UNIT THEME

You Are Here

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|  |  | | | WEEK 1 |  | WEEK 2 |  | WEEK 3 |  |
|  |  | | | Realistic Fiction |  | Realistic Fiction |  | Informational Text |  |
|  |  | | | How Many Stars  in the Sky? |  | Maybe Something Beautiful |  | *from* Places We Go |  |
|  |  | | |  | CCSS |  | CCSS |  | CCSS |
| READING WORKSHOP | Foundational Skills | | | Phonological Awareness: Long and Short Vowels |  | Phonological Awareness: Long and Short Vowels |  | Phonological Awareness: Rhyming Words |  |
| Phonics: Long and Short Vowels | RF.2.3.a | Phonics: Long Vowels CVC*e* | RF.2.3.a | Phonics: Consonant Blends | RF.2.3 |
| High-Frequency Words: *which, each, than* | RF.2.3.f | High-Frequency Words: *called, long, most* | RF.2.3.f | High-Frequency Words: *more, things, sound* | RF.2.3.f |
| Minilesson  Bank | | | Infographic: Seeing Stars | RI.2.7; W.2.8 | Infographic: We Make Our Neighborhood Better | RI.2.7 | Diagram: Fighting Fires | RI.2.7 |
| Realistic Fiction: How Many Stars in the Sky? | RL.2.10 | Realistic Fiction: Maybe Something Beautiful | RL.2.1 | Informational Text: Places We Go | RI.2.2 |
| Words That Tell About a Place | L.2.4.d | Words That Describe | L.2.5.a; L.2.5.b | Words That Tell About the Community | L.2.4.e |
| Describe and Understand Setting | RL.2.7 | Describe and Understand Characters | RL.2.7 | Identify Main Idea | RI.2.2 |
| Use Text Evidence | RL.2.7 | Ask and Answer Questions | RL.2.1 | Use Text Evidence | RI.2.6 |
| Talk About It: Oral Response to Realistic Literature | SL.2.1.a; SL.2.1.b | Write to Sources: Respond to Realistic Literature | W.2.8 | Talk About It: Oral Response to Informational Text | SL.2.1.a |
| READING-WRITING  WORKSHOP BRIDGE | Academic Vocabulary | | Related Words | L.2.4.c; L.2.4.e | Synonyms | L.2.5 | Context Clues | RF.2.4.c |
| Handwriting | | Use Proper Sitting Position and Paper Position Use Proper Pencil Grip | L.1.1.a | Write the Letters *Ll, Ii, Tt, Oo, Cc,* and *Aa* | L.1.1.a | Write the Letters *Ee, Ff, Dd, Gg, Jj,* and *Qq* | L.1.1.a |
| Read Like a Writer/Write for a Reader | | Voice | L.2.4.a | Sequence | W.2.3 | Relevant Details | RI.2.6 |
| WRITING WORKSHOP | Weekly Focus | | | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| Minilesson Bank | | | Meet the Author | SL.2.1 | The Writer’s Notebook | SL.2.1.b | The Structure of a Fiction Text | RL.2.5 |
| Meet the Author | SL.2.1.b | The Writer’s Notebook | SL.2.1 | The Structure of a Fiction Text | RL.2.5 |
| What Good Writers Do | SL.2.1.c | Tools Authors Use | L.2.2.e; L.2.5.b | The Structure of a Nonfiction Text | W.2.2 |
| What Good Writers Do | SL.2.6 | Tools Authors Use | L.2.2.e; L.2.5.b | The Structure of a Nonfiction Text | W.2.2 |
| Writing Club | SL.2.1.a | Digital Tools Authors Use | W.2.6 | Digital Tools Authors Use | W.2.6 |
| READING-WRITING  WORKSHOP BRIDGE | | Spelling | Spell Words with Short Vowels | L.2.2 | Spell Words with Long Vowels (CVC*e*) | L.2.2.d | Spell Words with Consonant Blends | L.2.2.d |
| Language & Conventions | Simple Sentences | L.2.1.f | Subjects and Predicates | L.2.1 | Compound Sentences | L.2.1.f |

Essential Question

How do different places affect us?

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| WEEK 4 |  | WEEK 5 |  |
| Poetry |  | Realistic Fiction |  |
| Poetry |  | You Can’t Climb a Cactus |  |
|  | CCSS |  | CCSS |
| Phonological Awareness: Rhyming Words |  | Phonological Awareness: Add and Remove Sounds |  |
| Phonics: Consonant Digraphs *ch, sh, wh, th, ph;* Trigraph *tch* | RF.2.3 | Inflected Endings *-s, -es,  -ed, -ing* | RF.2.3 |
| High-Frequency Words: *great, before, means* | RF.2.3.f; L.2.6 | High-Frequency Words: *follow, form, show* | RF.2.3.f |
| Poem: “City Sights” | RF.2.3 | Infographic: Two Different Places | RI.2.5 |
| Poetry: “Pete at the Zoo,” “Keziah,” “Rudolph Is Tired of the City,” “Lyle” | RL.2.4; RL.2.10 | Realistic Fiction: You Can’t Climb a Cactus | RL.2.7 |
| Words That Tell About a Feeling or Action | L.2.5.b | Words That Tell About a New Place | L.2.4.e |
| Explain Patterns and Structures | RL.2.4; W.2.5 | Describe and Understand Plot Elements | RL.2.7 |
| Monitor Comprehension | RF.2.4.c; SL.2.1.c | Make and Confirm Predictions | RL.2.7 |
| Write to Sources: Respond to Poetry | W.2.1 | Talk About It: Respond to Realistic Literature | SL.2.1.a; SL.2.1.b |
| Word Parts | RF.2.3.d | Oral Language | L.2.5 |
| Write the Letters *Uu, Ss, Bb, Pp, Rr,* and *Nn* | L.1.1.a | Write the Letters *Mm, Hh, Vv, Yy, Ww,* and *Xx* | L.1.1.a |
| Word Choice | L.2.5.a | How Graphic Features Support Purpose | RI.2.7 |
| Writer’s Craft | | Publish, Celebrate, and Assess | |
| End Punctuation and Apostrophes | L.2.2; L.2.2.c | Peer Edit | W.2.5 |
| End Punctuation and Apostrophes | L.2.2; L.2.2.c | Incorporate Peer Feedback | SL.2.1.c |
| Revise Drafts by Adding Details | L.2.1.e | How to Write a Final Draft | W.2.5 |
| Revise Drafts by Adding Details | L.2.6 | Publish and Celebrate | W.2.6 |
| Revise Drafts by Deleting Words | W.2.5 | Assessment | W.2.8 |
| Spell Words with *ch, sh, wh, th, ph, tch* | RF.2.3 | Spell Words with *-s, -es,  -ed, -ing* | RF.2.3.f |
| Sentences and End Punctuation | L.2.2 | Use Resources to Spell Words | L.2.2.e |

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| WEEK 6 |  |
| Inquiry and Research |  |
| The Best Place |  |
|  | CCSS |
| Foundational Skills | |
| Phonics: *r-*Controlled Vowels *ar, or, ore, oar* | RF.2.3.b |
| High-Frequency Words: *also, large, small* | RF.2.3.f |
| Spelling: *r-*Controlled Vowels *ar, or, ore, oar* | RF.2.3.b |
| Compare Across Texts: “You Are Here” | RI.2.9 |
| Inquire: The Best Place | W.2.1 |
| Leveled Research Articles | RF.2.4.a |
| Academic Words | L.2.6 |
| Explore and Plan: Introduce Persuasive Writing | W.2.1 |
| Conduct Research: Interview an Expert | W.2.8 |
| Collaborate and Discuss: Analyze Student Model | W.2.1 |
| Primary and Secondary Sources | W.2.8 |
| Extend Research: Include Media | W.2.5 |
| Revise and Edit | W.2.5 |
| Celebrate and Reflect | SL.2.1 |

RL.2.7, RI.2.5, RF.2.3.a,

RF.2.4.a, SL.2.2

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  **•** I can read realistic fiction and understand setting.  **•** I can use language to make connections between reading and writing.  **•** I can plan, draft, and publish my writing.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  **•** Daily Formative Assessment Options  **•** Progress Check-Ups  on SavvasRealize.com  **•** Cold Reads on SavvasRealize.com  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T18–T19  » Phonological Awareness: Long and Short Vowels  » Phonics: Long and Short Vowels  » High-Frequency Words  **GENRE & THEME**  • Interact with Sources: Explore the Infographic: Weekly Question T20–T21  • Listening Comprehension: Read Aloud: “The Sandcastle” T22–T23  • Realistic Fiction T24–T25 Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T25 | LESSON 2  **RL.2.7, RF.2.3.a, RF.2.4.c,**  **SL.2.1, L.2.1.f**  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T32–T33  » Phonics: Decode Words with Short Vowels  » Decode and Write Words with Short Vowels  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T33  » High-Frequency Words  **SHARED READ**  • Introduce the Text T34–T51  » Preview Vocabulary  » Read: *How Many Stars in the Sky?*  • Respond and Analyze T52–T53  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T53  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Related Words T26–T27  • Handwriting: Proper Sitting Position and Proper Paper Position T26–T27 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T31  • Strategy, Intervention, and On-Level/ Advanced Activities T30  • ELL Targeted Support T30  • Conferring T31  INDEPENDENT/COLLABORATIVE  • Independent Reading T31  • Literacy Activities T31  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T31 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T54  • Guided Reading/Leveled Readers T57  • Strategy and Intervention Activities T54, T56  • Fluency T54, T56  • ELL Targeted Support T54, T56  • Conferring T57  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T55  • Independent Reading T57  • Literacy Activities T57 |
| WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop  T334–T335  » Explore Meeting the Author  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop  T334–T335  • Conferences T332 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T338–T339  » Apply Meeting the Author  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T338–T339  • Conferences T332 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Words with Short  Vowels T336  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T336  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Simple Sentences T337 | WRITING BRIDGE  • Spelling: Teach Short Vowel Sounds T340  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral  Language: Simple Sentences T341 |

