model reading with expression, emphasizing character feelings. Reinforce fluency as students read decodable texts. Review inflectional endings by showing how -s is added to nouns for plurals and to verbs to match the subject. Introduce inflectional ending -s.

Bloom's: Apply
DOK: 2

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with short /u/.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.2.A.c, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.R.1.A.c

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with short /u/. Blend and build words with short /u/. Have students add, remove, or change letters to make new words. Practice encoding short /u/ words and writing a dictated sentence. Students apply their decoding skills by reading the text "Come Here, Friend." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to describe major events using key details.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is engage students with *Wolfie the Bunny* by reviewing how to describe main story events using key details. Connect to prior learning about identifying beginning, middle, and end events. Model using the "Story Elements" anchor chart to describe major events. Guide students to identify key details in the middle and end of the story and discuss how characters face and overcome challenges.

Bloom's: Apply
DOK: 3

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you to add new details to a diary entry.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to display the diary entry from the last lesson and review the "Diary Entry Writing: anchor chart. Reread the diary entry, inviting students to suggest new details. Model generating ideas from the story, and orally rehearse each sentence before writing. Model writing left to right, highlighting high-frequency words and

sound-spelling strategies. Ask students to orally share details they will add to their entry before they begin writing independently.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you to identify and use articles.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that *a, an,* and *the* are articles, with *the* used before specific nouns and *a* or *an* used before any noun. Remind students *an* precedes words that start with a vowel sound. Display sentence frames and guide students to choose the correct article.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Turtle and the Hare"	*Wolfie the Bunny* Find Text Evidence: Use Illustrations and Details to Describe Story Elements	Write a Narrative Text
Phonics and Word Study: Short /u/; inflectional ending -s	Build Vocabulary: Distinguish Shade of Meaning Among Verbs	Grammar: Introduce Demonstratives

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to create mental images.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce "The Turtle and the Hare." Model fluent reading with expressive voice and tracking, highlighting rhyming words. Ask students to create mental images as you read. Add to the *Unit 2 My Reading and Writing Words* as you teach new vocabulary. Have partners discuss Hare's challenge and the lesson he learns.

Bloom's: Apply
DOK: 2

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to segment words with short /u/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on the short /u/ sound by segmenting phonemes in words with short /u/. Have students reread "Come Here, Friend" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write a description of a friend. Students will practice spelling short /u/ words using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you to describe major events using illustrations.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to guide students in using illustrations to better understand story events in *Wolfie the Bunny*. Model how to analyze illustrations alongside the text to find key details that answer text evidence questions. Reinforce using the "Story Elements" anchor chart to track events and guide students in identifying details in both text and illustrations. Have students turn and talk, then share evidence-based responses, pointing to specific features in the pictures and text.

Bloom's: Analyze
DOK: 3

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to distinguish shades of meaning among verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display *Wolfie the Bunny* and focus on verbs that help show how a character is feeling. Explain that some verbs show how characters speak and act, and that authors choose words carefully to convey their feelings with these actions. Model noticing shades of meaning by acting out the verbs. Guide students to connect word

choice to understanding characters and their feelings.
Bloom's: Analyze
DOK: 3

Engaging Experience 42 (Writing):
Teaching Point: Today I am going to teach you to add details to your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to review the "Diary Entry Writing" anchor chart and reread the entry, inviting students to suggest new ideas. Model generating sentences, orally rehearsing each sentence before writing. Model writing left to right, highlighting high-frequency words and sound-spelling strategies. Reread the diary entry and summarize the features included. Ask students to orally rehearse additional details about events before they begin writing independently.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you to identify and use demonstratives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to display the words *this, that, these, those* and explain that demonstratives indicate specific people, places, or things. *This* and *that* are used with singular nouns, while *these* and *those* are used with plural nouns. *This* and *these* refer to things nearby, and *that* and *those* refer to things farther away. Display sentences and guide students to identify the demonstrative, noting whether the noun is singular or plural and near or far.

Bloom's: Understand
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Turtle and the Hare"	*Wolfie the Bunny* Find Text Evidence: Describe Characters Using Key Details	Write a Narrative Text

Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Demonstratives

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers reread to confirm understanding.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:
- **One way to do this** is review the vocabulary words and have students retell "The Turtle and the Hare." Model the fix-up strategy of rereading to understand tricky parts, emphasizing using context to determine word meaning. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having students write a description of Turtle.

Bloom's: Apply
DOK: 2

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, short /u/, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:
- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting short /u/ words. Introduce the decodable text *Big Bus*. Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you to describe characters using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.2.A.a
Detailed Description/Instructions:
- **One way to do this** is to display *Wolfie the Bunny* and explain that students will study the

characters by looking for key details that show how they act and feel, and how family members help each other. Model answering a text-evidence question using key details from the text as you think aloud. Guide students through a second text-evidence question by having them listen for key details to describe characters and draw inferences.

Bloom's: Analyze
DOK: 3

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you to add more details to a diary entry
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.W.2.C, 1.L.1.B.b

Detailed Description/Instructions:

- **One way to do this** is to display the diary entry from the last lesson and review the "Diary Entry Writing: anchor chart. Reread the diary entry, inviting students to suggest new details. Model generating sentences, orally rehearsing each sentence before writing. Model writing left to right, highlighting high-frequency words, sound-spelling strategies, and punctuation. Reread the diary entry and summarize the features included. Ask students to orally share details they will add to their entry before they begin writing independently.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you to identify and use demonstratives.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to display the four demonstratives—*this, that, these, those*—and explain that *this* and *that* are used with singular nouns, *these* and *those* with plural nouns, and that *this* and *these* refer to things nearby while *that* and *those* refer to things farther away. Display cloze sentences and guide students to select the correct demonstrative to complete each one.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "By Myself"	*Wolfie the Bunny* Compare and Contrast the Adventures and Experiences of Characters in Stories	Write a Narrative Text
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Many Kinds of Characters* - Add to the Knowledge Blueprint	Grammar: Articles and Demonstratives

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify and explain descriptive words.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "By Myself" and explain that students will reread the poem to notice descriptive language that helps create mental images. Model identifying phrases and discuss how they help the reader see and feel what the speaker experiences. Guide students to analyze the speaker as a character, asking questions about her thoughts, imagination, and why the poet uses "I."

Bloom's: Analyze
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review short /u/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Big Bus, Bus, Gus, and Dot*, and "Come Here, Friend." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to compare and contrast the experiences of characters in stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to display "Little Red Riding Hood" and *Wolfie the Bunny* and explain that students will compare and contrast the stories to better understand the characters and events. Model using a Venn diagram to note similarities and differences between characters, thinking aloud as you fill in shared traits in the overlap and differences in the outer circles. Guide students to work with partners using sentence frames to compare key details, then add their findings to the diagram. Summarize that students used key details to identify how the characters and events are alike and different.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 3

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you to write a closing statement for a diary entry.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is review the Diary Entry Writing anchor chart and reread the entry, inviting students to suggest an ending. Model writing a closing sentence, highlighting high-frequency words, sound-spelling strategies, capitalization, and punctuation. Reread the completed entry, review the anchor chart, point out the missing signature, and, if time allows, add a simple illustration. Ask students to orally rehearse their story ending before writing independently.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you to identify and use articles and demonstratives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to display the words *a, an, the, that, this, these,* and *those* and

review each word's part of speech and usage. Model using articles and demonstratives to describe illustrations in *Wolfie the Bunny*. Remind students that *a* and *an* change based on the initial sound of the next word, noting exceptions where a consonant begins with a vowel sound.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Boy Who Cried Wolf"	*Abuelita's Secret* First Reading: Determine Text Importance to Learn About Characters	Write a Narrative Text
Phonics and Word Study: L-blends		Grammar: Use Articles and Demonstratives

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify end punctuation in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce "The Boy Who Cried Wolf." Read aloud fluently, then track the text with a pointer, inviting students to join in on repeated lines. Add to the *Unit 2 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss whether the boy made a responsible and helpful choice when he yelled, "WOLF!" Review end punctuation and how exclamation points are a clue to read with excitement.

Bloom's: Apply
DOK: 2

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend and spell words with l-Blends.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.c, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to teach phoneme categorization by having students identify which

word doesn't share the same beginning sound. Introduce l-blends using the Picture and Sound-Spelling Cards. Say the l-blend words and ask students to write the letters that stand for the sounds. Model blending words with l-blends using the Letter Cards. Use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words. routine.

Bloom's: Apply
DOK: 1

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you to determine which information is important and which information is not important in a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce vocabulary for the selection. Display the cover of *Abuelita's Secret* and explain that students will identify important details to better understand the characters and events. Model using the "Determine Text Importance" anchor chart to distinguish key details from less relevant information. Guide students to work with partners to choose details from the rest of the story, decide if they are important, and share their reasoning. Summarize that students use key details to determine which information is essential to understanding the story and the characters' experiences.

Bloom's: Analyze
DOK: 3
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you to write a personal narrative inspired by the story.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.W.2.C, 1.L.1.B.c

Detailed Description/Instructions:

- **One way to do this is to** display *Abuelita's Secret.* Create a "Narrative Writing" anchor chart and model generating an idea. Orally rehearse sentences and use think-alouds to guide students in spelling, capitalization, and proper nouns. Summarize the narrative features included. Ask students to orally share about things that are important to them before they begin writing.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you how to use articles and demonstratives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to explain that *a* and *an* are used before general nouns, *the* before specific nouns, and demonstratives point out nouns: *this* (singular, near), *that* (singular, far), *these* (plural, near), *those* (plural, far). Display sentences, read them aloud, underline the article or demonstrative, circle the following noun, and have students explain what the word tells about the noun.

Bloom's: Understand
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Boy Who Cried Wolf"	*Abuelita's Secret* Describe Characters Using Key Details	Write a Narrative Text
Phonics and Word Study: L-blends; Alphabetical Order		Grammar: Use Article and Demonstratives

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to sort words alphabetically.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "The Boy Who Cried Wolf." Model fluent reading by demonstrating how to use your voice to express the feelings of the characters. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write their opinions about a favorite line in the poem "By Myself." Introduce alphabetizing.

Bloom's: Apply
DOK: 2

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with l-blends.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.2.A.c, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.c, 1.RF.3.A.e
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with L-blends. Blend and build words with L-blends. Have students add, remove, or change letters to make new words. Practice encoding l-blends words and writing a dictated sentence. Students apply their decoding skills by reading the text "What Is It?" Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

<u>Engaging Experience 61 (Reading):</u>
Teaching Point: Today I am going to teach you to describe characters using adjectives and key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the cover of *Abuelita's Secret* and the "Describe Characters" anchor chart. Explain that students will focus on key details to describe characters and understand how family members help each other. Model rereading and thinking aloud to identify details that describe how the characters are feeling. Guide students to use the anchor chart and text evidence to identify key details about Abuelita and her secret, discussing how these details reveal character traits and relationships.

Bloom's: Analyze
DOK: 3

<u>Engaging Experience 62 (Writing):</u>
Teaching Point: Today I am going to teach you to add new details to narrative writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to review the "Narrative Writing" anchor chart and reread the existing entry. Model generating ideas. Use think-alouds and guided prompts to engage students in spelling, proper nouns, high-frequency words, and word placement, encouraging them to help with each step of writing. Ask students to orally share additional items that are important and how they will add details to their writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach how to use articles and demonstratives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review the articles *a, an,* and *the* and the demonstratives *this, that, these,* and *those* by asking students to share what they know about each word, providing support as needed. Display a chart, read each sentence aloud, and discuss why the chosen article or demonstrative correctly matches the noun.

Bloom's: Understand
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Elves and the Shoemaker"	*Abuelita's Secret* Find Text Evidence: Describe Major Events Using Key Details	Write a Narrative Text
Phonics and Word Study: L-blends; Alphabetical Order	Build Vocabulary: Distinguish Shades of Meaning Among Verbs	Grammar: Distinguish Subjects and Predicates

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you new vocabulary words.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this is** to introduce "The Elves and the Shoemaker." Read the story aloud, then reread with a pointer, tracking the print and having students echo the Elve's chant. Add to the *Unit 2 My Reading and Writing Words* as you teach new vocabulary. Have partners discuss how the shoemaker and the elves make good choices and help one another.

Bloom's: Apply
DOK: 2

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to add phonemes and segment words with l-blends.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.c, 1.RF.3.A.e,

1.RF.3.A.j

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students focus on l-blends by adding phonemes and segmenting words with l-blends. Have students reread “What Is It?” using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write a riddle. Students will practice spelling words with l-blends using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply

DOK: 1

Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach’s Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

<u>Engaging Experience 66 (Reading):</u>

Teaching Point: Today I am going to teach you to describe major events using key details.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to display *Abuelita’s Secret* and the “Story Elements" anchor chart and explain that students will use key details from the text and illustrations to describe the major events. Model rereading the middle of the story to answer a text evidence question, thinking aloud to highlight key details in the text and illustrations. Guide students to answer a second question about another story event, using key details to describe events and explain their importance, while referring to the anchor chart.

Bloom's: Analyze

DOK: 3

<u>Engaging Experience 67 (Reading):</u>

Teaching Point: Today I am going to teach you to distinguish shades of meaning among verbs.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.B.i, 1.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to display *Abuelita’s Secret* and explain that students will focus on how the words characters use to speak reveal their feelings and personalities. Model identifying and acting out speaking verbs to show shades of meaning. Guide students to listen for other speaking verbs and discuss how each verb shows a different way of speaking, helping them understand the characters and the story’s lessons about family and helping one another.

Bloom's: Analyze

DOK: 3

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you to add additional details to narrative writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to display the narrative from the last lesson and review the "Narrative Writing" anchor chart. Model generating ideas. Use think-alouds and guided prompts to engage students in word placement, spelling, proper nouns, punctuation, and high-frequency words. Ask students to orally share additional items that are important and how they will add details to their writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you about subjects and predicates.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that a complete sentence has two parts: the subject and the predicate. Display sentences. Ask students to determine which part of the sentence is the subject and which part of the sentence is the predicate. Have volunteers underline each subject and circle each predicate.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Elves and the Shoemaker"	*Abuelita's Secret* Compare and Contrast the Adventures and Experiences of Characters in Stories	Write a Narrative Text
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Distinguish Subjects and Predicates

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers reread to understand the text.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is review the vocabulary words and have students retell "The Elves and the Shoemaker." Model the fix-up strategy of rereading to clarify understanding, emphasizing using context to determine word meaning. Reinforce fluency during decodable text reading

Bloom's: Apply
DOK: 2

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, l-blends, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with l-blends. Introduce the decodable text *Let's Sled*. Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you to compare and contrast the experiences of characters in stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to display *Wolfie the Bunny* and *Abuelita's Secret* and explain that students will compare and contrast characters and their experiences to better understand the stories. Model using a Venn diagram, thinking aloud as you record shared traits in the overlap and differences in the outer circles. Guide students to answer questions about the characters and add responses to the diagram. Summarize that students used text and illustrations to draw inferences, identify key details, and determine which details were important to understanding the stories.

Bloom's: Analyze
DOK: 3

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you to add additional details to narrative writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to review the "Narrative Writing" anchor chart and reread the entry, inviting ideas for the last detail in your story. Model generating a sentence. Use think-alouds and prompts to guide spelling, punctuation, and sentence structure. Summarize the narrative features included. Ask students to orally share additional items that are important and how they will add details to their writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you to identify and use subjects and predicates.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that a complete sentence has a subject, which tells what or whom the sentence is about, and a predicate, which tells something about the subject. Display sentences, read them aloud, and have students identify the parts by underlining the subjects and circling the predicates.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "By Myself"	*Abuelita's Secret* Demonstrate Knowledge: *Many Kinds of Characters in Stories* -Complete the Knowledge Blueprint	Write a Narrative Text
Phonics and Word Study: Review and Monitor Progress		Grammar: Distinguish Subjects and Predicates

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to describe the speaker of the poem.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "By Myself" and explain that students will reread the poem to notice punctuation, phrasing, and expression. Guide students to turn and talk about the speaker as a character, discussing what she thinks, imagines, and feels. Ask questions to help students analyze the speaker's thoughts and actions, connecting them to understanding characters and other people.

Bloom's: Analyze
DOK: 2

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review l-blends and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Let'S Sled, Glen the Robot*, and "What Is It?" Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to demonstrate knowledge through speaking, listening, and writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.2.A.a, 1.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *Abuelita's Secret*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2. Complete the Knowledge Blueprint.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships

or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you to write a concluding statement to a narrative writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to display the "Narrative Writing" anchor chart. Reread the unfinished narrative and guide students to think of a sentence that sums up all the items. Use think-alouds and prompts to model writing behaviors, including word placement, spelling, punctuation, and high-frequency words. Have students reread the completed narrative and reinforce print concepts like periods, capitalization, and sentence structure. Ask students to orally share a concluding statement before finishing their narrative.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach you to identify and use subjects and predicates.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that a complete sentence has a subject, which tells what or whom the sentence is about, and a predicate, which tells something about the subject. Display sentences, read them aloud, and have students identify the parts by underlining subjects and circling predicates.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about different types of characters and what they say, think, and do.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See the *Weekly and Unit Assessments Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 2 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 3 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:
Have students demonstrate knowledge of the Enduring Understanding: *Stories of all kinds, including fairy tales, fables, fantasies, and realistic fiction, have characters who face challenges*.

Students will create a two-column chart. Have them label the first column "Genre" and the second column "Challenge." Ask them to think about the stories they have read. Have them write the genre of the story in the first column and the challenge the characters face in the second column. Ask them to include at least three challenges.

Unit 3: Being a Good Community Member

Subject: Reading - Writing - Foundational Skills
Grade: First Grade
Name of Unit: Being a Good Community Member
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read and compare selections about people who have made contributions to their communities to understand what it means to be a good citizen.

In Topic 1 (Week 1)
In Week 1, during foundational skills, students will focus on r-blends and abbreviations. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will ask and answer questions about key details, use photographs to describe key details, and use context clues. They will also summarize and synthesize information. During writing, students will brainstorm, draft, revise, publish and share in informative writing piece. Students will review singular and plural nouns and be introduced to noun-verb agreement and subjects and predicates.

In Topic 2 (Week 2)
In Week 2, during foundational skills, students will focus on s-blends and contractions. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will make connections, use photographs and details to describe key ideas, use the table of contents and identify reasons that support key points. They will also ask and answer questions about key details.During writing, students will follow the informative writing process to brainstorm, draft, and revise an informative writing piece. Students will be introduced to pronouns, including personal and possessive pronouns.

In Topic 3 (Week 3)
In Week 3, during foundational skills, students will focus on final consonant blends and inflectional endings. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will summarize and synthesize information. In addition, students will ask and answer questions about key details and identify reasons that support key points, including using photographs.During writing, students will revise to avoid repetitive words and to use linking words and phrases, editing, and publishing. Students will be introduced to indefinite pronouns and review noun-verb agreement.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 3 materials
- Preview the Unit 3 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Gather the Decodable Readers: *The Plan, Fix the Cracks!, Stop for Socks, Kids Can Fix It, Grants Coat, Let's Pick It Up!*
- Gather the black and white "take home" decodable readers
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the *My Reading and Writing* student booklet for *Being a Good Community Member*

Essential Questions:

- Why do people get involved in their communities?

Enduring Understanding/Big Ideas:

- When people exhibit the qualities of good citizenship, communities become safer and more enjoyable.
- Responsible citizens follow laws and principles that include respect for the rights, opinions, and property of others.

Priority Standards for Unit:

- **1.RF.2.A.a:** Produce and identify sounds and syllables in spoken words
- **1.RF.2.A.c:** Recognize change in a spoken word when a specific phoneme is added, changed or removed
- **1.RF.2.A.d, 1.RF.2.A.e:** Blend and segment words with 3-5 phonemes
- **1.RF.3.A.a, 1.RF.3.A.e:** Decode words in context by using letter-sound knowledge
- **1.RF.3.A.c:** Produce consonant blends
- **1.RF.3.A.j:** Read high-frequency words
- **1.R.1.A.c:** Seek clarification and locate facts and details about stories and other texts
- **1.R.1.A.d. 1.SL.3.A.c:** Retell main ideas in sequence including key details
- **1.R.1.B, 1.R.1.B.i:** Develop an understanding of vocabulary
- **1.R.3.A.b, 1.R.3.A.c:** Use text features to locate specific information in text
- **1.R.3.C.b:** Identify main ideas and provide supporting details
- **1.W.1.B:** Appropriate to genre type, develop a draft from prewriting
- **1.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **1.W.2.B:** Write informative/explanatory texts
- **1.L.1.A.g:** Produce simple and compound sentences.
- **1.L.1.B.b:** Use ending punctuation
- **1.L.1.B.c:** Capitalize the first letter of other's first and last names

Supporting Standards

- **1.RF.4.A:** Read decodable text with fluency, with purpose, and for comprehension.

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
1.RF.2.A.a	Produce and identify sounds and syllables in spoken words	Identify the number of syllables in a spoken word Break a spoken word into its syllables Identify individual sounds (phonemes) in spoken words Produce the sounds in a word when prompted.	1
1.RF.2.A.c	Recognize change in a spoken word when a specific phoneme is added, changed or removed	Hear how a word changes when a sound is added, changed or removed Identify which sound changed in a word	1
1.RF.2.A.d **1.RF.2.A.e**	Blend and segment words with 3-5 phonemes	Blend spoken phonemes to form one- or two-syllable words with and without consonant blends Segment spoken words into individual phonemes (words need to be three to five phonemes in length) Maintain the correct order of phonemes when blending or segmenting	1
1.RF.3.A.a **1.RF.3.A.e**	Decode words in context by using letter-sound knowledge	Blend letter-sounds together to read recognizable words. Use common spelling patterns (CVC, blends, digraphs, CVCe, word families) to decode words. Recognize familiar chunks or patterns in words to read them more efficiently. Apply phonics patterns when reading unfamiliar words. Read decodable words accurately and automatically in connected text.	1
1.RF.3.A.c	Produce consonant blends	Recognize common consonant blends (l-blends, s-blends, r-blends) Produce each sound in a consonant blend	1

		accurately Read and spell words containing consonant blends	
1.RF.3.A.j	Read high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
1.RF.4.A	Read appropriate text with fluency, with purpose, and for comprehension	Read appropriate text accurately, smoothly, at an appropriate pace and with expression. Read with a clear purpose (to learn, enjoy, or gather information). Demonstrate comprehension by discussing or responding to the text.	1
1.R.1.A.c	Seek clarification and locate facts and details about stories and other texts	Ask questions to clarify parts of a stories or informational text Ask for help understanding confusing words, ideas, or events Identify important facts and key details in both literary and informational texts and use text evidence to support thinking Use details from the text when talking or writing about the topic.	2
1.R.1.A.d **1.SL.3.A.c**	Retell main ideas in sequence including key details	Retell the main ideas of a text in the correct order Include important key details in their retell Describe events in sequential order	2

		Explain the text clearly using details from the story or informational text	
1.R.1.B **1.R.1.B.i**	Develop an understanding of vocabulary by using words and phrases acquired through conversation, reading and being read to, and responding to texts	Learn and understand new words from conversations, read-alouds, and reading. Use newly learned vocabulary when speaking and writing about texts. Use context, discussions, and experiences to build vocabulary knowledge.	2
1.R.3.A.b **1.R.3.A.c**	Use text features to locate specific information in text	Identify text features Use text features to find specific information within a text Explain what the facts and/or details are within the text Distinguish whether those facts and/or details are provided by pictures or with words in text	2
1.R.3.C.b	Identify main ideas and provide supporting details	Identify the main idea of a text or section Determine what the text is mostly about Locate and explain supporting details that match the main idea	2
1.W.1.B	Appropriate to genre type, develop a draft from prewriting	Use a prewriting plan (pictures, graphic organizers, notes, oral rehearsal) to begin drafting Develop a draft that matches the intended genre (narrative, informational, opinion) Sequence ideas into sentences and stay on topic Generate evidence of a simple opening and closing	3
1.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Respond to questions and suggestions Clarify for meaning by adding details	2

		Edit for spaces between words, spelling, capitalization, and punctuation	
1.W.2.B	Write informative/explanatory texts	Introduce a topic or text being studied and supply facts Use some topic specific words Follow a sense of order in writing and create a sense of closure	3
1.L.1.A.g	Produce complete simple and compound sentences	Write and say complete simple sentences with a subject and verb Combine related ideas into compound sentences using conjunctions Recognize and correct incomplete sentences Use correct capitalization and ending punctuation in sentences	1
1.L.1.B.b	Use ending punctuation	Identify the correct ending punctuation for different kinds of sentences Apply ending punctuation consistently in their own writing Recognize when a sentence is missing ending punctuation and fix it.	1
1.L.1.B.c	Capitalize the first letter of others' first and last names	Recognize that people's first and last names begin with capital letters Correctly write names with uppercase beginnings and the lowercase remaining letters (i.e. John Smith) Correct capitalization errors in names when writing	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 3 Weekly Assessments • Unit 3 Assessment • Interim Assessment #2

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Contribution Decision Honest Respect	Abolitionist Citizen Enslaved Inventor Plot Rights Signal Vacant

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about how people contribute to their communities.
Suggested Length of Time: 1 lesson
Standards Addressed: 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 3 multimedia video. Use the Unit 3 Opener to introduce the essential question, *Why do people get involved in their communities?* Explain that we will read and compare selections about people who have made contributions to their community and what it means to be a good citizen. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "In the Neighborhood"	"Hello Community Garden" First Reading: Make Connections to Learn About Communities	Informative Process Writing: Brainstorm
Phonics and Word Study: R-blends		Grammar: Singular and Plural Nouns

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to recognize and identify ending punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "In the Neighborhood." Model reading the poem aloud with fluency and expression, tracking the print, and inviting students to chime in on repeated words. Begin a *Unit 3 My Reading and Writing Words* chart as you teach the vocabulary words. Reinforce print concepts -end punctuation- noting different types of sentences and how you can read them.

Bloom's: Apply
DOK: 2

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend and spell words with r-blends.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to teach phoneme categorization by having students identify which word doesn't share the same beginning sound. Introduce r-blends using the Picture and Sound-Spelling Cards. Say the r-blend words and ask students to write the letters that stand for the sounds. Model blending words with r-blends using the Letter Cards. Use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words. routine.

Bloom's: Apply
DOK: 1

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you to make connections to texts.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display and preview "Hello, Community Garden!" Explain that informational texts contain facts, multiple details, and photographs. Model making connections before and during reading—linking the text to personal experiences and other texts Create a "Make Connections" anchor chart to reinforce this strategy. Guide students to discuss connections with partners and explain how these help them understand the text.

Bloom's: Analyze
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you to brainstorm ideas to write an informative text about places in our community.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display "Hello, Community Garden!" and set the lesson purpose: students will write an informative text about places in their community. Explain that informational texts provide facts about a topic and create an

"Informative/Explanatory Writing" anchor chart. Model brainstorming by visualizing community places and listing them. Then, have students brainstorm with a partner, write their ideas, and share them to add to the class list, updating their own lists with new ideas.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you about singular and plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review singular and plural nouns by displaying singular nouns and having students say each plural form. Remind students that verbs must agree with nouns, changing endings based on whether the noun is singular or plural. Display sentence frames and guide students to complete them with the correct form of a verb.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "In the Neighborhood"	"Hello Community Garden" Ask and Answer Questions About Key Details	Informative Process Writing: Draft
Phonics and Word Study: R-blends; Abbreviations		Grammar: Noun-Verb Agreement

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers change their pitch and intonation.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this is to display** "In the Neighborhood." Review vocabulary and have students retell ways people can help their communities. Model fluency by demonstrating pitch and intonation, having students echo-read questions with a rising voice. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write a list of ways they can help in their neighborhood. Introduce students to abbreviations.

Bloom's: Apply
DOK: 2

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with r-blends.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with r-blends. Blend and build words with r-blends. Have students add, remove, or change letters to make new words. Practice encoding r-blend words and writing a dictated sentence. Students apply their decoding skills by reading the text "Grab It and Bag It" Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions about key details in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to display "Hello, Community Garden!" and explain that readers can ask and answer questions to better understand key details. Model using the "Ask Questions" anchor chart to pose a question and identifying text and photo details that answer the question. Guide students to work with partners to ask and answer questions, reinforcing that key details help explain the main topic.

Bloom's: Analyze
DOK: 2

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you to write a topic sentence for informative writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that you are ready for drafting. Model drafting by using the class brainstorming

list, starting with a topic sentence, emphasizing capitalization and encoding high-frequency words. Add supporting details by answering questions. Orally rehearse each sentence, write it, and reread the draft with students, pointing out spacing, capitalization, and punctuation. Save the shared writing for the next lesson. Ask students to orally share their topic sentences and supporting evidence before writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you about noun-verb agreement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that plural nouns name more than one person, place, or thing and that verbs show what nouns do, emphasizing that nouns and verbs must agree in a sentence. Display sentences, have students underline the verbs and circle the nouns, then guide them in rewriting each sentence to change singular nouns and verbs to their plural forms.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Neighbors, Neighbors"	"Hello Community Garden" Use Photographs and Details to Describe Key Ideas	Informative Process Writing: Draft
Phonics and Word Study: R-blends; Abbreviations.	Build Vocabulary: Use Context Clues	Grammar: Noun-Verb Agreement

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify and use abbreviations.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display the poem *Neighbors, Neighbors* and introduce it as a text about community members. Read aloud with expression, tracking the print, and invite students to chime in on repeated lines. Add to the *Unit 3 My Reading and Writing Words* as you teach new vocabulary. Have partners share ways people make a community safer or more enjoyable. Introduce abbreviations.

Bloom's: Apply
DOK: 2

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to delete phonemes and segment words with r-blends.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on r-blends by deleting phonemes and segmenting words with r-blends. Have students reread "Grab It and Bag It" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write how people can clean up their neighborhoods. Students will practice spelling words with r-blends using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to use photographs to describe key ideas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.3.A.b, 1.R.3.A.c, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to display "Hello, Community Garden!" and set the purpose: using photographs to identify key ideas in the text. Explain that photographs can show real-life examples and provide details that support the main idea. Model how to read captions and connect photo details to the text. Create a "Finding Information in Text and Pictures" anchor chart with the class.

Bloom's: Analyze
DOK: 2

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to determine the meaning of unknown words in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.3.A.b, 1.R.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display "Hello, Community Garden!" and focus on using context clues to understand new vocabulary. Explain that authors choose words carefully, and readers can use nearby sentences, pictures, and captions to figure out what unfamiliar words mean. Model using context clues, thinking aloud about the clues in the text and photo. Guide students to identify unfamiliar words and use context clues—like surrounding words and images—to clarify meanings.

Bloom's: Analyze
DOK: 2

<u>Engaging Experience 16 (Writing):</u>
Teaching Point: Today I am going to teach you add more details and restate our topic sentence to conclude our informative writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and set a purpose for the lesson. Continue drafting your text by adding more details and restating the topic sentence to conclude. Model writing each word, emphasizing sounds, high-frequency words, and spelling patterns. Add a title, modeling capitalization. Reread the draft, pointing out spacing, capitals, and punctuation. Ask students to share additional details and a concluding statement before writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 17 (Grammar):</u>
Teaching Point: Today I am going to teach you about noun-verb agreement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1..A
Detailed Description/Instructions:

- **One way to do this** is to review that singular nouns name one person, place, or thing, while plural nouns name more than one, and remind students that nouns and verbs must agree in a sentence. Display the noun/verb pairs and guide students to write the plural forms and matching verbs. Then work together to create a complete sentence for each pair.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Neighbors, Neighbors"	"Safe to Go!" First Reading: Summarize and Synthesize to Learn About Communities	Informative Process Writing: Revise
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Subjects and Predicates

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read more slowly and think about the words.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Neighbors, Neighbors" and review vocabulary and retell the story. Model the fix-up strategy by demonstrating how reading more slowly helps readers notice important words, showing how slowing down clarifies the meaning of unfamiliar words. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, r-blends, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with r-blends. Introduce the decodable text *The Plan*. Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you to summarize and synthesize a text using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "Safe to Go!" and set the purpose: using key details to summarize and synthesize information in an informational text. Model reading and identifying important details, summarizing the section, and synthesizing information to generate new ideas. Create a "Summarize and Synthesize" anchor chart to reinforce the strategy. Then guide partners to summarize the text and synthesize using key details.

Bloom's: Analyze
DOK: 2

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you to revise and edit to strengthen your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and review that the last lesson focused on drafting and titling your text. Explain that today's purpose is revising and editing to make the writing stronger. Model revising a sentence for accuracy. Then model editing for capitalization, punctuation, spelling, and subject-verb agreement. Read the revised text aloud with students. Ask students to read their texts aloud and share what they will revise and edit.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you to identify and use subjects and predicates.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to explain that every sentence has two parts: a subject, which tells what or whom the sentence is about, and a predicate, which tells something about the subject. Display the sentences, read them aloud, and guide students to identify the subject and predicate by underlining the noun and circling the verb, then naming each part of the sentence.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "We Have a Little Garden"	"Safe to Go!" Ask and Answer Questions About Key Details	Informative Process Writing: Publish and Share
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Being a Good Community Member* - Begin the Knowledge Blueprint	Grammar: Subjects and Predicates

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify rhyme within a poem.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "We Have a Little Garden." Set the purpose: listening for important details that show what the poem is about. Read the poem aloud fluently, then explain that poets use techniques like rhyme to make their writing engaging. Model identifying the rhyme scheme by rereading noticing which end-words rhyme. Guide partners to discuss how the rhyme scheme affects how they hear the poem.

Bloom's: Apply
DOK: 2

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review r-blends and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *The Plan, Fix the Cracks!*, and "Grab It and Bag It!" Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions about key details in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "Safe to Go!" and review the "Ask Questions" anchor chart to set the purpose: using questions to understand key details. Reread and model how good readers ask and answer questions. Model how you pose a question and read to find the answer. Explain that asking and answering questions helps readers understand important information. Guide students to practice by asking their own questions about key details in the text, diagram, and caption, using the anchor chart for support.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 2

Engaging Experience 27 (Writing):
Teaching Point: Today I am going to teach you how to publish and share your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and review the steps completed so far. Explain that it is now time to publish and share writing, celebrating what has been accomplished. Model sharing something you like about your final, clean draft. Then have students practice with partners, using sentence frames, emphasizing speaking clearly and listening attentively.

Bloom's: Apply
DOK: 2
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 28 (Grammar):
Teaching Point: Today I am going to teach you to identify and use subjects and predicates.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that every sentence has a subject and a predicate, with the subject telling what (or whom) the sentence is about and the predicate telling something about the subject. Display the sentences and guide students to complete each

with a verb that matches the noun. Then, together, identify the subject and predicate in each sentence.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Can You Keep Earth Green?"	*Being a Responsible Citizen* First Reading: Make Connections to Learn About Responsible Citizenship	Informative Process Writing: Brainstorm
Phonics and Word Study: s-blends		Grammar: Introduce Pronouns

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to recognize and use question marks.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Can You Keep Earth Clean?" Read the poem aloud in a fluent and expressive voice, then reread and invite students to join in on the repeated line. Point out the question mark and remind students that our voice rises as we read questions. Add to the *Unit 3 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to share one way people can take care of Earth.

Bloom's: Apply
DOK: 2

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend and spell words with s-blends
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to teach phoneme categorization by having students identify which word doesn't share the same beginning sound. Introduce s-blends using the Picture and Sound-Spelling Cards. Say the s-blend words and ask students to write the letters that stand for the sounds. Model blending words with s-blends using the Letter Cards. Use the

Read, Spell, Write, Apply routine to introduce the week's high-frequency words. routine.
Bloom's: Apply
DOK: 1

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you to make connections to a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.3.A.b, 1.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display Being a Responsible Citizen and set a purpose: noticing how readers make connections to understand what responsible citizenship looks like. Model making text-to-text connections, linking the photos and captions to Hello, Community Garden! to show how people help their communities. Then guide students to make their own connections using text details, photographs, and prior knowledge. Create a "Make Connections" anchor chart to reinforce the strategy.

Bloom's: Analyze
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you brainstorm ideas to write an informative piece about being a good citizen.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this is to** display *Being a Responsible Citizen* and explain that students will write a new informative text about being a good citizen in a community place. Review the "Informative/Explanatory Writing" anchor chart and begin brainstorming by modeling how to generate ideas. Invite students to brainstorm with partners about their own community places and list behaviors that show good citizenship, reminding them that any visualized actions are acceptable.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you about pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to display the pronouns *I, he, she, it, you* and explain that pronouns are words that take the place of nouns in a sentence. After reviewing nouns and verbs, introduce these common singular pronouns. Then display the sample sentences, guide students to underline the nouns in each subject, and model how to replace those nouns with the appropriate pronouns—adjusting the verbs when necessary—so students see how singular pronouns can stand in for singular nouns in the subject of a sentence.

Bloom's: Apply
DOK: 2

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Can You Keep Earth Clean?"	*Being a Responsible Citizen* Find Text Evidence: Use Photographs and Details to Describe Key Ideas	Informative Process Writing: Draft
Phonics and Word Study: S-blends; Contractions		Grammar: Personal Pronouns

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers pause between thoughts.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review vocabulary and retell "Can You Keep Earth Clean?" Model reading with expression, emphasizing pausing at line breaks and end punctuation. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write a list of ways they can keep the earth clean. Introduce contractions to the students.

Bloom's: Apply
DOK: 2

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with s-blends.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with s-blends. Blend and build words with s-blends.

Have students add, remove, or change letters to make new words. Practice encoding s-blend words and writing a dictated sentence. Students apply their decoding skills by reading the text "Stan Can." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to use photographs in a text to describe key ideas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *Being a Responsible Citizen* and set a purpose: noticing how photographs help explain key ideas. Model answering text evidence questions using details from the photos and text, thinking aloud to show how the images clarify meanings. Guide students to use photographs and text to identify details. Have partners discuss and share their observations.

Bloom's: Analyze
DOK: 3

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you to begin drafting your informative piece with a topic sentence.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing." Display the class brainstorming list and model writing your own topic sentence about being a good citizen, emphasizing that informative writing is factual and not personal. Model adding a supporting detail by answering the question "How can people be good citizens?" Reread the draft aloud, pointing out spacing, capitalization, and punctuation. Have students orally share their topic sentences before writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you to identify and use personal pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that pronouns replace nouns in sentences, and after practicing singular subject pronouns yesterday, students will now learn pronouns that replace plural nouns in the subject: *we, you, they*. Display these pronouns and read them aloud, then show the sentences and guide students to identify the nouns in each subject. Work together to replace each noun with the correct pronoun, noting that *you* is special because it can refer to both singular and plural nouns.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Reduce, Reuse, Recycle"	*Being a Responsible Citizen* Find Text Evidence: Use Identify Reasons That Support Key Points	Informative Process Writing: Draft
Phonics and Word Study: S-blends; contractions	Build Vocabulary: Use Context Clues	Grammar: Personal Pronouns

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you new vocabulary words.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce "Reduce, Reuse, Recycle." Read the rhyme aloud, then reread with a pointer, having students listen for important details. Add to the *Unit 3 My Reading and Writing Words* as you teach new vocabulary. Have partners discuss how people can be responsible and make less trash.

Bloom's: Apply
DOK: 2

Engaging Experience 39 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to substitute phonemes and segment words with s-blends.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.e, 1.RF.3.A.j

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students focus on r-blends by substituting phonemes and segmenting words with s-blends. Have students reread "Stan Can" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write about one of Stan's problems. Students will practice spelling words with r-blends using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply

DOK: 1

Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 40 (Reading):

Teaching Point: Today I am going to teach you to identify reasons an author gives to support key points in a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to guide students in using photographs to understand key ideas in *Being a Responsible Citizen*. Model how to analyze text and photographs together to identify details that support text evidence questions. Reinforce using an "Author's Points and Reasons" anchor chart to track key points and supporting details. Have students turn and talk, then share evidence-based responses, pointing to specific examples in both the text and photos.

Bloom's: Analyze

DOK: 2

Engaging Experience 41 (Reading):

Teaching Point: Today I am going to teach you to determine the meaning of unknown words in a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to guide students in using context and picture clues to determine the meaning of unknown words in *Being a Responsible Citizen*. Model how to identify

clues in text and images to define words. Reinforce using a "Context Clues" anchor chart to track strategies and definitions. Have students turn and talk, then share evidence-based responses, explaining how the clues helped them understand each word.