**RF.2.3a, RF.2.4.a, SL.2.1.a,**

**SL.2.1.b, SL.2.1.c**

RL.2.6, RL.2.7, RF.2.3.a,

L.2.1.f, L.2.2

RL.2.7, RF.2.3.a, SL.2.1,

L.2.1.f, L.2.2

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T58–T59  » Phonics: Decode Words with Short Vowels  » High-Frequency Words  CLOSE READ  • Describe and Understand Setting T60–T61  • Close Read: *How Many Stars in the Sky?*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T61 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T66–T67  » Phonics: Review Long and Short Vowels  » ELL Targeted Support  CLOSE READ  • Use Text Evidence T68–T69  • Close Read: *How Many Stars in the Sky?*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T69 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T72–T73  » Phonics: Spiral Review: Short *Uu*  » High-Frequency Words  **CLOSE READ**  • Reflect and Share T74–T75  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T75  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader: Voice T62–T63  • Handwriting: Proper Pencil Grip T62–T63 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T65  • Strategy and Intervention Activities T64  • Fluency T64  • ELL Targeted Support T64  • Conferring T65  INDEPENDENT/COLLABORATIVE  • Independent Reading T65  • Literacy Activities T65 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T71  • Strategy and Intervention Activities T70  • Fluency T70  • ELL Targeted Support T70  • Conferring T71  INDEPENDENT/COLLABORATIVE  • Independent Reading T71  • Literacy Activities T71 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T77  • Strategy, Intervention, and On-Level/ Advanced Activities T76  • ELL Targeted Support T76  • Conferring T77  INDEPENDENT/COLLABORATIVE  • Independent Reading T77  • Literacy Activities T77  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T77 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T342–T343  » Explore What Good Writers Do: Genre Immersion  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T342–T343  • Conferences T332 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T346–T347  » Apply What Good Writers Do  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T346–T347  • Conferences T332 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T350  » Writing Club Overview  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T350–T351 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T332 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Short Vowels T344  • Language and Conventions: Teach Simple Sentences T345 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  the CVC Pattern T348  • Language and Conventions: Practice Simple Sentences T349 | WRITING BRIDGE  • Spelling: Short Vowels T352 Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T352  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T353 |

**RF.2.3.a, RF.2.4, SL.2.1,**

**SL.2.1.b, L.2.1, L.2.1.f**

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  **•** I can read realistic fiction and understand its characters.  **•** I can use language to make connections between reading and writing.  **•** I can plan, draft, and publish my writing.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  **•** Daily Formative Assessment Options  **•** Progress Check-Ups  on SavvasRealize.com  **•** Cold Reads on SavvasRealize.com  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T82–T83  » Phonological Awareness: Listen for Long and Short Vowels  » Phonics: Decode Words with Long Vowels  » High-Frequency Words  **GENRE & THEME**  • Interact with Sources: Explore the Infographic: Weekly Question T84–T85  • Listening Comprehension: Read Aloud: “Troy’s Project” T86–T87  • Realistic Fiction T88–T89  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T89 | LESSON 2  RL.2.1, RF.2.3.a, RF.2.3.c,  L.2.1, L.2.1.f  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T96–T97  » Phonics: Decode and Write Words with Long Vowels: CVC*e*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T97  » High-Frequency Words  **SHARED READ**  • Introduce the Text T98–T115  » Preview Vocabulary  » Read: *Maybe Something Beautiful*  • Respond and Analyze T116–T117  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T117  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Synonyms  T90–T91  • Handwriting: Letters *Ll, Ii,* and *Tt* T90–T91 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T95  • Strategy, Intervention, and On-Level/ Advanced Activities T94  • ELL Targeted Support T94  • Conferring T95  INDEPENDENT/COLLABORATIVE  • Independent Reading T95  • Literacy Activities T95  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T95 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T118  • Guided Reading/Leveled Readers T121  • Strategy and Intervention Activities  T118, T120  • Fluency T118, T120  • ELL Targeted Support T118, T120  • Conferring T121  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T119  • Independent Reading T121  • Literacy Activities T121 |
| WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T358–T359  » Explore the Writer’s Notebook  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T358–T359  • Conferences T356 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T362–T363  » Apply the Writer's Notebook  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T362–T363  • Conferences T356 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: CVC*e* Words T360  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T360  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Simple Sentences T361 | WRITING BRIDGE  • Spelling: Teach CVC*e* Words T364  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Subjects and Predicates T365 |

RL.2.3.a, RF.2.3, L.2.1, L.2.1.f, L.2.2.e

**RL.2.1, RF.2.4, L.2.1,**

**L.2.1.f, L.2.2.e**

RF.2.3.a, W.2.6, W.2.8,

SL.2.1.b, L.2.2

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T122–T123  » Phonics: Decode Words with Long Vowels: CVC*e*  » High-Frequency Words  CLOSE READ  • Describe and Understand Characters  T124–T125  • Close Read: *Maybe Something Beautiful*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T125 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T130–T131  » Phonics: Review Long Vowels: CVC*e*  » ELL Targeted Support  CLOSE READ  • Ask and Answer Questions T132–T133  • Close Read: *Maybe Something Beautiful*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T133 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T136–T137  » Phonics: Spiral Review: Short Vowels  » High-Frequency Words  **CLOSE READ**  • Reflect and Share T138–T139  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T139  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader: Sequence T126–T127  • Handwriting: Letters *Oo*, *Cc*, and Aa  T126–T127 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T129  • Strategy and Intervention Activities T128  • Fluency T128  • ELL Targeted Support T128  • Conferring T129  INDEPENDENT/COLLABORATIVE  • Independent Reading T129  • Literacy Activities T129 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T130  • Strategy and Intervention Activities T134  • Fluency T129  • ELL Targeted Support T129  • Conferring T130  INDEPENDENT/COLLABORATIVE  • Independent Reading T130  • Literacy Activities T130 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T141  • Strategy, Intervention, and On-Level/  Advanced Activities T140  • ELL Targeted Support T140  • Conferring T141  INDEPENDENT/COLLABORATIVE  • Independent Reading T141  • Literacy Activities T141  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T141 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T366–T367  » Explore Tools Authors Use  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T366–T367  • Conferences T356 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T370–T371  » Apply Tools Authors Use  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T370–T371  • Conferences T356 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T374  » Digital Tools Authors Use  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T374–T375 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T356 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  CVC*e* Words T368  • Language and Conventions: Teach  Subjects and Predicates T369 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Short Vowel Sounds T372  • Language and Conventions: Practice Subjects and Predicates T373 | WRITING BRIDGE  • Spelling: CVC*e* Words T376 Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T376  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T377 |

**RL.2.5, RI.2.7, RF.2.4.c,**

**SL.2.1, SL.2.1.a**

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  **•** I can read about different places in my community.  **•** I can use language to make connections between reading and writing.  **•** I can plan, draft, and publish my writing.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  **•** Daily Formative Assessment Options  **•** Progress Check-Ups on  SavvasRealize.com  **•** Cold Reads on SavvasRealize.com  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T146–T147  » Phonological Awareness: Make Rhyming Words  » Phonics: Decode Consonant Blends  » High-Frequency Words  **GENRE & THEME**  • Interact with Sources: Explore the Diagram: Weekly Question: T148–T149  • Listening Comprehension: Read Aloud: “Helping the Community” T150–T151  • Informational Text T150–T151  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T153 | LESSON 2  **RL.2.5, RI.2.2, RF.2.3, RI.2.4, L.2.1.f**  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T160–T161  » Phonics: Decode and Write Words with Consonant Blends  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T161  » High-Frequency Words  **SHARED READ**  • Introduce the Text T162–T179  » Preview Vocabulary  » Read: *Places We Go*  • Respond and Analyze T180–T181  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T181  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Context Clues T154–T155  • Handwriting: Letters *Ee, Ff,* and *Dd*  T154–T155 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T159  • Strategy, Intervention, and On-Level/ Advanced Activities T158  • ELL Targeted Support T158  • Conferring T159  INDEPENDENT/COLLABORATIVE  • Independent Reading T159  • Literacy Activities T159  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T159 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T182  • Guided Reading/Leveled Readers T185  • Strategy and Intervention Activities  T182, T184  • Fluency T182, T184  • ELL Targeted Support T182, T184  • Conferring T185  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T183  • Independent Reading T185  • Literacy Activities T185 |
| WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T382–T383  » Explore the Structure of Fiction  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T382–T383  • Conferences T380 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T386–T387  » Apply the Structure of Fiction  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T386–T387  • Conferences T380 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with Consonant  Blends T384  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T384  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Subjects and Predicates T385 | WRITING BRIDGE  • Spelling: Teach Words with Consonant Blends T388  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Compound Sentences T389 |

**RF.2.3, RI.2.2, RI.2.6, L.2.1.f, W.2.2**

**RF.2.3, RF.2.4, RI.2.6,**

**L.2.1.f**

RF.2.3.b, SL.2.1, SL.2.1.a,

SL.2.1.b, W.2.6

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T186–T187  » Phonics: Decode Words with  Consonant Blends  » High-Frequency Words  CLOSE READ  • Identify Main Idea T188–T189  • Close Read: *Places We Go*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T189 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T194–T195  » Phonics: Review Consonant Blends  » ELL Targeted Support  CLOSE READ  • Use Text Evidence T196–T197  • Close Read: *Places We Go*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T197 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T200–T201  » Phonics: Spiral Review: Long Vowels (CVC*e*)  » High-Frequency Words  **COMPARE TEXTS**  • Reflect and Share T202–T203  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T203  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader: Relevant Details T190–T191  • Handwriting: Letters *Gg, Jj*, and *Qq*  T190–T191 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T193  • Strategy and Intervention Activities T192  • Fluency T192  • ELL Targeted Support T192  • Conferring T193  INDEPENDENT/COLLABORATIVE  • Independent Reading T193  • Literacy Activities T193 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T199  • Strategy and Intervention Activities T198  • Fluency T198  • ELL Targeted Support T198  • Conferring T199  INDEPENDENT/COLLABORATIVE  • Independent Reading T199  • Literacy Activities T199 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T205  • Strategy, Intervention, and On-Level/  Advanced Activities T204  • ELL Targeted Support T204  • Conferring T205  INDEPENDENT/COLLABORATIVE  • Independent Reading T205  • Literacy Activities T205  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T205 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T390–T391  » Explore Nonfiction Text Structure  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T390–T391  • Conferences T380 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T394–T395  » Apply Nonfiction Text Structure  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T394–T395  • Conferences T380 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T398  » Digital Tools Authors Use  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T398–T399 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T380 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with Consonant Blends T392  • Language and Conventions: Teach  Compound Sentences T393 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: CVC*e*  Words T396  • Language and Conventions: Practice Compound Sentences T397 | WRITING BRIDGE  • Spelling: Words with Consonant Blends T400 Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T400  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T401 |

**RL.2.4, RF.2.3, SL.2.1,**

**SL.2.1.a, L.2.2**

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  **•** I can read poems and understand rhyme, rhythm, and stanzas.  **•** I can use language to make connections between reading and writing.  **•** I can plan, draft, and publish my writing.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  **•** Daily Formative Assessment Options  **•** Progress Check-Ups on  SavvasRealize.com  **•** Cold Reads on SavvasRealize.com  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T210–T211  » Phonological Awareness: Make Rhyming Words  » Phonics: Consonant Digraphs  » High-Frequency Words  **GENRE & THEME**  • Interact with Sources: Explore the Poem: Weekly Question T212–T213  • Listening Comprehension: Read Aloud: “A Traveling Alphabet” T214–T215  • Poetry T216–T17  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T217 | LESSON 2  RL.2.4, RF.2.3, SL.2.1,  SL.2.6, L.2.2  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T224–T225  » Phonics: Decode and Write Words with Consonant Digraphs  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T225  » High-Frequency Words  **SHARED READ**  • Introduce the Text T226–T235  » Preview Vocabulary  » Read: Poetry by Gwendolyn Brooks  • Respond and Analyze T236–T237  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T237  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Word Parts  T218–T219  • Handwriting: Letters *Uu, Ss,* and *Bb* T218–T219 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T223  • Strategy, Intervention, and On-Level/ Advanced Activities T222  • ELL Targeted Support T222  • Conferring T223  INDEPENDENT/COLLABORATIVE  • Independent Reading T223  • Literacy Activities T223  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T223 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T238  • Guided Reading/Leveled Readers T241  • Strategy and Intervention Activities  T238, T240  • Fluency T238, T240  • ELL Targeted Support T238, T240  • Conferring T241  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T239  • Independent Reading T241  • Literacy Activities T241 |
| WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T406–T407  » Explore End Punctuation and Apostrophes  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T406–T407  • Conferences T404 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T410–T411  » Apply End Punctuation and Apostrophes  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T410–T411  • Conferences T404 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with *ch, sh, wh,*  *th, ph, tch* T408  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T408  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Compound Sentences T409 | WRITING BRIDGE  • Spelling: Teach Words with *ch, sh, wh, th, ph, tch* T412  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Sentences and End Punctuation T413 |

**RL.2.4, RF.2.3, RF.2.4, L.2.2, L.2.5.a**

**RL.2.4, RF.2.3, RF.2.4,**

**SL.2.1, L.2.2**

RF.2.3, W.2.1, W.2.5,

SL.2.1, L.2.2

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T242–T243  » Phonics: Consonant Digraphs *ch, sh, wh, th, ph* and Trigraph *tch*  » High-Frequency Words  CLOSE READ  • Explain Patterns and Structures  T244–T245  • Close Read: Poetry by Gwendolyn Brooks  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T245 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T250–T251  » Phonics: Review Consonant Digraphs  » ELL Targeted Support  CLOSE READ  • Monitor Comprehension T252–T253  • Close Read: Poetry by Gwendolyn BrooksMac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T253 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T256–257  » Phonics: Spiral Review: Consonant Blends  » High-Frequency Words  **COMPARE TEXTS**  • Reflect and Share T258–T259  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T259  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader: Word Choice T246–T247  • Handwriting: Letters *Pp, Rr,* and *Nn*  T246–T247 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T249  • Strategy and Intervention Activities T248  • Fluency T248  • ELL Targeted Support T248  • Conferring T249  INDEPENDENT/COLLABORATIVE  • Independent Reading T249  • Literacy Activities T249 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T255  • Strategy and Intervention Activities T254  • Fluency T254  • ELL Targeted Support T254  • Conferring T255  INDEPENDENT/COLLABORATIVE  • Independent Reading T254  • Literacy Activities T254 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T261  • Strategy, Intervention, and On-Level/  Advanced Activities T260  • ELL Targeted Support T260  • Conferring T261  INDEPENDENT/COLLABORATIVE  • Independent Reading T261  • Literacy Activities T261  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T261 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T414–T415  » Explore Adding Details  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T414–T415  • Conferences T404 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T418–T419  » Apply Adding Details  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T418–T419  • Conferences T404 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T422  » Revise Drafts by Deleting Words  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T422–T423 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T404 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with *ch, sh, wh, th, ph, tch* T416  • Language and Conventions: Teach  Sentences and End Punctuation T417 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with Consonant Blends T420  • Language and Conventions: Practice Sentences and End Punctuation T421 | WRITING BRIDGE  • Spelling: Words with *ch, sh, wh, th, ph, tch* T424 Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding**  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T425 |

**RL.2.5, RF.2.4.a, W.2.5,**

**SL.2.1**

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  **•** I can read realistic fiction and understand  its plot.  **•** I can use language to make connections between reading and writing.  **•** I can plan, draft, and publish my writing.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  **•** Daily Formative Assessment Options  **•** Progress Check-Ups on  SavvasRealize.com  **•** Cold Reads on SavvasRealize.com  Materials  Turn the page for a list of materials that  will support planning for the week.  **•** Writing Workshop Performance-Based Assessment on SavvasRealize.com  **•** Writing Workshop Assessment | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T266–T267  » Phonological Awareness: Add and Remove Sounds  » Phonics: Inflected endings *-s, -es,  -ed, -ing*  » High-Frequency Words  **GENRE & THEME**  • Interact with Sources: Explore the Infographic: Weekly Question T268–T269  • Listening Comprehension: Read Aloud: “A New Home” T270–T271  • Realistic Fiction T272–T273  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T273 | LESSON 2  RF.2.3.d, RF.2.4.a, SL.2.1,  SL.2.1.c, W.2.5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T280–T281  » Phonics: Decode and Write Words with Inflected Endings *-s, -es, -ed, -ing*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T281  » High-Frequency Words  **SHARED READ**  • Introduce the Text T282–T297  » Preview Vocabulary  » Read: *You Can’t Climb a Cactus*  • Respond and Analyze T298–T299  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T299  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Oral Language T274–T275  • Handwriting: Letters *Mm, Hh,* and *Vv* T274–T275 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T279  • Strategy, Intervention, and On-Level/ Advanced Activities T278  • ELL Targeted Support T278  • Conferring T279  INDEPENDENT/COLLABORATIVE  • Independent Reading T279  • Literacy Activities T279  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T279 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T300  • Guided Reading/Leveled Readers T303  • Strategy and Intervention Activities  T300, T302  • Fluency T300, T302  • ELL Targeted Support T300, T302  • Conferring T303  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T301  • Independent Reading T303  • Literacy Activities T303 |
| WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T430–T431  » Peer Edit  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T430–T431  • Conferences T428 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T434–T435  » Incorporate Feedback  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T434–T435  • Conferences T428 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with *-s, -es, -ed, - -ing* T432  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T432  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Sentences and End Punctuation T433 | WRITING BRIDGE  • Spelling: Teach Words with *-s, -es, -ed, -ing* T436  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Use Resources to Spell Words T437 |

**RL.2.7, RF.2.3.d, W.2.5, L.2.2.e**

**RL.2.7, RF.2.3.d, RF.2.4.a,**

**W.2.6, L.2.2.e**

RF.2.3, SL.2.1, SL2.1.a,

SL.2.1.b, SL.2.1.c

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T304–T305  » Phonics: Inflected Endings *-s, -es,  -ed, -ing*  » High-Frequency Words  CLOSE READ  • Describe and Understand Plot Elements T306–T307  • Close Read: *You Can’t Climb a Cactus*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T307 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T312–T313  » Phonics: Review Inflected Endings *-s,  -es, -ed, -ing*  CLOSE READ  • Make and Confirm Predictions T314–T315  • Close Read: *You Can’t Climb a Cactus*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T315 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T318–T319  » Phonics: Spiral Review: Consonant Digraphs *ch, sh, wh, th, ph, tch*  **COMPARE TEXTS**  • Reflect and Share T320–T321  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T321  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  How Graphic Features Support Purpose  T308–T309  • Handwriting: Letters *Yy, Ww,* and *Xx*  T308–T309 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T311  • Strategy and Intervention Activities T310  • Fluency T310  • ELL Targeted Support T310  • Conferring T311  INDEPENDENT/COLLABORATIVE  • Independent Reading T311  • Literacy Activities T311 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T317  • Strategy and Intervention Activities T316  • Fluency T316  • ELL Targeted Support T316  • Conferring T317  INDEPENDENT/COLLABORATIVE  • Independent Reading T317  • Literacy Activities T317 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T323  • Strategy, Intervention, and On-Level/  Advanced Activities T322  • ELL Targeted Support T322  • Conferring T323  INDEPENDENT/COLLABORATIVE  • Independent Reading T323  • Literacy Activities T323  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T323 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T438–T439  » How to Write a Final Draft  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T438–T439  • Conferences T428 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T442–T443  » Publish and Celebrate  » Share Back  INDEPENDENT WRITING  • Launching Writing Workshop T442–T443  • Conferences T428 | WRITING WORKSHOP  MINILESSON  • Launching Writing Workshop T446  » Assessment  INDEPENDENT WRITING  • Assessment T446–T447  • Conferences T428 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with *-s, -es, -ed, -ing* T440  • Language and Conventions: Teach  Use Resources to Spell Words T441 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  *ch, sh, wh, th, ph,* and *tch* T444  • Language and Conventions: Practice Use Resources to Spell Words T445 | WRITING BRIDGE  • Spelling: Words with *-s, -es, -ed, -ing* T448 Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T448  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T449 |

PROJECT FOCUS This week students will

**•** use search engines for research

**•** write a persuasive paragraph about a favorite place

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| LESSON 1  T456–T457,  T458  T466–T467  **RI.2.9, RF.2.3.b,**  **RF.2.4.a, W.2.1** | Foundational Skills  **•** Phonics: Decode Words with *r*-Controlled Vowels  **•** Spelling | Compare Across Texts  **•** Answer the Essential Question | Inquire  **•** Introduce Inquiry Project  **•** Read “Exploring Museums”  **•** Use Academic Words |
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| LESSON 2  T456–T457,  T458  T468–T471  **RF.2.3.b, RF.2.4.a,**  **W.2.1, W.2.8, SL.2.3** | Foundational Skills  **•** Phonics: Decode and Spell Words with  *r*-Controlled Vowels  **•** Spelling: Spell Words with *ar, or, ore, oar* | Explore and Plan  **•** Introduce Persuasive Writing  **•** Read “Save Our Movie Theater” | Conduct Research  **•** Interview an Expert |
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| LESSON 3  T462–T463,  T459  T472–T473  **RF.2.3, RF.2.3.b,**  **RF.2.4.a, W.2.1,**  **W.2.8** | Foundational Skills  **•** Phonics: *r*-Controlled Vowels *ar, or, ore, oar*  **•** High-Frequency Words  **•** Spelling | Collaborate and  **Discuss**  **•** Analyze Student Model  **•** Read “The Wonders of the Grand Canyon”  **•** Primary and Secondary Sources  **•** Persuasive Paragraph | Refine Research  **•** Examine Primary and Secondary Sources | | |
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| LESSON 4  T464–T465,  T459  T474–T475  **RF.2.3.b, W.2.5,**  **W.2.6, SL.2.5, L.2.2** | Foundational Skills  **•** Phonics: Review  *r-*Controlled Vowels  **•** Spelling | Extend Research  **•** Include Media | Collaborate and  Discuss  **•** Revise and Edit | | |
|  | | | | | |
| LESSON 5  T464–T465,  T459  T476–T477  **RF.2.3, SL.2.1,**  **SL.2.1.a, SL.2.4, L.2.3** | Foundational Skills  **•** Phonics: Spiral Review: Inflected Endings *-s, -es, -ed, -ing*  **•** Spelling | Celebrate and Reflect  **•** Share your persuasive paragraphs  **•** Reflect on your project | Reflect on the Unit  **•** Reflect on your goals  **•** Reflect on your reading  **•** Reflect on your writing | | |