Bloom's: Analyze
DOK: 2

Engaging Experience 42 (Writing):
Teaching Point: Today I am going to teach you to add details to your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing." Explain that you will continue drafting by adding more details about being a good citizen. Reread the shared text and model generating another supporting detail by asking a question. Use the brainstorming list to guide your idea and write sentences, modeling high-frequency words, sound segmentation, capitalization, and punctuation. Reread the updated draft with students. Ask students to share the new information they will add before writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you to identify and use pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that pronouns can take the place of nouns, and after learning subject pronouns, students now explore object pronouns used in the predicate. Display the pronouns *me, you, him, her, us*, and *them*, and help students match each one to its corresponding subject pronoun. Then display the sentence pairs, guiding students to identify the predicate in each second sentence and select the correct object pronoun to complete it.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Reduce, Reuse, Recycle"	*Being a Responsible Citizen* Find Text Evidence: Use Text Features: Table of Contents	Informative Process Writing: Draft

Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Possessive Pronouns

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read more slowly and think about words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:
- **One way to do this** is to display the rhyme "Reduce, Reuse, Recycle" and review vocabulary and retell the story. Model the fix-up strategy by demonstrating how reading more slowly helps readers notice important words, showing how slowing down clarifies the meaning of words or their uses. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, s-blends, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j y
Supporting: 1.RF.4.A
Detailed Description/Instructions:
- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with r-blends. Introduce the decodable text *Stop for Socks*. Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Understand
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you to use a table of contents to locate information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to guide students in using text features to better understand *Being a Responsible Citizen*. Model how to examine the table of contents, glossary, and chapter titles to find information, such as where to locate details. Reinforce using an "Informational Text Features" anchor chart to reinforce how text features help answer text evidence questions. Have students turn and talk, then share responses using chapter titles and other text features as evidence.

Bloom's: Apply
DOK: 2

<u>Engaging Experience 47 (Writing):</u>
Teaching Point: Today I am going to teach you how to bring closure to an informative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing." Explain that today you will add one more supporting detail and then restate the topic sentence to bring closure. Reread the shared writing and model adding information before guiding students to help restate the topic in a concluding sentence. Then work together to choose a clear, meaningful title. Ask students to share new information they will add to their piece and their conclusion before they begin writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 48 (Grammar):</u>
Teaching Point: Today I am going to teach you to identify and use possessive pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display the possessive pronouns *my, your, his, her, its, our*, and *their*. Explain that possessive pronouns show ownership and replace nouns that tell who something belongs to. Note that these pronouns usually come before another noun. Then display the sentences and guide students in replacing each noun with the correct possessive pronoun.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "We Have a Little Garden"	*Being a Responsible Citizen* Find Text Evidence: Ask and Answer Questions about Key Details	Informative Process Writing: Revise and Expand
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: Being a Good Community Member (Add to the Blueprint)	Grammar: Possessive Pronouns

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to analyze rhyme schemes in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review and reread "We Have a Little Garden." Guide students to recall what the poem is about, what grows in the garden, and how the speaker acts responsibly. Model rereading with fluent, expressive phrasing. Analyze rhyme by having students compare the ABCB rhyme scheme of the first stanza with the DEFE rhyme scheme of the second stanza, discussing similarities and differences. Explore rhythm and line breaks by reading aloud and having students repeat lines, noting how pauses create rhythm.

Bloom's: Analyze
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review s-blends and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Stop for Socks, Kids Can Fix It*, and "Stan Can." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions about key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.3.A.b, 1.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to engage students in asking and answering questions about key details in *Being a Responsible Citizen*. Model how to analyze text and photographs to find evidence of good citizenship. Reinforce using the "Ask Questions" anchor chart to guide thinking. Have students turn and talk to pose their own questions and share evidence-based answers, pointing to specific details in the text and photos.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 2

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you to revise to improve your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart. Set the purpose by reminding students that writers reread their drafts to find ideas that need clarification or stronger description, then revise to improve their writing. Read the shared draft aloud and model revising a sentence to make it more accurate and clear. Then guide students in finding other places to expand or clarify. Conclude by rereading the revised text together. Ask students to share what they will add or change in their piece before writing.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you to identify and use possessive pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that possessive pronouns show ownership and explain that while pronouns like *my, your, his, her, our,* and *their* come before nouns, other possessive pronouns—*mine, yours, his, hers, ours,* and *theirs*—can stand alone at the end

of a sentence. Display these words, read them aloud with students, and then show the sentence pairs, guiding students to complete each second sentence using the correct possessive pronoun.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Firefighters"	*People Who Made Contributions* First Reading: Summarize and Synthesize to Learn How People Help Communities	Informative Process Writing: Focus on Writer's Craft
Phonics and Word Study: Final Consonant Blends		Grammar: Indefinite Pronouns

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to recognize the distinguishing features of a sentence.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "Firefighters." Model fluent, expressive reading while tracking the print and guide students to identify important details. Add to the *Unit 3 My Reading and Writing Words* chart as you teach the vocabulary words. Reinforce print concepts by pointing out capitalized words and ending punctuation in sentences. Have students tell a partner one way firefighters keep communities safe.

Bloom's: Apply
DOK: 2

Engaging Experience 55 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to identify, blend and spell words with final consonant blends.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j

Detailed Description/Instructions:

- **One way to do this** is to teach phoneme categorization by having students identify which word doesn't share the same ending sound. Introduce final consonant blends (i.e. -nd, -nt, -st, mp, -nk). Say words with final consonant blends and ask students to write the letters that stand for the sounds. Model blending words with final consonant blends using the Letter Cards. Use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words. routine.

Bloom's: Apply

DOK: 1

Engaging Experience 56 (Reading):

Teaching Point: Today I am going to teach you to determine which information is important and which information is not important in a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.B.i, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display and preview *People Who Made Contributions*. Model reading and thinking aloud to show how to summarize important information, focusing only on the most essential details. Then model synthesizing by combining details from the text with prior knowledge to form new ideas. Use the "Summarize and Synthesize" anchor chart to reinforce these strategies. Guide students to listen to additional chapters, work with partners to summarize key details and share synthesized ideas.

Bloom's: Analyze

DOK: 2

Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):

Teaching Point: Today I am going to teach you to revise your writing to improve your sentence variety.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.W.1.C, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this is to** display the "Informative/Explanatory Writing" anchor chart. Set the purpose by reminding students that rereading helps writers notice repetition and

improve sentence variety. Reread your piece and model how to revise by reordering words and replacing repeated nouns with pronouns. Summarize these strategies, then guide students in finding and improving other repetitive or unclear parts. Ask students to share how they will review their piece to make it less repetitive.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you about indefinite pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to explain that indefinite pronouns—words like *someone*, *everyone*, *nobody*, and *anything*—refer to people or things that are not specifically named. Display the sentences, read them aloud, and underline the indefinite pronoun in each one, explaining why each refers to an unknown or unnamed person or thing.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Firefighters"	*People Who Made Contributions* Find Text Evidence: Use Photographs and Details to Describe Key Ideas	Informative Process Writing: Focus on Writer's Craft
Phonics and Word Study: Final Consonant Blends; Inflectional Endings		Grammar: Indefinite Pronouns

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read with expression.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Firefighters." Review vocabulary and guide partners to retell how firefighters help keep communities safe. Model fluent reading by rereading the poem with expression and discussing what students noticed about your voice. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define

routine. Deepen comprehension by having the students write a summary of the poem. Introduce inflectional endings.

Bloom's: Apply
DOK: 2

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with final consonant blends.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with final consonant blends. Blend and build words with final consonant blends. Have students add, remove, or change letters to make new words. Practice encoding final consonant blend words and writing a dictated sentence. Students apply their decoding skills by reading the text "One Fast Wagon!" Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 61 (Reading):
Teaching Point: Today I am going to teach you to use photographs in a text to describe key ideas
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to remind students that photographs and illustrations in informational texts help readers understand key ideas. Display *People Who Made Contributions* and model analyzing a text evidence question by using the text and illustrations to answer it. Guide students to practice by examining the photographs and turning and talking with a partner about how the images help them understand the text.

Bloom's: Analyze
DOK: 2

Engaging Experience 62 (Writing):
Teaching Point: Today I am going to teach you to add linking words and phrases to connect ideas while revising.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.C, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart. Reread your writing to look for ways to make it smoother by adding linking words and phrases that connect ideas instead of listing them. Model rereading your draft, noticing where ideas relate, and adding linking words and phrases. Then guide students to identify other places where ideas need clearer connections or where short, choppy sentences can be combined to strengthen the writing. Ask students to reread their pieces and look for places to add linking words and phrases.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach how to use indefinite pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that indefinite pronouns do not replace a specific noun; instead, they refer to people or things that are unknown or unnamed. Display the sentence frames and answer choices, and guide students in selecting the correct indefinite pronoun to complete each sentence.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Firefighters to the Rescue"	*People Who Made Contributions* Find Text Evidence: Identify Reasons That Support Key Points	Informative Process Writing: Share
Phonics and Word Study: Final Consonant Blends; Inflectional Endings	Build Vocabulary: Use Context Clues	Grammar: Noun-Verb Agreement

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you new vocabulary words.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Firefighters to the Rescue," modeling fluent, expressive reading while tracking the print as students follow along. Add to the *Unit 3 My Reading and Writing Words* as you teach new vocabulary. Have partners share about the work firefighters do.

Bloom's:
DOK:

<u>Engaging Experience 65 (Phonics and Word Study):</u>
Teaching Point: Today I am going to teach you to recognize rhymes and segment words with final consonant blends.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to practice recognizing and producing rhymes. Have students focus on final consonant blends by segmenting words with final blends. Have students reread "One Fast Wagon!" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write about how the animals in the story can solve their problem. Students will practice spelling words with final consonant blends using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

<u>Engaging Experience 66 (Reading):</u>
Teaching Point: Today I am going to teach you to identify the reasons an author gives to support points in a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *People Who Made Contributions* and remind students that the author uses reasons and details to support key points about how people helped their communities. Review the "Author's Points and Reasons" anchor chart, then model answering a text evidence question, thinking aloud to identify details that support the key points. Guide students to practice identifying reasons to support other points shared by the author using the anchor chart and prompts to help them focus on relevant evidence rather than background details.

Bloom's: Apply
DOK: 2

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you to determine the meaning of unknown words in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.3.A.b, 1.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to explain that students will use context clues and pictures in *People Who Made Contributions* to figure out the meanings of unfamiliar words. Model by thinking aloud about how you use nearby words and sentences to determine the meaning of an unfamiliar word. Then guide students to identify unknown words and use text clues, illustrations, and captions to determine meanings and to discuss how these clues help build understanding of good citizenship.

Bloom's: Analyze
DOK: 2

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you to edit your informative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart. Set a purpose by reminding students that before publishing, writers reread their work to check spelling, punctuation, and grammar. Read the revised shared writing aloud and guide students in identifying and correcting errors, thinking aloud as you check capitalization, punctuation, spelling, and pronoun use. Ask students to reread their piece and to edit their conventions.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you about noun-verb agreement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that the subject of a sentence tells who or what the sentence is about, and the verb shows the action; they must always agree. The subject can be a noun or a pronoun. Display the sample sentences and remind students that the pronouns *he*, *she*, and *it* are singular, so the verb ends with *-s*. Then ask students to identify two other singular pronouns that do not follow this *-s* verb rule.

Bloom's: Apply
DOK: 2

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Firefighters to the Rescue"	*People Who Made Contributions* Find Text Evidence: Ask and Answer Questions About Key Details	Informative Process Writing: Publish
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Noun-Verb Agreement

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read slowly and think about the words.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is review the vocabulary words and have students retell "Firefighters to the Rescue." Model the fix-up strategy of reading slowly and thinking about the words, emphasizing reading with accuracy and paying attention to punctuation. Reinforce fluency during decodable text reading

Bloom's: Apply
DOK: 2

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, final consonant blends, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with final consonant blends. Introduce the decodable text *Grant's Coat*. Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a

partner and write and draw about the text.
Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions about key details in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to remind students that good readers ask and answer questions about key details to better understand a text. Using *People Who Made Contributions*, model how to ask a meaningful question, thinking aloud to form and answer a question, citing key details as evidence. Guide students to practice, using the "Ask Questions" anchor chart to help them generate and answer their own questions and sharing their text evidence with a partner.

Bloom's: Analyze
DOK: 2

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you to publish your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart. Tell students that once writers finish drafting, revising, and editing, they create a clean final copy to share with others. Show your polished draft with all revisions incorporated and point out that it is neat and free of editing marks. Explain that, while optional, you want to add an illustration to this piece, then draw a simple picture. Ask students to create their final copy and add an illustration.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. Students can digitally publish using Book Creator if you have time.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you about noun-verb agreement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that subjects and verbs must work together, and

verbs show the action in a sentence. Display the sentence frames and guide students to complete each one with the correct form of the verb, identifying whether the pronoun in each sentence is singular or plural.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "We Have a Little Garden"	*People Who Made Contributions* Demonstrate Knowledge: Being a Good Community Member	Informative Process Writing: Share
Phonics and Word Study: Review and Monitor Progress	Complete the Blueprint	Grammar: Noun-Verb Agreement

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify rhyme schemes in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to reread the poem "We Have a Little Garden," modeling fluent reading and guiding students to identify stanzas and listen for rhyming words, noting the rhyme scheme in the first stanza. Connect the poem to unit learning by having students turn and talk about how the garden represents community and good citizenship. Finally, engage students in shared writing by modeling and recording sentences about being responsible community members, using unit vocabulary and rereading the completed writing together.

Bloom's: Apply
DOK: 2

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review final consonant and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Grant's Coat, Let's Pick It Up!*, and "One Fast Wagon!" Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to demonstrate knowledge through speaking, listening, and writing.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.3.A.b, 1.R.3.C.b, 1.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *People Who Made Contributions*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2. Complete the Knowledge Blueprint.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you to celebrate your work by sharing your writing.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and remind students of the steps they have completed, then explain that it's time to share their writing. Sharing allows writers to celebrate their work and highlight something they like about it. Model this by rereading your text and pointing out a part you appreciate. Then have partners practice sharing something they like about the writing using simple sentence frames, reminding them to speak clearly and listen attentively.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach about noun-verb agreement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that subjects and verbs must work together to make a sentence grammatically correct, and that verbs sometimes end in -s depending on the noun or pronoun they follow. Display the simple sentences and invite volunteers to complete each one with a verb that makes sense and correctly matches the pronoun.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about why people contribute to their communities.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See the *Weekly and Unit Assessments Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 3 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 2
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 4 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:
Have students demonstrate their knowledge of the Enduring Understanding: *Responsible citizens follow laws and principles that include respect for the rights, opinions, and property of others.*

Ask students to write the top three most important rules in their community. Remind students to include the Build Knowledge Vocabulary in their writing. If necessary, students may draw pictures to show the rules.

Unit 4: Stories Have a Narrator

Subject: Reading - Writing - Foundational Skills
Grade: First Grade
Name of Unit: Stories Have a Narrator
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read and compare stories written from different points of view to understand how and why people tell stories.

In Topic 1 (Week 1)
In Week 1, during foundational skills, students will focus on consonant digraphs /th/, /sh/, /ng/, and inflectional ending -ing. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will ask questions, identify who is telling the story, describe setting and create mental images. During writing, students will brainstorm, draft, revise and publish an opinion writing piece. Students will be introduced to adjectives.

In Topic 2 (Week 2)
In Week 2, during foundational skills, students will focus on consonant digraphs /ch/, /tch/, /wh/ and closed syllables. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will ask questions, describe characters, setting, and major events of the story. They will also identify who is telling the story. During writing, students will follow the informative writing process to brainstorm, draft, revise, and expand an opinion piece. Students will be introduced to commas.

In Topic 3 (Week 3)
In Week 3, during foundational skills, students will focus on three-letter blends. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will create mental images and identify words and phrases that appeal to the senses. They will also describe characters and major events and ask and answer questions about key details.During writing, students will revise for clarity and word choice, edit, publish and share an opinion piece. Students will review commas and adjectives.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 4 materials
- Preview the Unit 4 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Gather the Decodable Readers: *I Wish, I Wish, Trish's Birthday, Chad and Patch, A Picnic Lunch, Splat and Sprat, Splash at the Pond.*
- Gather the black and white "take home" decodable readers
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the *My Reading and Writing* student booklet for *Stories Have a Narrator*

Essential Questions:

- How do people create stories?

Enduring Understanding/Big Ideas:

- Realistic Stories tell about characters, settings, and events that could exist. Fantasy stories include elements that could not happen in real life.
- Reading stories from different points of view allows us to learn about other people's perspectives.

Priority Standards for Unit:

- **1.RF.2.A.a:** Produce and identify sounds and syllables in spoken words
- **1.RF.2.A.c:** Recognize change in a spoken word when a specific phoneme is added, changed or removed
- **1.RF.2.A.d, 1.RF.2.A.e:** Blend and segment words with 3-5 phonemes
- **1.RF.3.A.a, 1.RF.3.A.e:** Decode words in context by using letter-sound knowledge
- **1.RF.3.A.c:** Produce consonant blends
- **1.RF.3.A.d:** Produce consonant digraphs
- **1.RF.3.A.f:** Use syllabication patterns to decode words
- **1.RF.3.A.j:** Read high-frequency words
- **1.R.1.A.d. 1.SL.3.A.c:** Retell main ideas in sequence including key details
- **1.R.1.B.b:** Identify common root or base words and their inflectional endings
- **1.R.1.B, 1.R.1.B.i:** Develop an understanding of vocabulary
- **1.R.2.A.a, 1.R.2.A.b:** Describe characters, setting, problem, solution, and events in logical sequence
- **1.W.1.B:** Appropriate to genre type, develop a draft from prewriting
- **1.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **1.W.2.A:** Write opinion texts
- **1.L.1.A.g:** Produce simple and complete sentences.
- **1.L.1.B.b:** Use ending punctuation
- **1.L.1.B.c:** Capitalize the first letter of other's first and last names

Supporting Standards for Unit:

- **1.RF.4.A:** Read decodable text with fluency, with purpose, and for comprehension.

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
1.RF.2.A.a	Produce and identify sounds and syllables in spoken words	Identify the number of syllables in a spoken word Break a spoken word into its syllables Identify individual sounds (phonemes) in spoken words Produce the sounds in a word when prompted	1
1.RF.2.A.c	Recognize change in a spoken word when a specific phoneme is added, changed or removed	Hear how a word changes when a sound is added, changed or removed Identify which sound changed in a word	1
1.RF.2.A.d **1.RF.2.A.e**	Blend and segment words with 3-5 phonemes	Blend spoken phonemes to form one- or two-syllable words with and without consonant blends Segment spoken words into individual phonemes (words need to be three to five phonemes in length) Maintain the correct order of phonemes when blending or segmenting	1
1.RF.3.A.a **1.RF.3.A.e**	Decode words in context by using letter-sound knowledge	Blend letter-sounds together to read recognizable words. Use common spelling patterns (CVC, blends, digraphs, CVCe, word families) to decode words. Recognize familiar chunks or patterns in words to read them more efficiently. Apply phonics patterns when reading unfamiliar words. Read decodable words accurately and automatically in connected text.	1
1.RF.3.A.c	Produce consonant blends	Recognize common consonant blends (l-blends, s-blends, r-blends) Produce each sound in a consonant blend	1

		accurately Read and spell words containing consonant blends	
1.RF.3.A.d	Produce consonant digraphs	Identify digraph sounds in spoken and written words. Distinguish consonant digraphs from single consonant sounds Produce the correct sound for each consonant digraph Read and spell words containing consonant digraphs	
1.RF.3.A.f	Use syllabication patterns to decode words	Break longer words into syllables Use basic syllable types and patterns to figure out vowel sounds. Apply an understanding of syllables when decoding unfamiliar multisyllabic words	1
1.RF.3.A.j	Read high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out	1
1.RF.4.A	Read appropriate text with fluency, with purpose, and for comprehension	Read appropriate text accurately, smoothly, at an appropriate pace and with expression Read with a clear purpose (to learn, enjoy, or gather information) Demonstrate comprehension by discussing or responding to the text	1

1.R.1.A.d **1.SL.3.A.c**	Retell main ideas in sequence including key details	Retell the main ideas of a text in the correct order Include important key details in their retell Describe events in sequential order Explain the text clearly using details from the story or informational text	2
1.R.1.B.b	Identify common root or base words and their inflectional endings	Identify the base/root word in a larger word Recognize common inflectional endings (e.g., -s, -es, -ed, -ing) Explain how the ending changes the meaning or tense of the word Read and understand words with inflectional endings	1
1.R.1.B **1.R.1.B.i**	Develop an understanding of vocabulary by using words and phrases acquired through conversation, reading and being read to, and responding to texts	Learn and understand new words from conversations, read-alouds, and reading Use newly learned vocabulary when speaking and writing about texts Use context, discussions, and experiences to build vocabulary knowledge	2
1.R.2.A.a **1.R.2.A.b**	Describe characters, setting, problem, solution, and events in logical sequences	Draw conclusions to describe characters using key details Identify and describe the setting of the story Identify and describe the problem the characters face and the solution to the problem Describe and/or retell events of the story in a clear, logical sequence	3
1.W.1.B	Appropriate to genre type, develop a draft from prewriting	Use a prewriting plan (pictures, graphic organizers, notes, oral rehearsal) to begin drafting	3

		Develop a draft that matches the intended genre (narrative, informational, opinion) Sequence ideas into sentences and stay on topic Generate evidence of a simple opening and closing	
1.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Respond to questions and suggestions Clarify for meaning by adding details Edit for spaces between words, spelling, capitalization, and punctuation	2
1.W.2.A	Write opinion texts	Introduce a topic or text being studied State an opinion about the topic and provide a reason for the opinion Use some specific word related to the topic Follow a sense of order and provide some sense of closure	3
1.L.1.A.g	Produce complete simple and compound sentences	Write and say complete simple sentences with a subject and verb Combine related ideas into compound sentences using conjunctions Recognize and correct incomplete sentences Use correct capitalization and ending punctuation in sentences	1
1.L.1.B.b	Use ending punctuation	Identify the correct ending punctuation for different kinds of sentences Apply ending punctuation consistently in their own writing Recognize when a sentence is missing ending punctuation and fix it.	1

1.L.1.B.c	Capitalize the first letter of others' first and last names	Recognize that people's first and last names begin with capital letters Correctly write names with uppercase beginnings and the lowercase remaining letters (i.e. John Smith) Correct capitalization errors in names when writing	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 4 Weekly Assessments • Unit 4 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Boring Peered Pesky Saffron Stern Claimed Gobbled Grumpy Lumbered Peaceful	Exclaimed Migrate(d)

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to talk, read, and write about how stories are created.

Suggested Length of Time: 1 lesson

Standards Addressed: 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to view the Unit 4 multimedia video. Use the Unit 4 Opener to introduce the essential question, *Why do people create stories?* Explain that we will read and compare stories written from different points of view and to understand how and why people tell stories. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand

DOK: 2

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "Fairy Tale Song"	"The City Mouse and the Country Mouse" First Reading: Ask Questions to Learn About Genre	Opinion Process Writing: Brainstorm
Phonics and Word Study: Digraphs /th/, /sh/, /ng/		Grammar: Introduce Adjectives

Engaging Experience 2 (Build Reading Foundations):

Teaching Point: Today I am going to teach you that fluent readers pause when they read.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to introduce and read the song "Fairy Tale Song," modeling fluent, expressive reading while students follow along and chime in on repeated lines. Highlight print concepts by discussing how dashes show a short pause and connect ideas. Begin a *Unit 4 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to share fairy tales they recognized from the song.

Bloom's: Apply

DOK: 2

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with consonant digraphs /th, /sh/, and /ng/.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j

Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of /th/, /sh/, and /ng/. Then display the Sound-Spelling and Picture Cards for the consonant digraphs. Explain that words can have consonant digraphs /th/ and /sh/ in the initial, medial, and final positions and /ng/ can be used in the final position. Say words aloud and ask students to identify the sound, position, and letters that represent the digraph. Model and practice successive blending with consonant digraph words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you to ask questions to learn about genre
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.B.i, 1.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to use the Define, Example, Ask routine to introduce new vocabulary for the selection. Preview "The City Mouse and the Country Mouse" by reviewing the features of a fable. Model asking questions before and during reading by examining the title and illustrations and thinking aloud to consider the genre and story details. Guide students to practice asking their own questions during reading, using the "Ask Questions" anchor chart. Ask students to turn and talk to share questions to deepen understanding of the text and its genre.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you to brainstorm ideas to form an opinion.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display "The City Mouse and the Country Mouse" and explain that students will follow a writing process to create an opinion piece. Review that they will first brainstorm and choose an opinion, then support it with reasons from the text.

Introduce the "Opinion Writing" anchor chart. Model brainstorming by asking which place you would rather visit and creating mental images of each setting. Add details to a list. Model stating an opinion.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you about adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to introduce adjectives as words that describe nouns. Display a chart and work with students to generate adjectives that describe the country and the city. Have partners take turns pointing to classroom objects and describing them using adjectives. Then invite volunteers to describe an object without naming or pointing to it, using the pronouns *it* or *they*, while the rest of the class guesses the object being described.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Fairy Tale Song"	"The City Mouse and the Country Mouse" Identify Who Is Telling the Story	Opinion Process Writing: Draft
Phonics and Word Study: Digraphs /th/, /sh/, /ng/; Inflectional Ending -ing		Grammar: Adjectives

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers pause when they read.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display the song "Fairy Tale Song." Explain that writers leave clues - end punctuation, commas, dashes - to help us know how to read their words. Model fluent reasons, emphasizing pauses for punctuation. Teach the words in the

Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students use their imagination to complete the sentence frame, “Once upon a time…” Introduce inflectional ending -ing.

Bloom's: Apply
DOK: 2

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with consonant digraphs (/th/, /sh/, and /ng/).
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with consonant digraphs (/th/, /sh/, and /ng/). Blend and build words with consonant digraphs (/th/, /sh/, and /ng/). Have students add, remove, or change letters to make new words. Practice encoding consonant digraphs (/th/, /sh/, and /ng/) words and writing a dictated sentence. Students apply their decoding skills by reading the text “The King’s Wish.” Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach’s Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you to identify who is telling the story.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to display “The City Mouse and the Country Mouse” and explain that students will identify the narrator to better understand characters’ perspectives. Model reading and thinking aloud about how pronouns like *I* and *me* show who is telling the story. Create the “Who is Telling the Story” anchor chart. Guide students to listen for narrator clues as you read aloud, and support them in answering text evidence questions to identify who is telling each part of the story and how the narrators’ perspectives explain their reactions.

Bloom's: Analyze
DOK: 3

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you to state your opinion in a complete sentence.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart. Review the brainstorming list and model starting an opinion piece by clearly stating an opinion in a complete sentence, explaining the use of a capital letter at the beginning and a period at the end. Invite students to help encode familiar words as you write. Refer back to the anchor chart and model adding a supporting reason. Ask students to orally rehearse stating their opinion and one reason.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you about adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that adjectives are words that describe nouns and often appeal to the senses, including sight, sound, touch, taste, and smell. Display sentences about "The City Mouse and the Country Mouse" and guide students in selecting appropriate adjectives to complete each sentence, providing an adjective word bank as support if needed.

Bloom's: Understand
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Lavender's Blue"	"The City Mouse and the Country Mouse" Describe Setting Using Key Details	Opinion Process Writing: Draft
Phonics and Word Study: Digraphs /th/, /sh/, /ng/; Inflectional Ending -ing	Build Vocabulary: Identify Root Words and Their Inflectional Forms	Grammar: Adjectives

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to draw inferences and use evidence to support understanding.

Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the rhyme "Lavender's Blue*,"* modeling fluent, expressive reading. Model how to use the text to draw an inference about the rhyme's point of view. Ask partners to share who the speaker is talking to. Add to the *Unit 3 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to substitute phonemes and segment words with consonant digraphs (/th/, /sh/, and /ng/).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j, 1.R.1.A.d
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on consonant digraphs by substituting phonemes and segmenting words with /th/, /sh/, and /ng/. Have students reread "The King's Wish" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write a retelling of the story. Students will practice spelling words with /th/, /sh/, and /ng/ using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to describe settings using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "The City Mouse and the Country Mouse" and explain that students will describe the story's settings using key details from both the text and illustrations. Review the "Story Elements" anchor chart and model identifying details to describe the country setting, noting words, images, and clues about place and time. Guide students to identify and compare details about the city setting, using text evidence questions to contrast the two locations.

Bloom's: Analyze
DOK: 2

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to identify root or base words and their inflectional forms.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.b, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to explain that breaking words into root or base words and endings helps readers understand meaning and time in a story. Model this by rereading a sentence from "The City Mouse and the Country Mouse" and showing how root or base words change when endings such as -ed and -s are added. Then guide students to practice identifying root or base words and inflectional endings in words and explaining how the endings change the meaning of the action.

Bloom's: Apply
DOK: 2
Suggestion: *The TRS talks about "root" words, but many are actually "base" words. Base words can stand alone. Root words carry meaning, but often have to be attached to an affix. Be sure you use correct terminology with students.*

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you to add reasons to support your opinion and to bring closure to your piece.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart. Read the draft aloud and model adding additional reasons to support your opinion. Model closing the opinion piece by restating the opinion in a new way. As you write, model tapping out sounds and pointing out high-frequency words. Finally, add a title and reread the draft with students. Ask students to share their new reasons and how they will bring closure to the piece before writing.

Bloom's: Create
DOK: 2
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you to use adjectives to describe nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to review that adjectives are words used to describe nouns and help make writing more interesting and descriptive. Display sentences and guide students in choosing appropriate adjectives to complete each one, offering an adjective word bank for support as needed

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Lavender's Blue"	"A Quiet Camping Trip" First Reading: Create Mental Images to Learn Different Perspectives	Opinion Process Writing: Revise
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Adjectives

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read aloud to support comprehension.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Lavender's Blue." Review vocabulary and have partners retell the poem. Ask students to infer the speaker's perspective using text clues. Explain to students that it may be hard at times to understand what is being read. Model how reading out loud can help clarify the meaning of unfamiliar words. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, consonant digraphs, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with consonant digraphs /sh/, /th/, and /ng/. Introduce the decodable text *I Wish, I Wish*. Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 20 (Reading):</u>
Teaching Point: Today I am going to use key details to create mental images when reading.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.1.A.d, 1.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Preview "A Quiet Camping Trip" by explaining that it is realistic fiction and contrasting it with informational texts. Explain that students will create mental images to help them understand the story. Model this strategy by reading without showing illustrations and thinking aloud to describe the pictures you form in your mind. Review the "Create Mental Images" anchor chart and guide students to practice by listening, forming their own mental images, and sharing them with a partner.

Bloom's: Apply
DOK: 3

<u>Engaging Experience 21 (Writing):</u>
Teaching Point: Today I am going to teach you to revise and edit to strengthen your writing.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.C, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart. Remind students that after finishing a draft, writers reread it aloud and revise to make ideas clearer and more descriptive. Read the shared draft and model revising a sentence by adding details.. Then model editing for capitals, punctuation, spelling, and grammar by checking each sentence carefully. Reread the revised text with students to show how the changes improved the writing. Ask students to share what they would like to change or add before revising and editing.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you that adjectives can also describe pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that pronouns take the place of nouns and adjectives describe nouns, so adjectives can also describe pronouns. Display sentences and guide students in identifying each adjective and drawing an arrow to the pronoun it describes.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Old King Cole"	"A Quiet Camping Trip" Identify Words and Phrases That Appeal to the Senses	Opinion Process Writing: Publish and Share
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Stories Have a Narrator* - Begin the Knowledge Blueprint	Grammar: Adjectives

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify and analyze an author's use of descriptive words and phrases.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the nursery rhyme "Old King Cole," explaining its traditional origins and modeling fluent, expressive reading. Reread the poem and guide students to listen for and discuss descriptive language, helping them analyze phrases that show King Cole's personality and uniqueness. Use questions and illustrations to deepen understanding of the poet's word choices.

Bloom's: Apply
DOK: 3

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review consonant digraphs (/th/, /sh/, and /ng/) and reread to build our reading fluency.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *I Wish, I Wish, Trish's Birthday*, and "The King's Wish." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply

DOK: 1

<u>Engaging Experience 25 (Reading):</u>

Teaching Point: Today I am going to teach you to ask and answer questions about key details in a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to display "A Quiet Camping Trip" and explain that authors use descriptive details or sensory words to appeal to our senses (see, hear, smell). Create a "Sensory Language" anchor chart as you model how the author uses sensory details to help create images of what is happening. Think aloud about what words the details make you think of as you add them to the chart. Ask students to identify sensory words and answer text evidence questions.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze

DOK: 3

<u>Engaging Experience 27 (Writing):</u>

Teaching Point: Today I am going to teach you how to publish and share our writing.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.W.1.B, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart. Model how to make a clean copy of your piece and share by rereading the shared writing and explaining what you like about it. Ask students to share what they like as well. Students will then create their own final copies and share their pieces with partners, sharing what each likes about the other's piece.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 28 (Grammar):
Teaching Point: Today I am going to teach you to use adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that adjectives can describe nouns or pronouns and often tell color, size, or shape. Display sentence frames and guide students in completing each one with an appropriate adjective, providing an adjective word bank as needed.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Once I Saw a Little Bird"	*Mother Bruce* First Reading: Ask Questions	Opinion Process Writing: Brainstorm
Phonics and Word Study: Digraphs /ch/, /tch/, /wh/		Grammar: Introduce Commas

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that quotation marks are used to show that a character is speaking.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "Once I Saw a Little Bird," modeling fluent, expressive reading. Point out the quotation marks in the text and remind students that quotation marks are used to show that a character is speaking. This is important because fluent readers match their voices to that of the characters. Add to the *Unit 4 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss if the characters and events in the poem are realistic or imaginary.

Bloom's: Apply
DOK: 2

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with consonant digraphs /ch/, /tch/, and /wh/.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of /th/, /sh/, and /ng/. Then display the Sound-Spelling and Picture Cards for the consonant digraphs. Explain that words can have consonant digraph /ch/ in the initial, medial, and final positions and /tch/ is used after a short vowel. The consonant digraph /wh/ is found at the beginning of words. Say words aloud and ask students to identify the sound, position, and letters that represent the digraph. Model and practice successive blending with consonant digraph words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you to ask questions to build knowledge about the fantasy story genre.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.B.i, 1.R.2.A.a, 1.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Preview Mother Bruce by explaining that it is a fantasy and identifying features such as animals acting like people. Model asking questions before and during reading by examining the title and illustrations and thinking aloud. Review the "Ask Questions" anchor chart, then continue reading the story aloud and guide students to generate and share their own questions about the characters, setting, and events to deepen understanding of the fantasy genre.

Bloom's: Apply
DOK: 3
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you to brainstorm who our favorite characters are.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this is to** explain that an opinion text tells what a writer thinks or feels and gives reasons to support that opinion. Display the "Opinion Writing" anchor chart. Model brainstorming by thinking aloud of texts read this year and generating a list of favorite characters. Model how you think about and create mental images as you brainstorm. Then have students brainstorm characters with a partner, invite them to share their ideas, and add new characters or to the class list.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you about commas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.b.B
Detailed Description/Instructions:

- **One way to do this** is to introduce commas by explaining that they are punctuation marks found in the middle of sentences, not end marks. Explain that they can be used in dates or to separate items in a list or series. Ask students to identify commas in series and to place commas in the correct place, sharing its purpose in the sentence.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Once I Saw a Little Bird"	*Mother Bruce* Describe Characters and Major Events Using Key Details	Opinion Process Writing: Draft
Phonics and Word Study: Digraphs /ch/, /tch/, /wh/; Closed Syllables		Grammar: Commas

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers sound like characters as they read aloud.
Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 1.R.1.A.c, 1.R.1.B.i, 1.RF.3.A.f

Detailed Description/Instructions:

- **One way to do this** is to display the song "Once I Saw a Little Bird." Remind students that quotation marks show that someone is speaking and that we read, we should match our voice to that of the characters. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students use their imagination to complete the sentence frame, "Once I saw…" Introduce closed syllables.

Bloom's: Apply

DOK: 2

<u>Engaging Experience 34 (Phonics and Word Study):</u>

Teaching Point: Today I am going to teach you to blend and spell words with consonant digraphs (/ch/, /tch/, /wh/).

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with consonant digraphs (/ch/, /tch/, /wh/). Blend and build words with consonant digraphs (/ch/, /tch/, /wh/). Have students add, remove, or change letters to make new words. Practice encoding consonant digraphs (/ch/, /tch/, /wh/) words and writing a dictated sentence. Students apply their decoding skills by reading the text "I Saw It." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply

DOK: 1

Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

<u>Engaging Experience 35 (Reading):</u>

Teaching Point: Today I am going to teach you to describe characters and major events from a story using key details.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to display *Mother Bruce* and explain that students will describe the main character and identify major events to better understand fantasy stories. Model reading and thinking aloud about how Bruce develops as a character, using details from the text and illustrations. Model how to identify the first major event and why it is

essential to the story. Begin a flowchart to track major events.Prompt students to use text and illustrations to infer changes in Bruce and identify additional major events, using evidence from the story to complete the flowchart together.

Bloom's: Analyze
DOK: 3

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you to state your opinion in a complete sentence.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart. Review the brainstorming list, circle three character choices, and model beginning an opinion text by clearly stating an opinion. Invite students to help encode familiar words and notice known phonics patterns as you write. Model how you support the opinion by answering a "why" question with descriptive reasons. Reread the draft aloud, pointing out spacing, capitals, and punctuation. Ask students to orally share their favorite characters and why before they begin drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you about commas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review that commas are used to separate words in a series and the day and year in a date. They help readers pause and better understand text. Display sentences without commas and have students help place the commas correctly, then read each completed sentence aloud, modeling a slight pause after each comma.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Over in the Meadow"	*Mother Bruce* Find Text Evidence: Ask and Answer Questions about Key Details	Opinion Process Writing: Draft

Phonics and Word Study: Digraphs /ch/, /tch/, /wh/; Closed Syllables	Build Vocabulary: Define Words by Category and Key Attributes	Grammar: Commas

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to draw inferences when reading a poem.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the rhyme "Over in the Meadow," modeling fluent, expressive reading. Model how to use the text to draw an inference about how the frog feels. Ask partners to share the perspective of a different character. Add to the *Unit 4 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to add phonemes and segment words with consonant digraphs (/ch/, /tch/, and /wh/).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on consonant digraphs by adding phonemes and segmenting words with /ch/, /tch/, and /wh/. Have students reread "I Saw It" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write about what they would like to see. Students will practice spelling words with /th/, /sh/, and /ng/ using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions about key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *Mother Bruce* and explain that they will practice asking and answering questions to deepen their understanding of story elements and fantasy texts. Model this by rereading selected pages and thinking aloud to generate a question and then using details from the text and illustrations to form a possible answer. Guide students to reread later pages, create their own questions about important events, and share both their questions and evidence-based answers with the class.

Bloom's: Apply
DOK: 2

<u>Engaging Experience 41 (Reading):</u>
Teaching Point: Today I am going to teach you to define words in a story by category and key attributes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce the idea of defining words by category and attributes using *Mother Bruce*. Model this by reading and thinking aloud to define the word grump, using text and illustration clues to identify its category and descriptive attributes and recording them on a chart. Then guide students to practice the strategy by rereading later pages and using clues to define new words, helping them identify categories and attributes and combining them into a clear definition.

Bloom's: Apply
DOK: 2

<u>Engaging Experience 42 (Writing):</u>
Teaching Point: Today I am going to teach you to add reasons to support your opinion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart. Read the existing draft and model choosing one character as the favorite by explaining that you have more reasons for liking him. Add new supporting sentences, orally rehearsing each one before writing, and involve students in writing familiar words and noticing phonics patterns. Model adding a title with correct capitalization, then reread the draft aloud while pointing out spacing, capital letters, and punctuation. Students will orally share their most favorite character and reasons why they chose him/her.

Bloom's: Create
DOK: 2
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you about how to use commas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that commas are used in dates to separate the day and the year and that months and days of the week are proper nouns that begin with uppercase letters. Display a sentence that includes the date. Point out the proper nouns, capital letters, and commas. Then provide a new sentence and ask students to properly place commas.

Bloom's: Understand
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Over in the Meadow"	*Mother Bruce* Find Text Evidence: Describe Setting Using Key Details	Opinion Process Writing: Revise and Expand
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Commas

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read aloud to support comprehension.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Over in the Meadow." Review vocabulary and have partners retell the poem. Model the fix-up strategy by rereading the first stanza aloud to show how hearing the words helps clarify meaning. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, consonant digraphs, and vocabulary in context.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme blending and segmentation by modeling and segmenting words with consonant digraphs /ch/, /tch/, and /wh/. Introduce the decodable text *Chat and Patch*. Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply

DOK: 1

<u>Engaging Experience 46 (Reading):</u>

Teaching Point: Today I am going to teach you to describe the setting of a story using key details.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.1.A.d, 1.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *Mother Bruce* and explain that students identify details that describe the setting and help determine the genre. Model reading and thinking aloud, using key details and illustrations to infer the time of year at the beginning of the story. Then guide students to practice by contrasting the setting at the beginning and end of the story, having partners share differences they found and support their ideas with evidence from the text and illustrations.

Bloom's: Analyze

DOK: 3

<u>Engaging Experience 47 (Writing):</u>

Teaching Point: Today I am going to teach you to expand your writing by adding additional reasons to support your opinion.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.W.1.B, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart. Read the shared draft aloud and model revising and expanding the piece by adding new details to better support the opinion, such as including specific actions. Orally rehearse each sentence before writing, involve students in writing familiar words, and model expanding a sentence by adding the book title with correct capitalization and underlining. Reread the revised text with students.