UNIT THEME

Nature’s Wonders

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|  |  | | | WEEK 1 |  | WEEK 2 |  | WEEK 3 |  |
|  |  | | | Informational Text |  | Informational Text |  | Realistic Fiction |  |
|  |  | | | A Green Kid’s Guide to Watering Plants |  | A Home on the Prairie |  | The Seasons of Arnold’s Apple Tree |  |
|  |  | | |  | CCSS |  | CCSS |  | CCSS |
| READING WORKSHOP | Foundational Skills | | | Phonological Awareness: Add and Remove Sounds |  | Phonological Awareness: Recognize Changes in Words |  | Phonological Awareness: Recognize Changes in Words |  |
| Phonics: Contractions | L.2.2.c | Phonics: Long *a: ai, ay, ea* | RF.2.3.b | Phonics: Vowel Digraph *ie* | RF.2.3 |
| High-Frequency Words: *different, between, even* | RF.2.3.f | High-Frequency Words: *kind, change, air* | RF.2.3.f | High-Frequency Words: *animal, point, study* | RF.2.3.f |
| Minilesson  Bank | | | Diagram: See How They Grow | RI.2.7 | Infographic: Grassy Places | RI.2.7 | Poem: Circle of Seasons | RL.2.7 |
| Informational Text: A Green Kid’s Guide to Watering Plants | RF.2.4.c | Informational Text: A Home on the Prairie | RI.2.5 | Realistic Fiction: The Seasons of Arnold’s Apple Tree | SL.2.1.c |
| Words That Can Relate to Gardens | RF.2.4.c | Words That Describe Prairies | RI.2.5; L.2.4.e | Words That Can Relate to Seasonal Changes | L.2.6 |
| Identify Text Structure | RI.2.3 | Use Text Features | RI.2.5 | Understand Setting and Plot | RL.2.7 |
| Ask and Answer Questions | RI.2.1 | Make and Confirm Predictions | RI.2.5 | Visualize Details | RL.2.10 |
| Talk About It: Oral Response to Informational Text | SL.2.1.a; SL.2.1.b | Write to Sources: Respond to Informational Text | W.2.2; W.2.8 | Talk About It: Oral Response to Literature | SL.2.1.a |
| READING-WRITING  WORKSHOP BRIDGE | Academic Vocabulary | | Related Words | L.2.5 | Synonyms | L.2.5 | Context Clues | RF.2.4.c; L.2.4.a |
| Handwriting | | Write the Letters *Kk* and *Zz*; Write Numerals 1–10 | L.1.1.a | Practice Cursive Swing- Ups and Loops | L.1.1.a | Practice Cursive Swoops and Waves | L.1.1.a |
| Read Like a Writer/Write for a Reader | | Text Structure | RI.2.3 | Descriptive Words | SL.2.1 | Sentence Lengths | L.2.5.a |
| WRITING WORKSHOP | Weekly Focus | | | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| Minilesson Bank | | | Informational List Articles | W.2.2 | Topic and Main Idea | W.2.2 | Introduction and Conclusion | W.2.2 |
| Informational List Articles | W.2.2 | Develop Details | W.2.2 | Organize Details | W.2.2 |
| Informational List Articles | W.2.2 | Develop Details | W.2.2 | Organize Details | W.2.2 |
| Generate Ideas for List Articles | W.2.2 | Graphic Features | W.2.2 | Text Features | W.2.2 |
| Plan Your List Article | SL.2.1 | Graphic Features | W.2.2 | Text Features | W.2.2 |
| READING-WRITING  WORKSHOP BRIDGE | | Spelling | Spell Contractions | L.2.2.c | Spell Words with Long *a: ai, ay, ea* | RF.2.3.b | Spell Words with *ie* | RF.2.3.b |
| Language & Conventions | Singular and Plural Nouns | L.2.1 | Irregular Plural Nouns | L.2.1.b | Common and Proper Nouns | L.2.2.a |

Essential Question

What patterns do we see in nature?

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| WEEK 4 |  | WEEK 5 |  |
| Fiction |  | Informational Text |  |
| What’s in the Egg, Little Pip? |  | Amazing Migrations |  |
|  | CCSS |  | CCSS |
| Phonological Awareness: Change Sounds in Base Words |  | Phonological Awareness: Change the Sounds in Base Words |  |
| Phonics: Long *e: ee, ea,  ey, y* | RF.2.3; RF.2.3.a | Phonics: Long *o: o, oa, ow* | RF.2.3.a |
| High-Frequency Words: *letter, answer, page* | RF.2.3.f | High-Frequency Words: *near, food, try* | RF.2.3.f |
| Infographic: Animals and Their Young | RI.2.5 | Infographic: Animals on the Move | RL.2.5 |
| Fiction: What’s in the Egg, Little Pip? | RF.2.4.a | Informational Text: Amazing Migrations | RL.2.2 |
| Words That Can Describe Animal Behaviors | L.2.5 | Words That Can Relate to Animal Migration | L.2.4.e |
| Describe and Understand Characters | RL.2.3 | Use Text Features | RL.2.5 |
| Make Inferences | RL.2.3 | Determine Key Ideas | RL.2.2 |
| Write to Sources: Respond to Text | W.2.2 | Talk About It: Oral Response to Informational Text | SL.2.1.a |
| Word Parts | L.2.4.c | Oral Language | L.2.6 |
| Write the Cursive Letters *i, t, u,* and *w* | L.1.1.a | Write the Cursive Letters *e, l, b,* and *h* | L.1.1.a |
| Dialogue | RL.2.6 | Graphic Features | RI.2.5 |
| Writer’s Craft | | Publish, Celebrate, and Assess | |
| Complete Sentences with Subject-Verb Agreement | L.2.1 | Edit for Commas in a Series | L.2.2 |
| Nouns | L.2.1 | Edit for Complete Sentences with Subject- Verb Agreement | L.2.3 |
| Nouns | L.2.1.b | Prepare for Celebration | W.2.6 |
| Prepositions and Prepositional Phrases | L.2.1 | Celebration | W.2.6 |
| Prepositions and Prepositional Phrases | L.2.1 | Assessment | W.2.8 |
| Spell Words with Long *e: ee, ea, ey, y* | L.2.1 | Spell Words with Long *o:  o, oa, ow* | RF.2.3.b |
| Possessive Nouns | L.2.2.c | Collective Nouns | L.2.1.a |

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| WEEK 6 |  |
| Inquiry and Research |  |
| Tree Bark |  |
|  | CCSS |
| Foundational Skills | |
| Phonics: Compound Words | L.2.4.d |
| High-Frequency Words: *country, city, school* | RF.2.3.f |
| Spelling: Spell Compound Words | L.2.4.d |
| Compare Across Texts: “Nature’s Wonders” | RI.2.9 |
| Inquire: Tree Bark | W.2.7 |
| Leveled Research Articles | RF.2.4.a |
| Academic Words | L.2.6 |
| Explore and Plan: Introduce Informational Writing | W.2.2 |
| Conduct Research: Library Database and Books | W.2.2 |
| Collaborate and Discuss: Sample Fact Sheet | W.2.8 |
| Paraphrasing and Plagiarism | W.2.7 |
| Extend Research: Create a Poster with Images | W.2.2 |
| Revise and Edit | W.2.5 |
| Celebrate and Reflect | SL.2.6 |

RI.2.7, RF.2.3, W.2.8,

SL.2.1.b, L.2.5

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can read informational text and understand text structure.  • I can use language to make connections between reading and writing.  • I can use elements of informational text to write.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T18–T19  » Phonological Awareness: Add and Remove Sounds  » Phonics: Contractions  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Diagram: Weekly Question T20–T21  • Listening Comprehension: Read Aloud: “Patterns on the Prairie” T22–T23  • Informational Text T24–T25  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T33 | LESSON 2  RI.2.3, RI.2.7, RI.2.8,  L.2.2.c, L.2.4.a  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T32–T33  » Phonics: Decode and Write Contractions  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T33  » High-Frequency Words  GENRE & THEME  • Introduce the Text T34–T53  » Preview Vocabulary  » Read: *A Green Kid’s Guide to Watering Plants*  • Respond and Analyze T54–T55  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T55  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Related Words T26–T27  • Handwriting: Letters *Kk* and *Zz* T26–T27 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T31  • Strategy, Intervention, and On-Level/ Advanced Activities T30  • ELL Targeted Support T30  • Conferring T31  INDEPENDENT/COLLABORATIVE  • Independent Reading T31  • Literacy Activities T31  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T31 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T56  • Guided Reading/Leveled Readers T59  • Strategy and Intervention Activities T56, T58  • Fluency T56, T58  • ELL Targeted Support T56, T58  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T57  • Independent Reading T59  • Literacy Activities T59 |
| WRITING WORKSHOP  MINILESSON  • Informational: List Article T352–T353  » List Article  » Share Back  INDEPENDENT WRITING  • List Article T352–T353  • Conferences T350 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T356–T357  » List Article: Main Idea and Details  » Share Back  INDEPENDENT WRITING  • List Article T356–T357  • Conferences T350 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Contractions T354  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T354  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Use Resources to Spell Words T355 | WRITING BRIDGE  • Spelling: Teach Contractions T358  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Singular and Plural Nouns T359 |

RI.2.3, RI.2.7, RF.2.3,

SL.2.1.b, L.2.2.c

RI.2.1, RF.2.4.c, W.2.3,

L.2.2.c

RF.2.3, W.2.3, SL.2.1,

SL.2.1.a, SL.2.1.b

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T60–T61  » Phonics: Contractions  » High-Frequency Words  CLOSE READ  • Identify Text Structure T62–T63  • Close Read: *A Green Kid’s Guide to Watering Plants*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T63 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T68–T69  » Phonics: Review Contractions  » ELL Targeted Support  CLOSE READ  • Ask and Answer Questions T70–T71  • Close Read: *A Green Kid’s Guide to Watering Plants*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T71 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T74–T75  » Phonics: Spiral Review: Inflected Endings  » ELL Targeted Support  COMPARE TEXTS  • Reflect and Share T76–T77  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T77  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  Text Structure T64–T65  • Handwriting: Numerals 1–10 T64–T65 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T67  • Strategy and Intervention Activities T66  • Fluency T66  • ELL Targeted Support T66  • Conferring T67  INDEPENDENT/COLLABORATIVE  • Independent Reading T67  • Literacy Activities T67 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T73  • Strategy and Intervention Activities T72  • Fluency T72  • ELL Targeted Support T72  • Conferring T73  INDEPENDENT/COLLABORATIVE  • Independent Reading T73  • Literacy Activities T73 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T79  • Strategy, Intervention, and On-Level/ Advanced Activities T78  • ELL Targeted Support T78  • Conferring T79  INDEPENDENT/COLLABORATIVE  • Independent Reading T79  • Literacy Activities T79  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T79 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Informational: List Article T360–T361  » List Article: Features and Graphics  » Share Back  INDEPENDENT WRITING  • List Article T360–T361  • Conferences T350 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T364–T365  » Generate Ideas  » Share Back  INDEPENDENT WRITING  • List Article T364–T365  • Conferences T350 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T368  » Plan Your List Article  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T368–T369 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T350 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Contractions T362  • Language and Conventions: Teach Singular and Plural Nouns T363 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  *ar*, *or*, *ore*, and *oar* T366  • Language and Conventions: Practice  Singular and Plural Nouns T367 | WRITING BRIDGE  • Spelling: Contractions T370  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T370  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T371 |

RI.2.7, RF.2.3, L.2.4,

W.2.2, L.2.5.b

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can read informational text and understand text structure.  • I can use language to make connections between reading and writing.  • I can use elements of informational text  to write.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T84–T85  » Phonological Awareness: Changes in Words  » Phonics: Vowel Digraphs *al*, *ay*, *ea*  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T86–T87  • Listening Comprehension: Read Aloud: “The Art of Gardens” T88–T89  • Informational Text T90–T91  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T91 | LESSON 2  RI.2.5, RF.2.3, RF.2.3.b,  W.2.2, L.2.1.b  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T98–T99  » Phonics: Decode and Write Words with Vowel Digraphs *ai*, *ay*, *ea*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T99  » High-Frequency Words  SHARED READ  • Introduce the Text T100–T113  » Preview Vocabulary  » Read: *A Home on the Prairie*  • Respond and Analyze T114–T115  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T115  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Synonyms  T92–T93  • Handwriting: Cursive Starter: Swing Ups T92–T93 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T97  • Strategy, Intervention, and On-Level/ Advanced Activities T96  • ELL Targeted Support T96  • Conferring T97  INDEPENDENT/COLLABORATIVE  • Independent Reading T97  • Literacy Activities T97  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T97 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T116  • Guided Reading/Leveled Readers T119  • Strategy and Intervention Activities T116, T118  • Fluency T116, T118  • ELL Targeted Support T116, T118  • Conferring T119  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T117  • Independent Reading T119  • Literacy Activities T119 |
| WRITING WORKSHOP  MINILESSON  • Informational: List Article T376–T377  » Topic and Main Idea  » Share Back  INDEPENDENT WRITING  • List Article T376–T377  • Conferences T374 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T380–T381  » Explore Develop Details  » Share Back  INDEPENDENT WRITING  • List Article T380–T381  • Conferences T374 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with Long *a*: *ai*, *ay*, *ea* T378  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T378  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Singular and Plural Nouns T379 | WRITING BRIDGE  • Spelling: Teach Words with Long *a*: *ai*, *ay*, *ea* T382  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Irregular Plural Nouns T383 |

RI.2.5, RF.2.3.b, W.2.2,

L.2.1.b, SL.2.1

RF.2.3.b, W.2.2, L.2.1.b,

L.2.2.c, SL.2.1

RF.2.3, W.2.2, W.2.8,

SL.2.1, SL.2.1.a

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T120–T121  » Phonics: Vowel Digraphs *ai*, *ay*, *ea*  » High-Frequency Words  CLOSE READ  • Use Text Features and Graphics  T122–T123  • Close Read: *A Home on the Prairie*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T123 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T128–T129  » Phonics: Review Vowel Digraphs  *ai*, *ay*, *ea*  » ELL Targeted Support  CLOSE READ  • Make and Confirm Predications T130–T131  • Close Read: *A Home on the Prairie*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T131 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T134–T135  » Phonics: Spiral Review: Contractions  » ELL Targeted Support  COMPARE TEXTS  • Reflect and Share T136–T137  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T137  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  Descriptive Language T124–T125  • Handwriting: Cursive Starter: Loops  T124–T125 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T127  • Strategy and Intervention Activities T126  • Fluency T126  • ELL Targeted Support T126  • Conferring T127  INDEPENDENT/COLLABORATIVE  • Independent Reading T127  • Literacy Activities T127 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T133  • Strategy and Intervention Activities T132  • Fluency T132  • ELL Targeted Support T132  • Conferring T133  INDEPENDENT/COLLABORATIVE  • Independent Reading T133  • Literacy Activities T133 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T139  • Strategy, Intervention, and On-Level/ Advanced Activities T138  • ELL Targeted Support T138  • Conferring T138  INDEPENDENT/COLLABORATIVE  • Independent Reading T139  • Literacy Activities T139  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T139 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Informational: List Article T384–T385  » Apply Develop Details  » Share Back  INDEPENDENT WRITING  • List Article T384–T385  • Conferences T374 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T388–T389  » Explore Features and Graphics  » Share Back  INDEPENDENT WRITING  • List Article T388–T389  • Conferences T374 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T392  » Apply Features and Graphics  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png **CLUB** T392–T393 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T374 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with Long *a*: *ai*, *ay*, *ea* T386  • Language and Conventions: Teach Irregular Plural Nouns T387 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Contractions  T390  • Language and Conventions: Practice  Irregular Plural Nouns T391 | WRITING BRIDGE  • Spelling: Words with Long *a*: *ai*, *ay*, *ea* T394  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T394  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T395 |

Materials

Turn the page for a list of materials that   
will support planning for the week.

RF.2.4.a, RF.2.4.c, SL.2.1,

L.2.1.b, L.2.4.a

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can read a story to learn more about patterns in nature.  • I can use language to make connections between reading and writing.  • I can use elements of informational text  to write.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T144–T145  » Phonological Awareness: Recognize Changes in Words  » Phonics: Vowel Digraph *ie*  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Poem: Weekly Question T146–T147  • Listening Comprehension: Read Aloud: “Season to Season” T148–T149  • Realistic Fiction T150–T151  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T151 | LESSON 2  RF.2.3, RL.2.7, L.2.2.a,  W.2.2  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T158–T159  » Phonics: Decode and Write Words with Vowel Digraph *ie*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T159  » High-Frequency Words  SHARED READ  • Introduce the Text T160–T183  » Preview Vocabulary  » Read: *The Seasons of Arnold’s Apple Tree*  • Respond and Analyze T184–T185  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T185  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Context Clues T152–T153  • Handwriting: Cursive Starter: Swoops T152–T153 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T157  • Strategy, Intervention, and On-Level/ Advanced Activities T156  • ELL Targeted Support T156  • Conferring T157  INDEPENDENT/COLLABORATIVE  • Independent Reading T157  • Literacy Activities T157  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T157 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T186  • Guided Reading/Leveled Readers T189  • Strategy and Intervention Activities T186, T188  • Fluency T186, T188  • ELL Targeted Support T186, T188  • Conferring T189  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T187  • Independent Reading T189  • Literacy Activities T189 |
| WRITING WORKSHOP  MINILESSON  • Informational: List Article T400–T401  » Introduction and Conclusion  » Share Back  INDEPENDENT WRITING  • List Article T400–T401  • Conferences T398 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T404–T405  » Explore Organize Details  » Share Back  INDEPENDENT WRITING  • List Article T404–T405  • Conferences T398 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with *ie* T402  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T402  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Irregular Plural Nouns T403 | WRITING BRIDGE  • Spelling: Teach Words with *ie* T406  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Common and Proper Nouns T407 |

RL.2.7, RF.2.3, SL.2.1,

RF.2.4.a, L.2.2.a

RI.2.7, RL.2.7, RF.2.3,

RF.2.4.a, L.2.2.a

RL.2.7, RF.2.3, SL.2.1,

SL.2.1.a, L.2.2

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T190–T191  » Phonics: Vowel Digraph *ie*  » High-Frequency Words  CLOSE READ  • Understand Setting and Plot T192–T193  • Close Read: *The Seasons of Arnold’s Apple Tree*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T193 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T198–T199  » Phonics: Review Vowel Digraph *ie*  » ELL Targeted Support  CLOSE READ  • Visualize Details T200–T201  • Close Read: *The Seasons of Arnold’s Apple Tree*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T201 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T204–T205  » Phonics: Spiral Review: Vowel Digraphs *ai, ay, ea*  » ELL Targeted Support  COMPARE TEXTS  • Reflect and Share T206–T207  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T207  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  Sentence Lengths T194–T195  • Handwriting: Cursive Starter: Waves  T194–T195 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T197  • Strategy and Intervention Activities T196  • Fluency T196  • ELL Targeted Support T196  • Conferring T197  INDEPENDENT/COLLABORATIVE  • Independent Reading T197  • Literacy Activities T197 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T203  • Strategy and Intervention Activities T202  • Fluency T202  • ELL Targeted Support T202  • Conferring T203  INDEPENDENT/COLLABORATIVE  • Independent Reading T203  • Literacy Activities T203 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T209  • Strategy, Intervention, and On-Level/ Advanced Activities T208  • ELL Targeted Support T208  • Conferring T209  INDEPENDENT/COLLABORATIVE  • Independent Reading T209  • Literacy Activities T209  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T209 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Informational: List Article T408–T409  » Apply Organize Details  » Share Back  INDEPENDENT WRITING  • List Article T408–T409  • Conferences T398 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T412–T413  » Explore Text Features  » Share Back  INDEPENDENT WRITING  • List Article T412–T413  • Conferences T398 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T416  » Apply Text Features  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png **CLUB** T416–T417 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T398 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with *ie* T410  • Language and Conventions: Teach Common and Proper Nouns T411 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Vowel Digraphs  *ai*, *ay*, *ea* T414  • Language and Conventions: Practice  Common and Proper Nouns T415 | WRITING BRIDGE  • Spelling: Words with *ie* T418  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T418  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T419 |