Bloom's: Apply
DOK: 2
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you to use commas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review that commas are used to separate three or more words in a series. Display sentences without commas and guide students in adding commas correctly, then read the completed sentences aloud, modeling a slight pause after each comma. For practice, have partners take turns completing a sentence frame with favorite foods, activities, or toys and saying the sentence aloud while pausing after each comma.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Old King Cole"	*Mother Bruce* Find Text Evidence: Identify Who is Telling the Story	Opinion Process Writing: Revise and Expand
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Stories Have a Narrator* - Add to the Knowledge Blueprint	Grammar: Commas

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to analyze an author's word choice and craft.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review and reread "Old King Cole" by discussing what students remember about the poem and the descriptive words the poet uses. Reread the poem with an expressive voice and a merry tone, inviting students to join in. Analyze the poet's craft by highlighting alliteration and rhythm, guiding students to notice repeated beginning sounds, rhyming words, and how repetition makes the poem memorable and songlike.

Bloom's: Analyze
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review consonant digraphs (/ch/, /tch/, and /wh/) and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Chat and Patch, A Picnic Lunch*, and "I Saw It." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to identify who is telling the story in a fiction text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to review what a narrator is and explain the difference between first-person and third-person narration. Introduce *Mother Bruce* to model a different type of narrator by reading selected pages and thinking aloud to identify clues such as pronouns and descriptive language that show the story is told by a third-person narrator. Guide students to practice by discussing how the story would change if Bruce were the narrator, using partner talk and text evidence to support their ideas and deepen understanding of perspective.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 3

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you to expand your writing by adding additional reasons to support your opinion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart. Read the shared writing aloud and model adding one more detail and a concluding sentence. Orally rehearse each sentence before writing, involve students in writing familiar words, and then reread the revised text together. Ask students to orally share additional details or changes they will make before they continue drafting.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you to use commas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review that commas are used to separate three or more words in a series and that the words must be the same part of speech. Read sentences without commas, have students underline the verbs, and guide them in adding commas while explaining why the verb order matters. For practice, have students write a sentence showing steps in a classroom procedure and read it aloud with a partner, pausing after each comma.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Fox and The Hen"	*The Lost Kitten* First Reading: Create mental images to learn about realistic fiction	Opinion Process Writing: Focus on Writer's Craft
Phonics and Word Study: Three-Letter Blends		Grammar: Commas

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to draw inferences about a character's feelings and experiences. .
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "The Fox and the Hen." Model fluent, expressive reading while tracking the print. Add to the *Unit 4 My Reading and Writing Words* chart as you teach the vocabulary words. Ask questions to encourage students to draw inferences. Have students discuss how thinking about the character's feelings and experiences helps them learn about other people's perspectives.

Bloom's: Apply
DOK: 2

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with three-letter consonant blends (scr-, spl-, spr-, squ-, and str-).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model phoneme identification by saying word sets guiding students to identify the shared beginning sounds. Then display the Sound-Spelling and Picture Cards for three-letter consonant blends (scr-, spl-, spr-, squ-, and str-). Say words aloud and ask students to identify the sound letters that represent the three-letter consonant blend. Model and practice successive blending with consonant blend words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you to use key details to help create and draw mental images when reading.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is use the Define/Example/Ask routine to introduce new vocabulary for the selection. Introduce *The Lost Kitten* and set a purpose by explaining that students will create mental images while listening, without seeing the illustrations. Model by reading and thinking aloud to describe the pictures you form in your mind based on text details. Revisit the "Create Mental Images" anchor chart as needed. Guide students to

practice by listening to the rest of the story, forming their own mental images, and sharing them with a partner to connect images to specific parts of the text.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you how to revise your text by adding linking words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this is to** display the "Opinion Writing" anchor chart. Explain that adding linking words to connect ideas make sentences flow better. Read the revised draft and demonstrate using words like *because* to link reasons to an opinion and removing unrelated details. Guide students in helping edit sentences by choosing appropriate linking words using questions and think-alouds to show how ideas are connected. Ask students to reread and consider where they could add linking words to their piece.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you about commas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is display sentences without commas and model placing commas, intentionally making some mistakes. Have students show thumbs-up or thumbs-down to indicate whether the commas are correct, and continue revising together until the commas are placed correctly.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Fox and The Hen"	*The Lost Kitten* Find Text Evidence: Identify Words and Phrases that Appeal to the Senses	Opinion Process Writing: Focus on Writer's Craft

Phonics and Word Study: Three-Letter Blends		Grammar: Commas

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read with expression.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:
- **One way to do this** is to display the poem "The Fox and the Hen." Review vocabulary and guide partners to retell what they know about the fox. Model fluent reading by rereading the poem with expression, model how you identify quotation marks and know to change your voice. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write a retelling of the poem.

Bloom's: Apply
DOK: 2

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with three-letter blends.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:
- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with three-letter blends. Blend and build words with three-letter blends. Have students add, remove, or change letters to make new words. Practice encoding words with three-letter blends and writing a dictated sentence. Students apply their decoding skills by reading the text "One Spring Day." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 61 (Reading):
Teaching Point: Today I am going to teach you to use descriptive words and phrases.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to remind students that descriptive words help readers see, hear, and feel what is happening in a story. Display *The Lost Kitten* and explain that students will look for descriptive language that appeals to the senses and helps define realistic fiction. Create a "Descriptive Words Chart" and model identifying sensory details as you read and think aloud about words that describe touch and sound, adding examples to the chart. Ask text evidence questions to help students identify additional words that describe hearing and touch.

Bloom's: Apply
DOK: 3

<u>Engaging Experience 62 (Writing):</u>
Teaching Point: Today I am going to teach you to add precise and interesting words while revising.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart. Read the revised shared writing aloud and model choosing more precise and interesting words, such as replacing repeated words with synonyms and adding adjectives or comparisons to strengthen ideas. Guide students to help identify places to add or change words, using descriptive language and figurative comparisons, while modeling think-alouds and effective revision strategies. Ask students to orally share changes they will make to improve word choice.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 63 (Grammar):</u>
Teaching Point: Today I am going to teach how to use commas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review that commas are used to separate the day and year in a date and to separate three or more words in a series. Display sentences without commas and work with students to place the commas correctly.

Bloom's: Understand
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Secret"	*The Lost Kitten* Find Text Evidence: Describe Character and Major Events Using Key Details	Opinion Process Writing: Edit
Phonics and Word Study: Three-Letter Blends	Build Vocabulary: Use Context as a Clue to meaning	Grammar: Adjectives

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers pause when they see commas.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce the poem "The Secret." Remind students that commas tell the reader to take a short pause. Model reading in a fluent, expressive voice, emphasizing how you pause for commas. Add to the *Unit 4 My Reading and Writing Words* as you teach new vocabulary. Have partners share about whether the events in the poem are realistic or fantasy.

Bloom's: Apply
DOK: 2

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to delete phonemes and segment words with three-letter blends.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on three-letter consonant blends by deleting phonemes and segmenting words with three-letter blends. Have students reread "One Spring Day" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write about a spring-day experience. Students will practice spelling words three-letter consonant blends using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1

Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you to use key details to describe characters and major events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that authors reveal characters through actions, dialogue, and illustrations, and that major events are essential to a story. Display *The Lost Kitten*. Model identifying the first major event and record it on a flowchart. Then continue to read and think aloud to analyze characters, using evidence from the text and illustrations to make inferences. Guide students to identify another major event, share supporting evidence, and complete the flowchart together.

Bloom's: Analyze
DOK: 3

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you to use context clues to determine meaning of new or unfamiliar words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to remind students that context clues help readers understand unfamiliar words. Using *The Lost Kitten*, model reading and thinking aloud to use nearby words and illustrations to determine the meaning of saffron. Guide students to practice using text and picture clues to figure out the meaning of other unfamiliar words, prompting them to explain which clues helped and how understanding the word improves comprehension.

Bloom's: Apply
DOK: 2

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you to edit your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart. Read the revised shared writing aloud and guide students in checking spelling, punctuation, capitalization, and grammar by thinking aloud and using guiding questions. Then work with students to

create an engaging title that tells what the text is about, write it at the top of the page, and reread the final draft together. Ask students to reread their pieces and edit for spelling, punctuation, and grammar.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you about adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that adjectives describe nouns and pronouns. Display sentences and work with students to identify each adjective and the noun or pronoun it describes. Provide a list of adjectives and ask students to generate sentences using them.

Bloom's: Understand
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Secret"	*The Lost Kitten* Find Text Evidence: Ask and Answer Questions About Key Details	Opinion Process Writing: Publish
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Adjectives

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read out loud to support comprehension.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "The Secret." Review vocabulary and have partners retell the poem. Model the fix-up strategy by rereading aloud to show how hearing the words helps clarify meaning. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, three letter blends, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.c, 1.RF.3.A.d, 1.RF.3.A.e, 1.RF.3.A.j

Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with three-letter blends. Introduce the decodable text *Splat and Sprat.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions about key details in a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.A.d, 1.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *The Lost Kitten* and explain that students will practice asking and answering questions about key details to better understand characters and events. Model rereading selected pages and thinking aloud to generate and answer a question about characters and events using text evidence to support your reasoning. Guide students to practice by rereading additional pages, creating their own questions and finding answers using supporting evidence with a partner.

Bloom's: Apply
DOK: 3

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you to publish your writing.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.C, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and set the purpose by explaining that today's lesson focuses on publishing. Model how you create your final

copy that includes all revisions and point out that it has no editing marks. Explain that you will add an illustration to enhance the piece, then draw a simple picture. Students will then create their final copy, including a title and an illustration.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. If you want to publish digitally, you can use Book Creator.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you about adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that adjectives describe nouns or pronouns. Display sentences from *The Lost Kitten* and guide students in identifying the adjective that describes each underlined word, then challenge them to explain that adjectives can appear before a noun or after a linking verb in a sentence.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Old King Cole!"	*The Lost Kitten* Demonstrate Knowledge: *Stories Have a Narrator* - Complete the Knowledge Blueprint	Opinion Process Writing: Share
Phonics and Word Study: Review and Monitor Progress		Grammar: Adjectives and Commas

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to build knowledge about the differences between fantasy and realistic fiction.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to reread "Old King Cole" together, inviting students to read aloud and use punctuation to guide phrasing and expression. Remind students that they have been learning how characters in stories have different thoughts and feelings. Pose

questions to help students focus on perspectives and the differences between realistic stories and fantasy stories.

Bloom's: Apply
DOK: 2

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: **Teaching Point**: Today we are going to review three-letter blends and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Splat and Sprat, Splash at the Pond*, and "One Spring Day." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to demonstrate knowledge through speaking, listening, and writing.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.2.A.a, 1.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *The Lost Kitten*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2. Complete the Knowledge Blueprint.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you to celebrate your work by sharing your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the shared writing draft and explain that today's purpose is to share and celebrate writing. Model how to give positive feedback by rereading the text and pointing out specific strengths.Have partners share something they liked about your piece as well. Then have partners take turns reading their pieces to each other and sharing compliments about what they liked about each other's piece.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach about adjectives and commas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to have students review what they have learned about commas and adjectives, then display a paragraph from *The Lost Kitten* without commas or markings. Work together to add commas correctly and identify the adjectives and the nouns or pronouns they describe.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience #80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about how stories are created.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See the *Weekly and Unit Assessments Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 4 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 5 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:
Have students demonstrate their knowledge of the Enduring Understanding: *Realistic stories tell about characters, settings, and events that could exist. Fantasy stories include elements that could not happen in real life.*

Have students draw a table like the one below. Tell them to pick one fantasy and one piece of realistic fiction the class read in this unit. Have students write the title of the story in the correct column and write a few sentences to explain how they know the genre.

Unit 5: Technology at Work

Subject: Reading - Writing - Foundational Skills
Grade: First Grade
Name of Unit: Technology at Work
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read and compare selections about advanced technology, such as computers and robots, to understand how technology makes a difference in our lives.

In Topic 1 (Week 1)
In Week 1, during foundational skills, students will focus on long /a/ (final -e) and approximate sounds. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will identify the main topic and key details. Students will also draw inferences. During writing, students will analyze a mentor text then brainstorm ways they use technology at home and begin drafting an explanatory text. Students will be introduced to sentence types - declarative, imperative, interrogative and exclamatory.

In Topic 2 (Week 2)
In Week 2, during foundational skills, students will focus on long /o/ (final -e) and contractions. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will draw inferences, identify the main topic and key details and use sidebars. Students will also describe connections between information. During writing, students will draft, revise (combine sentences, avoid repetition, use linking words) and expand by adding details to an explanatory writing piece. Students will be introduced to prepositions.

In Topic 3 (Week 3)
In Week 3, during foundational skills, students will focus on soft /c/ and soft /g/ and contractions. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. During writing, students will describe characters, setting and major events using key details. Students will also distinguish shades of meaning among verbs. In writing, students will edit for spelling and conventions, add visual support and publish an explanatory piece. Students will review prepositions and sentence types.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 5 materials
- Preview the Unit 5 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Get out the Decodable Readers: *At the Lake, Blake and Shane, The Globe, Holes, Ace and Grace, Space.*
- Gather the black and white "take home" decodable readers
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the *My Reading and Writing* student booklet for *Technology at Work*

Essential Questions:

- How can technology make a difference in our lives?

Enduring Understanding/Big Ideas:

- The use of technology can help people work more quickly and efficiently.
- People create technology to solve problems and improve the way people live and do work.

Priority Standards for Unit:

- **1.RF.2.A.a:** Produce and identify sounds and syllables in spoken words
- **1.RF.2.A.b:** Distinguish between long and short vowel sounds
- **1.RF.2.A.c:** Recognize change in a spoken word when a specific phoneme is added, changed or removed
- **1.RF.2.A.d, 1.RF.2.A.e:** Blend and segment words with 3-5 phonemes
- **1.RF.3.A.a, 1.RF.3.A.e:** Decode words in context by using letter-sound knowledge
- **1.RF.3.A.b:** Spell words using letter sound knowledge
- **1.RF.3.A.j:** Read high-frequency words
- **1.R.1.A.c:** Seek clarification and locate facts and details about stories and other texts
- **1.R.1.A.d. 1.SL.3.A.c:** Retell main ideas in sequence including key details
- **1.R.1.B, 1.R.1.B.i:** Develop an understanding of vocabulary
- **1.R.2.A.a, 1.R.2.A.b:** Describe characters, setting, problem, solution, and events in logical sequence
- **1.R.3.A.b, 1.R.3.A.c:** Use text features to locate specific information in text
- **1.R.3.C.b:** Identify main ideas and provide supporting details
- **1.W.1.B:** Appropriate to genre type, develop a draft from prewriting
- **1.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **1.W.2.B:** Write informative/explanatory texts
- **1.L.1.A.g:** Produce complete simple and compound sentences
- **1.L.1.B.b:** Use ending punctuation

Supporting Standards for Unit:

- **1.RF.4.A:** Read decodable text with fluency, with purpose, and for comprehension

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
1.RF.2.A.a	Produce and identify sounds and syllables in spoken words	Identify the number of syllables in a spoken word Break a spoken word into its syllables Identify individual sounds (phonemes) in spoken words Produce the sounds in a word when prompted.	1
1.RF.2.A.b	Distinguish between long and short vowel sounds	Hear and identify the vowel sound in a spoken word and determine whether the vowel sound is long or short Sort and compare words by long and short vowel sounds Produce examples of words with long and short vowels	1
1.RF.2.A.c	Recognize change in a spoken word when a specific phoneme is added, changed or removed	Hear how a word changes when a sound is added, changed or removed Identify which sound changed in a word	1
1.RF.2.A.d **1.RF.2.A.e**	Blend and segment words with 3-5 phonemes	Blend spoken phonemes to form one- or two-syllable words with and without consonant blends Segment spoken words into individual phonemes (words need to be three to five phonemes in length) Maintain the correct order of phonemes when blending or segmenting	1
1.RF.3.A.a **1.RF.3.A.e**	Decode words in context by using letter-sound knowledge	Blend letter-sounds together to read recognizable words. Use common spelling patterns (CVC, blends, digraphs, CVCe, word families) to decode words. Recognize familiar chunks or patterns in words to read them more efficiently.	1

		Apply phonics patterns when reading unfamiliar words. Read decodable words accurately and automatically in connected text.	
1.RF.3.A.b	Spell words using letter-sound knowledge	Spell simple words using letter-sound relationships. Represent beginning, middle, and ending sounds when spelling words. Use known spelling patterns (short vowels, blends, digraphs, word families) when writing. Apply phonetic spelling strategies independently during writing.	1
1.RF.3.A.j	Read high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
1.RF.4.A	Read appropriate text with fluency, with purpose, and for comprehension	Read appropriate text accurately, smoothly, at an appropriate pace and with expression. Read with a clear purpose (to learn, enjoy, or gather information). Demonstrate comprehension by discussing or responding to the text.	1
1.R.1.A.c	Seek clarification and locate facts and details about stories and other texts	Ask questions to clarify parts of a stories or informational text Ask for help understanding confusing words, ideas, or events	2

		Identify important facts and key details in both literary and informational texts and use text evidence to support thinking Use details from the text when talking or writing about the topic.	
1.R.1.A.d **1.SL.3.A.c**	Retell main ideas in sequence including key details	Retell the main ideas of a text in the correct order Include important key details in their retell Describe events in sequential order Explain the text clearly using details from the story or informational text	2
1.R.1.B **1.R.1.B.i**	Develop an understanding of vocabulary by using words and phrases acquired through conversation, reading and being read to, and responding to texts	Learn and understand new words from conversations, read-alouds, and reading. Use newly learned vocabulary when speaking and writing about texts. Use context, discussions, and experiences to build vocabulary knowledge.	2
1.R.2.A.a **1.R.2.A.b**	Describe characters, setting, problem, solution, and events in logical sequences	Draw conclusions to describe characters using key details Identify and describe the setting of the story Identify and describe the problem the characters face and the solution to the problem Describe and/or retell events of the story in a clear, logical sequence	3
1.R.3.A.b **1.R.3.A.c**	Use text features to locate specific information in text	Identify text features Use text features to find specific information within a text Explain what the facts and/or details are within the text	2

		Distinguish whether those facts and/or details are provided by pictures or with words in text	
1.R.3.C.b	Identify main ideas and provide supporting details	Identify the main idea of a text or section Determine what the text is mostly about Locate and explain supporting details that match the main idea	2
1.W.1.B	Appropriate to genre type, develop a draft from prewriting	Use a prewriting plan (pictures, graphic organizers, notes, oral rehearsal) to begin drafting Develop a draft that matches the intended genre (narrative, informational, opinion) Sequence ideas into sentences and stay on topic Generate evidence of a simple opening and closing	3
1.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Respond to questions and suggestions Clarify for meaning by adding details Edit for spaces between words, spelling, capitalization, and punctuation	2
1.W.2.B	Write informative/explanatory texts	Introduce a topic or text being studied and supply facts Use some topic specific words Follow a sense of order in writing and create a sense of closure	3
1.L.1.A.g	Produce complete simple and compound sentences	Write and say complete simple sentences with a subject and verb Combine related ideas into compound sentences using conjunctions Recognize and correct incomplete sentences	1

		Use correct capitalization and ending punctuation in sentences	
1.L.1.B.b	Use ending punctuation	Identify the correct ending punctuation for different kinds of sentences Apply ending punctuation consistently in their own writing Recognize when a sentence is missing ending punctuation and fix it.	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 5 Weekly Assessments • Unit 5 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Blurry Capacity High-tech On the blink	Career Communicate Computer programmer Cure Invention Machines Programmed Solve problems

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about technology and how it makes a difference in our lives.
Suggested Length of Time: 1 lesson
Standards Addressed: 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 5 multimedia video. Use the Unit 5 Opener to introduce the essential question, *How can technology make a difference in our lives?* Explain that we will read and compare selections about technology to understand how it makes a difference in our lives. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: *"Go, Robot, Go"*	"Robots at Work" First Reading: Draw Inferences to Learn How We Use Technology	Explanatory Process Writing: Read and Analyze a Mentor Text
Phonics and Word Study: Long /a/ (final-e)		Grammar: Introduce Sentence Types

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to recognize and use end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem, "Go, Robot, Go!" modeling fluent, expressive reading while students follow along and chime in on repeated lines. Highlight print concepts by pointing out end punctuation marks. Discuss a period and an exclamation mark and when to use them. Begin a *Unit 5 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss how a robot could help them do a job at home or at school.

Bloom's: Apply
DOK: 2

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with long /a/ (final -e).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.b, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /a/. Have students practice phoneme categorization. Then display the Sound-Spelling and Picture Cards for long /a/. Explain that one way to spell words with long a is CVCe. Sing the long /a/ song. Model and practice successive blending with long /a/ words, as well as showing how the final -e can change a short vowel word to a long vowel word (pan→pane). Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you to draw inferences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary. Introduce "Robots at Work" and preview the text. Review features of informational text and set a purpose for reading by explaining that students will draw inferences using text evidence and their own knowledge. Display and review the "Draw Inferences" anchor chart. Model how you draw inferences as you read the text aloud. Ask students to use text, photographs, and background knowledge to draw inferences.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you to identify the key features and qualities of a strong explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to review that explanatory texts give facts to explain a topic. Display the "Informative/Explanatory Writing" anchor chart and read the mentor text

(Unit 5 Additional Materials), “Technology in Flight”, aloud, pointing out its key features, including the title, introduction, fact-filled body paragraphs, and concluding statement. Guide students to identify facts and details in the mentor text and to define technology.

Bloom's:
DOK:
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you about different types of sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review that sentences express complete thoughts, include at least one noun and one verb, begin with a capital letter, and end with an end mark. Explain that today’s lesson focuses on the different types of sentences, each with a specific purpose and punctuation mark. Create and display a sentence type chart, read the sample sentences aloud, explain each sentence type, and circle the end mark in each example.

Bloom's: Understand
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: *“Go, Robot, Go”*	“Robots at Work” Use Illustrations and Details in a Text to Describe Key Ideas	Explanatory Process Writing: Brainstorm
Phonics and Word Study: Long /a/ (final-e); Approximate Sounds		Grammar: Declarative Sentences

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers pause as they read.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display “Go, Robot, Go.” Explain that readers look for clues to know when to pause as they read. Pauses create rhythm and give meaning to the poem. Model reading fluently, emphasizing pauses by taking long or short breaths. Teach the

words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write a story about what their robot can do.

Bloom's: Apply
DOK: 2

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with long /a/ (final -e).
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.b, 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with long /a/. Blend and build words with long /a/. Have students add, remove, or change letters to make new words. Practice encoding long /a/ words and writing a dictated sentence. Students apply their decoding skills by reading the text "Make a Robot." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you to use photographs in a text to describe key ideas.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.d, 1.SL.3.A.c, 1.R.3.A.b, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to reread "Robots at Work" and explain that describing key ideas helps us focus on the most important information. Review how pictures support meaning and create a key ideas chart to organize thinking. Model by using details from the photographs and captions along with the text to explain key ideas. Guide students to name key ideas and identify details in the photographs and text that support the key ideas.

Bloom's: Analyze
DOK: 2

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you to brainstorm ideas.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that the first step is brainstorming a topic. Model generating ideas by discussing *"*Technology in Flight*"* as an example. Demonstrate a brainstorming strategy by visualizing technology used at school and writing ideas on a list. Ask students to work with partners to identify other types of technology used at school.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you about declarative sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review that there are different types of sentences and explain that today's focus is on declarative sentences, which make a statement and end with a period. Display sample sentences, read them aloud, and point out that each one tells us something and ends with a period. Have partners answer questions with declarative sentences.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Robots: Big and Small"	"Robots at Work" Identify the Main Topic and Retell Key Details	Explanatory Process Writing: Choose a Topic
Phonics and Word Study: Long /a/ (final-e); Approximate Sounds	Build Vocabulary: Sort Words into Categories	Grammar: Declarative and Imperative Sentences

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to learn new vocabulary words.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "Robots: Big and Small," modeling fluent, expressive reading. Reinforce print concepts by focusing on types of

punctuation, sentences, and their uses. Ask partners to discuss how the robots in the poem solve problems and improve the way humans live and work. Add to the *Unit 5 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to add and substitute phonemes and to segment words with long /a/ (final -e).
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.b, 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students focus on long /a/ (final -e) words by adding phonemes and substituting phonemes and segmenting words with long /a/. Have students reread "Make a Robot" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write about ways a robot can help. Students will practice spelling words with long /a/ (final -e) using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic of a text and retell key details.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to display "Robots at Work" and remind students that it is an informational text with photographs and captions that give facts. Explain that students will identify the main topic by focusing on key details that help them retell the text. Model reading and thinking aloud about how the title points to the main topic and how details support that idea. Review the "Main Topic and Key Details" anchor chart. Guide students to decide which details support the main topic and which do not, using text and images as evidence

Bloom's: Analyze
DOK: 2

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to sort words into categories
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display "Robots at Work" and explain that students will sort words into categories to better understand how the words are alike and related to each other. Create a two-column Sort Words Chart and label the categories. Model thinking about words as you read aloud and deciding if they belong on the chart and if so, which category. Ask students to work with partners to sort words into categories.

Bloom's: Analyze
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you to add details to your brainstormed list and choose a topic.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that today's purpose is to choose a topic. Reread the brainstormed list of technology ideas and model narrowing choices by adding notes about what you know for each item, with student input. Demonstrate selecting one topic by choosing a form of technology that is interesting and easy to explain and circle it. Then have students add details to their own brainstorming lists and choose one form of technology to write about.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you about declarative and imperative sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review that sentences have different purposes and punctuation. Display and review a chart showing that declarative sentences make statements and imperative sentences give commands, noting that both can end with a period and that context helps identify the type. Read sample sentences aloud, then have partners classify provided sentences as declarative or imperative, create one of each, and share their examples with the class.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Robots: Big and Small"	"What a Great Idea!" First Reading: Determine Text Importance to Learn How We Use Technology	Explanatory Process Writing: Identify Key Ideas and Details
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Interrogative Sentences

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers stop and think about the author's purpose.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Robots: Big and Small." Review vocabulary and have partners retell what robots can do. Model how to stop and think about word choice to clarify the author's purpose and help us better understand the text. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, long /a/ (final -e), and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.b, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with long /a/ (final -e). Introduce the decodable text *At the Lake.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you to determine text importance.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "What a Great Idea!" and preview the text. Model reading and thinking aloud to distinguish details that are essential to understanding the characters and events from details that are merely interesting. Review the "Determine Text Importance" anchor chart, then guide students to listen to the rest of the story, choose a detail, and discuss with a partner whether it is important and why, sharing key ideas with the class.

Bloom's: Analyze
DOK: 2

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you to identify key ideas and details about your topic.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that today's purpose is to plan the text. Model using the mentor text to identify key ideas and supporting details, then demonstrate filling out a planning chart by stating the topic and listing three key ideas. Use the class brainstorming list to add supporting facts for each idea. Ask students to orally share at three key ideas for their piece and to begin their own planning chart.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you about interrogative sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to introduce interrogative sentences as sentences that ask questions and end with a question mark. Read sample questions aloud and point out their punctuation. For practice, have partners use question words to create interrogative

sentences about a partner's interests, invite students to share their questions, and, if time allows, have them answer using declarative sentences.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "The Drinking Fountain"	"What a Great Idea!" Draw Inferences	Explanatory Process Writing: Draft
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Technology at Work* - Begin the Knowledge Blueprint	Grammar: Exclamatory Sentences

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to analyze descriptive language in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem, "The Drinking Fountain," modeling fluent, expressive reading. Guide students to analyze the poet's use of vivid verbs, discussing how sensory language creates mental images and humor. Ask questions to help students reflect on why the poet chose these words and which details helped them visualize the scene.

Bloom's: Analyze
DOK: 2

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review long /a/ (final -e) and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *At the Lake, Blake and Shane*, and "Make a Robot." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments*

(starting on page AR34).
Bloom's: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to draw inferences using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "What a Great Idea!" and remind students that drawing inferences means combining text details with what they already know to understand ideas the author does not state directly. Model reading and thinking aloud to draw inferences about why characters feel a certain way. Review the "Draw Inferences" anchor chart, then guide students to practice by rereading and answering text evidence questions to draw more inferences with partners.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 3

Engaging Experience 27 (Writing):
Teaching Point: Today I am going to teach you how to write a topic sentence.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that today's purpose is to begin drafting the explanatory text. Use the planning chart to model identifying the task, purpose, and audience, then write a clear topic sentence. Emphasize capitalization and punctuation as you draft and invite students to help encode familiar words. Refer back to the planning chart to add the first key idea with supporting details, rehearse sentences orally before writing. Ask students to share how they will introduce their topic and the key details they will include.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 28 (Grammar):
Teaching Point: Today I am going to teach you about exclamatory sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to introduce exclamatory sentences as sentences which show strong feelings and end with an exclamation point. Read sample sentences aloud and point out their punctuation. For practice, display classroom objects and have partners create exclamatory sentences about them, then invite students to share and display strong examples as models.

Bloom's: Apply
DOK: 2

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: *"We're Going to The Moon"*	*Working with Technology* First Reading: Draw Inferences to Learn How We Use Technology	Explanatory Process Writing: Draft
Phonics and Word Study: Long /o/ (final-e)		Grammar: Introduce Prepositions

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to review print directionality.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the song "We're Going to the Moon," modeling fluent, expressive reading (or singing). Reinforce print concepts by modeling left-to-right reading and return sweep with a pointer. Add to the *Unit 5 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss how they think technology helps astronauts land on the moon.

Bloom's: Apply
DOK: 2

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with long /o/ (final -e).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.b, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /o/. Have students practice phoneme categorization. Then display the Sound-Spelling and Picture Cards for long /o/. Explain that one way to spell words with long o is CVCe. Sing the long /o/ song. Model and practice successive blending with long /o/ words, as well as showing how the final -e can change a short vowel word to a long vowel word (not→note). Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you to draw inferences to learn how we use technology.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Model drawing inferences by previewing text features and reading selected pages, thinking aloud to infer how technology supports jobs. Review the "Draw Inferences" anchor chart. Guide students to listen as you read aloud and support their inferences with details from the text and photographs.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you to add key ideas and supporting details to an explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this is to** display the "Informative/Explanatory Writing" anchor chart and explain that today's purpose is to continue drafting by adding more key ideas and supporting details. Reread the existing draft and model adding the next key idea, followed by supporting details from the planning chart. Guide students in adding a third key idea with supporting details, discussing capitalization, punctuation, and plural forms,

then reread the draft together. Ask students to share additional key details for their piece before they continue drafting.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you about prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to introduce prepositions as joining words that show connections, such as where something is or when something happens. Display a chart and read each sentence aloud, underlining the preposition and discussing what it tells. For practice, have partners create oral sentences using the prepositions from the chart, then invite students to share strong examples with the class.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "We're Going to the Moon"	*Working with Technology* Find Text Evidence: Identify Main Topic and Retell Key Details	Explanatory Process Writing: Draft
Phonics and Word Study: Long /o/ (final-e)		Grammar: Introduce Prepositions

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach that fluent readers adjust their reading rate.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display the song "We're Going to the Moon." Remind students that exclamation points show excitement. Explain that when we read, we can speed up our reading rate to show excitement. Review that contractions help readers and writers speak and write more naturally. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by working with students to describe the moon in writing.

Bloom's: Apply
DOK: 2

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with long /o/ (final -e).
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.b, 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with long /o/. Blend and build words with long /o/. Have students add, remove, or change letters to make new words. Practice encoding long /o/ words and writing a dictated sentence. Students apply their decoding skills by reading the text "Look and Find." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic and retell key details of a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.d, 1.SL.3.A.c, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to display *Working with Technology* and review how text features such as headings, photos, captions, and an index show that it is an informational text. Explain that students will identify the main topic and retell key details. Model reading and thinking aloud to identify the main topic and citing details from the text and photos that support it. Guide students to practice by focusing on a single chapter, listening for key details, using the "Main Topic and Key Details" anchor chart, and sharing evidence that supports the chapter's main topic.

Bloom's: Analyze
DOK: 2

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you to write a conclusion and write a title.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that today's purpose is to add a conclusion and a title. Review the mentor text to highlight how a strong title hints at the topic and how the conclusion restates key ideas. Reread the drafted explanatory text and model writing a conclusion, rehearsing sentences aloud and involving students in encoding familiar words. Then guide students in crafting an engaging title with correct capitalization, write it at the top of the text, and reread the completed draft together. Ask students to share their most important ideas to conclude their piece and choose a title before continuing to draft.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you about prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that prepositions are words that show connections and tell when or where things happen. Read sample sentences aloud, underline the prepositions, and discuss what each one tells, then have students identify prepositions and their meanings in additional sentences.

Bloom's: Understand
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Moon"	*Working with Technology* Find Text Evidence: Use Illustrations and Details in a Text to Describe Key Ideas	Explanatory Process Writing: Revise and Expand
Phonics and Word Study: Long /o/ (Final-e); Contractions	Build Vocabulary: Sort Words Into Categories	Grammar: Prepositions

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to review the directionality of print.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to introduce and read the song "The Moon," modeling fluent, expressive reading. Reinforce print concepts by modeling left-to-right reading and return sweep with a pointer. Add to the *Unit 5 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss why scientists use telescopes and other technology to study the moon.

Bloom's: Apply
DOK: 2

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to delete and substitute phonemes and to segment words with long /o/ (final -e).
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.b, 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students focus on long /o/ (final -e) words by deleting and substituting phonemes and segmenting words with long /o/. Have students reread "Look and Find" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write about how tools can help solve problems. Students will practice spelling words with long /o/ (final -e) using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats*

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you to use photographs in a text to describe key ideas.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to display *Working with Technology* and explain that students will use photographs and text details together to describe key ideas. Model rereading and thinking aloud to show how the photo and caption, along with the text, describe key details. Guide students to practice using details from the photographs to make inferences, and have partners share how the images and text work together to build understanding.

Bloom's: Analyze
DOK: 2

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to sort words into categories to better understand concepts the categories represent.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display *Working with Technology* and explain that students will sort words into categories to better understand how the words are alike and related to each other. Create a two-column Sort Words Chart and label the categories. Model thinking about words as you read aloud and deciding if they belong on the chart and if so, which category. Ask students to work with partners to sort words into categories.

Bloom's: Analyze
DOK: 3

Engaging Experience 42 (Writing):
Teaching Point: Today I am going to teach you to revise by adding additional details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Writing an Informative/Explanatory Text" anchor chart and explain that today we will revise to strengthen our pieces. Read the shared draft together and model revising by expanding ideas, such as adding more specific or exciting details. Invite students to suggest other places to add details or make the text more interesting, then reread the revised draft while pointing out spacing, capitalization, and punctuation. Ask students to reread and what changes or additions they will make.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you about prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that prepositions connect ideas in sentences and tell when or where something happens. Display the chart and model completing the first sentence using a preposition from the word bank, then discuss whether the preposition shows time or place. Have partners use prepositions from the chart to complete the remaining sentence starters with short phrases. Ask volunteers to identify the prepositions and whether it tells when or where something happens.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Moon"	*Working with Technology* Find Text Evidence: Use Sidebars	Explanatory Process Writing: Focus on Writer's Craft
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Prepositions

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers stop and think about the author's purpose.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "The Moon." Review vocabulary and have partners retell what they know about telescopes. Remind students that if we come to a part we don't understand, we can stop and think about the author's purpose for writing to the text to clarify meaning. Model reading and thinking aloud to determine author's purpose. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, long /o/ (final -e), and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.b, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with long /o/ (final -e). Introduce the decodable text *The Globe.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you to use sidebars to locate information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *Working with Technology* and review how sidebars provide extra information connected to the main topic. Model reading and thinking aloud to identify what the sidebar is about and how it connects to the main text. Guide students to practice reading the sidebar and main text, identifying the sidebar's focus, and explaining why the author included it, using text evidence to support their ideas.

Bloom's: Analyze
DOK: 2

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you to revise by adding linking words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that you are continuing to revise for clarity and flow. Read the shared writing aloud and explain that good writers use linking words and phrases so ideas connect smoothly. Using the mentor text, point out linking words and discuss how they show examples, sequence, and contrast. Model adding linking words to your own writing and guide students to help identify other places where ideas need stronger connections or sentences can be combined. Ask students to reread their piece and look for places to add linking words.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you about prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that prepositions are special words that connect ideas in sentences and tell when or where something happens. Display a list of prepositions and model using one in a simple sentence and then ask students to identify

whether the preposition shows when or where. Have partners practice creating simple sentences using the listed prepositions.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "The Drinking Fountain"	*Working with Technology* Find Text Evidence: Describe Connections Between Information	Explanatory Process Writing: Focus on Writer's Craft
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Technology at Work* - Add to the Knowledge Blueprint	Grammar: Prepositions

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to analyze the author's craft and word choice.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to reread "The Drinking Fountain" in a fluent, expressive voice with appropriate phrasing. Guide students to analyze the poet's craft by reminding students that poets use words and phrases to share meaning. Prompt students with questions to analyze the poet's craft.

Bloom's: Analyze
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review long /o/ (final -e) and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *The Globe, Holes*, and "Look and Find." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments*

(starting on page AR34).
Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to make connections between two pieces of information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that making connections between details helps readers understand how information in a text fits together. Using *Working with Technology*, display and read a text-evidence question aloud, prompting students to listen for key details in the text. Model thinking aloud by identifying related details, explaining how the information connects, and using text evidence to support the connection. Guide students through a second text-evidence question by having them listen for connected information, discuss their thinking with a partner, and share a supported connection using evidence from the text.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 2

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you to reread your draft to clarify your writing and revise to improve your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that you are continuing to improve sentence flow and variety. Model rereading your writing aloud to listen for choppy or repetitive sentences. Model revising repeated sentence starters and combining ideas for clarity. Guide students to help combine sentences, reduce repetition, and vary sentence length. Ask students to reread their pieces looking for places to make revisions to improve sentence flow and variety.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you to identify and use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to explain that prepositions connect ideas in a sentence and can be used in writing, including explanatory texts. Display sentences and have students identify each preposition and what it connects. For practice, partners choose a sentence, draw a picture of what is happening, then change the preposition and draw a new picture, with a few students sharing their examples with the class.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: *"I Wonder"*	*Technology Breakdown* First Reading: Determine Text Importance to Learn How We Use Technology	Explanatory Process Writing: Edit
Phonics and Word Study: Soft c, g		Grammar: Prepositions

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to draw inferences about how technology changes how people work and live.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "I Wonder." Model fluent, expressive reading while tracking the print. Add to the *Unit 5 My Reading and Writing Words* chart as you teach the vocabulary words. Ask questions draw inferences about how they think email and text messages have changed how people live and do work.

Bloom's: Apply
DOK: 2

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with soft c and g.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of /s/ and /j/. Have students practice phoneme categorization by identifying the word that does not belong in a given set. Then display the Sound-Spelling Card for "mice". Explain that the letter-sound for c and g change when they are followed by e, i or y. These soft sounds sound like /s/ and /j/. Model and practice successive blending with soft c and g words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you to determine text importance.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.C.b, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *Technology Breakdown* and explain that students will identify important details versus details that are just interesting. Model reading and thinking aloud to distinguish humorous but unimportant descriptions from key details. Review the "Determine Text Importance" anchor chart, then guide students to listen, choose one important detail and one interesting detail, and explain their thinking with a partner.

Bloom's: Analyze
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you to edit your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this is to** display the Informative/Explanatory Writing anchor chart and explain that before publishing, we need to reread and check for correct grammar and punctuation. Reread the shared writing to identify and correct errors. Guide students to check capitalization, add prepositional phrases for clarity, and vary sentence types, including turning statements into questions. Ask partners to reread their drafts and edit

for correct grammar, punctuation, and varied sentences.

Bloom's: Apply

DOK: 2

Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):

Teaching Point: Today I am going to teach you about prepositions.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to remind students that prepositions show connections and can tell when or where things happen. Display a list of prepositions and have volunteers help sort them by whether they show when or where. Model creating one or two sentences using the prepositions. For practice, partners choose words from the list to write sentences, then create hand motions to act them out, with a few pairs sharing their sentences and motions with the class.

Bloom's: Apply

DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "I Wonder"	*Technology Breakdown* Find Text Evidence:Describe Characters Using Key Details	Explanatory Process Writing: Edit
Phonics and Word Study: Soft c, g; Contractions		Grammar: Prepositions

Engaging Experience 59 (Build Reading Foundations):

Teaching Point: Today I am going to teach you that fluent readers express the mood of feeling of the text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to display "I Wonder." Explain that readers express mood and read to show that overall feeling. Model fluent reading, displaying a sense of wonder or curiosity with your voice and expressions. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write an alphabetized list of things they wonder about. Introduce contractions.

Bloom's: Apply
DOK: 2

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with soft c, and g.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with soft c and g. Blend and build words with soft c and g. Have students add, remove, or change letters to make new words. Practice encoding words with soft c and g and writing a dictated sentence. Students apply their decoding skills by reading the text "Dear Family." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 61 (Reading):
Teaching Point: Today I am going to teach you to describe characters using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display *Technology Breakdown* and explain that students will use key details from the text and illustrations to describe characters. Model reading and thinking aloud to explain how the narrator feels, using words and pictures as evidence. Guide students to practice by listening and looking for details that answer the text evidence question, and sharing their character descriptions and supporting evidence with a partner and the class.