**RL.2.7, RF.2.3, L.2.1,**

**L.2.3, SL.2.1**

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  **•** I can read about patterns in nature by reading a story about a penguin.  **•** I can use language to make connections between reading and writing informational texts.  **•** I can use elements of informational text to write a list article.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  **•** Daily Formative Assessment Options  **•** Progress Check-Ups  on SavvasRealize.com  **•** Cold Reads on SavvasRealize.com  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T214–T215  » Phonological Awareness: Manipulate Sounds  » Decode Words with Long *e*: *ee,  ea, ey, y*  » High-Frequency Words  **GENRE & THEME**  • Interact with Sources: Explore the Infographic: Weekly Question T216–T217  • Listening Comprehension: Read Aloud: “Joey and His Pouch” T218–T219  • Fiction T220–T221 Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T221 | LESSON 2  **RL.2.3, RF.2.3.c, RF.2.3.f,**  **RF.2.4.a, L.2.3**  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T228–T229  » Phonics: Decode and Write Words with Long *e*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T229  » High-Frequency Words  **SHARED READ**  • Introduce the Text T230–T253  » Preview Vocabulary  » Read: *What’s in the Egg, Little Pip?*  • Respond and Analyze T254–T255  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T255  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Word Parts  T222–T223  • Handwriting: Letters *i* and *t* T222–T223 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T227  • Strategy, Intervention, and On-Level/ Advanced Activities T226  • ELL Targeted Support T226  • Conferring T227  INDEPENDENT/COLLABORATIVE  • Independent Reading T227  • Literacy Activities T227  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T227 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T256  • Guided Reading/Leveled Readers T259  • Strategy and Intervention Activities  T256, T258  • Fluency T256, T258  • ELL Targeted Support T256, T258  • Conferring T259  INDEPENDENT/COLLABORATIVE  • Word Work Activities and Decodable Reader T257  • Independent Reading T259  • Literacy Activities T259 |
| WRITING WORKSHOP  MINILESSON  • Informational: List Article T424–T425  » Complete Sentences with Subject-Verb Agreement  » Share Back  INDEPENDENT WRITING  • List Article T425–T426  • Conferences T422 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T428–T429  » Explore Nouns  » Share Back  INDEPENDENT WRITING  • List Article T428–T429  • Conferences T422 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with Long *e*: *ee, ea, ey, y* T426  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T426  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Common and Proper Nouns T427 | WRITING BRIDGE  • Spelling: Teach Words with Long *e*: *ee, ea, ey, y* T430  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral  Language: Possessive Nouns T431 |

RL.2.3, RF.2.3, W.2.2,

L.2.2.c, L.2.3

RF.2.3, W.2.2, SL.2.1,

L.2.2.c, L.2.3

**RF.2.3, W.2.2, SL.2.1,**

**SL.2.1.b, L.2.3**

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T260–T261  » Phonics: Words with Long *e*:  *ee, ea, ey, y*  » High-Frequency Words  CLOSE READ  • Describe and Understand Characters  T262–T263  • Close Read: *What’s in the Egg, Little Pip?*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T263 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T268–T269  » Phonics: Review Words with Long *e*: *ee, ea, ey, y*  » ELL Targeted Support  CLOSE READ  • Make Inferences T270–T271  • Close Read: *What’s in the Egg, Little Pip?*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T271 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T274–T275  » Phonics: Spiral Review: Vowel  Digraph *ie*  » ELL Targeted Support  **COMPARE TEXTS**  • Reflect and Share T276–T277  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T277  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader: Dialogue T264–T265  • Handwriting: Letters *u* and *w* T264–T265 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T267  • Strategy and Intervention Activities T266  • Fluency T266  • ELL Targeted Support T266  • Conferring T267  INDEPENDENT/COLLABORATIVE  • Independent Reading T267  • Literacy Activities T267 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T273  • Strategy and Intervention Activities T272  • Fluency T272  • ELL Targeted Support T272  • Conferring T273  INDEPENDENT/COLLABORATIVE  • Independent Reading T273  • Literacy Activities T273 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T279  • Strategy, Intervention, and On-Level/ Advanced Activities T278  • ELL Targeted Support T278  • Conferring T279  INDEPENDENT/COLLABORATIVE  • Independent Reading T279  • Literacy Activities T279  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T279 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Informational: List Article T432–T433  » Apply Nouns  » Share Back  INDEPENDENT WRITING  • List Article T432–T433  • Conferences T422 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T436–T437  » Explore Prepositions and Prepositional Phrases  » Share Back  INDEPENDENT WRITING  • List Article T436–T437  • Conferences T422 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T440  » Apply Prepositions and Prepositional Phrases  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T440–T441 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T422 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with Long *e*: *ee*, *ea, ey, y* T434  • Language and Conventions: Teach Possessive Nouns T435 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Vowel  Digraph *ie* T438  • Language and Conventions: Practice Possessive Nouns T439 | WRITING BRIDGE  • Spelling: Words with Long *e*: *ee, ea, ey, y* T442 Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T442  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T443 |

**RI.2.5, RF.2.3.b, RF.2.4,**

**RF.2.4.c, SL.2.1**

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  **•** I can use text features to understand a topic.  **•** I can use language to make connections between reading and writing.  **•** I can use elements of informational text to write.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  **•** Daily Formative Assessment Options  **•** Progress Check-Ups on  SavvasRealize.com  **•** Cold Reads on SavvasRealize.com  **•** Writing Workshop Performance-Based Assessment on SavvasRealize.com  **•** Writing Workshop Assessment  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T284–T285  » Phonological Awareness: Change Sounds in Base Words  » Phonics: Words with Long *o*: *o, oa, ow*  » High-Frequency Words  **GENRE & THEME**  • Interact with Sources: Explore the Infographic Weekly Question T286–T287  • Listening Comprehension: Read Aloud: “When Animals Do Not Migrate”  T288–T289  • Informational Text T290–T291 Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T291 | LESSON 2  **RI.2.1, RI.2.4, RF.2.3.b,**  **L.2.1.a, L.2.3**  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T298–T299  » Phonics: Decode and Write Words with Long *o*: *o, oa, ow*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T299  » High-Frequency Words  **SHARED READ**  • Introduce the Text T300–T315  » Preview Vocabulary  » Read: *Amazing Migrations: Butterflies, Bats, and Birds*  • Respond and Analyze T316–T317  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T317  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Oral Language T292–T293  • Handwriting: Letters *e* and *l* T292–T293 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T297  • Strategy, Intervention, and On-Level/ Advanced Activities T296  • ELL Targeted Support T296  • Conferring T297  INDEPENDENT/COLLABORATIVE  • Independent Reading T297  • Literacy Activities T297  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T297 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T318  • Guided Reading/Leveled Readers T321  • Strategy and Intervention Activities  T318, T320  • Fluency T318, T320  • ELL Targeted Support T318, T320  • Conferring T321  INDEPENDENT/COLLABORATIVE  • Word Work Activities and Decodable Reader T319  • Independent Reading T321  • Literacy Activities T321 |
| WRITING WORKSHOP  MINILESSON  • Informational: List Article T448–T449  » Edit for Commas in a Series  » Share Back  INDEPENDENT WRITING  • List Article T448–T449  • Conferences T446 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T452–T453  » Edit for Complete Sentence  Subject-Verb Agreement  » Share Back  INDEPENDENT WRITING  • List Article T452–T453  • Conferences T446 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with Long *o*: *o, oa*,  *ow* T450  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T450  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Possessive Nouns T451 | WRITING BRIDGE  • Spelling: Teach Words with Long *o*: *o, oa, ow* T454  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Collective Nouns T455 |

RF.2.3.b, RI.2.5, L.2.1.a,

L.2.2, W.2.8

RF.2.3.b, RF.2.4, RI.2.2,

L.2.1.a, W.2.8

**RF.2.3.b, SL.2.1, SL.2.1.a,**

**SL.2.1.b, L.2.2**

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T322–T323  » Phonics: Words with Long *o*: *o*, *oa, ow*  » High-Frequency Words  CLOSE READ  • Use Text Features T324–T325  • Close Read: *Amazing Migrations: Butterflies, Bats, and Birds*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T325 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T330–T331  » Phonics: Review Words with Long *o*: *o*, *oa, ow*  » ELL Targeted Support  CLOSE READ  • Determine Key Ideas T332–T333  • Close Read: *Amazing Migrations: Butterflies, Bats, and Birds*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T333 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T336–T337  » Phonics: Spiral Review: Vowel Long *e*: *ee, ea, ey, y*  » ELL Targeted Support  **COMPARE TEXTS**  • Reflect and Share T338–T339  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T339  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader: Graphic Features T326–T327  • Handwriting: Letters *b* and *h* T326–T327 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T329  • Strategy and Intervention Activities T328  • Fluency T328  • ELL Targeted Support T328  • Conferring T329  INDEPENDENT/COLLABORATIVE  • Independent Reading T329  • Literacy Activities T329 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T335  • Strategy and Intervention Activities T334  • Fluency T334  • ELL Targeted Support T334  • Conferring T335  INDEPENDENT/COLLABORATIVE  • Independent Reading T335  • Literacy Activities T335 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T341  • Strategy, Intervention, and On-Level/ Advanced Activities T340  • ELL Targeted Support T340  • Conferring T341  INDEPENDENT/COLLABORATIVE  • Independent Reading T341  • Literacy Activities T341  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T341 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Informational: List Article T456–T457  » Prepare for Celebration  » Share Back  INDEPENDENT WRITING  • List Article T456–T457  • Conferences T446 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T460–T461  » Celebrate  » Share Back  INDEPENDENT WRITING  • List Article T460–T461  • Conferences T446 | WRITING WORKSHOP  MINILESSON  • Informational: List Article T464  » Assessment  INDEPENDENT WRITING  • Assessment T464–T465  • Conferences T446 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with Long *o*: *o, oa, ow* T458  • Language and Conventions: Teach Collective Nouns T459 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words  with Long *e*: *ee, ea, ey, y* T462  • Language and Conventions: Practice Collective Nouns T463 | WRITING BRIDGE  • Spelling: Words with Long *o*: *o, oa, ow* T466 Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T466  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T467 |