Bloom's: Analyze
DOK: 3

Engaging Experience 62 (Writing):
Teaching Point: Today I am going to teach you to edit our writing for spelling.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that we are going to focus on spelling. Model checking each word in the draft,

using strategies like sounding out words and looking them up in a dictionary, and demonstrating how to correct mistakes. Guide students to identify and correct other spelling errors in the text, using prompts and think-alouds. Ask students to reread their drafts with partners and look for and correct any spelling errors.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach how to use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that prepositions help add information about when or where things happen. Display sentence stems and prepositional phrases. Identify the prepositions, and model combining a stem with a phrase to make a complete sentence. Then guide students to create two additional sentences using the same strategy.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Picture This"	*Technology Breakdown* Find Text Evidence: Describe Setting Using Key Details	Explanatory Process Writing: Edit to Add Visual Support
Phonics and Word Study: Soft c, g; Contractions	Build Vocabulary: Distinguish Shades of Meaning Among Verbs	Grammar: Sentence Types

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that writers use capital letters to emphasize a word or phrase.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Picture This," modeling fluent, expressive reading and inviting students to join in on the repeated lines. Remind students that writers use capital letters to emphasize or make words or phrases stand out. Encourage students to read the phrase in capital letters with excitement. Ask partners to talk and write about

how technology improves the way we live and work. Add to the *Unit 5 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to substitute phonemes and to segment words with soft c and g.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students focus on soft c and g words by substituting phonemes and segmenting words with soft c and g. Have students reread "Dear Family" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write an email to a family member. Students will practice spelling words with soft c and g using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats*

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you to describe settings using key details.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to display *Technology Breakdown* and explain that students will use key details from the text and illustrations to describe the setting. Model reading and thinking aloud, pointing out key details in the text and illustrations to help describe the setting. Synthesize the details to share a description of where the story takes place. Ask students to find key details in the text and illustrations and to synthesize them to describe a different setting in the text with a partner.

Bloom's: Analyze
DOK: 3

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you to distinguish shades of meaning among verbs.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.B.i, 1.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *Technology Breakdown* and explain that words can have different "shades of meaning." Remind students that words with similar meanings can show different feelings, actions, or levels of intensity. Model how authors choose specific words to help readers understand what is happening in a story. Then guide students in discussing the shades of meaning between related words in the text and encourage them to use these word clues to build understanding while they read.

Bloom's: Analyze
DOK: 2

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you to add visuals to our explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that adding visuals can help readers understand key ideas. Display the mentor text to show how visuals support the writing, then model creating a Visual Planning Chart for your draft. Discuss ways to gather images, including online searches. Have students create their own Visual Planning Charts, deciding which parts of their text they want to support with a picture and sharing ideas with a partner.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you about different types of sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that different kinds of sentences use specific end marks. Ask them to describe each type and give example sentences, writing these on the board and identifying the correct punctuation. For practice, have partners create oral sentences about a typical school day, encouraging them to use a variety of sentence types and include a preposition in each sentence.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Picture This"	*Technology Breakdown* Find Text Evidence: Describe Major Events Using Key Details	Explanatory Process Writing: Publish
Phonics and Word Study: Soft c, g; Contractions		Grammar: Sentence Types

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers stop and think about the author's purpose.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Picture This." Review vocabulary and have partners retell how technology solves problems and improves the way people do work. Remind students that if we come to a part we don't understand, we can stop and think about the author's purpose for writing to the text to clarify meaning. Model reading and thinking aloud to determine author's purpose. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, soft c and g, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with soft c and g. Introduce the decodable text *Ace and Grace.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you to describe major events using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.A.d, 1.SL.3.A.c, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display *Technology Breakdown* and explain that students will use key details from the text and illustrations to identify and describe major events in the story. Model reading and thinking aloud to show how details reveal an important event. Then guide students to answer a text evidence question by describing events from the text, pointing out evidence in the text and illustrations as they give their descriptions.

Bloom's: Analyze
DOK: 2

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you to publish an explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that we are ready to publish. Show a final draft that includes all revisions and visuals and model creating a clean copy that is ready to share. Model creating a cover page by writing the title and drawing a simple sketch that represents the topic. Students will publish their final draft and add their own illustrated cover.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. If you want to publish digitally, you can use Book Creator.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you about different types of sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that different kinds of sentences use different end marks. Have students review sentence types using prompts and then practice with partners by asking questions about each other's explanatory writing, answering with declarative sentences, and sharing one positive comment using an exclamatory sentence.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "The Drinking Fountain"	*Technology Breakdown* Demonstrate Knowledge: *Technology at Work* - Complete the Knowledge Blueprint	Explanatory Process Writing: Share
Phonics and Word Study: Review and Monitor Progress		Grammar: Sentence Types

Engaging Experience 75 (Build Reading Foundations):

Teaching Point: Today I am going to teach you to build knowledge using a poem.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to reread "The Drinking Fountain" in a fluent and expressive voice. Have students think about the speaker's experience and feelings. Ask partners to discuss whether the technology in the poem solves a problem or creates one and how this connects to what they have learned about technology. Finally, guide students in shared writing by generating sentences about inventions or technology that could solve the speaker's problem in the poem.

Bloom's: Analyze

DOK: 2

Engaging Experience 76 (Phonics and Word Study):

Teaching Point: Today we are going to review soft c and g and reread to build our reading fluency.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Ace and Grace, Space*, and "Dear Family." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities. Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply

DOK: 1

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to demonstrate knowledge through speaking, listening, and writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i, 1.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *Technology Breakdown*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2. Complete the Knowledge Blueprint.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you to celebrate your work by sharing your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and set a purpose for the lesson: sharing and celebrating their work. Model reading the shared writing aloud, speaking clearly, making eye contact, and sharing something you like about the text. Then, have partners practice sharing their writing, asking questions, and telling each other something they like, using sentence frames as needed, while speaking clearly and listening attentively.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach about different types of sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that different kinds of sentences require specific

punctuation marks. Display the chart, read each sentence aloud, and ask students to identify the sentence type and the correct end mark.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about how technology can make a difference in our lives.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: See the *Weekly and Unit Assessments Answer Keys*

Detailed Description/Instructions:

One way to do this is to complete the paper/pencil or digital Unit 5 assessment.

Another way to do this is to complete the paper/pencil or digital Week #2 assessment.

Bloom's: Apply
DOK: 2
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 6 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:
Have students demonstrate their knowledge of the Enduring Understanding: *The use of technology can help people work more quickly and efficiently.* Have students draw and label an example of technology that benefits people. Ask them to write three sentences to explain how technology makes people's work easier and more efficient.

Unit 6: Stories Teach Many Lessons

Subject: Reading - Writing - Foundational Skills
Grade: First Grade
Name of Unit: Stories Teach Many Lessons
Length of Unit: 16 Days
Overview of Unit:
In this unit, students will read and compare stories that teach lessons to understand the importance of learning from mistakes and experiences.

In Topic 1 (Week 1)
In Week 1, during foundational skills, students will focus on long /i/ (final -e) and VCe syllables. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will understand the central message and describe characters using key details. They will also summarize and synthesize information and compare and contrast the adventures and experiences of characters in stories. During writing, students will follow the opinion writing process. They will read and analyze a mentor text. Students will also brainstorm, choose a topic, identify reasons and evidence and begin to draft an opinion piece. Students will be introduced to conjunctions.

In Topic 2 (Week 2)
In Week 2, during foundational skills, students will focus on long /e/ (final-e) and long /u/ (final -e) and inflectional endings (drop final -e). Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will make connections and understand the central message. They will also describe characters and major events using key details. During writing, students will continue to draft by adding additional reasons and a conclusion. They will then revise by focusing on adding details to expand an opinion piece and organizing details in a logical way. Students will be introduced to compound sentences and review simple and compound sentences.

In Topic 3 (Week 3)
In Week 3, during foundational skills, students will focus on long /a/ (vowel teams ai and ay). Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will summarize and synthesize information, and use key details to describe characters and major events. Students will also understand the central message. During writing, students will revise for word choice, edit for conventions, publish, and share an opinion piece. Students will review conjunctions and simple and compound sentences.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 6 materials
- Preview the Unit 6 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Gather the Decodable Readers: *Five Kittens, Fox Jumps, A Hat for Pete, Zeke's Garden, Painting in May, Gail and Gram.*
- Gather the black and white "take home" decodable readers
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the *My Reading and Writing* student booklet for *Stories Teach Many Lessons*

Essential Questions:

- What can we learn from a mistake?

Enduring Understanding/Big Ideas:

- Stories, such as fables, folktales, and realistic fiction, can teach the reader a moral or lesson.
- Teamwork can help people solve problems that they may not have been able to solve on their own.

Priority Standards for Unit:

- **1.RF.2.A.a:** Produce and identify sounds and syllables in spoken words
- **1.RF.2.A.b:** Distinguish between long and short vowel sounds
- **1.RF.2.A.c:** Recognize change in a spoken word when a specific phoneme is added, changed or removed
- **1.RF.2.A.d, 1.RF.2.A.e:** Blend and segment words with 3-5 phonemes
- **1.RF.3.A.a, 1.RF.3.A.e:** Decode words in context by using letter-sound knowledge
- **1.RF.3.A.b:** Spell words using letter sound knowledge
- **1.RF.3.A.f:** Use syllabication patterns to decode words
- **1.RF.3.A.j:** Read high-frequency words
- **1.R.1.A.c:** Seek clarification and locate facts and details about stories and other texts
- **1.R.1.A.d. 1.SL.3.A.c:** Retell main ideas in sequence including key details
- **1.R.1.B.b:** Identify common root or base words and their inflectional endings
- **1.R.1.B, 1.R.1.B.i:** Develop an understanding of vocabulary
- **1.R.2.A.a, 1.R.2.A.b:** Describe characters, setting, problem, solution, and events in logical sequence
- **1.R.2.A.g:** Compare and contrast experiences of characters
- **1.W.1.B:** Appropriate to genre type, develop a draft from prewriting
- **1.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **1.W.2.A:** Write opinion texts
- **1.L.1.A.g:** Produce complete and compound sentences
- **1.L.1.B.b:** Use ending punctuation

Supporting Standards for Unit:

- **1.RF.4.A:** Read appropriate text with fluency, with purpose, and for comprehension.

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
1.RF.2.A.a	Produce and identify sounds and syllables in spoken words	Identify the number of syllables in a spoken word Break a spoken word into its syllables Identify individual sounds (phonemes) in spoken words Produce the sounds in a word when prompted.	1
1.RF.2.A.b	Distinguish between long and short vowel sounds	Hear and identify the vowel sound in a spoken word and determine whether the vowel sound is long or short Sort and compare words by long and short vowel sounds Produce examples of words with long and short vowels	1
1.RF.2.A.c	Recognize change in a spoken word when a specific phoneme is added, changed or removed	Hear how a word changes when a sound is added, changed or removed Identify which sound changed in a word	1
1.RF.2.A.d **1.RF.2.A.e**	Blend and segment words with 3-5 phonemes	Blend spoken phonemes to form one- or two-syllable words with and without consonant blends Segment spoken words into individual phonemes (words need to be three to five phonemes in length) Maintain the correct order of phonemes when blending or segmenting	1
1.RF.3.A.a **1.RF.3.A.e**	Decode words in context by using letter-sound knowledge	Blend letter-sounds together to read recognizable words. Use common spelling patterns (CVC, blends, digraphs, CVCe, word families) to decode words.	1

		Recognize familiar chunks or patterns in words to read them more efficiently. Apply phonics patterns when reading unfamiliar words. Read decodable words accurately and automatically in connected text.	
1.RF.3.A.b	Spell words using letter-sound knowledge	Spell simple words using letter-sound relationships. Represent beginning, middle, and ending sounds when spelling words. Use known spelling patterns (short vowels, blends, digraphs, word families) when writing. Apply phonetic spelling strategies independently during writing.	1
1.RF.3.A.f	Use syllabication patterns to decode words	Break longer words into syllables Use basic syllable types and patterns to figure out vowel sounds. Apply an understanding of syllables when decoding unfamiliar multisyllabic words	1
1.RF.3.A.j	Read high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
1.RF.4.A	Read appropriate text with fluency, with purpose, and for comprehension	Read appropriate text accurately, smoothly, at an appropriate pace and with expression. Read with a clear purpose (to learn,	1

		enjoy, or gather information). Demonstrate comprehension by discussing or responding to the text.	
1.R.1.A.c	Seek clarification and locate facts and details about stories and other texts	Ask questions to clarify parts of a stories or informational text Ask for help understanding confusing words, ideas, or events Identify important facts and key details in both literary and informational texts and use text evidence to support thinking Use details from the text when talking or writing about the topic.	2
1.R.1.A.d **1.SL.3.A.c**	Retell main ideas in sequence including key details	Retell the main ideas of a text in the correct order Include important key details in their retell Describe events in sequential order Explain the text clearly using details from the story or informational text	2
1.R.1.B.b	Identify common root or base words and their inflectional endings	Identify the base/root word in a larger word Recognize common inflectional endings (e.g., -s, -es, -ed, -ing) Explain how the ending changes the meaning or tense of the word Read and understand words with inflectional endings	1
1.R.1.B **1.R.1.B.i**	Develop an understanding of vocabulary by using words and phrases acquired through conversation, reading and being read to, and responding to texts	Learn and understand new words from conversations, read-alouds, and reading. Use newly learned vocabulary when speaking and writing about texts. Use context, discussions, and	2

		experiences to build vocabulary knowledge.	
1.R.2.A.a **1.R.2.A.b**	Describe characters, setting, problem, solution, and events in logical sequences	Draw conclusions to describe characters using key details Identify and describe the setting of the story Identify and describe the problem the characters face and the solution to the problem Describe and/or retell events of the story in a clear, logical sequence	3
1.R.2.A.g	Compare and contrast adventures and experiences of characters in stories	Identify and describe the adventures or experiences the characters have in a story Describe how two characters' adventures or experiences are similar and how they are different Use details or evidence from the text or illustrations to support their comparisons	3
1.W.1.B	Appropriate to genre type, develop a draft from prewriting	Use a prewriting plan (pictures, graphic organizers, notes, oral rehearsal) to begin drafting Develop a draft that matches the intended genre (narrative, informational, opinion) Sequence ideas into sentences and stay on topic Generate evidence of a simple opening and closing	3
1.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Respond to questions and suggestions Clarify for meaning by adding details Edit for spaces between words, spelling, capitalization, and punctuation	2

1.W.2.A	Write opinion texts	Introduce a topic or text being studied State an opinion about the topic and provide a reason for the opinion Use some specific word related to the topic Follow a sense of order and provide some sense of closure	3
1.L.1.A.g	Produce complete simple and compound sentences	Write and say complete simple sentences with a subject and verb Combine related ideas into compound sentences using conjunctions Recognize and correct incomplete sentences Use correct capitalization and ending punctuation in sentences	1
1.L.1.B.b	Use ending punctuation	Identify the correct ending punctuation for different kinds of sentences Apply ending punctuation consistently in their own writing Recognize when a sentence is missing ending punctuation and fix it.	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 6 Weekly Assessments • Unit 6 Assessment • Interim Assessment #3

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Angry Blame Block Dribbled Fault Furious Grateful Height Shattered Tease Truce Weary	

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about how Stories Teach Many Lessons
Suggested Length of Time: 1 lesson
Standards Addressed: 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 6 multimedia video. Use the Unit 6 Opener to introduce the essential question, *What can we learn from a mistake?* Explain that we will read and compare stories that teach lessons about learning from mistakes and experiences. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "Lunch"	"The Boy Who Cried Wolf" First Reading: Make Connections to Learn Morals and Lessons From Stories	Opinion Process Writing: Read and Analyze a Mentor Text
Phonics and Word Study: Long /i/ (final-e)		Grammar: Introduce Conjunctions

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to recognize punctuation and its meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem, "Lunch" modeling fluent, expressive reading. Point out quotation marks, reminding students that these show the words a character is speaking and we should change our voice to match the character's voice. Begin a *Unit 6 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss a moral or lesson learned from the poem.

Bloom's: Apply
DOK: 2

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with long /i/ (final -e).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.b, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /i/. Have students practice phoneme categorization. Then display the Sound-Spelling and Picture Cards for long /i/. Explain that one way to spell words with long i is CVCe. Sing the long /i/ song. Model and practice successive blending with long /i/ words, as well as showing how the final -e can change a short vowel word to a long vowel word (hid→hide). Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you to make connections to learn morals and lessons.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "The Boy Who Cried Wolf" and explain that the story is a fable that teaches a moral. Model making connections by reading the opening pages and thinking aloud about connections to other stories and real life. Review the "Make Connections" anchor chart, then guide students to listen to the rest of the fable and to turn and talk with a partner about connections they made.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you to identify the key features and qualities of a strong opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the book *Mother Bruce* and explain that an opinion text

tells what the writer thinks or feels and why. Read the mentor text, "Bruce is a Good Parent" (Found in Unit 6 Additional Resources), pointing out its key features of a strong opinion text. Guide students to identify reasons and evidence used to support the author of the mentor text's opinion. Display the "Opinion Writing" anchor chart. Ask partners to discuss whether they agree with the author's opinion and explain their reasoning.

Bloom's: Analyze
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you about conjunctions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to introduce conjunctions as words that show how ideas in a sentence are related. Explain that conjunctions can connect lists or two parts of a sentence. Read a chart of example sentences and the meaning for each conjunction. Have partners identify each conjunction's use in the examples and take turns creating new sentences using each conjunction.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: *"Lunch"*	"The Boy Who Cried Wolf" Understand the Central Message	Opinion Process Writing: Brainstorm
Phonics and Word Study: Long /i/ (final-e); Approximate Sounds		Grammar: Conjunctions

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers pause when reading.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Lunch." Explain that readers look for punctuation marks to know when to pause as they read. Pauses create rhythm and give meaning to the poem. Model reading fluently, emphasizing pauses by taking long or short breaths. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen

comprehension by having the students write a list of foods from the poem.
Bloom's: Apply
DOK: 2

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words long /i/ (final -e).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with long /i/. Blend and build words with long /i/. Have students add, remove, or change letters to make new words. Practice encoding long /i/ words and writing a dictated sentence. Students apply their decoding skills by reading the text "Mike Can Fix It." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you to retell stories and demonstrate understanding of the central message.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.d, 1.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to reread "The Boy Who Cried Wolf" and explain that students will identify the story's central message, or lesson. Model reading and thinking aloud about the events in the fable and what the author wants readers to learn. Begin a Key Events/Central Message Chart to track important events. Then read the rest of the fable and guide students to retell key events and connect them to the lesson. As a class, agree on and record a clear statement of the central message.

Bloom's: Analyze
DOK: 2

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you to brainstorm ideas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and have students identify the first step, brainstorming. Model brainstorming by listing texts students have read and writing specific opinions about each to show how to develop ideas for writing. Ask students to think of additional texts and stories as well as their opinions before creating their own brainstorming list.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you about conjunctions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that conjunctions join words, ideas, or sentences. Display sentences, guiding students to identify the conjunctions. For practice, have partners read additional sentences, identify the conjunctions, create new sentences using the conjunctions, and share their sentences with the class.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "No Tiger Hunt Today"	"The Boy Who Cried Wolf" Describe Characters Using Key Details	Opinion Process Writing: Choose a Topic
Phonics and Word Study: Long /i/ (final-e); VCe Syllables	Build Vocabulary: Use Context as a Clue to Meaning	Grammar: Conunctions

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers recognize and use punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "No Tiger Hunt Today," modeling fluent, expressive reading. Reinforce print concepts by focusing on dashes and how dashes tell readers to take a brief pause. Ask partners to discuss what lesson the deer

learns from her stroll. Add to the *Unit 6 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 13 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to add and substitute phonemes and to segment words with long /i/ (final -e).
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students focus on long /i/ (final -e) words by adding and substituting phonemes and segmenting words with long /i/. Have students reread "Mike Can Fix It" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write about a time they fixed a mistake. Students will practice spelling words with long /i/ (final -e) using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats*

Engaging Experience 14 (Reading):

Teaching Point: Today I am going to teach you to describe characters using key details.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to display "The Boy Who Cried Wolf" and explain that students will use key details from the text and illustrations to describe the main character and understand the story's lesson. Create a Character Chart for the shepherd boy and model identifying details by reading and thinking aloud about his actions. Record your conclusions on the chart. Then guide students to listen to the rest of the story, answer text-evidence questions about the boy and discuss how his character changes from the beginning to the end of the fable.

Bloom's: Analyze
DOK: 3

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to use context clues to determine meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to explain that students will use context clues to figure out the meanings of unfamiliar words in "The Boy Who Cried Wolf." Model this strategy by rereading and thinking aloud to determine the meaning of an unfamiliar word using nearby words and the illustration. Then guide students to practice with additional words, prompting them to use clues from the text and pictures to infer each word's meaning.

Bloom's: Apply
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you to choose a topic.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that students will be choosing a topic to write about. Model reviewing the brainstorming list and narrowing choices by considering which text and opinion can be best supported with reasons and evidence. Model choosing one text and circling it on your brainstorming list. Ask students to refer to their own brainstorming lists and choose a topic. Students will share their topic and what they know about it with a partner.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you about conjunctions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that conjunctions are words that join two ideas. Display and read aloud sentences, guiding students to identify the conjunction in each. Then, have students create new sentences using each conjunction. Display *When Turtle Grew Feathers* and have partners find the conjunction on each page and use it in a new sentence about the text.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "No Tiger Hunt Today"	"The Ant and the Pigeon" First Reading: SUmmarize and Synthesize to Learn How to Use Teamwork to Solve Problems	Opinion Process Writing: Identify Reasons and Evidence
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Conjunctions

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers confirm or correct word understanding.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "No Tiger Hunt Today." Review vocabulary and have partners retell what other problem the deer encountered and why it was important she learned from her mistake. Remind students that if we come to a word we don't know, we can use context clues to clarify meaning. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, long /i/ (final -e), and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with long /i/ (final -e). Introduce the decodable text *Five Kittens.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to summarize and synthesize to build knowledge about how to use teamwork to solve problems.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display “The Ant and the Pigeon" and explain that the text is a folktale. Model summarizing by reading aloud and identifying the most important events, then model synthesizing by combining those details with background knowledge to form new ideas about the ant’s actions and risks. Review the “Summarize and Synthesize” anchor chart/ Guide students to listen, identify key details, summarize the story with a partner, and share new understandings about teamwork and problem-solving.

Bloom's: Analyze
DOK: 2

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you to list reasons and evidence to support it.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display and review the “Opinion Writing" anchor chart and explain we are ready to plan our text by listing reasons and evidence to support it. Model filling out a planning chart using the class brainstorming list: write the opinion, list three reasons, and evidence for each reason. Invite students to contribute evidence and complete the chart together, reviewing it as a class. Ask partners to discuss their opinion, reasons, and evidence for their own piece.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you about conjunctions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that conjunctions are words that join parts of a sentence and review how they are used. Display sentences and read them aloud, guiding students to choose the conjunction that makes the most sense for each sentence. Point out the use of commas before conjunctions in compound sentences.

Bloom's: Understand
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Friends"	"The Ant and the Pigeon" Compare and Contrast the Adventures and Experiences of Characters in Stories	Opinion Process Writing: Draft
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Stories Teach Many Lessons* - Begin the Knowledge Blueprint	Grammar: Conjunctions

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to analyze the author's word choice and craft.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "Friends," modeling fluent, expressive reading to help students visualize the outdoor imagery. Guide students to identify descriptive language that creates pleasant feelings and discuss how the poet's careful word choices and repeated sounds shape the poem's calm, relaxed mood and rhythm. Reread the poem to analyze how different sound patterns affect each stanza and why changing a line would disrupt the poem's effect.

Bloom's: Analyze
DOK: 2

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review long /i/ (final -e) and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Five Kittens, Fox Jumps*, and "Mike Can Fix It!" Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments*

(starting on page AR34).
Bloom's: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to compare and contrast adventures and experiences of characters in stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to display "The Ant and the Pigeon" and "The Boy Who Cried Wolf" and explain that students will compare and contrast the characters' experiences. Create a Comparisons and Contrasts chart and model identifying similarities and differences. Guide students to continue comparing and contrasting the characters by discussing each character's problem, adding evidence-based ideas to the chart to show how both stories use different experiences to teach important lessons or morals.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 3

Engaging Experience 27 (Writing):
Teaching Point: Today I am going to teach you how to write an opinion statement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that today's purpose is to begin drafting the opinion text. Use the planning chart to model identifying the task, purpose, and audience, then write a clear opinion statement. Model adding the first reason and evidence supporting your opinion. Invite students to help with capitalization, punctuation, and spelling as you orally rehearse each sentence. Ask students to share their opinion statement and reasons to support it.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 28 (Grammar):
Teaching Point: Today I am going to teach you about conjunctions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that conjunctions join ideas and show relationships in sentences. Display sentences and model completing them with *but*, *and*, *so*, or *because*. For practice, have partners talk about their likes and dislikes using conjunctions to connect ideas, explain reasons, or show contrasts.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "When I Hurry"	*When Turtle Grew Feathers* First Reading: Make Connections to Learn How to Use Teamwork to Solve Problems	Opinion Process Writing: Draft
Phonics and Word Study: Long/e/ and /u/ (Final-e)		Grammar: Introduce Compound Sentences

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "When I Hurry," modeling fluent, expressive reading and inviting students to join in on the repeated phrase. Model print concepts by pointing out the colon and explain that it is used to draw attention to what follows. Add to the *Unit 6 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss what lesson they think the speaker learns and if it would be helpful in their own lives.

Bloom's: Apply
DOK: 2

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with long /e/ and long /u/ (final -e).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.b, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /e/ and long /u/. Have students practice phoneme categorization. Then display the Sound-Spelling and Picture Cards for long /e/ and long /u/. Explain that one way to spell words with long e and long u is CVCe. Sing the long /e/ song. Model and practice successive blending with long /e/ and long /u/ words, as well as showing how the final -e can change a short vowel word to a long vowel word (cut→cute). Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to make connections.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Preview *When Turtle Grew Feathers* and explain that students will make connections to build knowledge about the characters, events and how teamwork helps solve problems. Model making text-to-text and text-to-self connections as you read and think aloud, connecting these ideas to other stories and personal experiences. Review the "Make Connections" anchor chart, then guide students to listen to the rest of the folktale, pause to discuss connections with a partner, and share how their connections help them understand the story's lesson.

Bloom's: Create
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you to add additional reasons and evidence.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this is to** review the "Opinion Writing" anchor chart and explain that students will continue drafting by adding additional reasons and evidence. Use the

planning chart to model writing a second reason that supports the opinion and add evidence from the story to support it. Orally rehearse each sentence, invite students to help with spelling and capitalization, and model using periods for declarative sentences. Ask students to share reasons and evidence for their opinion pieces before they continue to draft.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you about simple and compound sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to explain that a sentence expresses a complete thought and includes a subject and a predicate. Display and review a chart showing that a simple sentence has one subject and one predicate, while a compound sentence joins two simple sentences with a comma and a conjunction. Read and analyze examples, pointing out the subjects and predicates, then guide students in combining simple sentences into compound sentences, encouraging them to replace repeated nouns with pronouns to avoid repetition.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "When I Hurry"	*When Turtle Grew Feathers* Find Text Evidence: Describe Major Events Using Key Details	Opinion Process Writing: Draft
Phonics and Word Study: Long/e/ and /u/ (Final-e); Inflectional Endings (drop final-e)		Grammar: Simple and Compound Sentences

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers adjust their reading rate.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.b, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to display "When I Hurry." Remind students that we don't always speak at the same speed. Explain that when we read, we can speed up or slow down our reading rate or speed to convey feelings. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having students write descriptive sentences about what happened when the boy hurried. Introduce inflectional endings (drop final -e)

Bloom's: Apply
DOK: 2

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with long /e/ and long /u/ (final -e).
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with long /e/ and long /u/. Blend and build words with long /e/ and long /u/. Have students add, remove, or change letters to make new words. Practice encoding long /e/ and long /u/ words and writing a dictated sentence. Students apply their decoding skills by reading the text "Steve's House." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to describe major events using key details.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to display *When Turtle Grew Feathers* and explain that students will identify and describe the story's major events using key details from the text and illustrations. Model reading and thinking aloud to show how details reveal the first major event and record it on a Major Events Chart. Guide students to and identify additional major events using text and illustration evidence to describe each event. Continue adding events to the chart as the story is read, and conclude by reviewing how students used key details to explain the most important events in their own words.

Bloom's: Analyze
DOK: 3

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you to add another reason and evidence to support your opinion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that you will add another reason and evidence to support your opinion. Reread the current draft and model adding the final reason, guiding students to identify clear evidence from the text. As you write, prompt students to consider capitalization, verb form, and correct end marks. Ask students to share a final reason with evidence before they continue drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you about simple and compound sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review simple and compound sentences by displaying example sentences and guiding students to identify the subject(s) and predicate(s) in each. Help students decide whether each sentence is simple or compound, then model combining two simple sentences into one compound sentence using a comma and conjunction. For practice, have partners turn the final simple sentence into a compound sentence using details from the story

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Ant and the Grasshopper"	*When Turtle Grew Feathers* Find Text Evidence: Describe Characters Using Key Details	Opinion Process Writing: Revise and Expand
Phonics and Word Study: Long/e/ and /u/ (Final-e); Inflectional Endings (drop final e)	Build Vocabulary: Use affixes as a clue to meaning	Grammar: Simple and Compound sentences

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to make connections while reading poetry.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the fable "The Ant and the Grasshopper," modeling fluent and expressive reading. Add to the *Unit 6 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss the lesson grasshopper learned and how this lesson connects to another text or their own experiences.

Bloom's: Apply
DOK: 2

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to substitute phonemes and to segment words with long /e/ and long /u/ (final -e).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on long /e/ and long /u/ (final -e) words by substituting phonemes and segmenting words with long /e/ and long /u/. Have students reread "Steve's House" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write the sequence of events. Students will practice spelling words with long /e/ and long /u/ (final -e) using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats*

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you to describe characters using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display *When Turtle Grew Feathers* and explain that students will use key details from the text and illustrations to describe characters and identify their traits. Model reading and thinking aloud to describe the main character, using evidence from what the character says and does to identify traits. Review the "Describe

Characters" anchor chart and guide students to practice by answering a text evidence question to discuss what character traits they identify using evidence from the text.

Bloom's: Analyze
DOK: 3

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to use affixes as a clue to the meaning of a word.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.B.b, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to display *When Turtle Grew Feathers* and explain that suffixes are added to the ends of root or base words and change their meanings. Model identifying the root or base word and suffix in words from the text and use a Suffixes Chart to determine word meanings. Then guide students in identifying additional words with suffixes, discussing how the suffix changes the meaning of the root or base word. Encourage students to use word parts as clues to better understand the story and its lesson.

Bloom's: Apply
DOK: 2

Engaging Experience 42 (Writing):
Teaching Point: Today I am going to teach you to write a conclusion and add a title.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.W.2.

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that the draft now needs a conclusion and a title. Reread the draft and model adding a concluding sentence that brings closure by restating the opinion, then guide students to help create an effective title, discussing word choice and capitalization before writing the title and rereading the completed draft together. Ask students to share how they will restate their opinion and a title they could use before they finish drafting.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you about simple and compound sentences.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A.g, 1.L.1.B.b

Detailed Description/Instructions:

- **One way to do this** is to review the difference between simple and compound sentences. Display pairs of simple sentences with conjunctions and guide students to join each pair

into a compound sentence, emphasizing the use of a comma before the conjunction. For practice, have partners repeat the process with another set of sentences while you reinforce correct punctuation and conjunction use.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Ant and the Grasshopper"	*When Turtle Grew Feathers* Find Text Evidence: Understand the Central Message	Opinion Process Writing: Revise and Expand
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Simple and Compound Sentences

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers confirm or correct word understanding.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "The Ant and the Grasshopper." Review vocabulary and have partners retell what problem the grasshopper had and how the grasshopper could have solved the problem before winter. Remind students that if we come to a word we don't know, we can use context clues to clarify meaning. Reinforce fluency during decodable text reading.

Bloom's:
DOK:

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, long /e/ and /u/ (final -e), and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with long /e/ and long /u/ (final -e). Introduce the decodable text *A Hat for Pete.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend

decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):

Teaching Point: Today I am going to teach you to retell stories and demonstrate understanding of the central message.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.A.d, 1.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *When Turtle Grew Feathers* and explain that students will identify details that support the story's central message. Model finding details in the text and illustrations that support the central message and explain how they connect to the lesson. Then guide students in identifying additional details that support the central message and discussing how the lesson relates to experiences in the classroom community. Encourage students to use evidence from the text when sharing their thinking.

Bloom's: Analyze
DOK: 2

Engaging Experience 47 (Writing):

Teaching Point: Today I am going to teach you to revise our opinion writing by adding more details.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.W.1.C, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that we will be revising and expanding writing. Read the shared draft aloud and model how to strengthen the text by adding clearer details and revising the opinion statement. Guide students to help identify places that need more evidence, such as adding quotes, details, or clearer explanations. Revise the conclusion to reinforce the opinion. Reread the expanded text together, pointing out spacing, capitalization, and punctuation. Ask students to identify and tell their partner what they would like to change or add before they begin revising.

Bloom's: Apply
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you about simple and compound sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review the definitions of simple and compound sentences. Display and read each sentence aloud as students identify the subject(s) and predicate(s) and decide whether each sentence is simple or compound. Guide partners to combine two simple sentences into a compound sentence, using a conjunction, and explain why it was the appropriate conjunction.

Bloom's: Analyze
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Friends"	*When Turtle Grew Feathers* Find Text Evidence: Compare and Contrast the Adventures and Experiences of Characters in Stories	Opinion Process Writing: Focus on Writer's Craft
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: Stories Teach Many Lessons (Add to the Blueprint)	Grammar: Simple and Compound Sentences

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify stanzas and line breaks in poems.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to reread"Friends" fluently using different speeds, rhythms, and phrasing to notice how the poem sounds and feels. Guide students in discussing how changing pacing or grouping words affects meaning and mood. Then model analyzing the poet's word choices and explain how specific words create vivid images and feelings for the reader. Encourage students to think about how replacing words changes the mood and meaning of the poem.

Bloom's: Apply
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review long /e/ and long /u/ (final -e) and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *A Hat for Pete, Zeke's Garden*, and "Steve's House." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to compare and contrast adventures and experiences of characters in stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to explain that students will compare and contrast the experiences of characters from "The Ant and the Pigeon" and *When Turtle Grew Feathers* to better understand how stories teach lessons. Model this by reading and thinking aloud to compare and contrast the characters' experiences. Guide students to practice by comparing and contrasting the relationship between characters, reminding students to use text evidence that supports their answers.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 3

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you to revise your opinion text to include words that point out time order.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that writers use time-order words to help organize ideas clearly. Model reading the mentor text to identify phrases that signal time order and revise the shared draft by adding time-order phrases. Rearrange sentences as needed to improve clarity, add transition words and draw attention to correct spelling and punctuation. Ask students to identify places they can add time-order phrases before they continue revising.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you to identify simple and compound sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review the definitions of simple and compound sentences. Provide example sentences and have students discuss why one is a simple sentence and one is a compound sentence. Model how to combine two simple sentences into a compound sentence using a comma and a conjunction, then have partners use sentence strips and conjunction cards to create their own compound sentences.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Five Brown Bears"	*Tall and Small Play Ball* First Reading: Summarize and Synthesize to Learn How to Use Teamwork to Solve Problems	Opinion Process Writing: Focus on Writer's Craft
Phonics and Word Study: Long /a/ Vowel Teams (ai, ay)		Grammar: Conjunctions

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to recognize punctuation and its meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem, "Five Brown Bears" modeling fluent, expressive reading. Point out quotation marks, reminding students that these show the words a character is speaking and we should change our voice to match the character's voice. Begin a *Unit 6 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss a moral or lesson learned from the poem.

Bloom's: Apply
DOK: 2

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with long /ā/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.b, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /a/. Have students practice phoneme categorization. Then display the Sound-Spelling and Picture Cards for long /a/. Explain another way to spell words with long /a/ is to use a vowel team. The vowel team ai can spell long /a/ in the medial position and vowel team ay can spell long /a/ in the final position. Sing the long /a/ song. Model and practice successive blending with long /a/ vowel teams. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you to summarize and synthesize in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Introduce *Tall and Small Play Ball* as realistic fiction text and set a purpose to summarize and synthesize in order to understand how teamwork solves problems. Model summarizing by reading and identifying important details about the characters and their concerns. Model synthesizing those details with your own thinking to explain how teamwork helps them succeed. Guide students to listen to the rest of the story, work with a partner to summarize key events and synthesize new

understandings, and share their ideas.
Bloom's: Analyze
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you to revise by varying how you begin your sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.
Detailed Description/Instructions:

- **One way to do this is to** display the "Opinion Writing" anchor chart and explain that students will be revising their writing for clarity and variety. Using the mentor text and revised draft, model how to vary sentence length and structure by adding details, combining short sentences, breaking up longer ones, and using transition words. Guide students in combining choppy sentences with conjunctions to create compound sentences and to reduce repetition. Ask students to reread their draft and think about how they could change or vary their sentences before they continue revising.

Bloom's: Analyze
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you about conjunctions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that conjunctions join parts of sentences and ideas. Remind students of the different conjunctions they have learned and when to use them. Display sample sentences and guide students in choosing the correct conjunction to complete each sentence.

Bloom's: Understand
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Five Brown Bears"	*Tall and Small Play Ball* Describe Characters Using Key Details	Opinion Process Writing: Edit

Phonics and Word Study: Long /a/ Vowel Teams (ai, ay)		Grammar: Conjunctions

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read with expression.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Five Brown Bears." Remind students that fluent readers use their voice to express how a character might sound or feel. Model reading fluently, expressing the bears' feelings. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by working with students to write about which friends they might find outdoors.

Bloom's: Apply
DOK: 2

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with long /ā/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with long /a/ vowel teams. Blend and build words with long /a/ vowel teams. Have students add, remove, or change letters to make new words. Practice encoding words with long /a/ vowel teams and writing a dictated sentence. Students apply their decoding skills by reading the text "Which Train?" Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 61 (Reading):
Teaching Point: Today I am going to teach you to describe characters using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display *Tall and Small Play Ball* and explain that students will

use key details to describe how characters change. Create a Character Chart and model reading to identify details about how the characters feel at the start. Record these descriptions on the chart. Guide students to use key details they have identified from the end of the story to identify how the characters change.

Bloom's: Analyze
DOK: 3

Engaging Experience 62 (Writing):
Teaching Point: Today I am going to teach you to edit our writing for correct grammar and punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.C, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that students will be editing for correct punctuation and grammar before publishing. Using the shared writing from the previous lesson, read the text aloud and guide students in identifying and correcting mistakes. Model editing by checking capitalization, combining sentences with conjunctions, discussing whether commas are needed, and reviewing punctuation. Read the revised text together and save the shared writing for the next lesson. Ask students to read their pieces and edit for correct grammar and punctuation.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach how to use conjunctions.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to remind students that a conjunction is a part of speech used to join ideas, including two parts of a sentence. Display sample sentences and guide students in choosing appropriate conjunctions to complete each one. Then invite volunteers to revise the sentences so they correctly use different conjunctions.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Stories That Teach Lessons"	*Tall and Small Play Ball* Find Text Evidence: Describe Major Events Using Key Details	Opinion Process Writing: Edit
Phonics and Word Study: Long /a/ Vowel Teams (ai, ay)	Build Vocabulary: Use Affixes as a Clue to Meaning	Grammar: Simple and Compound Sentences

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to review with you using a return sweep when reading.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Stories That Teach Lessons," modeling fluent, expressive reading. Reinforce by modeling return sweep as you track the print while reading. Ask partners to discuss the lessons they have learned from fables they have read and how these fables help build knowledge about the lessons stories can teach us. Add to the *Unit 6 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to substitute phonemes and segment words with long /a/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on long /a/ vowel teams by substituting phonemes and segmenting words with long /a/ vowel teams. Have students reread "Which Train?" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write about the train they like best. Students will practice spelling words with long /a/ vowel teams using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you to describe major events using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display *Tall and Small Play Ball* and explain that students will identify and describe major events using key details from the text and illustrations. Model this by reading and thinking aloud as you identify text evidence to describe major events and explain how they move the story forward. Guide students to use details from the text and illustrations to describe other major events.

Bloom's: Understand
DOK: 2

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you to use affixes as a clue to the meaning of a word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.b, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display *Tall and Small Play Ball* and explain that suffixes are added to the ends of root or base words and change their meanings. Model identifying the root or base word and suffix in words from the text and use a Suffixes Chart to determine word meanings. Then guide students in identifying additional words with suffixes, discussing how the suffix changes the meaning of the root or base word. Encourage students to use word parts as clues to better understand the story and its lesson.

Bloom's: Apply
DOK: 2

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you to edit your spelling in your opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the “Opinion Writing" anchor chart and explain that students will be checking their spelling before publishing. Use the revised shared writing and model editing one sentence at a time, thinking aloud about tricky words and checking a dictionary when needed. Guide students to identify possible misspellings, listen for sounds in words, confirm confusing words, and ensure names are spelled correctly. Ask students to reread their drafts and edit for spelling errors.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you about simple and compound sentences
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to invite students to share what they know about simple and compound sentences. Display example sentences based on *Tall and Small Play Ball* and have students identify whether each sentence is simple or compound, explaining how they know by looking at the number of independent clauses and the use of conjunctions.

Bloom's: Analyze
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Stories That Teach Lessons"	*Tall and Small Play Ball* Find Text Evidence: Understand the Central Message	Opinion Process Writing: Publish
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Simple and Compound Sentences

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers confirm or correct word understanding.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Stories That Teach Lessons." Review vocabulary and have partners discuss the morals or lessons that fables can teach. Remind students that if we come to a word we don't know, we can reread surrounding sentences, look for clues in the text, and notice when an author directly explains a word's meaning. Model stopping at an unfamiliar word, rereading nearby sentences, and using context to determine the meaning. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, long /ā/ vowel teams, and vocabulary in context.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with long /ā/ vowel teams. Introduce the decodable text *Painting in May.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply

DOK: 1

<u>Engaging Experience 72 (Reading):</u>

Teaching Point: Today I am going to teach you to describe characters and major events using key details.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.A.d, 1.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *Tall and Small Play Ball* and explain that students will identify the story's central message by looking for key details in the text and illustrations. Model reading and thinking aloud to find details in the story that support the central message and explain how those details connect to the lesson. Guide students to identify additional evidence from the text and discuss how the lesson can be applied in their classroom community. Encourage students to use examples from both the story and their own experiences when sharing their thinking.

Bloom's: Analyze

DOK: 2

<u>Engaging Experience 73 (Writing):</u>

Teaching Point: Today I am going to teach you to publish your opinion text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.W.1.C, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that students are now ready to publish. Model how to create a clean version of the opinion text without revision marks and explain the importance of careful handwriting and accuracy. Model adding an illustration that reflects the opinion. Create a simple sketch to complete the piece. Ask students to create a clean copy and add an illustration to their piece.

Bloom's: Create

DOK: 3

Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. If you want to publish digitally, you can use Book Creator.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you to write compound sentences using conjunctions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that they have learned how to write simple and compound sentences and how to use conjunctions. Display pairs of simple sentences and guide students in combining them into compound sentences using appropriate conjunctions. Then display the completed compound sentences and have students identify the conjunction used in each one.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Friends"	*Tall and Small Play Ball* Demonstrate Knowledge: *Stories Teach Many Lessons* - Complete the Knowledge Blueprint	Opinion Process Writing: Share
Phonics and Word Study: Review and Monitor Progress		Grammar: Compound Sentences

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to think about details in a poem to understand the message or lesson.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review "Friends" by rereading it aloud with appropriate phrasing and expression, paying attention to punctuation. Then guide students in discussing what the speaker learns from her experiences and surroundings. Encourage partners to compare the speaker's experiences to other settings and use details from the text to explain the lesson of the poem and how it teaches readers to appreciate nature and quiet.

Bloom's: Apply
DOK: 2

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review long /ā/ vowel teams and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Painting in May, Gail and Gram*, and "Which Train?" Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to demonstrate knowledge through speaking, listening, and writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i, 1.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *Tall and Small Play Ball*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2. Complete the Knowledge Blueprint.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you to celebrate your work by sharing your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that it is time to celebrate and share writing. Model rereading the shared piece and giving specific compliments, such as noting how the opinion is supported with clear reasons and evidence. Then have partners share their work, practicing clear speaking, complete sentences, attentive listening, and asking focused questions.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach about simple and compound sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that they have learned the differences between simple and compound sentences and how to use the conjunctions. Display and read sample sentences aloud, asking students to identify whether each is simple or compound and whether it includes a conjunction. For compound sentences, have students identify the two simple sentences joined together. For simple sentences, guide students in adding a conjunction to create a compound sentence.

Bloom's: Analyze
DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about learning from mistakes and experiences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See the *Weekly and Unit Assessments Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 6 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 2

Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 7 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:
Have students demonstrate their knowledge of the Enduring Understanding: *Stories, such as fables, folktales, and realistic fiction, can teach the reader a moral or lesson.*

Ask students to create a list of the lessons they learned by reading the stories in this unit.

Unit 7: Past, Present, and Future

Subject: Reading - Writing - Foundational Skills
Grade: First Grade
Name of Unit: Past, Present, and Future
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read and compare selections about United States history and its preservation to understand why it is important to remember the past.

In Topic 1 (Week 1)
In Week 1, during foundational skills, students will focus on long /o/ vowel teams and alphabetical order to two letters. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will identify the main topic and retell key details. They will also use text features - time lines and captions. During writing, students will follow the How-To writing process. Students will analyze a mentor text, then brainstorm, choose a topic and begin to draft a how-to writing piece. Students will be introduced to possessive nouns and their use.

In Topic 2 (Week 2)
In Week 2, during foundational skills, students will focus on long /o/ spellings and the prefixes un- and re-. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will identify the main topic and retell key details. They will also use text features - glossary and time lines. During writing, students will draft by adding more steps and a conclusion, and revise by focusing on word choice and sentence types and expand by adding more details. Students will review singular and plural nouns and noun-verb agreement.

In Topic 3 (Week 3)
In Week 3, during foundational skills, students will focus on long /i/ spelling patterns and open syllables. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will use captions, distinguish between information in pictures and text and describe connections between ideas. During writing, students will edit for conventions, add visual support and publish a how-to writing piece. Students will review noun-verb agreement and possessive nouns.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 7 materials
- Preview the Unit 7 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Get out the Decodable Readers: *How We Go, Toad's Big Boat, Bees Bees Bees!, Lee, Dee, and Zee, Way up High, Bright Lights.*
- Gather the black and white "take home" decodable readers
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the *My Reading and Writing* student booklet for *Past, Present, and Future*

Essential Questions:

- Why is the past important?

Enduring Understanding/Big Ideas:

- Knowledge of the past is important to understand the present and plan for the future.
- People use tools, such as time lines and maps, to help organize and understand events of the past.

Priority Standards for Unit:

- **1.RF.2.A.a:** Produce and identify sounds and syllables in spoken words
- **1.RF.2.A.b:** Distinguish between long and short vowel sounds
- **1.RF.2.A.c:** Recognize change in a spoken word when a specific phoneme is added, changed or removed
- **1.RF.2.A.d, 1.RF.2.A.e:** Blend and segment words with 3-5 phonemes
- **1.RF.3.A.a, 1.RF.3.A.e:** Decode words in context by using letter-sound knowledge
- **1.RF.3.A.b:** Spell words using letter sound knowledge
- **1.RF.3.A.f:** Use syllabication patterns to decode words
- **1.RF.3.A.j:** Read high-frequency words
- **1.R.1.A.c:** Seek clarification and locate facts and details about stories and other texts
- **1.R.1.A.d. 1.SL.3.A.c:** Retell main ideas in sequence including key details
- **1.R.1.B, 1.R.1.B.i:** Develop an understanding of vocabulary
- **1.R.3.A.b, 1.R.3.A.c:** Use text features to locate specific information in text
- **1.R.3.C.b:** Identify main ideas and provide supporting details
- **1.W.1.B:** Appropriate to genre type, develop a draft from prewriting
- **1.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **1.W.2.B:** Write informative/explanatory texts
- **1.L.1.A.g:** Produce complete simple and compound sentences
- **1.L.1.B.b:** Use ending punctuation

Supporting Standards for Unit:

- **1.RF.4.A:** Read decodable text with fluency, with purpose, and for comprehension.

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
1.RF.2.A.a	Produce and identify sounds and syllables in spoken words	Identify the number of syllables in a spoken word Break a spoken word into its syllables Identify individual sounds (phonemes) in spoken words Produce the sounds in a word when prompted.	1
1.RF.2.A.c	Recognize change in a spoken word when a specific phoneme is added, changed or removed	Hear how a word changes when a sound is added, changed or removed Identify which sound changed in a word	1
1.RF.2.A.d **1.RF.2.A.e**	Blend and segment words with 3-5 phonemes	Blend spoken phonemes to form one- or two-syllable words with and without consonant blends Segment spoken words into individual phonemes (words need to be three to five phonemes in length) Maintain the correct order of phonemes when blending or segmenting	1
1.RF.3.A.a **1.RF.3.A.e**	Decode words in context by using letter-sound knowledge	Blend letter-sounds together to read recognizable words. Use common spelling patterns (CVC, blends, digraphs, CVCe, word families) to decode words. Recognize familiar chunks or patterns in words to read them more efficiently. Apply phonics patterns when reading unfamiliar words. Read decodable words accurately and automatically in connected text.	1
1.RF.3.A.b	Spell words using letter-sound knowledge	Spell simple words using letter-sound relationships.	1

		Represent beginning, middle, and ending sounds when spelling words. Use known spelling patterns (short vowels, blends, digraphs, word families) when writing. Apply phonetic spelling strategies independently during writing.	
1.RF.3.A.f	Use syllabication patterns to decode words	Break longer words into syllables Use basic syllable types and patterns to figure out vowel sounds. Apply an understanding of syllables when decoding unfamiliar multisyllabic words	1
1.RF.3.A.j	Read high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
1.RF.4.A	Read appropriate text with fluency, with purpose, and for comprehension	Read appropriate text accurately, smoothly, at an appropriate pace and with expression. Read with a clear purpose (to learn, enjoy, or gather information). Demonstrate comprehension by discussing or responding to the text.	1
1.R.1.A.c	Seek clarification and locate facts and details about stories and other texts	Ask questions to clarify parts of a stories or informational text Ask for help understanding confusing words, ideas, or events	2

		Identify important facts and key details in both literary and informational texts and use text evidence to support thinking Use details from the text when talking or writing about the topic.	
1.R.1.A.d **1.SL.3.A.c**	Retell main ideas in sequence including key details	Retell the main ideas of a text in the correct order Include important key details in their retell Describe events in sequential order Explain the text clearly using details from the story or informational text	2
1.R.1.B **1.R.1.B.i**	Develop an understanding of vocabulary by using words and phrases acquired through conversation, reading and being read to, and responding to texts	Learn and understand new words from conversations, read-alouds, and reading. Use newly learned vocabulary when speaking and writing about texts. Use context, discussions, and experiences to build vocabulary knowledge.	2
1.R.3.A.b **1.R.3.A.c**	Use text features to locate specific information in text	Identify text features Use text features to find specific information within a text Explain what the facts and/or details are within the text Distinguish whether those facts and/or details are provided by pictures or with words in text	2
1.R.3.C.b	Identify main ideas and provide supporting details	Identify the main idea of a text or section Determine what the text is mostly about Locate and explain supporting details that match the main idea	2
1.W.1.B	Appropriate to genre type, develop a draft from prewriting	Use a prewriting plan (pictures, graphic organizers, notes, oral rehearsal) to begin	3

		drafting Develop a draft that matches the intended genre (narrative, informational, opinion) Sequence ideas into sentences and stay on topic Generate evidence of a simple opening and closing	
1.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Respond to questions and suggestions Clarify for meaning by adding details Edit for spaces between words, spelling, capitalization, and punctuation	2
1.W.2.B	Write informative/explanatory texts	Introduce a topic or text being studied and supply facts Use some topic specific words Follow a sense of order in writing and create a sense of closure	3
1.L.1.A.g	Produce complete simple and compound sentences	Write and say complete simple sentences with a subject and verb Combine related ideas into compound sentences using conjunctions Recognize and correct incomplete sentences Use correct capitalization and ending punctuation in sentences	1
1.L.1.B.b	Use ending punctuation	Identify the correct ending punctuation for different kinds of sentences Apply ending punctuation consistently in their own writing Recognize when a sentence is missing ending punctuation and fix it.	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 7 Weekly Assessments • Unit 7 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Discover Event Happen(ed) Honor Improvements Modern	Factories Protests Pioneers Structures

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about why the past is important and what we can learn from the past.
Suggested Length of Time: 1 lesson
Standards Addressed: 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 7 multimedia video. Use the Unit 7 Opener to introduce the essential question, *Why is the past important?* Explain that we will read and compare selections about the United States history to understand why it is important to remember the past. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "Let's Go, Go, Go!"	"School Days" First Reading: Apply Strategies to Understand Schools of the Past, Present, and Future	How-To Process Writing: Read and Analyze a Mentor Text
Phonics and Word Study: Long /o/ Vowel Teams		Grammar: Introduce Possessive Nouns

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to recognize onomatopoeia words within a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem, "Let's Go, Go, Go" modeling fluent, expressive reading, emphasizing onomatopoetic words. Introduce onomatopoeia and help students identify and act out sound words to better understand how poets use words to help readers imagine sounds and events. Begin a *Unit 7 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss ways people traveled in the past, travel in the present, or will travel in the future.

Bloom's: Apply
DOK: 2

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with long /ō/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.b, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /o/. Have students practice phoneme isolation. Then display the Sound-Spelling and Picture Cards for long /o/. Explain another way to spell words with long /o/ is to use a vowel team. Introduce long /o/ vowel teams. Sing the long /o/ song. Model and practice successive blending with long /o/ vowel teams. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you to make connections and draw inferences to build knowledge about schools of the past, present, and future.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Preview "School Days" and explain that students will make connections and draw inferences while reading to better understand how schools in the past compare to schools today and in the future. Model making a text-to-text connection and drawing an inference as you read and think aloud. Review the "Make Connections" and "Draw Inferences" anchor charts. Guide students to listen and discuss their connections and inferences with a partner.

Bloom's: Analyze
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you to identify the key features and qualities of a strong how-to text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to introduce how-to texts by explaining that they are a type of explanatory writing that teaches readers how to do or make something. Read the mentor text, "How to Send a Letter" (Found in Unit 7 Additional Materials), and highlight key features of a hot-to text. Create a "How-To Writing" anchor chart. Guide students in identifying the steps needed to send a letter, discussing why sequence matters and what might happen if steps are completed out of order. Ask partners to think about things they know how to make or do well.

Bloom's: Understand
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you about possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that a noun names a person, animal, place, thing, or idea, and explain that a possessive noun shows ownership. Clarify that adding an apostrophe and s to a singular noun makes it possessive. Display a chart with model sentences, read each noun aloud, then show how adding 's changes it to a possessive noun. Have students identify what each possessive noun owns in the sentence.

Bloom's: Understand
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: *"Let's Go, Go, Go!"*	"School Days" Identify the Main Topic and Retell Key Details	How-To Process Writing: Brainstorm
Phonics and Word Study: Long /o/ Vowel Teams; Alphabetical Order to Two Letters		Grammar: Use Possessive Nouns

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read at an appropriate rate.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to display "Let's Go, Go, Go." Explain that readers should read at an appropriate speed - the same way they speak. Model fluent reading by demonstrating an appropriate rate—neither too fast nor too slow—and have students practice reading lines at different speeds to hear the difference. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write about one way they travel. Introduce alphabetical order.

Bloom's: Apply
DOK: 2

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with long /ō/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model and practice adding syllables in compound words and syllable segmentation. Blend and build words with long /o/ vowel teams. Have students add, remove, or change letters to make new words. Practice encoding words with long /o/ vowel teams and writing a dictated sentence. Students apply their decoding skills by reading the text "Going Places." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic and retell key details in an informational text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to display "School Days" and explain that students will identify the main topic and key details to understand how schools have changed over time. Model thinking aloud by using the photos to identify the main topic. Review the "Main Topic and Key Details" anchor chart. Then create a Key Details chart with columns labeled *past*, *present*, and *future*. Model how you identify key details about the main topic and record the information in the chart. Ask students to answer the text evidence questions.

Bloom's: Apply
DOK: 2

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you to brainstorm ideas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "How-To Writing" anchor chart and explain that students will begin by brainstorming ideas for their own how-to texts. Demonstrate how to generate topics by thinking of things you know how to do well and can clearly explain step by step. Model a brainstorming strategy by visualizing activities and listing ideas. Then have partners brainstorm additional ideas, share them with the class, and compile a brainstorming list.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you about possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that a possessive noun shows ownership and that most singular possessive nouns are formed by adding an apostrophe and s to the end of the word. Display sample sentences and guide students in rewriting each one to include a possessive noun. Discuss how the sentences sound before and after the change, helping students notice how possessives can make writing clearer and smoother.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Long Ago on the Go"	"School Days" Use Text Features: Captions	How-To Process Writing: Choose a Topic
Phonics and Word Study: Long /o/ Vowel Teams; Alphabetical Order to Two Letters	Build Vocabulary: Use Context Clues	Grammar: Use Possessive Nouns

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to recognize and use end punctuation marks.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "Long Ago on the Go," modeling fluent, expressive reading. Reinforce print concepts by focusing on question marks and exclamation marks and how you change your voice when you see these end marks. Ask students to tell a partner something they learned about how transportation has changed since "long ago." Add to the *Unit 7 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to substitute and segment syllables in compound words containing long /o/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on long /o/ vowel teams by segmenting and substituting syllables in compound words with long /o/ vowel teams. Have students reread "Going Places" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write a comparison of travel over time. Students will practice spelling words with long /o/ vowel teams using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to use captions to locate information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "School Days" and explain that students will use photographs and captions to gather important information about how schools have changed over time. Review the "Text Features" anchor chart and model reading a caption

aloud, showing how it adds details to what students see in the photograph. Guide students to examine additional photographs and captions, asking questions that help them notice new information the captions provide.

Bloom's: Apply
DOK: 2

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to use context clues to determine the meaning of new or unfamiliar words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to display "School Days" and explain that students will use context clues to figure out the meanings of unfamiliar words. Model using context clues in nearby words and illustrations to determine the meaning of a new or unfamiliar word. Guide students to practice by working with partners to use surrounding words and photographs to determine the meanings of other unfamiliar words.

Bloom's: Apply
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you to choose a topic.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display and review the "How-To Writing" anchor chart and explain that students will choose a topic from their brainstorming list. Model rereading the list and narrowing ideas by considering which topics you know well and which would interest readers and adding notes to each idea. Think aloud as you evaluate options, then select and circle one strong topic explaining that good how-to topics teach readers a new skill. Finally, have students review their own lists, cross off ideas, add notes, choose one, and explain to a partner why it would make a strong how-to text.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you to use possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to review that possessive nouns show who or what owns something. Display the first two columns of the chart (noun 1 and noun 2). Using the first row, guide students in forming a possessive noun phrase for the pair of nouns. Write the phrase in the third column, then have students create a sentence that correctly uses the possessive phrase.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Long Ago on the Go"	"The Story of the White House" First Reading: Apply Strategies to Learn How the White House Has Changed over Time	How-To Process Writing: Identify Materials and Steps
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Possessive Nouns

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers reread to clarify or confirm understanding.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Long Ago on the Go." Review vocabulary and have partners retell one way people traveled long ago that is similar to the way we travel today. Remind students that when they come to a part they don't understand, they can reread the part that confused them. Model rereading to understand who the narrator is talking to, thinking aloud as you read. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, long /ō/ vowel teams, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with long /ō/ vowel teams. Introduce the decodable text *How We Go.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 20 (Reading):</u>
Teaching Point: Today I am going to use important details to summarize a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.3.A.b, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Preview "The Story of the White House," pointing out text features such as the timeline. Model identifying important details and using them to summarize how the White House has changed over time. Then model how to synthesize what you read and what you know to create new understanding. Review the "Determine Text Importance" and "Summarize and Synthesize" anchor charts to reinforce understanding of these strategies.

Bloom's: Analyze
DOK: 2

<u>Engaging Experience 21 (Writing):</u>
Teaching Point: Today I am going to teach you to identify materials and steps.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display the "How-To Writing" anchor chart and explain that students will begin planning their how-to texts by listing materials and organizing steps in sequence. Revisit the mentor text to highlight how the author included ordered steps supported by details. Model filling out a planning chart using the chosen topic by listing materials and jotting brief notes for each step. Ask students to discuss their steps, materials, and details before they start their own planning charts.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you to use possessive nouns in your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review possessive nouns and explain that the same rules for apostrophes apply to both singular common nouns and singular proper nouns. Display the chart and guide students in creating a sentence using a possessive noun for the first pair of nouns, then record the sentence on the chart.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Now We Are Six"	"The Story of the White House" Use Text Features: Time Line	How-To Process Writing: Draft
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: Past, Present and Future (Begin Blueprint)	Grammar: Use Possessive Nouns

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to analyze the poet's word choice and craft.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display and introduce the poem, "Now We Are Six." Read the poem aloud in a fluent, expressive voice. Reread the poem and have students listen for words and phrases that describe the speaker. Explain that the poem is told from the speaker's point of view because it uses the word I. Point out the repeated phrase "I was" and discuss how it helps readers notice changes in the speaker over time. Ask questions to help students analyze the author's word choices.

Bloom's: Analyze
DOK: 2

Engaging Experience 24 (Phonics and Word Study):

Teaching Point: Today we are going to review long /ō/ vowel teams and reread to build our reading fluency.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *How We Go, Toad's Big Boat*, and "Going Places." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply

DOK: 1

Engaging Experience 25 (Reading):

Teaching Point: Today I am going to teach you to use timelines to locate key information in a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to explain that timelines are text features that show when events happened. Preview the timeline in "The Story of the White House," pointing out its title, dates, and event descriptions. Review the "Text Features" anchor chart. Model how to use the timeline to locate information, pointing to each time line element as you describe how to use it. Create an Events Chart and record the year and event in the chart. Ask students to answer the text evidence questions using the time line.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze

DOK: 2

Engaging Experience 27 (Writing):

Teaching Point: Today I am going to teach you how to write a topic sentence.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.W.1.B, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display the "How-To Writing" anchor chart and explain that

students will begin drafting their how-to texts. Using the planning chart, model how to draft an engaging introduction with a strong topic sentence, modeling correct capitalization and punctuation. Then use the planning chart to write the first steps with supporting details, orally rehearsing sentences with student input. Reread the draft together, pointing out spacing, capital letters, and punctuation. Ask students to share how they will begin writing before they begin drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 28 (Grammar):
Teaching Point: Today I am going to teach you about possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review what possessive nouns are, how they are formed, and why we use them. Display the ownership phrases, read each one aloud, and guide students in rewriting them as correct possessive noun phrases.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Playing Games"	*Using Time Lines* First Reading: Apply Strategies to Learn How to Use Time Lines	How-To Process Writing: Draft
Phonics and Word Study: Long /e/ Vowel Teams		Grammar: Review Singular and Plural Nouns

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you about hyphens and dashes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "Play Games," modeling fluent, expressive reading. Reinforce print concepts by pointing out the hyphens and dashes. Explain that hyphens connect two or more words and dashes tell the reader to take a pause. Add to the *Unit 7 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss something they learned about games in the past and how they are similar to games in the present.

Bloom's: Apply
DOK: 2

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with long /ē/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.a, 1.RF.2.A.b, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j

Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /e/. Have students practice phoneme categorization. Then display the Sound-Spelling and Picture Cards for long /e/. Explain another way to spell words with long /e/ is to use a vowel team. Introduce long /e/ vowel teams. Sing the long /e/ song. Model and practice successive blending with long /e/ vowel teams. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to apply strategies to build knowledge about using time lines.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce vocabulary and preview *Using Time Lines*. Explain that students will identify the topic and key details while using text features to understand events in order. Model asking questions before reading, noticing signal words such as first, next, then, and last, and using photographs and time lines to gather information. Review the "Text Features" and "Main Topic and Key Details" anchor charts, then have students discuss key details with a partner and explain how the time lines help readers understand events from the past.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you to add more steps and details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this is to** display the "How-To Writing" anchor chart and review prior steps, explaining that you will continue drafting by adding the remaining steps and details. Reread the existing draft and use the planning chart to guide writing additional steps, modeling capitalization, correct end punctuation, and adding clear supporting details. Orally rehearse each sentence with students before writing and invite them to help compose and spell words with familiar patterns. Ask students to share each step including clear supporting details with a partner before they continue drafting.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you about singular and plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that singular nouns name one person, animal, place, or thing, while plural nouns name more than one, and explain that verbs must agree with the noun. Remind students that singular nouns usually take verbs ending in *-s*, while plural nouns usually use verbs without *-s*. Display singular nouns, have students form the plural of each, and then work together to create sentences. As sentences are shared, invite volunteers to identify the nouns and verbs and explain how they agree.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Playing Games"	*Using Time Lines* Identify the Main Topic and Retell Key Details	How-To Process Writing: Draft
Phonics and Word Study: Long /e/ Vowel Teams; Prefixes un- and re-		Grammar: Review Singular and Plural Nouns

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers pause to create rhythm and give meaning to a poem.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Playing Games." Explain that poets use punctuation marks to tell us when to pause between thoughts. Model fluent reading by emphasizing pauses for different types of punctuations. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by working with students to create the Favorite Game Poll. Introduce the prefixes un- and re-.

Bloom's: Apply
DOK: 1

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with long /ē/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice adding syllables in compound words and syllable segmentation. Blend and build words with long /ē/ vowel teams. Have students add, remove, or change letters to make new words. Practice encoding words with long /ē/ vowel teams and writing a dictated sentence. Students apply their decoding skills by reading the text "Fun and Games." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic and retell key details of a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to review how to identify the main topic and supporting key details in a text. Explain that students will use this strategy while rereading *Using Time Lines*. Model identifying repeated ideas and key details that support the main topic of making

and using time lines. Review the "Main Topic and Key Details" anchor chart, then guide students to identify the main topic and supporting details from another part of the text using text evidence.

Bloom's: Apply
DOK: 2

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you to add a conclusion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "How-To Writing" anchor chart and explain that students will complete their draft by adding a conclusion and a strong title. Reread the class draft and model how to write a conclusion that restates the topic and highlights the outcome of following the steps. Then guide students in creating a clear, engaging title, reviewing capitalization rules for important words. Write the title at the top and reread the finished draft together. Ask partners to practice sharing their conclusions and titles before they continue drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you about singular and plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that singular nouns name one person, animal, place, or thing, while plural nouns name more than one, and explain that some plurals are formed by adding *-s* and others by adding *-es* to words ending in *s, x, z, ch,* or *sh*. Remind students that nouns and verbs must agree in sentences. Display singular nouns, work together to form their plural versions, and then display the completed plural nouns.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Sounds of a School Day Long Ago"	*Using Time Lines* Use Text Features: Glossary	How-To Process Writing: Revise and Expand

Phonics and Word Study: Long /e/ Vowel Teams; Prefixes un- and re-	Build Vocabulary: Use Context Clues	Grammar: Noun Verb Agreement

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to recognize and use ellipses.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "Sounds of a School Day Long Ago," modeling fluent, expressive reading. Model print concepts by pointing out the three dots and explain that these are a punctuation mark called ellipses. Explain that authors also use these to signal a brief pause before the sentence continues. Ask students to tell a partner something about what a school day was like long ago. Add to the *Unit 7 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to substitute and segment syllables in compound words containing long /e/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on long /e/ vowel teams by segmenting and substituting syllables in compound words with long /e/ vowel teams. Have students reread "Fun and Games" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write the directions of a game. Students will practice spelling words with long /e/ vowel teams using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you to use a glossary.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.3.A.b, 1.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to remind students that informational texts include text features such as glossaries that help readers understand important words. Preview the glossary in *Using Time Lines and* model using it by identifying a boldfaced word, locating the glossary, finding the word, and reading the definition and examining the accompanying picture to confirm understanding. Review the “Text Features" anchor chart and then guide students to locate another boldfaced word, use alphabetical order to find it in the glossary, read the definition, study the picture, and return to the correct page.

Bloom's: Apply
DOK: 2

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to use context clues to determine the meaning of new or unfamiliar words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display *Using Time Lines* and explain that students will use context clues to figure out the meanings of unfamiliar words. Model how a definition can sometimes be stated directly in the text by using nearby words and phrases to determine the meaning of a new or unfamiliar word. Guide students to practice with partners by using surrounding words and illustrations to determine the meanings of other words.

Bloom's: Apply
DOK: 2

Engaging Experience 42 (Writing):
Teaching Point: Today I am going to teach you to revise your draft.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the “How-To Writing” anchor chart and explain that we will now begin revising their drafts. Reread the completed draft and model revising by adding specific, firsthand details. Orally rehearse new sentences with students before writing them. After revising, reread the expanded text together, pointing out spacing, capitalization, and punctuation, and save the draft for further revision in the next lesson. Ask students to share what they can add or change to make their text more clear.

Bloom's: Analyze
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you to use noun verb agreement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that nouns and verbs in a sentence must agree, meaning singular nouns pair with singular verbs and plural nouns pair with plural verbs, with only one *-s* used between them. Display singular noun phrases and guide students in rewriting each one as a matching plural noun phrase.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Sounds of a School Day Long Ago"	*Using Time Lines* Find Text Evidence: Use Time Lines to Locate Information	How-To Process Writing: Revise and Expand
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Noun Verb Agreement

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers reread to clarify or confirm understanding.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Sounds of a School Day Long Ago." Review vocabulary and have partners tell each other a difference between long ago and today. Remind students that when they come to a part they don't understand, they can reread the part that confused them. Model rereading and using text clues to clarify meaning of unfamiliar words. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, long /ē/ vowel teams, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with long /ē/ vowel teams. Introduce the decodable text *Bees, Bees, Bees!.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you to use time lines to locate information.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and revisit *Using Time Lines* and explain that students will analyze time lines to understand when events happened and the order in which they occurred. Model thinking aloud as you compare different time lines and determine which best fits a given series of events while answering a text-evidence question. Review the "Text Features" anchor chart, then guide students to use details from the time lines to discuss and answer questions with a partner.

Bloom's: Analyze
DOK: 2

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you to revise our how-to writing for sentence variety and clarity.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "How-To Writing" anchor chart and explain that you are revising for sentence variety and clarity. Emphasize the importance of using imperative sentences with strong command verbs to make directions clear and easy to follow. Reread the shared writing, model simplifying unclear steps with direct verbs and guide students in combining sentences with appropriate conjunctions to improve flow.

Read the revised draft together. Ask students to look for places to make their text read more smoothly and share those ideas with a partner before continuing to revise.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you to use noun-verb agreement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review noun–verb agreement by reminding students that singular nouns take singular verbs and plural nouns take plural verbs. Display sentence frames with verb choices and guide students in selecting the correct verb for each sentence. Then provide incorrect sentences for practice, asking students to revise them by changing either the noun or the verb and explain how their corrections show proper noun–verb agreement.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Now We Are Six"	*Using Time Lines* Find Text Evidence: Distinguish Between Information in Pictures and Text	How-To Process Writing: Focus on Writer's Craft
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Past, Present, and Future* - Add to the Knowledge Blueprint	Grammar: Noun Verb Agreement

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to analyze rhyme patterns.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to reread "Now We Are Six" and briefly review what students remember, such as the repeated phrase "When I was" and how the speaker changes at the end of the poem. Model fluent reading, then guide students to notice how rhyming words and line breaks create rhythm and a steady beat. Think aloud about how the rhyme

pattern shifts near the end and explain how that change matches the shift from past to present.

Bloom's: Analyze
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review long /ē/ vowel teams and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Bees, Bees, Bees!, Lee, Dee, and Zee*, and "Fun and Games." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to distinguish between information in pictures and text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to revisit *Using Time Lines* and explain that time lines include both pictures and words that tell about each event. Model thinking aloud about what the pictures show that the captions do not. Guide students to answer another text evidence question by comparing what the captions tell, what the nearby text explains, and what the pictures reveal.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Anayze
DOK: 2

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you to reread your draft and revise for stronger word choice and sensory details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "How-To Writing" anchor chart and explain that you are revising for stronger word choice and sensory details. Emphasize that reading aloud helps writers choose vivid words that allow readers to see, hear, or feel the process. Reread the class draft and model replacing vague words with precise, descriptive ones. Guide students in adding sensory details and varying sentence lengths, then read the revised draft together. Ask students to find places where they can add sensory details to their piece.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you to use noun-verb agreement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that nouns and verbs must agree, with singular nouns matching singular verbs and plural nouns matching plural verbs. Display incorrect sentences and work together to rewrite each one so the noun and verb agree correctly. Then have partners rewrite the corrected sentences by changing the nouns from singular to plural or vice versa, adjusting the verbs to maintain agreement.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Hooray for Heroes"	*Statues and Monuments* First Reading: Apply Strategies to Learn How Statues and Monuments Help us to Remember the Past	How-To Process Writing: Edit
Phonics and Word Study: Long /i/ Vowel Teams		Grammar: Review Noun-Verb Agreement

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "Hooray for Heroes," modeling fluent, expressive reading. Reinforce print concepts by pointing out periods, question marks, and exclamation marks and explaining how each affects expression. Add to the *Unit 7 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss something they learned about what people do to remember heroes.

Bloom's: Apply
DOK: 2

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with long /ī/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.b, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /i/. Have students practice phoneme categorization. Then display the Sound-Spelling and Picture Cards for long /i/. Explain another way to spell words with long /i/ is to use a vowel team. Introduce long /i/ vowel teams. Sing the long /i/ song. Model and practice successive blending with long /i/ vowel teams. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you to apply strategies to build knowledge about how statues and monuments help people learn about the past.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.3.A.b, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Preview *Statues and Monuments* by examining the photographs, captions, and other text features. Explain that students will use reading strategies such as identifying the topic and relevant details and making connections to build understanding of the text. Model thinking aloud by asking questions about the topic, identifying relevant details, and making a connection to another text. Review the "Make Connections" anchor chart, then guide students to discuss relevant details and connections with a partner as they continue reading.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you to revise.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this is to** display the "How-To Writing" anchor chart and explain that students are editing for correct punctuation and grammar before publishing. Emphasize checking noun–verb agreement, correct use of possessive nouns, capitalization, and clear sentence structure. Reread the shared writing and model correcting errors. After editing together, have students participate in peer editing, reading their drafts aloud to a partner and checking for grammar, possessives, and singular and plural noun agreement to strengthen and clarify their writing.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you to use noun-verb agreement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to display incorrect sentences and guide students in correcting

each one, reminding them to ensure proper noun–verb agreement. Discuss that some sentences may be corrected in more than one way, and have students explain their reasoning for each revision. Provide additional sentences for partners to edit together, encouraging discussion about how and why corrections are made.

Bloom's: Analyze
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Hooray for Heroes"	*Statues and Monuments* Find Text Evidence: Use Captions to Locate Information	How-To Process Writing: Edit
Phonics and Word Study: Long /i/ Vowel Teams; Open Syllables		Grammar: Review Noun-Verb Agreement

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to use and identify end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Hooray for Heroes." Model fluent reading by showing how punctuation tells readers when to pause. Read the poem aloud, emphasizing short pauses at commas and longer pauses at periods. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by working with students to write a sentence that describes a hero. Introduce open syllables.

Bloom's: Apply
DOK: 2

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with long /ī/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice adding syllables in compound words and syllable segmentation. Blend and build words with long /i/ vowel teams. Have students add, remove, or change letters to make new words. Practice encoding words with long /i/ vowel teams and writing a dictated sentence. Students apply their decoding skills by

reading the text “Our Flag.” Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach’s Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 61 (Reading):
Teaching Point: Today I am going to teach you to use captions to locate information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *Statues and Monuments*, review photographs and captions, and explain that captions provide important information about images. Model close reading by thinking aloud about how captions help clarify and add meaning to the text. Review the “Text Features” anchor chart, then guide students to analyze captions and other text features to gather information and deepen understanding.

Bloom's: Apply
DOK: 2

Engaging Experience 62 (Writing):
Teaching Point: Today I am going to teach you to edit our writing with a focus on spelling.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.C, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display the "How-To Writing" anchor chart and explain that students are editing for correct spelling. Remind them that rereading sentence by sentence helps catch errors and that strategies such as using a picture dictionary and applying spelling rules can confirm correct spellings. Model checking spelling and applying spelling rules when revising words. Guide students to identify and correct other misspelled words by listening for sounds and checking tricky words. Have students participate in peer editing, reading their drafts aloud to a partner and checking for spelling mistakes.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach you about noun-verb agreement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that nouns and verbs must agree in sentences, with singular nouns matching singular verbs and plural nouns matching plural verbs. Emphasize that checking for agreement while speaking, writing, and reading helps sentences make sense. Display sentence frames, read each aloud with both verb options, and guide students in selecting the correct verb form to complete each sentence.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Who Was Harriet Tubman?"	*Statues and Monuments* Find Text Evidence: Distinguish Between Information in Pictures and Text	How-To Process Writing: Edit to Add Visual Support
Phonics and Word Study: Long /i/ Vowel Teams; Open Syllables	Build Vocabulary: Use Context Clues	Grammar: Review Possessive Nouns

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that italics are used to make words stand out.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "Who Was Harriet Tubman," modeling fluent, expressive reading inviting students to chime in on the repeated phrase. Model print concepts by pointing out the italicized words and explain that italics make words stand out. Reread, emphasizing how italics can affect expression and meaning. Ask students to tell a partner something they learned about how Harriet Tubman was brave. Add to the *Unit 7 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 65 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to substitute and segment syllables in compound words containing long /i/ vowel teams.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students focus on long /i/ vowel teams by segmenting and substituting syllables in compound words with long /i/ vowel teams. Have students reread "Our Flag" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write about the American Flag. Students will practice spelling words with long /i/ vowel teams using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply

DOK: 1

Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 66 (Reading):

Teaching Point: Today I am going to teach you to distinguish between information in pictures and text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to revisit Statues and Monuments and remind students that photographs can provide details the text does not. Model thinking aloud about information learned from a photograph that is not directly stated in the text. Emphasize how noticing visual clues deepens understanding of historical events. Then guide students to examine another image with a partner and discuss how pictures and text work together to build understanding.

Bloom's: Analyze

DOK: 2

Engaging Experience 67 (Reading):

Teaching Point: Today I am going to teach you to use context clues to determine the meaning of new or unfamiliar words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to preview *Statues and Monuments* and remind students that they

can use context clues to understand unfamiliar words. Model by reading and thinking aloud about a new or unfamiliar word, noticing that the sentence provides a definition which helps clarify its meaning. Guide students to use surrounding phrases to determine the meanings of other new or unfamiliar words. Record students' findings on a Context Clues Chart and encourage them to explain each word's meaning in complete sentences.

Bloom's: Apply
DOK: 2

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you to enhance your writing with visual support.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.C, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display the "How-To Writing" anchor chart and explain that students are enhancing their nearly finished drafts with visual support. Emphasize that drawings, diagrams, or photos can make instructions clearer and easier to follow. Reread the class draft and model creating a Visual Planning Chart to identify steps that may need illustrations. Guide students in suggesting helpful images for unclear steps and discuss different ways to gather or create visuals. Ask students to think about how to support their ideas with visuals before creating their own Visual Planning Chart.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you about possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to review that a noun names a person, place, animal, or thing, and that a possessive noun shows ownership by adding an apostrophe and s. Display noun phrases and guide students in editing each noun to correctly show possession.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Who Was Harriet Tubman?"	*Statues and Monuments* Find Text Evidence: Describe Connections Between Ideas	How-To Process Writing: Publish

Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Review Possessive Nouns

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read more slowly and think about the words.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Who Was Harriet Tubman." Review vocabulary and have partners tell each one or more brave things Harriet Tubman did. Remind students that when they come to a part they don't understand, they can reread. Model rereading more slowly, thinking aloud about longer words to clarify meaning and explain how slowing down helps you understand important ideas. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, long /ī/ vowel teams, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with long /i/ vowel teams. Introduce the decodable text *Way Up High.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you to describe the connection between two ideas in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to explain that readers make connections between ideas to better understand a text's main point, especially in informational texts about history, and to model this by posing a text evidence question. After reading the relevant pages aloud, think aloud about how both structures are connected. Then guide students to apply the same strategy with a second question, prompting partners to discuss similarities using text evidence and share how those connections deepen their understanding of how monuments honor important historical contributions.

Bloom's: Analyze
DOK: 2

<u>Engaging Experience 73 (Writing):</u>
Teaching Point: Today I am going to teach you to publish.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "How-To Writing" anchor chart and explain that students are ready to publish. Model creating a clean final copy with all revisions and visuals neatly presented. Show the polished draft without editing marks and adding a cover page with the title and an illustration that represents the overall process. Write the title at the top and add a simple sketch.

Bloom's: Apply
DOK: 3
Suggestions*: Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. If you want to publish digitally, you can use Book Creator.*

<u>Engaging Experience 74 (Grammar):</u>
Teaching Point: Today I am going to teach you about possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that singular possessive nouns are formed by adding an apostrophe and s, and explain that plural possessive nouns are formed by adding an apostrophe after the final s without adding another s. Display plural nouns and guide students in changing each one to a possessive noun to show ownership.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Now We Are Six"	*Statues and Monuments* Demonstrate Knowledge: Past, Present, and Future - Complete the Knowledge Blueprint	How-To Process Writing: Share
Phonics and Word Study: Review and Monitor Progress		Grammar: Review Possessive Nouns

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to build knowledge about how the past helps us understand the present and plan for the future.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to reread "Now We Are Six" together and remind students to pay attention to the rhyming words and rhythm. Guide students to discuss how the speaker describes the past and present and connect those ideas to their own growth over time. Remind students that understanding the past helps people understand the present and plan for the future. Then engage students in shared writing by creating sentences that explain how the poem is organized to show events from the past, present, and future.