PROJECT FOCUS This week students will

**•** research trees and the patterns in tree bark.

**•** write a Fact Sheet about the pattern the tree bark makes.

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| LESSON 1  T474–T475,  T476  T484–T485  **RI.2.9, W.2.7,**  **SL.2.1, L.2.4.d,**  **L.2.6** | Foundational Skills  **•** Phonics: Decode Compound Words  **•** Spelling | Compare Across Texts  **•** Answer the Essential Question | Inquire  **•** Introduce the Project  **•** Read “Looking at Tree Bark”  **•** Learn about tree rubbings  **•** Use Academic Vocabulary |
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| LESSON 2  T474–T475,  T476  T486–T489  **RF.2.3, RF.2.4,**  **W.2.2, W.2.7, L.2.4.d** | Foundational Skills  **•** Phonics: Decode and Spell Compound Words  **•** Spelling: Spell Compound Words | Explore and Plan  **•** Introduce Informational Writing  **•** Read “Tidal Patterns” | Conduct Research  **•** Library Database and Books  **•** Collect tree rubbings or bark images |
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| LESSON 3  T480–T481,  T477  T490–T491  **RF.2.3, RF.2.4,**  **W.2.7, L.2.4.d** | Foundational Skills  **•** Phonics: Compound Words  **•** High-Frequency Words  **•** Spelling | Collaborate and  Discuss  **•** Sample Fact Sheet  **•** Read “Nature’s Skyscrapers” | Refine Research  **•** Paraphrasing and Plagiarism |
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| LESSON 4  T482–T483,  T477  T492–T493  **RF.2.3, W.2.2, W.2.5,**  **W.2.8, L.2.4.d** | Foundational Skills  **•** Phonics: Review Compound Words  **•** Spelling | Extend Research  **•** Create a Poster with Images | Collaborate and Discuss  **•** Revise and Edit |
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| LESSON 5  T482–T483,  T477  T494–T495  **RF.2.3, SL.2.6,**  **W.2.7, SL.2.6** | Foundational Skills  **•** Phonics: Spiral Review Words with Long *o*, Spelled *o, oa, ow*  **•** Spelling | Celebrate and Reflect  **•** Present projects  **•** Reflect on projects | Reflect on the Unit  **•** Reflect on your goals  **•** Reflect on your reading  **•** Reflect on your writing | | |

UNIT THEME

Our Traditions

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|  |  | | | WEEK 1 |  | WEEK 2 |  | WEEK 3 |  |
|  |  | | | Traditional  Tales: Fables |  | Traditional Tales: Legend |  | Traditional Tales: Folktales |  |
|  |  | | | Fables |  | The Legend of the Lady Slipper |  | Interstellar Cinderella  and Cendrillon: An Island Cinderella | |
|  |  | | |  | CCSS |  | CCSS |  | CCSS |
| READING WORKSHOP | Foundational Skills | | | Phonics: Long *i*: *i, ie, i\_e, igh, y* | RF.2.3.a | Phonics: Comparative Endings | RF.2.3.d | Phonics: *r*-Controlled Vowels: *er, ir, ur* | RF.2.3 |
| High-Frequency Words: *eyes, earth, thought* | RF.2.3.f | High-Frequency Words: *along, few, head* | RF.2.3.f | High-Frequency Words: *something, example, paper* | SL.2.4 |
| Decodable Text: *Rabbit’s Kite* | RF.2.3 | Decodable Text: *No Help  at All!* | RF.2.3.f | Decodable Text: *Perfect!* | RF.2.4 |
| Minilesson  Bank | | | Infographic: Traditional Tales | RL.2.2 | Infographic: The World of the Storyteller | SL.2.1 | Infographic: Telling a Story | SL.2.4 |
| Fable: Fables | RL.2.2 | Legend: The Legend of the Lady Slipper | RL.2.3; RL.2.7 | Folktales: Interstellar Cinderella and Cendrillon: An Island Cinderella | SL.2.4 |
| Words That Can Tell About Feelings | RL.2.2 | Words That Can Tell About Feelings and Objects | L.2.5 | Words That Can Describe and Name Objects and an Action | RL.2.9 |
| Identify Theme | RL.2.2 | Discuss Author’s Purpose | RL.2.7 | Compare and Contrast Stories | RL.2.9 |
| Determine Key Ideas | RL.2.1 | Make Connections | RL.2.10 | Visualize Details | RL.2.7 |
| Talk About It: Respond to Literature | RL.2.1 | Write to Sources: Respond to Literature | W.2.1 | Talk About It: Respond to Literature | RL.2.2 |
| READING-WRITING  WORKSHOP BRIDGE | Academic Vocabulary | | Related Words | L.1.1.a | Synonyms and Antonyms | L.2.5 | Context Clues | L.2.4.a |
| Handwriting | | Write the Cursive Letters *f, k, r,* and *s* | L.1.1.a | Write the Cursive Letters *j, p, a,* and *d* | L.1.1.a | Write Words Using Appropriate Strokes; Write the Cursive Letters *g* and *o* | L.1.1.a |
| Read Like a Writer/Write for a Reader | | Author’s Purpose | RL.2.2 | Story Structure | RL.2.5; W.2.3 | Word Choice | RL.2.7 |
| WRITING WORKSHOP | Weekly Focus | | | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| Minilesson Bank | | | Poetry | L.2.6 | Imagery | L.2.6 | Simile | L.2.5 |
| Poetry | RL.2.4 | Sensory Details | L.2.6 | Alliteration | RL.2.4 |
| Poetry | RL.2.4 | Sensory Details | L.2.6 | Alliteration | RL.2.4 |
| Generate Ideas | L.2.6 | Word Choice | L.2.6 | Audio Recording | SL.2.5 |
| Plan Your Poem | L.2.6 | Word Choice | L.2.6 | Audio Recording | SL.2.5 |
| READING-WRITING  WORKSHOP BRIDGE | | Spelling | Spell Words with Long *i: i, ie, i\_e, igh, y* | RF.2.3.e | Spell Words with Comparative Endings | L.2.2 | Spell Words with  *r*-Controlled Vowels *er, ir, ur* | L.2.2 |
| Language & Conventions | Present-Tense Verbs | L.2.3 | Past- and Future-Tense Verbs | L.2.3 | Irregular Verbs | L.2.1.c |

Essential Question

What makes a tradition?

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| WEEK 4 |  | WEEK 5 |  |
| Informational Text |  | Realistic Fiction/ Procedural Text |  |
| The Abenaki |  | My Food, Your Food |  |
|  | CCSS |  | CCSS |
| Phonics: Diphthongs *ou, ow, oi, oy* | RF.2.3.b | Phonics: Vowel Teams *oo, ue, ew, ui* | RF.2.3.a |
| High-Frequency Words: *often, important, took* | RF.2.3.f | High-Frequency Words: *hear, idea, enough* | RF.2.3.f |
| Decodable Text: *The Story* | RF.2.3 | Decodable Text: *Sue’s  New School* | RF.2.3 |
| Infographic: The Wabanaki | RI.2.1 | Infographic: Traditional Foods | RI.2.5 |
| Informational Text: The Abenaki | RI.2.10 | Realistic Fiction/Procedural Text: My Food, Your Food | RI.2.10 |
| Words That Can Relate to Traditions | L.2.4.e; L.2.6 | Words That Can Tell About Food | L.2.6 |
| Discuss Author’s Purpose | RI.2.6 | Understand Text Features | RI.2.5 |
| Make Connections | RI.2.10 | Make Inferences | RI.2.10 |
| Write to Sources: Respond to Informational Text | W.2.2 | Talk About It: Respond to Text | L.2.3 |
| Word Parts | L.2.4.c | Oral Language | L.2.6 |
| Write the Cursive Letters *c, q, n,* and *m* | L.1.1.a | Write the Cursive Letters *y, x, v,* and *z* | L.1.1.a |
| Text Structure | W.2.2 | Organizing Information | RL.2.5 |
| Writer’s Craft | | Publish, Celebrate, and Assess | |
| Revise Drafts by Rearranging Words | L.2.1.f | Edit for Nouns | L.2.1 |
| Edit Adjectives and Articles | L.2.1.e | Edit for Prepositions and Prepositional Phrases | L.2.1 |
| Edit Adjectives and Articles | L.2.1.e | Prepare for Celebration | RF.2.4.b |
| Edit for Past, Present, and Future Verb Tenses | L.2.1 | Publish and Celebrate | RF.2.4.b |
| Edit for Past, Present, and Future Verb Tenses | L.2.1 | Assessment | L.2.2 |
| Spell Words with *ou, ow,  oi, oy* | RF.2.3.b; L.2.2.d | Spell Words with Vowel Teams *oo, ue, ew, ui* | RF.2.3.b |
| Subject-Verb Agreement | L.2.3 | Adverbs | L.2.1.e |

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| WEEK 6 |  |
| Inquiry and Research |  |
| Celebrate at School! |  |
|  | CCSS |
| Foundational Skills | |
| Phonics: /s/ Spelled *c*; /j/ Spelled *g* or *dge* | L.2.2.d |
| High-Frequency Words: *group, book, almost* | RF.2.3 |
| Spelling: Spell Words with /s/ Spelled *c* and /j/ Spelled *g* or *dge* | L.2.1 |
| Compare Across Texts: “Our Traditions” | SL.2.1 |
| Inquire: Celebrate at School! | W.2.1 |
| Leveled Research Articles | RF.2.4.a |
| Academic Words | L.2.4 |
| Explore and Plan: Explore Opinion Writing | W.2.1 |
| Conduct Research: Search Online | W.2.6 |
| Collaborate and Discuss: Analyze Student Model | W.2.1 |
| Cite Sources | W.2.1 |
| Extend Research: Write a Thank You Note | W.2.5 |
| Revise and Edit | W.2.5 |
| Celebrate and Reflect | SL.2.1.c |

Materials

Turn the page for a list of materials that   
will support planning for the week.