Bloom's: Analyze
DOK: 2

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review long /ī/ vowel teams and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Way Up High, Bright Lights*, and "Our Flag." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to demonstrate knowledge through speaking, listening, and writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to display *Statues and Monuments*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2. Complete the Knowledge Blueprint.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you to celebrate your work by sharing your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "How-To Writing" anchor chart and explain that it is time to celebrate and share their work. Model how you present the shared writing clearly and confidently, then offer specific positive feedback about strengths such as clear steps, helpful details, and strong word choice. Next, have students practice presenting to a partner and giving thoughtful compliments using complete sentences or sentence frames. Remind students to speak clearly, listen attentively, and focus on positive, specific feedback.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach you about singular and plural possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to remind students that they have learned to form both singular and plural possessive nouns. Display the noun phrases and guide students in editing each one to correctly show possession. Then have students apply their understanding by writing two sentences—one with a singular possessive noun and one with a plural possessive noun—using both common and proper nouns if possible.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about the past and its importance.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: See the *Weekly and Unit Assessments Answer Keys*

Detailed Description/Instructions:

One way to do this is to complete the paper/pencil or digital Unit 7 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.

Bloom's: Apply
DOK: 2
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 8 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Have students demonstrate their knowledge of the Enduring Understanding: *People use tools, such as time lines and maps, to help organize and understand events of the past.*

Have students create a timeline of a past school day or week. Tell students to include at least five entries for the time line. Students may draw a picture or write a short phrase or sentence to tell about each entry.

Unit 8: Observing the Sky

Subject: Reading - Writing - Foundational Skills
Grade: First Grade
Name of Unit: Observing the Sky
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read and compare selections about the sky to understand the difference between night and day.

In Topic 1 (Week 1)
In Week 1, during foundational skills, students will focus on the r-controlled vowel /ar/ and compound words. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will describe major events using key details and use context as a clue to the meaning of multiple-meaning words. They will also explain the differences between stories and informational text. During writing, students will follow the opinion writing process. They will read and analyze a mentor text. They will also brainstorm, choose a topic and draft an opinion piece. Students will review pronouns, including personal, possessive and indefinite pronouns.

In Topic 2 (Week 2)
In Week 2, during foundational skills, students will focus on the r-controlled vowel /or/ and approximate sounds. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will distinguish between information in pictures and text and describe connections between information. Students will also use illustrations and details to describe key ideas. During writing, students will continue to draft by adding additional reasons, details, and a conclusion. They revise for clarity and organization and expand an opinion writing piece. Students will review past, present, and future tense verbs of being.

In Topic 3 (Week 3)
In Week 3, during foundational skills, students will focus on r-controlled vowel /ûr/ and r-controlled vowel syllables. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will draw inferences and describe major events using key details. They will also explain differences between stories and informational text. During writing, students will edit, publish and share an opinion writing piece. Students will review verbs of being and pronouns.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 8 materials
- Preview the Unit 8 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Get out the Decodable Readers: *Mark and the Stars, Sparkling Stars, At Night, The Sun is Important, The North Wind Blows, Soar to the Moon.*
- Gather the black and white "take home" decodable readers
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the *My Reading and Writing* student booklet for *Observing the Sky*

Essential Questions:

- Why do the sun and moon capture our imagination?

Enduring Understanding/Big Ideas:

- By observing and exploring, we develop knowledge about Earth, the sun, the moon, and the stars.
- In many cultures, people tell stories to explain what they observe in the night sky.

Priority Standards for Unit:

- **1.RF.2.A.a:** Produce and identify sounds and syllables in spoken words
- **1.RF.2.A.c:** Recognize change in a spoken word when a specific phoneme is added, changed or removed
- **1.RF.2.A.d, 1.RF.2.A.e:** Blend and segment words with 3-5 phonemes
- **1.RF.3.A.a, 1.RF.3.A.e:** Decode words in context by using letter-sound knowledge
- **1.RF.3.A.f:** Use syllabication patterns to decode words
- **1.RF.3.A.j:** Read high-frequency words
- **1.R.1.A.c:** Seek clarification and locate facts and details about stories and other texts
- **1.R.1.A.d. 1.SL.3.A.c:** Retell main ideas in sequence including key detail**s**
- **1.R.1.B, 1.R.1.B.i:** Develop an understanding of vocabulary
- **1.R.2.A.a, 1.R.2.A.b:** Describe characters, setting, problem, solution, and events in logical sequence
- **1.R.3.A.b, 1.R.3.A.c:** Use text features to locate specific information in text
- **1.R.3.C.b:** Identify main ideas and provide supporting details
- **1.W.1.B:** Appropriate to genre type, develop a draft from prewriting
- **1.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **1.W.2.A:** Write opinion texts
- **1.L.1.A.g:** Produce complete simple and compound sentences
- **1.L.1.B.b:** Use ending punctuation

Supporting Standards for Unit:

- **1.RF.4.A:** Read decodable text with fluency, with purpose, and for comprehension.

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
1.RF.2.A.a	Produce and identify sounds and syllables in spoken words	Identify the number of syllables in a spoken word Break a spoken word into its syllables Identify individual sounds (phonemes) in spoken words Produce the sounds in a word when prompted.	1
1.RF.2.A.c	Recognize change in a spoken word when a specific phoneme is added, changed or removed	Hear how a word changes when a sound is added, changed or removed Identify which sound changed in a word	1
1.RF.2.A.d **1.RF.2.A.e**	Blend and segment words with 3-5 phonemes	Blend spoken phonemes to form one- or two-syllable words with and without consonant blends Segment spoken words into individual phonemes (words need to be three to five phonemes in length) Maintain the correct order of phonemes when blending or segmenting	1
1.RF.3.A.a **1.RF.3.A.e**	Decode words in context by using letter-sound knowledge	Blend letter-sounds together to read recognizable words. Use common spelling patterns (CVC, blends, digraphs, CVCe, word families) to decode words. Recognize familiar chunks or patterns in words to read them more efficiently. Apply phonics patterns when reading unfamiliar words. Read decodable words accurately and automatically in connected text.	1
1.RF.3.A.f	Use syllabication patterns to decode words	Break longer words into syllables Use basic syllable types and patterns to	1

		figure out vowel sounds. Apply an understanding of syllables when decoding unfamiliar multisyllabic words	
1.RF.3.A.j	Read high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
1.RF.4.A	Read appropriate text with fluency, with purpose, and for comprehension	Read appropriate text accurately, smoothly, at an appropriate pace and with expression. Read with a clear purpose (to learn, enjoy, or gather information). Demonstrate comprehension by discussing or responding to the text.	1
1.R.1.A.c	Seek clarification and locate facts and details about stories and other texts	Ask questions to clarify parts of a stories or informational text Ask for help understanding confusing words, ideas, or events Identify important facts and key details in both literary and informational texts and use text evidence to support thinking Use details from the text when talking or writing about the topic.	2
1.R.1.A.d **1.SL.3.A.c**	Retell main ideas in sequence including key details	Retell the main ideas of a text in the correct order Include important key details in their retell Describe events in sequential order	2

		Explain the text clearly using details from the story or informational text	
1.R.1.B **1.R.1.B.i**	Develop an understanding of vocabulary by using words and phrases acquired through conversation, reading and being read to, and responding to texts	Learn and understand new words from conversations, read-alouds, and reading. Use newly learned vocabulary when speaking and writing about texts. Use context, discussions, and experiences to build vocabulary knowledge.	2
1.R.2.A.a **1.R.2.A.b**	Describe characters, setting, problem, solution, and events in logical sequences	Draw conclusions to describe characters using key details Identify and describe the setting of the story Identify and describe the problem the characters face and the solution to the problem Describe and/or retell events of the story in a clear, logical sequence	3
1.R.3.A.b **1.R.3.A.c**	Use text features to locate specific information in text	Identify text features Use text features to find specific information within a text Explain what the facts and/or details are within the text Distinguish whether those facts and/or details are provided by pictures or with words in text	2
1.R.3.C.b	Identify main ideas and provide supporting details	Identify the main idea of a text or section Determine what the text is mostly about Locate and explain supporting details that match the main idea	2
1.W.1.B	Appropriate to genre type, develop a	Use a prewriting plan (pictures, graphic	3

	draft from prewriting	organizers, notes, oral rehearsal) to begin drafting Develop a draft that matches the intended genre (narrative, informational, opinion) Sequence ideas into sentences and stay on topic Generate evidence of a simple opening and closing	
1.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Respond to questions and suggestions Clarify for meaning by adding details Edit for spaces between words, spelling, capitalization, and punctuation	2
1.W.2.A	Write opinion texts	Introduce a topic or text being studied State an opinion about the topic and provide a reason for the opinion Use some specific word related to the topic Follow a sense of order and provide some sense of closure	3
1.L.1.A.g	Produce complete simple and compound sentences	Write and say complete simple sentences with a subject and verb Combine related ideas into compound sentences using conjunctions Recognize and correct incomplete sentences Use correct capitalization and ending punctuation in sentences	1
1.L.1.B.b	Use ending punctuation	Identify the correct ending punctuation for different kinds of sentences Apply ending punctuation consistently in	1

		their own writing Recognize when a sentence is missing ending punctuation and fix it.	

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 8 Weekly Assessments • Unit 8 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words **(***Words that are used across many subjects to help student understand and express ideas***)**	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Faithful Harm Invited Lovely	Constellations Craters Gravity Meteors Observe Planets Reflects Rotate

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to talk, read, and write about the sky to understand the difference between night and day.

Suggested Length of Time: 1 lesson

Standards Addressed: 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to view the Unit 8 multimedia video. Use the Unit 8 Opener to introduce the essential question, *Why do the sun and moon capture our imagination*. Explain that we will read and compare selections about the sky to understand the difference between night and day. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand

DOK: 2

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "Twinkle, Twinkle, Little Star"	"Why Sun and Moon Live in the Sky" First Reading: Apply Strategies to Learn About the Sky	Opinion Process Writing: Read and Analyze a Mentor Text
Phonics and Word Study; R-Controlled Vowel /är/		Grammar: Pronouns

Engaging Experience 2 (Build Reading Foundations):

Teaching Point: Today I am going to teach you to recognize and understand the use of commas.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Twinkle, Twinkle, Little Star," modeling fluent, expressive reading. Reinforce print concepts by explaining that commas signal a pause and inviting students to locate the commas in the poem and listen for pauses during a shared reading. Begin a *Unit 8 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss what the stars look like in the night sky.

Bloom's: Apply

DOK: 2

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with /är/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /är/. Have students practice phoneme identification. Then display the Sound-Spelling and Picture Cards for /är/. Ask students to listen for the /är/ sound and write the letters that stand for the sound. Sing the long /är/ song. Model and practice successive blending with /är/ words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions and make connections to better understand a folktale.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "Why Sun and Moon Live in the Sky," review the features of folktales, and explain that students will ask and answer questions and make connections while reading. Model thinking aloud by asking questions about important details and connecting the story to another folktale. Review the "Make Connections" and "Ask Questions" anchor charts, then guide students to discuss their own questions and connections with a partner as they continue listening to the story.

Bloom's: Apply
DOK: 3
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you to identify the key features and qualities of a strong opinion piece.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to review the elements of opinion writing and explain that an opinion text shares the writer's thoughts about a topic and supports them with reasons and evidence. Read the mentor text, "Saturn: The Ringed Leader " (Found in Unit 8 Additional Resources), pointing out its key features of a strong opinion text. Guide students in identifying the reasons and evidence used to support the author of the mentor

text's opinion. Display the "Opinion Writing" anchor chart. Ask partners to discuss whether they agree with the author's opinion and explain their reasoning.

Bloom's: Analyze
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you about pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that pronouns are words that replace nouns and explain that some pronouns refer to specific people or things. Tell students that today they will review pronouns that name specific people or things. Display sample sentences and guide students to replace the repeated noun with the correct pronoun.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Twinkle, Twinkle, Little Star"	"Why Sun and Moon Live in the Sky" Describe Major Events Using Key Details	Opinion Process Writing: Brainstorm
Phonics and Word Study: R-Controlled Vowel /är/; Compound Words		Grammar: Personal Pronouns

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read at an appropriate reading rate.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Twinkle, Twinkle, Little Star." Explain that rate is how fast or slowly a person reads. Model reading the poem too quickly, too slowly, and then at an appropriate rate to show how rate affects understanding. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write a list of things they might see in the sky. Introduce compound words.

Bloom's: Apply
DOK: 2

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with r-controlled vowel /är/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with r-controlled vowel /är/. Blend and build words with r-controlled vowel /är/. Have students add, remove, or change letters to make new words. Practice encoding words with r-controlled vowel /är/ and writing a dictated sentence. Students apply their decoding skills by reading the text "The Night Sky." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you to describe major events in a story using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.d, 1.SL.3.A.c, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that major events are the most important parts of a story and can be described using key details from the text and illustrations. Reread "Why Sun and Moon Live in the Sky" and have partners use the *Build Up and Idea* protocol to determine which events are major and explain their thinking with evidence. Record student responses on a Major Events Chart and invite volunteers to retell the story in sequence using the listed events.

Bloom's: Analyze
DOK: 3

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you to brainstorm ideas for your opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.A, 1.W.1.B

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and review brainstorming as the first step. Read aloud titles of informational texts about space, then model brainstorming topics such as the moon, planets, or stars. Model thinking of each text and writing an opinion about the topic as you create a brainstorming chart. Have partners brainstorm additional sky-related topics and opinions, and add their ideas to a class list before creating their own brainstorming chart.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you about pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that pronouns are words that take the place of nouns, and remind students that personal pronouns replace people's names. Display several sentences and read them aloud, asking students to identify the pronouns in each one. Then have students practice using these pronouns by creating and sharing their own sentences.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Stars in the Night Sky"	"Why Sun and Moon Live in the Sky" First Reading; Apply Strategies to Learn About Moon Observation	Opinion Process Writing: Choose a Topic
Phonics and Word Study: R-Controlled Vowel /är/; Compound Words	Build Vocabulary: Use Context as a Clue to the Meaning of Multiple-Meaning Words	Grammar: Possessive Pronouns

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers learn new information by listening closely to informational texts and noticing important vocabulary.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Stars in the Night Sky," modeling fluent, expressive reading. Remind students to think about what scientists have learned about the sun and stars by observing and exploring the sky. Ask partners to share what they learned about the sun and the North Star. Add to the *Unit 8 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

<u>Engaging Experience 13 (Phonics and Word Study):</u>
Teaching Point: Today I am going to teach you to delete syllables in compound words containing r-controlled vowel /är/.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students focus on r-controlled vowel /är/ by deleting syllables in compound words containing r-controlled vowel /är/. Have students reread "The Night Sky" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write about the stars and moon. Students will practice spelling words with r-controlled vowel /är/ using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

<u>Engaging Experience 14 (Reading):</u>
Teaching Point: Today I am going to teach you to determine which information is important and which information is not important in a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "A Walk on the Moon," review features of informational text and explain that students will determine important details and use them to summarize the text. Model how to identify key information, recognize less important details, and summarize key ideas from the reading. Review the "Determine Text Importance" and "Summarize and Synthesize" anchor charts, then guide students to discuss important details and evidence from the text and photographs using the *Turn and Talk: Why do you think that?* protocol.

Bloom's: Analyze
DOK: 2

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to use context as a clue to the meaning of a multiple meaning word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "A Walk on the Moon," and explain that some words have more than one meaning and that readers must use context to determine the correct meaning. Model using surrounding words and photographs as context clues to determine the meaning of a multiple meaning word. Guide students to determine meaning of other multiple meaning words by considering possible meanings, helpful context clues in the text and images, and which meaning best fits the word.

Bloom's: Apply
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you to choose a topic for your opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.A, 1.W.1.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that today students will choose a topic for their opinion text. Model rereading the class topic list and narrowing the choices by selecting ideas you feel strongly about and can support with clear reasons and evidence. Think aloud as you eliminate topics that are too broad or difficult to support, then circle one strong choice. Guide students to revisit their own brainstorming charts and select one topic they can confidently support in their writing. Ask students to share the topic and what they know about it with a partner.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you to use possessive pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review that possessive pronouns replace nouns and show ownership. Display several example sentences, read them aloud, and guide students in

identifying the possessive pronoun and what is being owned. Then invite students to create a new sentence using each possessive pronoun.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Star in the Night Sky"	"A Walk on the Moon" Distinguish Between Information in Pictures and Text	Opinion Process Writing: Identify Reasons and Evidence
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Pronouns

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read aloud to support comprehension.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Stars in the Night Sky." Review vocabulary and have partners retell what they learned about the sun and the North Star. Remind students that readers can read aloud to better understand confusing parts of a text. Model rereading a section slowly and thinking about its meaning. Then remind students to whisper-read when they need help understanding. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, r-controlled vowel /är/, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with /är/ words. Introduce the decodable text *Mark and the Stars*. Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend

decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you to distinguish between information in pictures and text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.3.A.b, 1.R.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "A Walk on the Moon" and review photographs and captions as important text features. Set a purpose for reading by explaining that students will gather information from both the main text and the images to deepen understanding. Model how to distinguish details learned from the words versus those learned from pictures and captions by recording them on a Text and Pictures Chart. Guide students to identify and compare information from the text, captions, and photographs, explaining what each source teaches them.

Bloom's: Analyze
DOK: 2

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you to identify reason and evidence to support your opinion.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.2.A, 1.W.1.B

Detailed Description/Instructions:

- **One way to do this** is to display and review the "Opinion Writing" anchor chart and explain the next step is to plan by listing reasons and supporting evidence to stay organized. Using the class brainstorming chart, model how to complete a planning chart by writing the opinion and adding three supporting reasons. Model adding explanatory details for each reason, inviting students to contribute ideas and evidence. Have partners discuss the reasons they will use as they write their own opinion pieces.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you to use possessive pronouns in your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review personal and possessive pronouns and their roles in sentences, explaining how they replace nouns and show ownership. Display sentence frames and read them aloud, inviting students to complete each with appropriate pronouns. Then have partners discuss how they chose each pronoun, identifying context clues that helped them decide.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "The Moon's the North Wind's Cookie"	"A Walk on the Moon" Explain Differences Between Stories and Informational Text	Opinion Process Writing: Draft
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Observing the Sky* - Begin the Knowledge Blueprint	Grammar: Indefinite Pronouns

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify and analyze descriptive words and phrases, including metaphors, in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem"The Moon's the North Wind's Cookie," modeling fluent, expressive reading. Explain that metaphors are used to compare one thing to another in imaginative ways. Model thinking aloud about a metaphor and how it helps readers picture the moon and understand its changing shape. Then guide students to discuss other examples of figurative language and explain what the metaphors reveal about the moon, the North Wind, and the South Wind.

Bloom's: Analyze
DOK: 2

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review r-controlled vowel /är/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Mark and the Stars, Sparkling Stars*, and "The Night Sky." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to explain major differences between stories and informational texts.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.C.b, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display "Why Sun and Moon Live in the Sky" and "A Walk on the Moon" and review that one is fiction and the other is informational text. Review story elements and features of an informational text. Model how to identify these features in each text and record observations on a Compare and Contrast Chart. Then guide students in discussing similarities and differences using text evidence to explain their thinking.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 3

Engaging Experience 27 (Writing):
Teaching Point: Today I am going to teach you how to write an opinion statement.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.A, 1.W.1.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that students will begin drafting their opinion texts. Using the brainstorming chart, model how

to draft a topic sentence that states the opinion. Model adding a reason and supporting details from the chart while inviting students to help with capitalization, spacing, spelling patterns, and punctuation. Reread the draft together. Ask students to share how they will introduce their topic and state their opinion before they begin writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 28 (Grammar):
Teaching Point: Today I am going to teach you to recognize and use indefinite pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to explain that an indefinite pronoun does not refer to a specific person or thing and share examples. Display sample sentences and read them aloud, guiding students to identify the indefinite pronouns in each one. Then have partners practice replacing each indefinite pronoun with a different one and discuss how the meaning of the sentence changes.

Bloom's: Analyze
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Zoom, Zoom, Zoom"	*Night and Day* First Reading: Apply Strategies to Learn About the Sky	Opinion Process Writing: Draft
Phonics and Word Study: R-Controlled Vowel /ôr/		Grammar: Present-Tense Verbs of Being

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem, "Zoom, Zoom, Zoom" modeling fluent, expressive reading. Point out end punctuation marks - period, question mark, exclamation mark - reminding students of the type of sentences each is used for. Add to the *Unit 8 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to describe what they would like to observe from a rocket ship.

Bloom's: Apply
DOK: 2

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with /ôr/.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.a, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j

Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /ôr/. Have students practice phoneme identification. Then display the Sound-Spelling and Picture Cards for /ôr/. Ask students to listen for the /ôr/ sound and write the letters that stand for the sound. Sing the long /ôr/ song. Model and practice successive blending with /ôr/ words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you to ask questions to build knowledge about observing the sky.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *Night and Day* and ask students to share features of an informational text. Model how to ask thoughtful questions while reading and explain that some answers may appear later in the text. Review the "Asking Questions" anchor chart. Guide students to think of questions they can ask. Students will discuss their questions with partners and use text evidence to strengthen comprehension.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you to add additional reasons and supporting details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.A, 1.W.1.B
Detailed Description/Instructions:

- **One way to do this is to** display the "Opinion Writing" anchor chart and explain that students will continue drafting their opinion texts by adding more reasons and supporting details. Reread the draft and model adding a second reason that supports the opinion, along with supporting details. Orally rehearse each sentence before writing and invite students to help encode high-frequency words and previously learned spelling patterns, while emphasizing correct capitalization and ending punctuation. Ask partners to share additional reasons and evidence before they continue drafting.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you about present tense verbs of being.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to explain that present-tense action verbs describe actions happening now, while verbs of being show a state of existence. Introduce the present-tense verbs of being *am*, *is*, and *are*. Display and read example sentences, guiding students to identify each verb of being and how it agrees with the subject. Then have partners practice using *am*, *is*, and *are* to describe things they see or do in the classroom.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Zoom, Zoom, Zoom"	*Night and Day* Distinguish Between Information in Pictures and Text	Opinion Process Writing: Draft
Phonics and Word Study: R-Controlled Vowel /ôr/; Approximate Sounds		Grammar: Past-Tense Verbs of Being

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers use intonation to match meaning and punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Zoom, Zoom, Zoom." Explain that intonation is how a reader changes their voice to match the meaning and punctuation in a text. Model reading the poem with changes in volume, expression, and pitch to match questions, exclamations, and repeated words. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write a story about a moon adventure. Introduce the schwa sound.

Bloom's: Apply
DOK: 2

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with r-controlled vowel /ôr/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with r-controlled vowel /ôr/. Blend and build words with r-controlled vowel /ôr/. Have students add, remove, or change letters to make new words. Practice encoding words with r-controlled vowel /ôr/ and writing a dictated sentence. Students apply their decoding skills by reading the text "The Sun and Moon." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to distinguish between information provided by pictures and by words in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to display *Night and Day*, preview the photographs and captions, and explain that students will use both text and images to better understand key ideas

about the sun, moon, stars, and Earth. Model how to record information on a Picture Details Chart, distinguishing between main ideas from the text and supporting details gained from photographs and captions. Think aloud to show how images can clarify or extend what the words explain. Then guide students in identifying additional key ideas and matching picture details, using text evidence to explain their thinking.

Bloom's: Analyze
DOK: 2

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you to add another reason and supporting details.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.2.A, 1.W.1.B

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that students will continue drafting their opinion texts by adding another reason and supporting details. Reread the existing draft and model adding a final reason while orally rehearsing sentences and inviting students to help write high-frequency words and apply learned spelling patterns, capitalization, verb agreement, and correct end punctuation. Reread the completed draft together. Have students share the reason and evidence they plan to write before they continue drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you about past-tense verbs of being.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to explain that past-tense verbs tell about actions or states that happened before now and that some past-tense verbs show states of being. Introduce the past-tense forms of being *was*, *were*, and *been*. Display and read example sentences aloud, guiding students to identify the past-tense verbs and notice how each verb agrees with its subject.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "An Astronaut's Space Suit"	*Night and Day* Find Text Evidence: Use Illustrations and Details to Describe Key Ideas	Opinion Process Writing: Draft
Phonics and Word Study: R-Controlled Vowel /ôr/; Approximate Sounds	Build Vocabulary: Use Context as a Clue to Meaning	Grammar: Future-Tense Verbs of Being

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers learn new information by listening closely to informational texts and noticing important vocabulary.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "An Astronauts Space Suit," modeling fluent, expressive reading. Remind students to think about what astronauts can observe from space. Ask partners to share what they learned about space suits. Add to the *Unit 8 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to delete syllables in compound words containing r-controlled vowel /ôr/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on r-controlled vowel /ôr/ by deleting syllables in compound words containing r-controlled vowel /ôr/. Have students reread "The Sun and Moon" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write about how night and day are different. Students will practice spelling words with r-controlled vowel /ôr/ using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1

Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 40 (Reading):

Teaching Point: Today I am going to teach you to use illustrations and details to describe its key ideas.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to revisit *Night and Day* and explain that students will closely read the text and study the pictures to determine key ideas. Model how to answer a text-evidence question by gathering details from both the words and images. Review the "Finding Information in Text and Pictures" anchor chart, then guide students to discuss how details from the text and visuals work together to explain important information.

Bloom's: Analyze

DOK: 2

Engaging Experience 41 (Reading):

Teaching Point: Today I am going to teach you to determine or clarify the meaning of unknown words in a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to display *Night and Day* and explain that students will use context clues to determine the meanings of unfamiliar words. Model using surrounding words, captions, and images to infer the meaning of a new word. Then guide students to use context clues from the text and visuals to determine the meanings of additional words and record their thinking on a Word Meaning Chart.

Bloom's: Apply

DOK: 2

Engaging Experience 42 (Writing):

Teaching Point: Today I am going to teach you to add a conclusion and title for your opinion text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.W.2.A, 1.W.1.B

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that students will finish their opinion drafts by adding a conclusion and a title. Model writing a concluding sentence that restates the opinion in new words, orally rehearsing before writing and inviting students to help with high-frequency words and spelling patterns.

Guide students in creating a fitting title, discussing which words should be capitalized, write it at the top of the text. Ask students to share how they will conclude their piece and what title they will use.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you about future-tense verbs of being.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to explain that future-tense verbs tell about actions or states that may happen later and that some future-tense verbs show states of being rather than action. Introduce how future-tense verbs of being are formed by combining the verb be with helping verbs such as will or shall. Display and read example sentences aloud, guiding students to identify the future-tense verbs and how they are used.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "An Astronaut's Space Suit"	*Night and Day* Find Text Evidence: Describe Connections Between Information	Opinion Process Writing: Revise and Expand
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Verbs of Being

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers stop and think about the author's purpose.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "An Astronaut's Space Suit." Review vocabulary and have partners retell what they learned about space suits. Remind students that if we come to a part we don't understand, we can stop and think about the author's purpose for

writing to the text to clarify meaning. Model reading and thinking aloud to determine the author's purpose is to teach. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, r-controlled vowel /ôr/, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with/ôr/ words. Introduce the decodable text *At Night.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you to describe the connection between two pieces of information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *Night and Day* and explain that readers make connections between details in the text and pictures to better understand key ideas. Model answering a text-evidence question by thinking aloud and connecting information from the words and images. Then guide students to use details from the text and illustrations to describe and explain what they notice with a partner.

Bloom's: Analyze
DOK: 2

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you to revise to improve clarity and add descriptive details.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.C, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that students will be revising to improve clarity and add descriptive details. Read the completed shared writing aloud and model revising by expanding ideas, such as adding details and sensory descriptions, while inviting students to help encode words. Guide students to suggest additional revisions to clarify the opinion, strengthen descriptions, and better explain ideas. Reread the expanded draft together, noting spacing, capitalization, and punctuation, and save the writing for the next lesson. Ask students to share what they will add or change to improve clarity before they begin writing.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you to recognize and use verbs of being.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that they have been learning about verbs of being, then display sentences and guide them in identifying each verb of being and its tense—future, past, or present. After reviewing examples, have partners revise the sentences to change them to a different tense, explaining that they may need to add or remove words, and then share their revised sentences with other pairs in small groups.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "The Moon's the North Wind's Cookie"	*Night and Day* Find Text Evidence: Identify Main Topic and Retell Key Details	Opinion Process Writing: Focus on Writer's Craft
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Observing the Sky* - Add to the Knowledge Blueprint	Grammar: Verbs of Being

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify and analyze sensory language.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to reread "The Moon's the North Wind's Cookie" and review key ideas, discussing how the poet describes the moon and the North and South Winds. Guide students in analyzing sensory language to show how the poem appeals to the senses and helps readers visualize the moon's changing shape. Engage students in examining the author's craft by discussing the use of metaphor and personification.

Bloom's: Analyze
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review r-controlled vowel /ôr/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *At Night, The Sun is Important*, and "The Sun and the Moon." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic and retell key details of a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.3.C.b, 1.R.1.A.d, 1.SL.3.A.c, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display Night and Day and review that the main topic tells what a text is mostly about and that key details support it. Model thinking aloud to determine the main topic by noticing clues in the introduction. Review the "Main Topic and Key Details" anchor chart and guide students to identify supporting details, retell key ideas with a partner, and explain how the details connect to the main topic.

Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 2

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you to reread your draft and revise to add connecting words and phrases.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.C, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that students are revising their drafts to improve organization and clarity. Model how to use connecting words and phrases and demonstrate combining similar sentences to improve flow in your shared draft. Invite students to help write high-frequency words and words with vowel teams while reinforcing capitalization and punctuation. Reread the revised text together. Ask students to read their own drafts aloud, listening for organization and clarity, adding connecting words where needed, and combining sentences to make their writing smoother and stronger.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you to use verbs of being.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to remind students how verbs of being are used, then display sentence frames and read them aloud, guiding students to complete each one with the correct verb of being and tense. After identifying the verbs together, have partners revise the sentences to change them to a different tense.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: *"April Clouds"*	*Night Sky* First Reading: Draw Inferences to Learn About the Night Sky	Opinion Process Writing: Focus on Writer's Craft
Phonics and Word Study: R-Controlled Vowel /ûr/		Grammar: Verbs of Being

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify and use quotation marks.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "April Clouds," modeling fluent, expressive reading. Reinforce print concepts by reviewing quotation marks and explaining how they show spoken words or highlight sounds. Remind students that we match our voices to the characters or sound. Add to the *Unit 8 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to share if they have observed clouds like the ones in the poem.

Bloom's: Apply
DOK: 2

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with /ûr/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /ûr/. Have students practice phoneme identification. Then display the Sound-Spelling and Picture Cards for /ûr/. Ask students to listen for the /ûr/ sound and write the letters that stand for the sound. Sing the long /ûr/ song. Model and practice successive blending with /ûr/ words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 56 (Reading):

Teaching Point: Today I am going to teach you to draw inferences to build knowledge about the stars.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary words for the selection. Display *Night Sky* review features of stories, and explain that students will ask and answer questions and draw inferences to deepen understanding. Model thinking aloud by asking questions, using clues from the text and illustrations, and combining them with background knowledge to make an inference. Review the "Draw Inferences" anchor chart, then guide students to discuss their own questions and inferences with a partner using evidence from the story and illustrations.

Bloom's: Analyze

DOK: 2

Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):

Teaching Point: Today I am going to teach you to revise your piece to make it more persuasive.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.W.1.C, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this is to** display the "Opinion Writing" anchor chart and explain that students are revising their drafts to make their opinions clearer and more persuasive. Using the revised class draft, highlight examples of persuasive language and model adding words and phrases such as "I believe" and strong adjectives to emphasize ideas, including strengthening descriptions and revising the conclusion with more convincing language. Guide students to suggest additional persuasive wording, reread the revised text together, and save the shared writing for the next lesson.

Bloom's: Analyze

DOK: 3

Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):

Teaching Point: Today I am going to teach you to use verbs of being.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.L.1.A.g

Detailed Description/Instructions:

- **One way to do this** is to remind students that they have been learning about verbs of being, then display a list of singular and plural pronouns and guide students in creating

phrases using present-tense verbs of being. Then have partners use the pronouns to create sentences with present-, past-, and future-tense verbs of being.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "April Clouds"	*Night Sky* Describe Major Events Using Key Details	Opinion Process Writing: Edit
Phonics and Word Study: R-Controlled Vowel /ûr/; R-Controlled Vowel Syllables		Grammar: Verbs of Being

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to review base words with inflectional endings.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "April Clouds." Explain that readers use expression to match the feelings in a text. Model rereading the poem with changes in voice that show emotion and meaning. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students draw an illustration of the cookie and winds. Introduce r-controlled syllables.

Bloom's: Apply
DOK: 2

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with r-controlled vowel /ûr/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with r-controlled vowel /ûr/. Blend and build words with r-controlled vowel /ûr/. Have students add, remove, or change letters to make new words. Practice encoding words with r-controlled vowel /ûr/ and writing a dictated sentence. Students apply their decoding skills by reading the text "Cloud Shapes."

Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply

DOK: 1

Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 61 (Reading):

Teaching Point: Today I am going to teach you to describe major events in a story using key details.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.d, 1.SL.3.A.c, 1.R.2.A.a, 1.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to remind students that major events are the most important actions in a story and explain that they will identify the major events in *Night Sky*. After reading the story aloud, have partners discuss which events are essential to the plot and which key details from the text and illustrations help describe them. Record student responses on a Major Events Chart, guiding them to justify their choices with evidence. Conclude by inviting volunteers to retell the story in sequence using the listed major events.

Bloom's: Analyze

DOK: 2

Engaging Experience 62 (Writing):

Teaching Point: Today I am going to teach you to edit our writing with a focus on punctuation and grammar.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.W.1.C, 1.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that students are editing their drafts for correct punctuation and grammar before publishing. Reread the shared writing aloud and guide students to check capitalization, pronoun use, and subject-verb agreement with verbs of being, modeling how to think through corrections and revisions. After reviewing the revised text together, have students participate in peer editing by reading their drafts to a partner, trading papers, and editing for punctuation and grammar.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach you to identify and use verbs of being.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that they have practiced using verbs of being in the past, present, and future tenses with pronouns. Display sentence pairs and guide them to complete each second sentence in each set with the correct verb of being. Have students identify clues in the sentences that signal which tense to use and work with partners to change the sentences to a different tense.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Tears from the Silver River"	*Night Sky* Find Text Evidence: Understand the Central Message	Opinion Process Writing: Edit
Phonics and Word Study: R-Controlled Vowel /ûr/; R-Controlled Vowel Syllables	Build Vocabulary: Distinguish Shades of Meaning Among Verbs	Grammar: Pronouns

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to demonstrate understanding of the return sweep.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Tears from the Silver River," modeling fluent, expressive reading as students follow along. Reinforce print concepts by modeling return sweep directionality when sentences continue onto the next line. Ask partners to share why they think people in many cultures tell stories to explain what they observe in the night sky. Add to the *Unit 8 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to delete syllables in compound words containing r-controlled vowel /ûr/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on r-controlled vowel /ûr/ by deleting syllables in compound words containing r-controlled vowel /ûr/. Have students reread "Cloud Shapes" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write about cloud shapes. Students will practice spelling words with r-controlled vowel /ûr/ using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you to understand the central message.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display *Night Sky* and explain that students will determine the story's central message by examining characters' words, actions, and key events. Model thinking aloud about details that support the story's message and point to evidence from the text. Revisit the "Central Message" anchor chart and guide students to revisit the story, discuss supporting details with a partner, and explain how those details reveal the central message.

Bloom's: Analyze
DOK: 3

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you to distinguish shades of meaning among verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display Night Sky and explain that authors choose words carefully to help readers better understand characters, actions, and ideas. Model thinking aloud about the shades of meaning between similar verbs and discuss how each word

changes the meaning of the text. Then guide students to examine other action words in the story and discuss how replacing them with different words would change the meaning.

Bloom's: Analyze
DOK: 2

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you to reread to edit your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that students are checking spelling before publishing. Using the revised shared writing, model rereading each sentence and thinking aloud to check tricky words, compare spellings with different meanings, and use resources like a picture dictionary to confirm accuracy. Invite students to help identify and verify potentially misspelled words by listening to sounds and checking references, then reread the edited text aloud and save it for the next lesson. Ask students to edit their piece for spelling errors.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you to use pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to review what students know about personal, possessive, and indefinite pronouns, then display a paragraph and guide them in completing each sentence with appropriate pronouns. Afterward, have partners practice by identifying alternative pronouns that could also fit the blanks and discuss how the meaning changes.

Bloom's: Analyze
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Tears from the Silver River"	*Night Sky* Find Text Evidence: Explain Differences Between Stories and Informational Text	Opinion Process Writing: Publish

Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Pronouns

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers confirm or correct word understanding.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "Tears from the Silver River." Review vocabulary and have partners retell what they learned about the Milky Way. Remind students that readers can use context clues and word parts to figure out unfamiliar words. Model thinking aloud as you use clues in the text to determine and confirm a word's meaning. Then explain how readers can check that the meaning makes sense in the story. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, r-controlled vowel /ûr/, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with /ûr/ words. Introduce the decodable text *Red Bird Flies.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you to explain differences between stories and informational texts.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to display *Night and Day* and *Night Sky* and remind students that one is informational text and the other is fiction, even though both focus on the sky. Explain that understanding the differences between fiction and informational text helps readers know whether they are reading facts or a made-up story. Model comparing the two texts by thinking aloud about differences in photographs, illustrations, characters, and the way information is presented. Then guide students to compare how each text explains ideas about the sky and discuss evidence from both texts with a partner.

Bloom's: Analyze
DOK: 2

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you to publish.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that students are ready to publish their work. Model how to create a clean, final copy of the opinion text and point out that it is neat and free of revision marks. Model enhancing the final draft by adding an illustration to support the opinion and help readers better understand the topic. Ask students to create a clean copy of their piece and add an illustration.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. If you want to publish digitally, you can use Book Creator.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you to use pronouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that they have learned to identify and use personal, possessive, and indefinite pronouns. Display sentence frames and model completing the first one with the correct pronoun while explaining the type of pronoun and why it fits. Have partners complete the remaining sentences identifying the pronoun

used, its type, and their reasoning.
Bloom's: Analyze
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "The Moon's the North Wind's Cookie"	*Night Sky* Demonstrate Knowledge: *Observing the Sky* - Complete the Knowledge Blueprint	Opinion Process Writing: Share
Phonics and Word Study: Review and Monitor Progress		Grammar: Pronouns

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to think about figurative language and descriptive words to build knowledge.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to reread "The Moon's the North Wind's Cookie" and remind students to listen for descriptive language and figurative language about the moon and wind. Guide students to discuss how the poet uses a metaphor to explain the moon's changing appearance in the sky. Then have partners identify words and phrases that describe how the moon changes shape and size throughout the poem.

Bloom's: Analyze
DOK: 2

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review r-controlled vowel /ûr/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Red Bird Flies, Thunderstorms*, and "Cloud Shapes." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments*

(starting on page AR34).
Bloom's: Apply
DOK: 1

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to demonstrate knowledge through speaking, listening, and writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.C.b, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display *Night Sky*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2. Complete the Knowledge Blueprint.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you to celebrate your work by sharing your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Opinion Writing" anchor chart and explain that students will now share and celebrate their writing by listening, asking questions, and giving positive feedback. Model good presentation skills by reading the shared writing aloud and explaining what you like about it, such as how the opinion is supported with clear reasons and evidence. Then have partners practice sharing their work with each other, responding in complete sentences. Remind students to speak clearly, listen attentively, and give specific compliments.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach you to use pronouns in writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.g
Detailed Description/Instructions:

- **One way to do this** is to remind students that they have learned to identify and use personal, possessive, and indefinite pronouns, then display sentences and read them aloud, guiding students to choose appropriate pronouns to replace the underlined words or phrases. Next, have students apply their understanding by writing three sentences about a place they like to visit or an activity they enjoy, including at least one pronoun in each sentence, and invite volunteers to share while classmates identify the pronouns used.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about the moon and sun.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See the *Weekly and Unit Assessments Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 8 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 9 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:
Have students demonstrate their knowledge of the Enduring Understanding: *By observing and exploring, we develop knowledge about Earth, the sun, the moon, and the stars.*

Have students write three to four sentences to describe one thing they learned about Earth, the sun, the moon, or the stars.

Unit 9: We Use Goods and Services

Subject: Reading - Writing - Foundational Skills
Grade: First Grade
Name of Unit: We Use Goods and Services
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read and compare selections about making and selling goods and the service industry to understand how we use goods and services.

In Topic 1 (Week 1)
In Week 1, during foundational skills, students will focus on vowel sound /ou/ and comparative inflectional endings -er and -est. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will identify the main topic and retell key details. They will also describe connections between events and identify the reasons an author gives to support points. During writing, students will follow the informational research report writing process. They will read and analyze a mentor text and begin the informative research process by brainstorming, asking questions, gathering information from sources, and planning. Students will use commas in pauses, in dates, and in series.

In Topic 2 (Week 2)
In Week 2, during foundational skills, students will focus on vowel sound /oi/ and suffix -ly. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will identify the main topic and retell key details. They will also describe connections between two pieces of information in a text and identify similarities in two opinion pieces. Additionally, readers will identify the reason an author gives to support points. During writing, students will draft by adding key details and information from their research, revise for clarity and expand their informative research report to include topic specific words including definitions or examples. Students will use adjectives.

In Topic 3 (Week 3)
In Week 3, during foundational skills, students will focus on vowel sounds /o͞o͞/and /o͝o/ and vowel-team syllables. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will retell story details and identify the central message. They will also use illustrations and details to describe characters and events. During writing, students will edit for conventions, add visual support, publish and share their informative research report. Students will use commas and adjectives.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 9 materials
- Preview the Unit 9 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Get out the Decodable Readers: *Our Town, All Around Town, Roy and Joy, Earthworms Soil, One Cool day, Brooms Sweep.*
- Gather the black and white "take home" decodable readers
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the *My Reading and Writing* student booklet for *We Use Goods and Services*

Essential Questions:

- Why do people trade with each other?

Enduring Understanding/Big Ideas:

- The exchange of goods and services is an essential part of living in a community.
- There are many different ways to create goods and provide services.

Priority Standards for Unit:

- **1.RF.2.A.a:** Produce and identify sounds and syllables in spoken words
- **1.RF.2.A.c:** Recognize change in a spoken word when a specific phoneme is added, changed or removed
- **1.RF.2.A.d, 1.RF.2.A.e:** Blend and segment words with 3-5 phonemes
- **1.RF.3.A.b:** Spell words using letter sound knowledge
- **1.RF.3.A.a, 1.RF.3.A.e:** Decode words in context by using letter-sound knowledge
- **1.RF.3.A.f:** Use syllabication patterns to decode words
- **1.RF.3.A.j:** Read high-frequency words
- **1.R.1.A.c:** Seek clarification and locate facts and details about stories and other texts
- **1.R.1.A.d. 1.SL.3.A.c:** Retell main ideas in sequence including key details
- **1.R.1.B.b:** Identify common root or base words and their inflectional endings
- **1.R.1.B.i:** Develop an understanding of vocabulary
- **1.R.2.A.a, 1.R.2.A.b:** Describe characters, setting, problem, solution, and events in logical sequence
- **1.R.3.C.b:** Identify main ideas and provide supporting details
- **1.W.1.B:** Appropriate to genre type, develop a draft from prewriting
- **1.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **1.W.2.B:** Write informative/explanatory texts
- **1.W.3.A.c:** Gather personal and natural evidence from available sources as well as from interviews and local experts
- **1.L.1.B.b:** Use ending punctuation

Supporting Standards for Unit:

- **1.RF.4.A:** Read decodable text with fluency, with purpose, and for comprehension.

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
1.RF.2.A.a	Produce and identify sounds and syllables in spoken words	Identify the number of syllables in a spoken word Break a spoken word into its syllables Identify individual sounds (phonemes) in spoken words Produce the sounds in a word when prompted.	1
1.RF.2.A.c	Recognize change in a spoken word when a specific phoneme is added, changed or removed	Hear how a word changes when a sound is added, changed or removed Identify which sound changed in a word	1
1.RF.2.A.d **1.RF.2.A.e**	Blend and segment words with 3-5 phonemes	Blend spoken phonemes to form one- or two-syllable words with and without consonant blends Segment spoken words into individual phonemes (words need to be three to five phonemes in length) Maintain the correct order of phonemes when blending or segmenting	1
1.RF.3.A.a **1.RF.3.A.e**	Decode words in context by using letter-sound knowledge	Blend letter-sounds together to read recognizable words. Use common spelling patterns (CVC, blends, digraphs, CVCe, word families) to decode words. Recognize familiar chunks or patterns in words to read them more efficiently. Apply phonics patterns when reading unfamiliar words. Read decodable words accurately and automatically in connected text.	1
1.RF.3.A.b	Spell words using letter-sound knowledge	Spell simple words using letter-sound relationships. Represent beginning, middle, and ending	1

		sounds when spelling words. Use known spelling patterns (short vowels, blends, digraphs, word families) when writing. Apply phonetic spelling strategies independently during writing.	
1.RF.3.A.f	Use syllabication patterns to decode words	Break longer words into syllables Use basic syllable types and patterns to figure out vowel sounds. Apply an understanding of syllables when decoding unfamiliar multisyllabic words	1
1.RF.3.A.j	Read high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
1.RF.4.A	Read appropriate text with fluency, with purpose, and for comprehension	Read appropriate text accurately, smoothly, at an appropriate pace and with expression. Read with a clear purpose (to learn, enjoy, or gather information). Demonstrate comprehension by discussing or responding to the text.	1
1.R.1.A.c	Seek clarification and locate facts and details about stories and other texts	Ask questions to clarify parts of a stories or informational text Ask for help understanding confusing words, ideas, or events Identify important facts and key details in both literary and informational texts	2

		and use text evidence to support thinking Use details from the text when talking or writing about the topic.	
1.R.1.A.d **1.SL.3.A.c**	Retell main ideas in sequence including key details	Retell the main ideas of a text in the correct order Include important key details in their retell Describe events in sequential order Explain the text clearly using details from the story or informational text	2
1.R.1.B.b	Identify common root or base words and their inflectional endings	Identify the base/root word in a larger word Recognize common inflectional endings (e.g., -s, -es, -ed, -ing) Explain how the ending changes the meaning or tense of the word Read and understand words with inflectional endings	1
1.R.1.B **1.R.1.B.i**	Develop an understanding of vocabulary by using words and phrases acquired through conversation, reading and being read to, and responding to texts	Learn and understand new words from conversations, read-alouds, and reading. Use newly learned vocabulary when speaking and writing about texts. Use context, discussions, and experiences to build vocabulary knowledge.	2
1.R.2.A.a **1.R.2.A.b**	Describe characters, setting, problem, solution, and events in logical sequences	Draw conclusions to describe characters using key details Identify and describe the setting of the story Identify and describe the problem the characters face and the solution to the problem	3

		Describe and/or retell events of the story in a clear, logical sequence	
1.R.3.C.b	Identify main ideas and provide supporting details	Identify the main idea of a text or section Determine what the text is mostly about Locate and explain supporting details that match the main idea	2
1.W.1.B	Appropriate to genre type, develop a draft from prewriting	Use a prewriting plan (pictures, graphic organizers, notes, oral rehearsal) to begin drafting Develop a draft that matches the intended genre (narrative, informational, opinion) Sequence ideas into sentences and stay on topic Generate evidence of a simple opening and closing	3
1.W.2.B	Write informative/explanatory texts	Introduce a topic or text being studied and supply facts Use some topic specific words Follow a sense of order in writing and create a sense of closure	3
1.W.3.A.c	Gather personal and natural evidence from available sources as well as from interviews and local experts	Collect facts from available sources such as books, pictures, videos, interviews, local experts, or classroom materials Record or share important information they learned Use gathered information to support their speaking or writing about a topic	3
1.L.1.B.b	Use ending punctuation	Identify the correct ending punctuation for different kinds of sentences Apply ending punctuation consistently in their own writing	1

		Recognize when a sentence is missing ending punctuation and fix it.	

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 9 Weekly Assessments • Unit 9 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Customer Earn Energy Make a living Make life easier Protect Provide Save lives Stitch Succeed	Good Service

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to talk, read, and write about goods and services.

Suggested Length of Time: 1 lesson

Standards Addressed: 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to view the Unit 9 multimedia video. Use the Unit 9 Opener to introduce the essential question, *Why do people trade with each other?* Explain that we will read and compare selections and goods and services. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand

DOK: 2

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Breakfast Trade"	"From Dairy Farm to You" First Reading: Apply Strategies to Learn How People Use Goods and Services	Informative Research Report Process Writing: Read and Analyze a Mentor Text
Phonics and Word Study: Diphthong /ou/		Grammar: Use Commas as Pauses

Engaging Experience 2 (Build Reading Foundations):

Teaching Point: Today I am going to teach you to review end punctuation.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.B.i, 1.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to introduce and read "The Breakfast Trade," modeling fluent, expressive reading. Reinforce print concepts by pointing out the exclamation points in the poem and explaining that they show excitement or strong feelings. Model reading the words with an excited voice to show how punctuation affects expression and meaning. Begin a *Unit 9 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to share something they learned about why people trade.

Bloom's: Apply
DOK: 2

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with diphthong /ou/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /ou/. Have students practice phoneme categorization. Then display the Sound-Spelling and Picture Cards for /ou/. Explain to students that diphthongs are two letters that work together to spell a sound that is different from the sound of either letter. Share that ou is usually in the middle of a word and ow is in the middle or end. Ask students to listen for the /ou/ sound and write the letters that stand for the sound. Sing the /ou/ song. Model and practice successive blending with /ou/ words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you to summarize and synthesize information to build knowledge about the ways people exchange goods and services.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.3.C.b, 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "From Dairy Farm to You" and explain that students will identify important details, summarize, and synthesize information while reading. Model using signal words to recognize key steps, determine important details, and create a brief summary. Then guide students to discuss important details with a partner and combine information from the text with their own knowledge.

Bloom's: Analyze
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you to identify the key features and qualities of a strong informative research report.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B, 1.W.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to review that informative texts provide facts about a topic and explain that research reports use information gathered from credible sources. Read the mentor text, "Sea Turtle Hatchling" (found in Unit 9 Additional Resources), pointing out its key features of a strong informative research report. Guide students in identifying the main point, key ideas, and supporting details. Explain that students will write about goods and services. Guide students in brainstorming and listing examples of goods and services from texts and personal experiences

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you to use commas as pauses.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to explain that commas are punctuation marks that help make sentences easier to read and understand and that reading a sentence aloud and noticing natural pauses can help determine where commas belong. Display sentences without commas, read them aloud with appropriate pauses, and guide students in placing commas correctly to improve clarity.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Breakfast Trade"	"From Dairy Farm to You" Identify the Main Topic and Retell Key Details	Informative Research Report Process Writing: Brainstorm and Choose a Topic
Phonics and Word Study: Diphthong /ou/; Comparative Inflectional Endings -er, -est		Grammar: Use Commas in Dates

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read at an appropriate rate and pause as they read.
Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.1.B.b

Detailed Description/Instructions:

- **One way to do this** is to display "The Breakfast Trade." Explain that fluent readers read at a natural rate and pause for punctuation. Model reading the poem with short pauses at commas and longer pauses at end marks. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write a list of things they would trade for milk. Introduce comparative and superlative suffixes.

Bloom's: Apply

DOK: 2

<u>Engaging Experience 8 (Phonics and Word Study):</u>

Teaching Point: Today I am going to teach you to blend and spell words with diphthong /ou/.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with diphthong /ou/. Blend and build words with diphthong /ou/. Have students add, remove, or change letters to make new words. Practice encoding words with diphthong /ou/ and writing a dictated sentence. Students apply their decoding skills by reading the text "Trading Then and Now." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply

DOK: 1

Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

<u>Engaging Experience 9 (Reading):</u>

Teaching Point: Today I am going to teach you to identify the main topic and retell key details of a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.3.C.b, 1.R.1.A.d, 1.SL.3.A.c, 1.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *"*From Dairy Farm to You*"* and remind students that it is an informational text. Explain that they will identify the main topic and retell key details from both the text and photo captions to build knowledge about how goods and services move through a community. After reading aloud, have students work in peer groups to complete a Main Topic and Key Details organizer, discussing and restating the main topic and citing supporting details.

Bloom's: Analyze

DOK: 2

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you to brainstorm ideas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B, 1.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that students will follow the writing process to create a research report, noting that Step 3 involves taking notes during research. Begin by brainstorming topics related to goods and services and record them on a class list. Model narrowing a topic by considering what you already know and what you could research, then choose a focused topic by refining a broad idea into a specific subject to investigate.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you how to use commas in dates.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to explain that commas are used not only to show pauses but also to separate parts of dates. Display a chart and review the rules for placing commas correctly in dates so students can see how each part is separated. Have partners take turns writing and reading aloud today's date.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Cushy Cow Bonny"	"From Dairy Farm to You" Describe Connection Between Events	Informative Research Report Process Writing: Ask Questions to Focus on Research
Phonics and Word Study: Diphthong /ou/; Comparative Inflectional Endings -er, -est	Build Vocabulary: Understand Multiple-Meaning Words	Grammar: Use Commas in Series

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify and use punctuation as you read.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Cushy Cow Bonny," modeling fluent, expressive reading. Point out different punctuation marks in the text and explain how they help readers know when to pause and how to read with expression. Ask partners to share something they learned about a good that can be made from milk. Add to the *Unit 9 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to substitute parts of blends and segment words with diphthong /ou/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on diphthong /ou/ by deleting parts of blends in words and segmenting words words /ou/. Have students reread "Trading Then and Now" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write a response to the text. Students will practice spelling words with /ou/ using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to describe connections between events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.d, 1.SL.3.A.c, 1.R.3.C.b, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "From Dairy Farm to You" and explain that the text presents events in a specific sequence using signal words. Model how to listen for these words while reading and record the steps on a Sequence Chart to show how each event connects to the next. Then have partners discuss the order of events and explain how the steps work together to move milk from the farm to the store.

Bloom's: Analyze
DOK: 2

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to understand multiple-meaning words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to remind students that some words have multiple meanings and that readers use context clues to determine the correct meaning in a text. Model this strategy using "From Dairy Farm to You" by thinking aloud as you use surrounding words and images to determine the meaning of a multiple-meaning word. Then guide students to practice using context clues to identify different meanings of words and compare how the meanings change in different sentences.

Bloom's: Analyze
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you to prepare to gather information from sources.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B, 1.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that students will begin gathering information by asking focused research questions about their chosen topic. Using the brainstorming list and model creating a note-taking chart by writing the topic at the top and generating questions to guide research. Invite students to help add more questions to the chart and explain that these questions will be answered using sources like books, encyclopedias, and websites. Ask partners to discuss the questions they will use to focus research.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you to use commas to separate words in a series.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to explain that commas are used not only to separate parts of a date but also to separate words in a series, helping sentences become easier to read and understand. Remind students that when three or more words of the same part of speech

appear in a row, commas should be placed between them. Display sentences without commas and guide students in adding commas correctly, noting how each series represents a different part of speech.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Cushy Cow Bonny"	"The Most Important Service" First Reading: Apply Strategies to Learn How People Use Goods and Services	Informative Research Report Process Writing: Gather Information From Sources
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Commas in Series

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers reread to clarify or confirm meaning.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "Cushy Cow Bonny." Review vocabulary and have partners tell something they learned about a cow. Remind students that readers can reread confusing parts of a text to clarify or confirm understanding. Model thinking aloud as you reread unfamiliar words or confusing sentences and use context clues to make sense of them. Then remind students to use rereading when something does not make sense. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, /ou/ diphthong, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with the /ou/ diphthongs. Introduce the decodable text *Our Town.*

Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):

Teaching Point: Today I am going to teach you to make connections and draw inferences to build knowledge about the exchange of goods and services in a community.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. display "The Most Important Service," explain that the text shares opinions about important community services, and point out words that signal opinions. Explain that students will make connections and draw inferences while reading to better understand the role of services in a community. Model how to connect ideas to prior texts and personal knowledge, and how to draw inferences. Guide students to discuss connections and inferences with partners as they continue listening to the text.

Bloom's: Analyze
DOK: 2

Engaging Experience 21 (Writing):

Teaching Point: Today I am going to teach you to gather information from sources by taking notes.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.W.1.B, 1.W.2.B, 1.W.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that students will be using sources to answer their research questions. Display the Note-Taking Chart. Model answering the questions with information from resources by demonstrating how to gather facts and details from books, encyclopedias, or age-appropriate websites to answer each question. Add information from personal experiences and record the source. Continue modeling how to write relevant notes and cite sources on the chart until the research questions are addressed.

Bloom's: Apply
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you to use commas in a series.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review that commas are used to separate items in a series and remind students that the items can be nouns, adjectives, or verbs, with verbs placed in the correct sequence and separated by commas. Display sentences without commas and guide students in placing them correctly, explaining how verb phrases in the third sentence function as items in a series.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "The Animal Store"	"The Most Important Service" Identify the Reasons an Author Gives to Support Points	Informative Research Report Process Writing: Plan and Organize
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *We Use Goods and Services* - Begin the Knowledge Blueprint	Grammar: Use Commas

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to analyze the poet's word choice and craft.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to introduce the poem "The Animal Store" using the Define/Example/Ask routine to preview key vocabulary. Read the poem aloud with fluent, expressive phrasing to highlight the speaker's excitement about buying animals. Guide students in analyzing descriptive language, focusing on vivid verbs and adjectives that help create clear mental images. Engage students in discussing the poet's word choice and how it reveals the speaker's love of animals.

Bloom's: Analyze
DOK: 2

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review /ou/ diphthongs and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Our Town, All Around Town*, and "Trading Then and Now." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to identify the reasons an author gives to support points.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.C.b, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display *"The Most Important Service"* and remind students that a point is an author's opinion or beliefs and that authors use reasons to support their points. Model how to identify a speaker's opinion and then record the point and supporting reasons on a Points and Reasons Chart. Guide students in finding additional opinions and reasons from the, adding their findings to the chart.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 2

Engaging Experience 27 (Writing):
Teaching Point: Today I am going to teach you how to plan a research report.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B, 1.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to review the "Informative/Explanatory Writing" anchor chart and explain that students will be turning research notes into a writing plan for their report.

Using the mentor text and Note-Taking Chart, model how to create a Planning Chart by drafting a topic sentence for the introduction, then identifying key ideas and organizing supporting details for the body and ending, noting that some research notes may not be used. Ask partners to discuss the plans to organize their key ideas before beginning their own Planning Chart.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 28 (Grammar):
Teaching Point: Today I am going to teach you to use commas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that commas are used for different purposes, including separating words or ideas and separating parts of dates. Display sentences without commas and guide students in placing commas correctly, explaining how the commas improve clarity.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "A Pet Needs a Vet"	*Goods and Services Are Important* First Reading: Apply Strategies to Learn How People Use Goods and Services	Informative Research Report Process Writing: Draft
Phonics and Word Study: Diphthong /oi/		Grammar: Use Adjectives

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to review the directionality of print.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to introduce and read the song "A Pet Needs a Vet," modeling fluent, expressive reading. Reinforce print concepts by modeling left-to-right reading and return sweep with a pointer. Add to the *Unit 9 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to share something they learned about why pets need to visit the vet.

Bloom's: Apply
DOK: 2

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with diphthong /oi/.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.2.A.a, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j

Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /oi/. Have students practice phoneme categorization. Then display the Sound-Spelling and Picture Cards for /oi/. Explain to students that diphthongs are two letters that work together to spell a sound that is different from the sound of either letter. Share that oi is usually in the middle of a word and oy is at the end. Ask students to listen for the /oi/ sound and write the letters that stand for the sound. Sing the long /oiu/ song. Model and practice successive blending with /oi/ words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you to apply strategies to build knowledge about how people use goods and services.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *In My Opinion . . . Goods and Services Are Important*, point out the thought bubbles, and explain that the text shares opinions about goods and services. Explain that students will ask questions and make connections while reading to better understand the importance of goods and services in a community. Model asking questions before reading, finding answers in the text, and connecting ideas to prior learning. Then guide students to discuss their own questions and connections with a partner as they continue reading.

Bloom's: Analyze
DOK: 2

Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you to draft a topic sentence.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this is to** display the "Informative/Explanatory Writing" anchor chart and explain that students will begin drafting their research reports by identifying their task, purpose, and audience. Using the planning chart to model writing an introduction with a clear topic sentence and supporting details, while emphasizing capitalization, spelling patterns, and end punctuation and inviting students to help encode words. Have students orally rehearse what they will write, why, who their audience is, and how they will introduce their topic.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you to use adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to explain that adjectives describe nouns or pronouns and that students can think about their five senses to choose words that help describe something clearly. Display sentence frames and guide students in suggesting adjectives to complete them, encouraging them to select words that add vivid detail.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "A Pet Needs a Vet"	*Goods and Services Are Important* Identify Main Topic and Retell Key Details	Informative Research Report Process Writing: Draft
Phonics and Word Study: Diphthong /oi/; Suffix -ly		Grammar: Use Adjectives

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read at a rate that supports understanding.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.B.i, 1.R.1.B.b, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "A Pet Needs A Vet." Explain that fluent readers read at a rate that supports understanding. Model reading the poem too quickly and discuss how it affects comprehension. Then reread the poem at an appropriate pace and ask students how the slower, fluent reading improved understanding. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by working with students to complete the Animal Chart. Introduce suffix -ly

Bloom's: Apply
DOK: 2

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with diphthong /oi/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with diphthong /oi/. Blend and build words with diphthong /oi/. Have students add, remove, or change letters to make new words. Practice encoding words with diphthong /oi/ and writing a dictated sentence. Students apply their decoding skills by reading the text "Good Boy, Roy!" Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic of a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.3.C.b, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *In My Opinion…Goods and Services Are Important* and review the concepts of main topic and key details, reminding students that the main topic tells what the text is mostly about and key details support that idea. Explain that students will work together to identify the main topic and record supporting details on a Key

Details Web. As groups discuss, encourage them to take turns, build on one another's ideas, and focus on how the text explains why goods and services are important. Then have partners revisit the text to confirm the main topic and cite evidence.

Bloom's: Analyze
DOK: 2

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you to add paragraphs that have clear key ideas with facts and supporting details.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that students will continue drafting their research reports by writing the body section. Reread the introduction and, using the planning chart, model adding paragraphs that develop key ideas with facts and supporting details while orally rehearsing sentences and inviting students to help write high-frequency and decodable words. Reread the draft to notice spacing, capitalization, and punctuation. Ask students to share key ideas and supporting details before they continue drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you to use adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to remind students that adjectives describe nouns and pronouns. Display and read aloud a list of nouns (goods and services) and guide students in suggesting adjectives that describe each noun. Display the list of nouns and adjectives. Have partners take turns choosing a noun and adjective from the chart and saying a sentence that contains both.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Rat-a-Tat-Tat"	*Goods and Services Are Important* Find Text Evidence: Describe Connections Between Two Pieces of Information in a Text	Informative Research Report Process Writing: Draft
Phonics and Word Study: Vowel Sound /oi/; Suffix -ly	Build Vocabulary: Understand Multiple-Meaning Words	Grammar: Use Adjectives

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify question marks.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Rat-a-Tat-Tat," modeling fluent, expressive reading. Reinforce print concepts by pointing out the question marks in the poem and explaining that they show a sentence is asking a question. Remind students that our voice rises as we read questions. Add to the *Unit 9 My Reading and Writing Words* as you teach new vocabulary. Ask students to tell a partner something they learned about money.

Bloom's:
DOK:

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to substitute parts of blends and segment words with diphthong /oi/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on diphthong /oi/ by deleting parts of blends and segmenting words with /oi/. Have students reread "Good Boy, Roy" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write a response to the text. Students will practice spelling words with /oi/ using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on*

their iPads or the Benchmark Phonics Workmats.

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you to describe connections between pieces of information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to display *In My Opinion…Goods and Services Are Important* and explain that students will compare two opinions by examining how each is supported with reasons and examples. Model how to read closely, identify each child's opinion, and compare how their ideas are connected. Think aloud about what makes an argument strong, emphasizing clear reasons and convincing details, and use text evidence to decide which opinion is more strongly supported. Then guide students in rereading additional sections, discussing with partners how the opinions are related and which argument they find stronger, reminding them to cite specific evidence from the text.

Bloom's: Analyze
DOK: 2

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to understand multiple-meaning words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *In My Opinion…Goods and Services Are Important* and explain that students will use context clues to determine the meanings of multiple-meaning words. Model thinking aloud as you consider possible meanings, use nearby words and images as clues, and substitute meanings to confirm which one makes sense. Then guide students to practice the same strategy with other words and explain how context helps readers determine meaning.

Bloom's: Analyze
DOK: 2

Engaging Experience 42 (Writing):
Teaching Point: Today I am going to teach you to add a conclusion and title.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that students will finish their drafts by adding a conclusion and a title. Reread the class draft and model how to write a conclusion that summarizes the main points, orally rehearsing sentences and inviting students to help with spelling and high-frequency

words. Guide students in creating a fitting title, discuss which words should be capitalized, write it at the top, and reread the completed draft together. Ask students to share how they will conclude their piece and a fitting title before they continue drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you to use adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review that adjectives are words that describe nouns and pronouns. Display or generate a list of items found in a grocery store and guide students in suggesting and writing adjectives that describe each good, encouraging them to choose words that add clear, specific detail.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Rat-a-Tat-Tat"	*Goods and Services Are Important* Find Text Evidence: Identify the Reasons an Author Gives to Support Points	Informative Research Report Process Writing: Revise and Expand
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Adjectives

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers gain information from text and pictures.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Rat-a-Tat-Tat." Review vocabulary and have partners tell how people use money to buy things. Model how to reread confusing parts of the text and use both words and illustrations to clarify meaning. Think aloud about how the pictures provide additional clues and help make sense of the text. Reinforce fluency

during decodable text reading.
Bloom's: Apply
DOK: 2

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, /oi/ diphthong, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:
- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with the /oi/ diphthongs. Introduce the decodable text *Roy and Joy.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you to identify the reasons an author gives to support points in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.3.C.b
Detailed Description/Instructions:
- **One way to do this** is to display *In My Opinion…Goods and Services Are Important* and explain that students will reread sections of the text to identify each speaker's point and supporting reasons. Model how signal words can help readers identify an opinion and how supporting details explain the speaker's thinking. Then guide students to identify additional opinions and reasons and discuss how the reasons support each point.

Bloom's: Analyze
DOK: 2

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you to revise to improve clarity and add details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:
- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that students are going to revise their drafts to improve clarity and detail. Read

the completed shared writing aloud and model revising by adding explanations and new information from the note-taking chart, orally rehearsing each sentence and inviting students to help encode words with familiar spelling patterns. Guide students to suggest additional details, examples, and ideas that make the text clearer and more engaging. Reread the expanded draft together. Ask students to share what they will add or change before they revise.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you to use adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review that adjectives describe nouns or pronouns and explain that when they describe pronouns, they often come after linking verbs. Display sentence frames and guide students in completing each one with an appropriate adjective that clearly describes the pronoun.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "The Animal Store"	*Goods and Services Are Important* Find Text Evidence: Identify Similarities in Two Opinion Texts	Informative Research Report Process Writing: Focus on Writer's Craft
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *We Use Goods and Services* - Add to Knowledge Blueprint	Grammar: Use Adjectives

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify and analyze descriptive words and phrases.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *"*The Animal Store*"* and guide students in reviewing

what the poem is about, how the speaker feels, and whether the poem focuses on goods or services. Model how to analyze descriptive language by rereading key lines and highlighting vivid adjectives that help readers picture the animals clearly. Then guide students in identifying stanzas and rhyming words, emphasizing how the poet uses rhyme patterns to create rhythm.

Bloom's: Analyze
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review /oi/ diphthongs and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Roy and Joy, Earthworm's Soil*, and "Good Boy, Roy!" Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to identify similarities in two opinion texts.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.C.b

Detailed Description/Instructions:

- **One way to do this** is to display "The Most Important Service" and *In My Opinion…Goods and Services Are Important* and explain that students will compare the two opinion texts to identify similarities and differences. Model reading and thinking aloud about how both texts present opinions, supporting reasons, and visuals to communicate ideas. Then guide students to compare additional sections, cite evidence from each text, and discuss how the authors present their ideas about goods and services.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 2

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you to reread your draft and revise and include examples or definitions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that students are going to reread their drafts to ensure clarity, especially when using topic-specific vocabulary. Model how authors include examples, definitions, or context clues to explain unfamiliar words. Invite students to suggest places where more context could be added and reread the revised text together. Ask students to share where they could add a context clue or definition to clarify the meaning of a word.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you to use adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A, 1.L.1.B.b, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to explain that adjectives describe nouns and pronouns and that when more than one adjective is used to describe something, commas can separate the adjectives just like items in a series. Model by describing a classroom object with a simple sentence, then create a list of adjectives and combine them into a sentence using commas. Next, have partners choose a classroom object and describe it with a sentence that includes more than two adjectives using a sentence frame.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Pay and Play at the Zoo"	*The Shoemaker and the Elves* First Reading: Apply Strategies to Learn About Goods and Services	Informative Research Report Process Writing: Focus on Writer's Craft

Phonics and Word Study: Vowel Sounds /o͞o/ and /o͝o/		Grammar: Use Commas

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to review first word capitalization.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "Pay and Play at the Zoo," modeling fluent, expressive reading. Reinforce print concepts by discussing first word capitalization. Add to the *Unit 9 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to share something they learned about how people use money to buy things.

Bloom's: Apply
DOK: 2

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with vowel sounds /o͞o/ and /o͝o/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.d, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of vowel sounds /o͞o/ and /o͝o/. Have students practice phoneme isolation. Then display the Sound-Spelling and Picture Cards for /oo/. Explain to students that diphthongs are two letters that work together to spell a sound that is different from the sound of either letter. Explain that /oo/ has a long sound as in spoon and a short sound as in book. Sing the long /oo/ song. Model and practice successive blending with /oo/ words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you to create mental images and ask questions to build knowledge about how people use goods and services.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *The Shoemaker and the Elves*, review features of fairy tales, and explain that students will create mental images and ask questions to

deepen understanding. Model thinking aloud to form mental images and pose questions about the problem and events. Review the “Create Mental Images” and “Ask Questions” anchor charts, then guide students to listen, create their own mental images, ask questions, and share their thinking with a partner.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you to revise by adding linking words and phrases.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this is to** display the "Informative/Explanatory Writing" anchor chart and explain that students are going to be improving how their ideas connect and flow. Model how linking words and phrases—especially time-order words and phrases —help connect sentences and ideas. Guide students in identifying places to add linking words to improve transitions and clarity. Reread the revised text together. Ask students to read their draft and identify where they could add linking words or phrases to connect ideas.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you to use commas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to explain that commas are used to separate items in a series of three or more, with a comma placed after each item except the last. Model by creating a list and writing a sentence frame, guiding students to place the commas correctly. Then have partners create their own four-item lists, write a sentence using correct comma placement, and share their sentences.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Pay and Play at the Zoo"	*The Shoemaker and the Elves* Retell Story Details and Identify Central Message	Informative Research Report Process Writing: Edit
Phonics and Word Study: Vowel Sounds /ōō/ and /ŏŏ/; Vowel-Team Syllables		Grammar: Use commas

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read with inflection, intonation, and stress.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.RF.3.A.f, 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "Pay and Play at the Zoo." Explain that readers use inflection, intonation, and stress to make their reading sound expressive and meaningful. Model changing your pitch, emphasizing important words, and matching your voice to the punctuation as you read aloud. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write an opinion about a favorite animal with reasons. Introduce vowel team syllables.

Bloom's: Apply
DOK: 2

Engaging Experience 60 (Phonics and Word Study):
Teaching Point:Today I am going to teach you to blend and spell words with vowel sounds /ōō/ and /ŏŏ/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.b, 1.RF.3.A.a, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with vowel sounds /ōō/ and /ŏŏ/. Blend and build words with vowel sounds /ōō/ and /ŏŏ/. Have students add, remove, or change letters to make new words. Practice encoding words with vowel sounds /ōō/ and /ŏŏ/ and writing a dictated sentence. Students apply their decoding skills by reading the text "Jack's Jobs." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1

Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 61 (Reading):

Teaching Point: Today I am going to teach you to retell story details and identify the central message.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.d, 1.SL.3.A.c, 1.R.2.A.a, 1.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to display the cover of *The Shoemaker and the Elves* and remind students that key details help readers retell a story and identify its central message. Explain that students will listen for important events and discuss how those details reveal the lesson or message of the story. Then guide partners to retell the story using key details and discuss the central message using evidence from the text and illustrations.

Bloom's: Analyze

DOK: 3

Engaging Experience 62 (Writing):

Teaching Point: Today I am going to teach you to edit our writing with a focus on punctuation, spelling, and grammar.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.W.1.C, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that students are editing their drafts for spelling, grammar, punctuation, and effective use of adjectives and commas.Model revising by adding vivid adjectives and checking capitalization, pronoun clarity, punctuation, and spelling with think-aloud prompts. Reread the revised text together to confirm improvements. Have students participate in peer editing, checking for grammar and spelling errors.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):

Teaching Point: Today I am going to teach you to use commas.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.L.1.B.b

Detailed Description/Instructions:

- **One way to do this** is to remind students that commas are used in dates to separate the day of the week from the month and the day from the year. Display dates without

commas and guide students in placing the commas correctly, then have them apply their understanding by writing sentences that include dates using a sentence frame, checking for correct commas and capitalization as they work.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Crocodile"	*The Shoemaker and the Elves* Find Text Evidence: Use Illustrations and Details to Describe Characters and Events	Informative Research Report Process Writing: Edit to Add Visual Support
Phonics and Word Study: Vowel Sounds /ōō/ and /ŏŏ/; Vowel-Team Syllables	Build Vocabulary: Identify Root Words and Their Inflectional Forms	Grammar: Use Adjectives

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to demonstrate understanding of the return sweep.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Crocodile," modeling fluent, expressive reading as students follow along. Reinforce print concepts by modeling return sweep directionality when sentences continue onto the next line. Ask partners to share something they learned about why crocodiles are dangerous. Add to the *Unit 9 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to substitute parts of blends and segment words with vowels /ōō/ and /ŏŏ/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.b, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on vowels /ōō/ and /ŏŏ/ by deleting parts of blends and segmenting words with /ōō/ and /ŏŏ/. Have students reread "Jack's Jobs"

using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write a response to the text. Students will practice spelling words with /ōō/ and /ŏŏ/ using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you to use illustrations and details in a story to describe characters and events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.2.A.a, 1.R.2.A.b, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *The Shoemaker and the Elves* and explain that readers use both the text and illustrations to better understand characters' actions and feelings. Model thinking aloud about how details in the words and pictures work together to reveal emotions and events. Then guide students to examine additional pages and discuss evidence from both the text and illustrations to deepen comprehension.

Bloom's: Analyze
DOK: 3

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you to identify frequently occurring root or base words and their inflectional forms.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to demonstrate how adding inflectional endings changes word meaning by modeling how endings such as -ed and -ing change a root or base word. Model identifying root or base words, endings, and spelling changes while reading from *The Shoemaker and the Elves*. Then guide students to find additional examples in the text and explain how the endings affect word meaning and understanding.

Bloom's: Analyze
DOK: 1

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you to add visuals to clarify ideas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that students are focusing on preparing their writing for publication by adding visuals. Point out that pictures can make the report more informative and easier to understand. Model how to create a Visual Planning Chart and add ideas. Guide students to suggest visuals that clarify key ideas and discuss ways to find or create images. Then, have students orally rehearse with a partner by sharing which facts or details they will support with pictures and what those visuals will show before they continue revising and editing.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you to use adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review that adjectives are words that describe nouns and pronouns. Guide students in suggesting adjectives for given nouns. Then have partners choose a familiar character, list three to five adjectives that describe the character, and write one or two sentences using those adjectives.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Crocodile"	*The Shoemaker and the Elves* Find Text Evidence: Retell Story Details and Identify Central Message	Informative Research Report Process Writing: Publish
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Adjectives

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read more slowly and think about the words.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Crocodile." explain that readers can slow down when they come to unfamiliar words or confusing parts of a text. Model reading slowly, thinking about word parts and context clues, and analyzing how the words make sense in the poem. Remind students to slow down and think carefully about the words when something is difficult to understand. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, /ōō/ and /ŏŏ/ vowel sounds, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with the /ōō/ and /ŏŏ/ vowel sounds. Introduce the decodable text *One Cool Day.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you to retell a story, including its key details, and demonstrate understanding of the central message.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.d, 1.SL.3.A.c, 1.R.1.A.c, 1.R.2.A.a, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display *The Shoemaker and the Elves* and explain that students will identify the central message by focusing on key events and how the characters behave. Model rereading the story and thinking aloud about important details to determine that the message is about kindness and appreciation. Then guide students in discussing which parts of the text best support this message, prompting them to cite

specific evidence.
Bloom's: Analyze
DOK: 3

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you to publish.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that students are ready for publishing. Emphasize that after drafting, revising, and editing, they will create a clean final copy of their work to share with others and may choose to add a cover page with an illustration. Model by creating a polished final draft and creating a simple cover with a title and illustration that represents the main idea. Then, have students orally rehearse with a partner by sharing what they will draw for their cover page before publishing their piece.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. If you want to publish digitally, you can use Book Creator.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you to use adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review that adjectives describe people, places, or things, and have students identify the adjectives in several example sentences. Model how to replace adjectives in one sentence and read the revised sentence together. Then, have partners identify and replace the adjectives in additional sentences, practicing reading their new sentences aloud.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "The Animal Store"	*The Shoemaker and the Elves* Demonstrate Knowledge: *We Use Goods and Services* - Complete the Knowledge Blueprint	Informative Research Report Process Writing: Share

Phonics and Word Study: Review and Monitor Progress		Grammar: Use Adjectives and Commas

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify and decode words with read words with vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "The Animal Store" and reread "The Animal Store" with fluent expression and guide students to discuss how the poem connects to goods and services in a community. Have partners identify examples of goods and services and explain why they are important. Then engage students in a shared writing activity where they generate and write sentences using unit vocabulary related to goods and services.

Bloom's: Apply
DOK: 2

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review /ōō/ and /ŏŏ/ vowel sounds and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *One Cool Day, Brooms Sweep*, and "Jack's Jobs." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to demonstrate knowledge through speaking, listening, and writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display *The Shoemaker and the Elves*. Read Enduring

Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2. Complete the Knowledge Blueprint.

Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

<u>Engaging Experience 78 (Writing):</u>
Teaching Point: Today I am going to teach you to celebrate your work by sharing your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.B, 1.W.1.C
Detailed Description/Instructions:

- **One way to do this** is to display the "Informative/Explanatory Writing" anchor chart and explain that it is now time to share and celebrate their work. Model how to present writing clearly and confidently, then share specific positive aspects of the piece and demonstrate how to give feedback. Guide students in practicing positive responses using sentence frames and remind them to listen attentively. Finally, have students read their writing aloud in small groups, share something they like about their own work, and ask thoughtful questions to better understand each presentation.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 79 (Grammar):</u>
Teaching Point: Today I am going to teach you to use adjectives and commas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A, 1.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that adjectives in a series are separated by commas, and guide them in correctly adding commas to example sentences. Then have students list adjectives describing the good or service from their report and use three of them to write a sentence with proper punctuation. As they share, remind them to pause at each comma while reading aloud, and check that their sentences include both accurate adjectives and correct punctuation.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience #80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about why people trade with each other.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See the *Weekly and Unit Assessments Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 9 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3

Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 10 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:
Have students demonstrate their knowledge of the Enduring Understanding: *The exchange of goods and services is an essential part of living in a community.*

Have students draw a picture of an essential good or service. Have them write three or four sentences to describe the picture and tell why the good or service is essential to a community.

Unit 10: Exploring Sound, Light, and Heat

Subject: Reading - Writing - Foundational Skills
Grade: First Grade
Name of Unit: Exploring Sound, Light, and Heat
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read and compare selections about sound, light, and heat to understand why they are important to our lives.

In Topic 1 (Week 1)
In Week 1, during foundational skills, students will focus on silent letters and inflectional endings (change y to i). Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will draw inferences and use illustrations and details to describe key ideas.In writing, students will read and analyze a mentor text. During writing, students will follow the poetry writing process (introduce, brainstorm, draft, revise, publish) to write a sensory poem. Students will be introduced to irregular plural nouns.

In Topic 2 (Week 2)
In Week 2, during foundational skills, students will focus on vowel sound /ô/ and suffixes -ful and -less. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will use illustrations and details to describe characters and compare and contrast the adventures and experiences of characters. They will also draw inferences to describe setting and use illustrations and details to describe characters. During writing, students will follow the poetry writing process (introduce, brainstorm, draft, revise, publish) to write an acrostic poem. Students will be introduced to irregular verb tenses.

In Topic 3 (Week 3)
In Week 3, during foundational skills, students will focus on long /e/ spelled -y and -ey and the final-stable syllable consonant -le. Students will practice phonological awareness skills by identifying and manipulating sounds in spoken words. They will apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will build sound fluency, as well as recognize fluent reading. In reading, students will use illustrations and details to describe key ideas. They will also use text features to locate key information and explain the difference between stories and informational text. During writing, students will reflect over narrative, informative, opinion and poetry writing types. Students will review noun-verb agreement with irregular plurals.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 10 materials
- Preview the Unit 10 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Get out the Decodable Readers: *All About Storms, Food Grows, What Did Paul See?, Crows Caw, The Hermit Crab, In The Woods.*
- Gather the black and white "take home" decodable readers
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the *My Reading and Writing* student booklet for *Exploring Sounds, Light, and Heat*

Essential Questions:

- How would our lives be different without sound, light, and heat?

Enduring Understanding/Big Ideas:

- Living things use energy in the form of sound, light, and heat every day.
- We can use our senses to build knowledge about light, sound, and heat.

Priority Standards for Unit:

- **1.RF.2.A.a:** Produce and identify sounds and syllables in spoken words
- **1.RF.2.A.b:** Distinguish between long and short vowel sounds.
- **1.RF.2.A.c:** Recognize change in a spoken word when a specific phoneme is added, changed or removed
- **1.RF.2.A.d, 1.RF.2.A.e:** Blend and segment words with 3-5 phonemes
- **1.RF.3.A.a, 1.RF.3.A.e:** Decode words in context by using letter-sound knowledge
- **1.RF.3.A.b:** Spell words using letter sound knowledge
- **1.RF.3.A.f:** Use syllabication patterns to decode words
- **1.RF.3.A.j:** Read high-frequency words
- **1.R.1.A.c:** Seek clarification and locate facts and details about stories and other texts
- **1.R.1.A.d. 1.SL.3.A.c:** Retell main ideas in sequence including key details
- **1.R.1.B.b:** Identify common root or base words and their inflectional endings
- **1.R.1.B, 1.R.1.B.i:** Develop an understanding of vocabulary
- **1.R.2.A.a, 1.R.2.A.b:** Describe characters, setting, problem, solution, and events in logical sequence
- **1.R.2.A.g:** Compare and contrast experiences of characters
- **1.R.3.A.b, 1.R.3.A.c:** Use text features to locate specific information in text
- **1.R.3.C.b:** Identify main ideas and provide supporting details
- **1.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **1.W.2.C:** Write fiction or nonfiction narratives and poems
- **1.L.1.B.b:** Use ending punctuation

Supporting Standards for Unit:

- **1.RF.4.A:** Read appropriate text with fluency, with purpose, and for comprehension

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
1.RF.2.A.a	Produce and identify sounds and syllables in spoken words	Identify the number of syllables in a spoken word Break a spoken word into its syllables Identify individual sounds (phonemes) in spoken words Produce the sounds in a word when prompted.	1
1.RF.2.A.b	Distinguish between long and short vowel sounds	Hear and identify the vowel sound in a spoken word and determine whether the vowel sound is long or short Sort and compare words by long and short vowel sounds Produce examples of words with long and short vowels	1
1.RF.2.A.c	Recognize change in a spoken word when a specific phoneme is added, changed or removed	Hear how a word changes when a sound is added, changed or removed Identify which sound changed in a word	1
1.RF.2.A.d **1.RF.2.A.e**	Blend and segment words with 3-5 phonemes	Blend spoken phonemes to form one- or two-syllable words with and without consonant blends Segment spoken words into individual phonemes (words need to be three to five phonemes in length) Maintain the correct order of phonemes when blending or segmenting	1
1.RF.3.A.a **1.RF.3.A.e**	Decode words in context by using letter-sound knowledge	Blend letter-sounds together to read recognizable words. Use common spelling patterns (CVC, blends, digraphs, CVCe, word families) to decode words. Recognize familiar chunks or patterns in words to read them more efficiently.	1

		Apply phonics patterns when reading unfamiliar words. Read decodable words accurately and automatically in connected text.	
1.RF.3.A.b	Spell words using letter-sound knowledge	Spell simple words using letter-sound relationships. Represent beginning, middle, and ending sounds when spelling words. Use known spelling patterns (short vowels, blends, digraphs, word families) when writing. Apply phonetic spelling strategies independently during writing.	1
1.RF.3.A.f	Use syllabication patterns to decode words	Break longer words into syllables Use basic syllable types and patterns to figure out vowel sounds. Apply an understanding of syllables when decoding unfamiliar multisyllabic words	1
1.RF.3.A.j	Read high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
1.RF.4.A	Read appropriate text with fluency, with purpose, and for comprehension	Read appropriate text accurately, smoothly, at an appropriate pace and with expression. Read with a clear purpose (to learn, enjoy, or gather information).	1

		Demonstrate comprehension by discussing or responding to the text.	
1.R.1.A.c	Seek clarification and locate facts and details about stories and other texts	Ask questions to clarify parts of a stories or informational text Ask for help understanding confusing words, ideas, or events Identify important facts and key details in both literary and informational texts and use text evidence to support thinking Use details from the text when talking or writing about the topic.	2
1.R.1.A.d **1.SL.3.A.c**	Retell main ideas in sequence including key details	Retell the main ideas of a text in the correct order Include important key details in their retell Describe events in sequential order Explain the text clearly using details from the story or informational text	2
1.R.1.B.b	Identify common root or base words and their inflectional endings	Identify the base/root word in a larger word Recognize common inflectional endings (e.g., -s, -es, -ed, -ing) Explain how the ending changes the meaning or tense of the word Read and understand words with inflectional endings	1
1.R.1.B **1.R.1.B.i**	Develop an understanding of vocabulary by using words and phrases acquired through conversation, reading and being read to, and responding to texts	Learn and understand new words from conversations, read-alouds, and reading. Use newly learned vocabulary when speaking and writing about texts. Use context, discussions, and experiences to build vocabulary knowledge.	2

1.R.2.A.a **1.R.2.A.b**	Describe characters, setting, problem, solution, and events in logical sequences	Draw conclusions to describe characters using key details Identify and describe the setting of the story Identify and describe the problem the characters face and the solution to the problem Describe and/or retell events of the story in a clear, logical sequence	3
1.R.2.A.g	Compare and contrast adventures and experiences of characters in stories	Identify and describe the adventures or experiences the characters have in a story Describe how two characters' adventures or experiences are similar and how they are different Use details or evidence from the text or illustrations to support their comparisons	3
1.R.3.A.b **1.R.3.A.c**	Use text features to locate specific information in text	Identify text features Use text features to find specific information within a text Explain what the facts and/or details are within the text Distinguish whether those facts and/or details are provided by pictures or with words in text	2
1.R.3.C.b	Identify main ideas and provide supporting details	Identify the main idea of a text or section Determine what the text is mostly about Locate and explain supporting details that match the main idea	2
1.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Respond to questions and suggestions Clarify for meaning by adding details Edit for spaces between words, spelling, capitalization, and punctuation	2

1.W.2.C	Write fiction or nonfiction narratives and poems	Generate ideas for poems from experiences or observations Use descriptive words and phrases in poems to express feelings, ideas, or experiences Organize ideas into simple poem structures or lines	3
1.L.1.B.b	Use ending punctuation	Identify the correct ending punctuation for different kinds of sentences Apply ending punctuation consistently in their own writing Recognize when a sentence is missing ending punctuation and fix it.	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 10 Weekly Assessments • Unit 10 Assessment • Interim Assessment #4 ○ Same as Interim Assessment #1 if using the paper/pencil version.

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Assists Clang Handier Shriek Swishing Thunder	Clear Matter Pass through Shines Straight line Transferred

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to talk, read, and write about Using Sound, Light, and Heat.

Suggested Length of Time: 1 lesson

Standards Addressed: 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to view the Unit 10 multimedia video. Use the Unit 10 Opener to introduce the essential question, *How would our lives be different without sound, light, and heat*? Explain that we will read and compare selections about sound, light, and heat to understand their importance. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand

DOK: 2

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "Dawn is the Best Time of Day"	"Sounds I Love" First Reading: Apply Strategies to Learn About Sound	Poetry Process Writing: Read and Analyze a Mentor Text
Phonics and Word Study: Silent Letters		Grammar: Irregular Plural Nouns

Engaging Experience 2 (Build Reading Foundations):

Teaching Point: Today I am going to teach you to recognize first letter capitalization.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Dawn is the Best Time of Day," modeling fluent, expressive reading. Remind students that fluent readers pay attention to punctuation and where new sentences begin (first letter capitalization). Begin a *Unit 10 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to share which sense the poet uses to describe dawn.

Bloom's: Apply
DOK: 2

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with silent letters (wr, kn, gn).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme identification. Then display the Sound-Spelling and Picture Cards for silent letters (wr, kn, and gn). Share spelling patterns such as wr for /r/, kn for /n/, and gn for /n/. Ask students to listen to words with silent letters and write the letters that stand /r/ and /n/, underlining the silent letter. Sing the Silent Letters song. Model and practice successive blending with silent letters. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you to apply the strategies of asking questions and creating mental images within a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "Sounds I Love" and explain that poems often include rhyming words, rhythm, and descriptive language. Explain that students will ask questions and create mental images while listening to the poem to better understand the narrator's point of view. Model thinking aloud by asking questions, answering them with details from the poem, and imagining the sounds and scenes described. Review the Ask Questions and Create Mental Images anchor charts, then guide students to share their own questions and mental images with a partner after listening to the poem.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you to identify the key features and qualities of a strong sensory poem.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority:1.W.1.B, 1.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to remind students of the five senses—seeing, hearing, smelling, tasting, and touching—and explain that sensory poems use these senses to describe experiences. Read the mentor text, "At the Beach" (Found in Unit 10 Additional Materials), and guide students to notice how each line focuses on a different sense and how the final line provides closure. Through discussion, help students identify what the poet experiences with each sense and how the poem is structured. Then, have partners brainstorm vivid sensory details about the beach using descriptive words and verbs, and practice writing a new ending for the poem.

Bloom's: Apply

DOK: 3

Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):

Teaching Point: Today I am going to teach you about irregular plural nouns.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to review singular and plural nouns, reminding students that regular plurals are formed by adding -s or -es, and introduce irregular plurals that change spelling or stay the same. Create a chart with examples, using each in sentences and discussing correct forms. Add additional examples and have partners practice forming plurals and creating sentence pairs with both singular and plural nouns.

Bloom's: Apply

DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Dawn is the Best Time of Day"	"Sounds I Love" Identify Words and Phrases That Appeal to the Sense	Poetry Process Writing: Brainstorm & Choose a Topic
Phonics and Word Study: Silent Letters; Inflectional Endings (change y to i)		Grammar: Irregular Plural Nouns

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers adjust their reading rate to match the content and mood of the text.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.b, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Pay and Play at the Zoo." Explain that readers adjust their rate and pauses to match the mood of a poem. Model reading with a steady, slower pace and pausing appropriately. Then discuss how the rate and pauses help the poem sound smooth and meaningful. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students create a chart comparing sounds they might hear in the day and at night. Introduce inflectional endings with spelling changes.

Bloom's: Apply
DOK: 2

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with silent letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.2.A.c, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with silent letters. Blend and build words with silent letters. Have students add, remove, or change letters to make new words. Practice encoding words with silent letters and writing a dictated sentence. Students apply their decoding skills by reading the text "Do You Know Me?" Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you to identify words and phrases in poems that appeal to the senses.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Sounds I Love!" and explain that students will identify sensory language that appeals to the sense of hearing. Model thinking aloud about sound

words and how they help readers create vivid mental images. Then guide students in identifying additional sensory words in the poem and recording them on a Sounds Chart. Conclude by reinforcing that sensory language and rhyme help readers better imagine and understand the world described in the poem.

Bloom's: Apply
DOK: 2

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you to brainstorm and choose a topic.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.B, 1.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to create and review a "Writing a Sensory Poem" anchor chart, explaining that students will brainstorm and choose a topic that can be described using all five senses. Model how to generate ideas by thinking of places, then select one topic and create an idea chart listing sensory details for seeing, hearing, smelling, tasting, and touching. Guide students in adding ideas to the chart, emphasizing that they may not use every detail. Then, have partners contribute additional sensory ideas and create their own brainstorming charts, helping them narrow their choices to a topic they can fully describe with all five senses.

Bloom's: Apply
DOK: 2
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you to use irregular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to review that irregular plural nouns do not follow the usual rule of adding -s and may change spelling or stay the same. Use a chart with examples, modeling sentences for singular and plural forms and having students do the same. Have partners take turns creating sentences with each singular and plural noun pair, switching roles as they continue and invite a few pairs to share their sentences with the class.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Animal Talk"	"Sounds I Love" Draw Inferences to Identify Who is Telling the Story	Poetry Process Writing: Draft a Sensory Poem
Phonics and Word Study: Silent Letters; Inflectional Endings (change y to i)	Build Vocabulary: Use Context as a Clue to the Meaning of Multiple Meaning Words	Grammar: Irregular Plural Nouns

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read words in quotation marks as if the character is talking.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Animal Talk," modeling fluent, expressive reading as students follow along and think about how animals use sound energy to communicate. Point out the quotation marks in the text and explain that they show when a character is speaking. Model reading the quoted words aloud as if someone is talking. Ask partners to discuss how and why the cats in the text use sound energy. Add to the *Unit 10 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to delete parts of blends and segment words with silent letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.c, 1.RF.2.A.d, 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on silent letters by deleting parts of blends and segmenting words with silent letters. Have students reread "Light and Shadow" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write a response to the text. Students will practice spelling words with silent letters using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1

Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to draw inferences to identify who is telling the story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "Sounds I Love!" and explain that students will identify who is telling different parts of the poem by looking for clues in the text. Model by rereading and thinking aloud about words such as *I*, *me*, and *my*, showing how these clues reveal that the narrator is a character describing personal experiences. Then guide students in rereading later stanzas to determine whether the narrator is the same or different, discussing how the narrator describes different environments. Conclude by reinforcing that identifying the narrator helps readers better understand thoughts, feelings, and experiences in a text.

Bloom's: Apply
DOK: 2

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to determine or clarify the meaning of multiple-meaning words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.B.i, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "Sounds I Love!" and explain that students will use context clues to determine the meanings of multiple-meaning words. Model thinking aloud as you use surrounding words and details to choose the correct meaning of a word and check that it makes sense in the sentence. Then guide students to practice using context clues and substituting meanings to confirm understanding.

Bloom's: Apply
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you to draft a sensory poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to review the "Writing a Sensory Poem" anchor chart and explain that students will now use their idea charts to draft a sensory poem that includes all five

senses. Model identifying the task, purpose, and audience, then guide students in orally rehearsing and writing each line of the poem using descriptive language and correct conventions, including capitalization and punctuation. Work together to complete the poem, including a strong closing line and an appropriate title. Finally, have partners orally rehearse their own poems using their idea charts, focusing on clear, vivid descriptions that match their purpose and audience.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you to use irregular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that irregular plural nouns are formed by changing the spelling of the singular noun or by using the same form, and display examples. Model using each plural noun in a sentence, then guide students to identify and use the corresponding singular noun, noting spelling differences or similarities. Have partners ask and answer questions using plural nouns and respond with the singular form in complete sentences.

Bloom's:
DOK:

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Animal Talk"	"Heat is All Around" First Reading: Apply Strategies to Understand Heat	Poetry Process Writing: Revise a Sensory Poem
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Irregular Plural Nouns

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read out loud to support comprehension.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Animal Talk." Review vocabulary and have partners retell how animals use sound and sound energy to communicate. Model rereading a confusing paragraph aloud, showing how slowing down and using expression helps clarify who is speaking and what the sounds mean. Then remind students to use rereading when something does not make sense. Reinforce fluency during decodable text reading.

Bloom's:
DOK:

<u>Engaging Experience 19 (Phonics and Word Study):</u>
Teaching Point: Today I am going to teach you to apply the phonics skill, silent letters, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with silent letters. Introduce the decodable text *All About Storms.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 20 (Reading):</u>
Teaching Point: Today I am going to teach you to apply the strategies of asking questions and create mental images to understand the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce the new vocabulary for the selection. Display "Heat is All Around" and introduce it as an informational science text, and preview features such as photographs. Explain that students will create mental images and make connections to better understand how heat works. Model thinking aloud as you connect ideas in the text to real-life experiences and visualize examples of heat energy. Then guide students to apply these strategies as they listen to the text and share their own mental images and connections.

Bloom's: Apply
DOK: 2

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you to revise a sensory poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to review the "Writing a Sensory Poem" anchor chart and explain that students will revise their completed poems to make them more vivid and descriptive. Model rereading a draft and improving it by replacing simple verbs with stronger ones and adding descriptive adjectives that appeal to the senses, while applying correct spelling and conventions. Guide students through revising a shared poem, then have partners read their own drafts aloud and work together to identify places where they can strengthen their writing by adding or changing words for clearer, more engaging descriptions.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you to use irregular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that singular nouns name one and plural nouns name more than one, and have students explain the difference between regular and irregular plurals. Use a chart with examples to help students choose the correct noun to complete each phrase. Then, have partners draw and label one singular and one plural example, sharing their work in a descriptive phrase or sentence.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "I Know All the Sounds That the Animals Make"	"Heat is All Around" Use Illustrations and Details to Describe Key Ideas	Poetry Process Writing: Publish & Share a Sensory Poem
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Exploring Sound, Light, and Heat* - Begin the Knowledge Blueprint	Grammar: Irregular Plural Nouns

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to analyze rhyme schemes.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read the poem "I Know All the Sounds That the Animals Make," modeling fluent, expressive reading as students follow along and listen for the playful animal sounds. Guide students in analyzing the rhyme scheme by rereading the poem and emphasizing rhyming words, showing how the pattern repeats every other line. Prompt students to identify additional rhyming pairs and notice how the final stanza differs in structure.

Bloom's: Analyze
DOK: 2

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review silent letters and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *All About Storms, Food Grows*, and "Do You Know Me?" Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities. Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to describe the connection between two pieces of information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.3.A.b, 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Heat Is All Around" and explain that students will use both text details and illustrations to understand key ideas about heat. Model thinking aloud about how the pictures support and clarify ideas from the text. Record ideas on a Text and Illustrations Chart and then guide students in examining additional images and text to describe how the visuals add information and deepen understanding of the topic.

Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 3

Engaging Experience 27 (Writing):
Teaching Point: Today I am going to teach you how to publish and share a sensory poem.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.2.C, 1.W.1.C

Detailed Description/Instructions:

- **One way to do this** is to display the "Writing a Sensory Poem" anchor chart and explain that students are now ready to publish and share their poems. Model how to create a final copy of our poem and share it by reading it aloud, sharing positive feedback, and demonstrating how to give compliments, ask questions, and offer suggestions using sentence frames. Then, have students read their poems to a partner, share something they like about their own work, and listen as their partner provides thoughtful feedback, questions, and suggestions.

Bloom's: Apply
DOK: 2
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 28 (Grammar):
Teaching Point: Today I am going to teach you to use irregular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to remind students that irregular plural nouns are formed by changing spelling or staying the same, and guide them in completing sentence frames using the correct singular or plural noun based on verb agreement. Model the first examples, encouraging attention to whether the subject is singular or plural. Then, have partners complete and read the remaining sentences aloud while you circulate to provide feedback, and review the correct answers together as a class.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "I Clap my Hands"	*I Hear with My Ears* First Reading: Apply Strategies to Learn about Sound	Poetry Process Writing: Read and Analyze Mentor Texts
Phonics and Word Study: Vowel Sound /ô/		Grammar: Irregular Verb Tenses

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to recognize dashes as pauses.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "I Clap My Hands," modeling fluent, expressive reading. Point out the dashes in the text and remind students that dashes signal readers to pause briefly. Model reading aloud with pauses at each dash and guide students to notice how the pauses affect fluency and meaning. Add words to the *Unit 10 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss how to move their fingers to snap.

Bloom's: Apply
DOK: 2

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with vowel sound /ô/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of vowel sound/ô/. Have students practice phoneme categorization. Then display the Sound-Spelling and Picture Cards for /ô/. Say words with vowel sound /ô/ and ask students to write the correct spelling (aw or al). Sing the long /ô/ song. Model and practice successive blending with /ô/ words. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you to identify important details, summarize key ideas, and connect new information
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i, 1.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *I Hear with My Ears*, preview story features such as illustrations and rhyme, and explain that students will identify important details, summarize, and synthesize information while reading. Model thinking aloud as you determine important details, create a brief summary, and connect ideas from the text to prior knowledge. Then guide students to identify important details and work with partners to summarize and synthesize their understanding of sound.

Bloom's: Analyze
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you to analyze an acrostic poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this is to** introduce acrostic poems as a new type of poetry, explaining that the first letter of each line spells out a word that reveals the poem's topic, which the lines then describe. Model reading and analyzing the acrostic poem mentor text, "Sounds" (Found in Unit 10 Additional Resources), showing how to identify the topic and connect each line to it. Guide students in analyzing another mentor text, "Light" (Found in Unit 10 Additional Resources), by discussing imagery, structure, and meaning. Then, have partners practice by rewriting a mentor acrostic poem, encouraging them to visualize the topic and express their ideas and feelings in each line.

Bloom's: Apply
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you about irregular verb tenses.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to review that verbs show action or a state of being and indicate when something happens (past, present, or future), explaining that while regular past tense verbs end in -ed, irregular verbs do not and may change spelling or stay the same. Use examples, modeling sentences and having students create their own with both present and past forms. Then, have partners choose verb pairs to form oral sentences.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "I Clap my Hands"	*I Hear with My Ears* Identify Words and Phrases That Appeal to the Senses	Poetry Process Writing: Brainstorm and Choose a Topic
Phonics and Word Study: Vowel Sound /ô/ ; Suffixes -ful, -less		Grammar: Irregular Verb Tenses

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify and read the suffixes -ful and -less
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.b, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "I Clap My Hands." Explain that fluent readers group words into phrases to make reading sound smooth and meaningful. Model reading the poem word by word and then reread it fluently with natural phrasing. Then ask students to discuss how the second reading sounded more natural and easier to understand. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the students write sentences about making sounds. Introduce suffixes -ful and -less.

Bloom's: Apply
DOK: 2

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with vowel sound /ô/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with vowel sound /ô/. Blend and build words with vowel sound /ô/. Have students add, remove, or change letters to make new words. Practice encoding words with vowel sound /ô/ and writing a dictated sentence. Students apply their decoding skills by reading the text "Loud All Around." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to identify words and phrases that appeal to the senses.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display *I Hear with My Ears* and explain that students will identify sensory language that appeals to hearing. Model thinking aloud about sound words and how they help readers imagine and "hear" the sounds in the text. Then guide students in identifying additional sensory words, adding them to a Sensory Words Chart, and discussing how these words make the text more vivid and engaging.

Bloom's: Apply
DOK: 2

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you to brainstorm and choose a topic.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.B, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to create and review an "Writing and Acrostic Poem" anchor chart, reminding students that the first letters of each line spell out a word that reveals the poem's topic, often a person's name. Explain that students will brainstorm ideas for an acrostic poem about themselves, and model how to generate descriptive words and phrases about a person using a brainstorming chart. Emphasize that not all ideas will be

used but will help during drafting. Have partners brainstorm descriptions of a favorite person and finally work together to create lists of positive, descriptive words about themselves to use in their own poems.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you about irregular verb tenses.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that irregular past-tense verbs do not follow the -ed rule and often change spelling. Display verb pairs, read example sentences, and have students identify and underline the verbs and their tense. Then, have partners change past-tense sentences to present tense and present-tense sentences to past tense, and practice using each verb in oral sentences.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Good Vibrations"	*I Hear with My Ears* Find Text Evidence: Use Illustrations and Details to Describe Characters	Poetry Process Writing: Draft an Acrostic Poem
Phonics and Word Study: Vowel Sound /ô/ ; Suffixes -ful, -less	Build Vocabulary: Make Connections Between Words and Their Use	Grammar: Irregular Verb Tenses

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to recognize first letter capitalization.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "Good Vibrations," modeling fluent, expressive reading. Remind students that fluent readers pay attention to punctuation and where new sentences begin (first letter capitalization). Ask partners to discuss the difference between high-pitch and low-pitch sounds. Add to the *Unit 10 My Reading and*

Writing Words as you teach new vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 39 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to delete parts of blends and segment words with vowel sound /ô/.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students focus on vowel sound /ô/ by deleting parts of blends and segmenting words with vowel sound /ô/. Have students reread "Loud All Around" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write a response to the text. Students will practice spelling words with /ô/ using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 40 (Reading):

Teaching Point: Today I am going to teach you to use evidence from illustrations and text to describe a character.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to display *I Hear with My Ears* and explain that students will use details from both the text and illustrations to describe characters' feelings and relationships. Model thinking aloud about how words and pictures work together to reveal emotions and reactions. Review the "We Can Describe Characters" anchor chart and guide students in examining additional pages and using evidence from the text and illustrations to support their ideas about the characters.

Bloom's: Analyze
DOK: 3

Engaging Experience 41 (Reading):

Teaching Point: Today I am going to identify real-life connections between words and their use.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to display *I Hear with My Ears* and explain that students will make connections between words in the text and sounds they know from real life. Model thinking aloud about sound words and connecting them to familiar experiences and objects. Record ideas on a Word Connection Chart, then guide students in identifying additional sound words, sharing related connections, and discussing how these connections deepen understanding of sound.

Bloom's: Apply
DOK: 2

<u>Engaging Experience 42 (Writing):</u>
Teaching Point: Today I am going to teach you to draft an acrostic poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to review the "Writing an Acrostic Poem" anchor chart, emphasizing that each line begins with a capital letter and follows the letters of the topic word. Explain that students will use their names as a guide to draft their poems, matching each letter with words or phrases from their brainstorming lists. Model how to set up and draft an acrostic poem by selecting and adapting ideas to fit each letter. After completing a sample poem and adding a title, have students prepare for independent writing by setting up their names vertically and choosing ideas from their charts to include in their poems.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 43 (Grammar):</u>
Teaching Point: Today I am going to teach you about irregular verb tenses.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that verbs show when something happens, noting that most past tense verbs end in -ed, while irregular verbs do not, and that future tense uses will + a present tense verb. Display example sentences and guide students in identifying the past tense verbs, then have them write the corresponding present tense forms. Have partners create new sentences using the present tense verbs, ensuring correct usage, while you circulate to provide feedback and invite a few pairs to share.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Good Vibrations"	*I Hear with My Ears* Find Text Evidence: Draw Inferences to Describe Setting	Poetry Process Writing: Revise an Acrostic Poem
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Irregular Verb Tenses

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers stop and think about the author's purpose.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "Good Vibrations." Review vocabulary and have partners retell the difference between high-pitch and low-pitch sounds. Remind students that if we come to a part we don't understand, we can stop and think about the author's purpose for writing to the text to clarify meaning. Model reading and thinking aloud to determine the author's purpose is to inform. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 1

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, /ô/ vowel sound, and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with the /ô/ vowel sound. Introduce the decodable text *What Does Paul See?* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply

DOK: 1

Engaging Experience 46 (Reading):

Teaching Point: Today I am going to teach you to draw inferences to describe the setting.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to display *I Hear with My Ears* and remind students that stories include elements such as characters, setting, and events. Explain that students will use details from the text and illustrations to draw inferences about the setting and how the narrator feels. Model thinking aloud as you use clues from the words and pictures to infer where and when events take place and describe the narrator's reactions. Review the "Story Elements" anchor chart, then guide students in examining additional pages and supporting their inferences with evidence from the text and illustrations.

Bloom's: Analyze
DOK: 3

Engaging Experience 47 (Writing):

Teaching Point: Today I am going to teach you to revise to improve clarity and add details.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.C, 1.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to review the "Writing and Acrostic Poem" anchor chart and remind students that they will revise their completed poems to make them stronger. Model rereading a draft and improving it by replacing simple adjectives with more specific ones, strengthening verbs, and adding nouns for clarity, while applying correct conventions. Guide students through revising a shared poem, then have partners read their own poems aloud and work together to identify places where they can improve descriptions by adding or changing words for greater detail and impact.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):

Teaching Point: Today I am going to teach you to use irregular verb tenses.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.L.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to review that verbs show actions in the present, past, or future, noting that while many past-tense verbs end in -ed, irregular verbs do not follow this pattern. Model using irregular verbs in sentences, and have students create new sentences using each verb in a different tense. Have partners practice forming oral sentences with

each verb in all three tenses, reminding them to match verbs with singular or plural nouns.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "I Know All the Sounds That the Animals Make"	*I Hear with My Ears* Find Text Evidence: Compare and Contrast the Adventures and Experiences of Characters	Poetry Process Writing: Publish & Share an Acrostic Poem
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Exploring Sound, Light, and Heat* - Add to the Knowledge Blueprint	Grammar: Irregular Verb Tenses

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to analyze the poet's word choice.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display "I Know All the Sounds That the Animals Make" and guide students in reviewing what the poem is about and why it is humorous. Model how to analyze structure by rereading the poem and pointing out patterns such as rhyming couplets and repeated formatting. Then guide students in examining the poet's word choice, focusing on surprising phrases to show how unexpected pairings create humor.

Bloom's: Analyze
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review the /ô/ vowel sound and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *What Does Paul See?, Crows Caw*, and "Loud All Around" Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities. Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments*

(starting on page AR34).
Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to compare and contrast the adventures and experiences of characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.2.A.g, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the texts *I Hear with My Ears* and "Sounds I Love!" and explain that students will compare and contrast the narrators' experiences with sound. Model thinking aloud about how the narrators respond differently to sounds and support ideas with evidence from the texts. Then guide students in identifying additional similarities and differences and discussing how each narrator experiences sounds from the environment. Conclude by reinforcing that comparing and contrasting helps readers better understand different perspectives.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 3

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you to publish and share your acrostic poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to display the "Writing an Acrostic Poem" anchor chart and share that students are now ready to publish and share their poems. Model how to create a final copy and share it by reading it aloud, sharing specific positive feedback, and demonstrating how to give compliments, ask questions, and offer suggestions using sentence frames.Have students read their poems to a partner, share something they like about their own work, and listen as their partner provides thoughtful feedback, questions, and suggestions.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you to use irregular verb tenses.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to review verb tenses by having students explain the difference between regular and irregular verbs, then display present tense verbs and guide them in identifying the past and future forms of each. Model creating sentences in different tenses for a few examples, and then have partners write sentences using the remaining verbs in new tenses.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "My Shadow"	*The Light Around Us* First Reading: Apply Strategies to Learn About Light	Writing Reflection: Narrative Writing
Phonics and Word Study: Long e Spelled -y, -ey		Grammar: Noun-Verb Agreement with Irregular Plurals

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify commas and hyphens.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "My Shadow," modeling fluent, expressive reading. Point out commas and explain that they signal brief pauses when reading and model pausing at each comma. Then point out the hyphen in a compound word and explain that it connects words that work together as one idea. Add words to the *Unit 10 My Reading and Writing Words* chart as you teach the vocabulary words. Ask partners to discuss how to move their fingers to snap.

Bloom's: Apply
DOK: 2

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and spell words with long /e/ (spelled ¯y and -ey).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.a, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to model the articulatory gestures of long /e/. Have students practice phoneme isolation. Then display the Sound-Spelling and Picture Cards for long /e/. Explain another way to spell words with long /e/ is to use -y or -ey at the end of a word. Sing the long /e/ song. Model and practice successive blending with long /e/ spelled -y and -ey. Finally, use the Read, Spell, Write, Apply routine to introduce the week's high¯frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you to ask questions and make connections.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *The Light Around Us*, preview informational text features, and explain that students will ask questions and make connections while reading to better understand light. Model thinking aloud as you notice questions in the text, generate your own questions, answer them using text evidence, and connect ideas to prior learning and experiences. Review the "Ask Questions" and "Make Connections" anchor charts, then guide students to discuss their own questions and connections with a partner as they continue reading.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you to review and reflect on narrative writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to display the Narrative Writing Rubric and explain what it is and its purpose. Discuss each element on the rubric to ensure understanding, then have students use the rubric to evaluate their own writing and choose a strong example to share. Have partners read their narratives aloud and explain how their writing meets the

rubric criteria.

Bloom's: Analyze

DOK: 3

Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):

Teaching Point: Today I am going to teach you about noun-verb agreement with irregular plurals.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.L.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to review that verbs show action and must agree with the subject, noting that singular nouns often pair with verbs ending in -s, while plural nouns do not. Use example sentences to identify singular nouns and present tense verbs, and explain that irregular nouns may not follow typical patterns, so students must be careful with subject-verb agreement. Have partners rewrite the sentences using plural nouns and correct verb forms.

Bloom's: Apply

DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "My Shadow"	*The Light Around Us* Use Illustrations and Details to Describe Key Ideas	Writing Reflection: Informative/Explanatory Writing"
Phonics and Word Study: Long e Spelled -y, -ey; Final-Stable Syllables; Consonant -le		Grammar: Noun-Verb Agreement with Irregular Plurals

Engaging Experience 59 (Build Reading Foundations):

Teaching Point: Today I am going to teach you that fluent readers pay attention to punctuation.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 1.R.1.A.c, 1.R.1.B.b, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to display "My Shadow." Explain that punctuation helps readers know when to pause while reading poetry. Model reading aloud with short pauses after commas and semicolons and full stops after periods. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having the

students write a description of animal sounds they like to make. Introduce consonant -le syllables.

Bloom's: Apply
DOK: 2

Engaging Experience 60 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to blend and spell words with long /ē/ (spelled -y and -ey).

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j

Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to build phonological awareness and phonics skills through phoneme blending and segmentation with long /e/. Blend and build words with long /e/. Have students add, remove, or change letters to make new words. Practice encoding words with long /e/ and writing a dictated sentence. Students apply their decoding skills by reading the text "Light and Shadows." Connect phonics to comprehension by asking questions about the text.

Bloom's: Apply
DOK: 1
Suggestion: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 61 (Reading):

Teaching Point: Today I am going to teach you to use text features to identify the topic and relevant details in a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.R.1.A.c, 1.R.3.A.b, 1.R.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *The Light Around Us* and explain that students will use both the text and photographs to better understand key ideas about light. Model thinking aloud about how the visuals add examples and details that support the information in the text. Then guide students in examining additional pages and comparing what they learn from the words, images, and captions. Conclude by reinforcing that combining information from text features and visuals helps readers better understand informational texts.

Bloom's: Apply
DOK: 2

Engaging Experience 62 (Writing):
Teaching Point: Today I am going to teach you to review and reflect on informative and explanatory writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to display the Informative/Explanatory Writing Rubric and explain what it is and its purpose. Discuss each element on the rubric to ensure understanding, then have students use the rubric to evaluate their own writing and choose a strong example to share. Have partners read their informative/explanatory texts aloud and explain how their writing meets the rubric criteria.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach you about noun-nerb agreement with irregular plurals.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to review how irregular nouns and verbs are used, then guide students in identifying the nouns and verbs in sample sentences and changing the verbs to past tense. Have students also identify the irregular plural forms of each singular noun. Then, have students rewrite each sentence using plural nouns while adjusting the verbs for correct agreement.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "How Shadows Form"	*The Light Around Us* Find Text Evidence: Use Text Features to Locate Key Information	Writing Reflection: Opinion Writing
Phonics and Word Study: Long e Spelled -y, -ey; Final-Stable Syllables; consonant -le	Build Vocabulary: Identify Real-Life Connections Between Words and Their Use	Grammar: Noun-Verb Agreement with Irregular Plurals

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify end punctuation marks.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce and read "How Shadows Form," modeling fluent, expressive reading. Remind students that fluent readers pay attention to punctuation and practice identifying different punctuation marks and how they are used. Ask partners to use their senses to describe a sunny day. Add to the *Unit 10 My Reading and Writing Words* as you teach new vocabulary.

Bloom's: Apply
DOK: 1

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to delete parts of blends and segment words with long /e/ (spelled -y and -ey).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to have students focus on long /e/ (spelled -y and -ey) by deleting parts of blends and segmenting words with long /e/ (spelled -y and -ey). Have students reread "Light and Shadow" using known high-frequency words and decoding strategies to build automaticity. Deepen comprehension by having students draw and write a response to the text. Students will practice spelling words with long /e/ (spelled -y and -ey) using oral segmentation and Elkonin boxes. Review high frequency words using the Read, Build, Write routine.

Bloom's: Apply
DOK: 1
Suggestions: *For additional blending practice, use the Benchmark Blending Boards in Coach's Corner (Schoology). Students can practice building words using the UFLI Blending Boards on their iPads or the Benchmark Phonics Workmats.*

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you to use text features to locate key information.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: .R.3.A.b, 1.R.3.A.c, 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *The Light Around Us* and explain that students will use text features, such as the table of contents, to locate important information. Model thinking aloud as you match topics to chapter titles and use page numbers to find information in the text. Then guide students in using additional text features to locate and

support information with evidence from the text. Reinforce that text features help readers quickly find important details in informational texts.

Bloom's: Apply
DOK: 2

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you to identify real-life connections between words and their use.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display *The Light Around Us* and explain that students will make connections between words in the text and real-life experiences to better understand how light works. Model thinking aloud as you connect ideas from the text to familiar objects and experiences. Then guide students in identifying additional words and making their own real-world connections, recording their thinking on a Word Connection Chart.

Bloom's: Apply
DOK: 2

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you to review and reflect on opinion writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to display the Opinion Writing Rubric and explain what it is and its purpose. Discuss each element on the rubric to ensure understanding, then have students use the rubric to evaluate their own writing and choose a strong example to share. Have partners read their opinion texts aloud and explain how their writing meets the rubric criteria.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you about noun-verb agreement with irregular plurals.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to review students' understanding of irregular plural nouns and verbs by identifying the noun and verb in each sentence and changing the verbs to future

tense, noting that future tense uses “will” and does not require an -s ending. Have students also identify the irregular plural forms of each noun. Ask partners to rewrite the sentences in past tense using plural nouns.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: “How Shadows Form"	*The Light Around Us* Find Text Evidence: Explain Differences Between Stories and Informational Text	Writing Reflection: Poetry Writing
Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Noun-Verb Agreement with Irregular Plurals

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers reread to understand the text.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c, 1.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display “How Shadows Form." Review vocabulary and have partners retell what sunny days look and feel like. Explain that readers can reread when a part of the text is confusing or does not make sense. Model rereading a passage, thinking aloud about the confusing part, and using details from the text to clarify meaning. Reinforce fluency during decodable text reading.

Bloom's: Apply
DOK: 2

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to apply the phonics skill, long /ē/ spelling patterns (spelled -y and -ey), and vocabulary in context.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.2.A.e, 1.RF.3.A.a, 1.RF.3.A.e, 1.RF.3.A.j
Detailed Description/Instructions:

- **One way to do this** is to have students practice phoneme segmentation by modeling and segmenting words with long /ē/ spelling patterns (spelled -y and -ey). Introduce the decodable text *Lights at Night.* Students will review high-frequency words and learn story words through the Read/Spell/Define routine. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words.

Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you to explain differences between stories and informational text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *I Hear with My Ears* and *The Light Around Us* and explain that students will compare a story and an informational text to understand how they are different. Model thinking aloud about how the illustrations, photographs, and text features support different purposes in each text. Then guide students in comparing how one text shares experiences and feelings while the other provides facts and explanations

Bloom's: Analyze
DOK: 2

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you to review and reflect on poetry writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.W.1.C, 1.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to display the Poetry Writing Rubric and explain what it is and its purpose. Discuss each element on the rubric to ensure understanding, then have students use the rubric to evaluate their own writing and choose a strong example to share. Have partners read their poetry aloud and explain how their writing meets the rubric criteria.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you about noun-nerb agreement with irregular Plurals.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to review irregular nouns and verbs, then guide students in completing sentence frames by choosing the correct verb form based on tense and

subject, explaining their reasoning. Model, emphasizing how context clues (such as time words) help determine the correct verb form. Have partners complete the remaining sentences and explain their choices.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "I Know All the Sounds That the Animals Make"	*The Light Around Us* Demonstrate Knowledge: *Exploring Sound, Light, and Heat* - Complete the Knowledge Blueprint	Writing Reflection: Share Writing
Phonics and Word Study: Review and Monitor Progress		Grammar: Noun-Verb Agreement with Irregular Plurals

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you to identify how our senses help us understand poetry.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 1.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to reread "I Know All the Sounds That the Animals Make" with appropriate phrasing and review how sound, light, and heat are forms of energy that we experience through our senses. Guide students in discussing the types of sounds described in the poem and how sound helps readers understand the humor and silliness of the text. Then have partners compare how the poem might change if it focused on another form of energy, reinforcing how our senses help us build knowledge about the world around us.

Bloom's: Analyze
DOK: 2

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review long /ē/ (spelled -y and -ey) and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 1.RF.3.A.a, 1.RF.3.A.b, 1.RF.3.A.e, 1.RF.3.A.j
Supporting: 1.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have students practice fluently reading using decodable texts like *Lights at Night, The Sounds of the City*, and "Light and Shadow." Review high frequency words using the Read, Build, Write routine and complete the Spiral Review activities. Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR34).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to demonstrate knowledge through speaking, listening, and writing.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.R.1.A.c, 1.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to display *The Light Around Us*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2. Complete the Knowledge Blueprint.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you to celebrate your work by sharing your writing.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 1.W.1.C

Detailed Description/Instructions:

- **One way to do this** is to celebrate students' writing growth by having them choose a favorite piece to share with the class. Give students time to practice reading aloud with a partner and explaining why they selected their writing. Then invite students to share their work, celebrate their progress as writers, and encourage them to share their writing with their families.

Bloom's: Apply
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):

Teaching Point: Today I am going to teach you about noun-verb agreement with irregular plurals.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 1.L.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to review how nouns and verbs work together in a sentence, focusing on subject-verb agreement and the use of irregular plural nouns and irregular past-tense verbs. Guide students in completing sentence frames by choosing the correct verb form based on the subject and time clues, and have them explain their reasoning. Have students complete additional sentences and write their own example, explaining how the noun and verb agree.

Bloom's: Apply

DOK: 1

Day 6

Engaging Experience #80 (Assessment):

Teaching Point: Today I am going to teach you how to show what you know about how our lives would be different without sound, light, and heat.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: See the *Weekly and Unit Assessments Answer Keys*

Detailed Description/Instructions:

One way to do this is to complete the paper/pencil or digital Unit 10 assessment.

Another way to do this is to complete the paper/pencil or digital Week #2 assessment.

Bloom's: Apply

DOK: 3

Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:
Have students demonstrate their knowledge of the Enduring Understanding*: Living things use energy in the form of sound, light, and heat every day.*

Ask students to draw a picture of one source of energy. Have them write three to four sentences to tell how living things use the energy shown in their picture.