RL.2.2, RL.2.4, RF.2.3.a,

L.2.5, SL.2.1

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can read fables and identify their themes.  • I can use language to make connections between reading and writing.  • I can use figurative language and sound devices to write poetry.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T18–T19  » Phonics: Long *i*: *i*, *ie*, *i*\_*e*, *igh*, *y*  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T20–T21  • Listening Comprehension: Read Aloud: “The Lion and the Mouse” T22–T23  • Traditional Tales: Fables T24–T25  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T25 | LESSON 2  RL.2.2, RL.2.4, RL.2.5,  RF.2.3, L.2.3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T32–T33  » Phonics: Decode and Write Words with Long *i*: *i*, *ie*, *i*\_*e*, *igh*, *y*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T33  » High-Frequency Words  SHARED READ  • Introduce the Text T34–T47  » Preview Vocabulary  » Read: *Fables*  • Respond and Analyze T48–T49  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T49  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Related Words T26–T27  • Handwriting: Letters *f* and *k* T26–T27 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T31  • Strategy, Intervention, and On-Level/ Advanced Activities T30  • ELL Targeted Support T30  • Conferring T31  INDEPENDENT/COLLABORATIVE  • Independent Reading T31  • Literacy Activities T31  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T31 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T50  • Guided Reading/Leveled Readers T53  • Strategy and Intervention Activities T50, T52  • Fluency T50, T52  • ELL Targeted Support T50, T52  • Conferring T53  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T51  • Independent Reading T53  • Literacy Activities T53 |
| WRITING WORKSHOP  MINILESSON  • Poetry T352–T353  » Poetry  » Share Back  INDEPENDENT WRITING  • Poetry T352–T353  • Conferences T350 | WRITING WORKSHOP  MINILESSON  • Poetry T366–T367  » Poetry: What It Sounds Like  » Share Back  INDEPENDENT WRITING  • Poetry T356–T357  • Conferences T350 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with Long *i* T354  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T354  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Collective Nouns T355 | WRITING BRIDGE  • Spelling: Teach Words with Long *i* T358  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Present-Tense Verbs T359 |

RL.2.2, RF.2.3, RF.2.3.b,

RF.2.3.f, SI.2.1

RL.2.1, RI.2.4 RF.2.3,

RF.2.4, SL.2.1

RF.2.3, RF.2.4, SL.2.1,

SL.2.1.a, SL.2.1.b

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T54–T55  » Phonics: Long *i*: *i*, *ie*, *i*\_*e*, *igh*, *y*  » High-Frequency Words  CLOSE READ  • Identify Theme T56–T57  • Close Read: *from Fables*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T57 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T62–T63  » Read Decodable Text: *Rabbit’s Kite*  CLOSE READ  • Determine Key Ideas T64–T65  • Close Read: *from Fables*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T65 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T68–T69  » Revisit Decodable Text: *Rabbit’s Kite*  » Fluency  COMPARE TEXTS  • Reflect and Share T70–T71  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T71  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  Author’s Purpose T58–T59  • Handwriting: Letters *r* and *s* T58–T59 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T61  • Strategy and Intervention Activities T60  • Fluency T60  • ELL Targeted Support T60  • Conferring T61  INDEPENDENT/COLLABORATIVE  • Independent Reading T61  • Literacy Activities T61 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T67  • Strategy and Intervention Activities T66  • Fluency T66  • ELL Targeted Support T66  • Conferring T67  INDEPENDENT/COLLABORATIVE  • Independent Reading T67  • Literacy Activities T67 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T73  • Strategy, Intervention, and On-Level/ Advanced Activities T72  • ELL Targeted Support T72  • Conferring T73  INDEPENDENT/COLLABORATIVE  • Independent Reading T73  • Literacy Activities T73  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T73 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Poetry T360–T361  » Poetry: What It Looks Like  » Share Back  INDEPENDENT WRITING  • Poetry T360–T361  • Conferences T350 | WRITING WORKSHOP  MINILESSON  • Poetry T364–T365  » Generate Ideas  » Share Back  INDEPENDENT WRITING  • Poetry T364–T365  • Conferences T350 | WRITING WORKSHOP  MINILESSON  • Poetry T368  » Plan Your Poem  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T368–T369 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T350 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with Long *i* T362  • Language and Conventions: Teach Present-Tense Verbs T363 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  Long *o* T366  • Language and Conventions: Practice  Present-Tense Verbs T367 | WRITING BRIDGE  • Spelling: Words with Long *i* T370  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T370  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T371 |

RL.2.4, RL.2.5, RF.2.4.b,

SL.2.1, L.2.5

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can read a traditional tale and understand its plot.  • I can use language to make connections between reading and writing.  • I can use figurative language and sound devices to write poetry.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T78–T79  » Phonics: Decode Words with Comparative Endings  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T80–T81  • Listening Comprehension: Read Aloud: “Thunder and Lightning” T84–T85  • Traditional Tale: Legend T84–T85  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T85 | LESSON 2  RL.2.4, RF.2.3, RF.2.4.b,  SL.2.1, L.2.3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T92–T93  » Phonics: Decode and Write Words with Comparative Endings  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T93  » High-Frequency Words  SHARED READ  • Introduce the Text T94–T117  » Preview Vocabulary  » Read: *The Legend of the Lady Slipper*  • Respond and Analyze T118–T119  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T119  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Synonyms and Antonyms T86–T87  • Handwriting: Letters *j* and *p* T86–T87 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T91  • Strategy, Intervention, and On-Level/ Advanced Activities T90  • ELL Targeted Support T90  • Conferring T91  INDEPENDENT/COLLABORATIVE  • Independent Reading T91  • Literacy Activities T91  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T91 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T120  • Guided Reading/Leveled Readers T123  • Strategy and Intervention Activities T120, T122  • Fluency T120, T122  • ELL Targeted Support T120, T122  • Conferring T123  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T121  • Independent Reading T123  • Literacy Activities T123 |
| WRITING WORKSHOP  MINILESSON  • Poetry T376–T377  » Imagery  » Share Back  INDEPENDENT WRITING  • Poetry T376–T377  • Conferences T374 | WRITING WORKSHOP  MINILESSON  • Poetry T390–T391  » Explore Sensory Details  » Share Back  INDEPENDENT WRITING  • Poetry T380–T381  • Conferences T374 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Comparative Endings T378  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T378  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Present-Tense Verbs T379 | WRITING BRIDGE  • Spelling: Teach Comparative Endings T382  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Past- and Future-Tense  Verbs T383 |

RL.2.5, RL.2.7, RF.2.3,

L.2.3, L.2.6

RL.2.4, RL.2.10, RF.2.4.b,

SL.2.1, L.2.3

RF.2.4.b, SL.2.1,

L.2.1, L.2.6

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T124–T125  » Phonics: Comparative Endings  » High-Frequency Words  CLOSE READ  • Discuss Author’s Purpose T126–T127  • Close Read: *The Legend of the Lady Slipper*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T127 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T132–T133  » Read Decodable Text: *No Help at All!*  CLOSE READ  • Make Connections T134–T135  • Close Read: *The Legend of the Lady Slipper*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T135 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T138–T139  » Revisit Decodable Text: *No Help at All!*  » Fluency  COMPARE TEXTS  • Reflect and Share T140–T141  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T141  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  Story Structure T128–T129  • Handwriting: Letters *a* and *d* T12–T129 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T131  • Strategy and Intervention Activities T130  • Fluency T130  • ELL Targeted Support T130  • Conferring T131  INDEPENDENT/COLLABORATIVE  • Independent Reading T131  • Literacy Activities T131 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T137  • Strategy and Intervention Activities T136  • Fluency T136  • ELL Targeted Support T136  • Conferring T137  INDEPENDENT/COLLABORATIVE  • Independent Reading T137  • Literacy Activities T137 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T143  • Strategy, Intervention, and On-Level/ Advanced Activities T142  • ELL Targeted Support T142  • Conferring T143  INDEPENDENT/COLLABORATIVE  • Independent Reading T143  • Literacy Activities T143  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T143 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Poetry T384–T385  » Apply Sensory Details  » Share Back  INDEPENDENT WRITING  • Poetry T384–T385  • Conferences T374 | WRITING WORKSHOP  MINILESSON  • Poetry T388–T389  » Explore Word Choice  » Share Back  INDEPENDENT WRITING  • Poetry T388–T389  • Conferences T374 | WRITING WORKSHOP  MINILESSON  • Poetry T392  » Apply Word Choice  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png **CLUB** T392–T393 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T374 |
| Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.png WRITING BRIDGE  FLEXIBLE OPTION  • Spelling: Review and More Practice:  Comparative Endings T386  • Language and Conventions: Teach Past-and Future-Tense Verbs T387 | Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.png WRITING BRIDGE  FLEXIBLE OPTION  • Spelling: Spiral Review: Words with  Long *i* T390  • Language and Conventions: Practice  Past- and Future-Tense Verbs T391 | WRITING BRIDGE  • Spelling: Comparative Endings  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T394  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T395 |

Materials

Turn the page for a list of materials that   
will support planning for the week.

RL.2.9, RF.2.4, SL.2.2,

SL.2.4, L.2.4

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can read folktales and compare versions of the same tale.  • I can use language to make connections between reading and writing traditional tales.  • I can use figurative language and sound devices to write poetry.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T148–T149  » Phonics: *r*-Controlled Vowels *er*, *ir*, *ur*  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T150–T151  • Listening Comprehension: Read Aloud: “The Princess and the Peanuts”  T152–T153  • Folktales T154–T155  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T155 | LESSON 2  RL.2.1, RF.2.4, RL.2.5,  RL.2.9, L.2.4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T162–T163  » Phonics: Decode and Write Words with *r*-Controlled Vowels *er*, *ir*, *ur*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T163  » High-Frequency Words  SHARED READ  • Introduce the Text T164–T187  » Preview Vocabulary  » Read and Compare Texts  • Respond and Analyze T188–T189  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T189  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Context Clues T156–T157  • Handwriting: Write Words T156–T157 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T161  • Strategy, Intervention, and On-Level/ Advanced Activities T160  • ELL Targeted Support T160  • Conferring T161  INDEPENDENT/COLLABORATIVE  • Independent Reading T161  • Literacy Activities T161  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T161 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T190  • Guided Reading/Leveled Readers T193  • Strategy and Intervention Activities T190, T192  • Fluency T190, T192  • ELL Targeted Support T190, T192  • Conferring T193  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T191  • Independent Reading T193  • Literacy Activities T193 |
| WRITING WORKSHOP  MINILESSON  • Poetry T400–T401  » Simile  » Share Back  INDEPENDENT WRITING  • Poetry T400–T401  • Conferences T398 | WRITING WORKSHOP  MINILESSON  • Poetry T404–T405  » Explore Alliteration  » Share Back  INDEPENDENT WRITING  • Poetry T404–T405  • Conferences T398 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: *r*-Controlled Vowels *er*, *ir*,  *ur* T402  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T402  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Past-Tense and Future-Tense Verbs T403 | WRITING BRIDGE  • Spelling: Teach *r*-Controlled Vowels *er*, *ir*,  *ur* T406  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Irregular Verbs T407 |

RL.2.4, RL.2.9, RF.2.3,

SL.2.1, L.2.1.d

RL.2.4, RL.2.9, RF.2.4,

L.2.1.d, SL.2.5

RL.2.9, RF.2.4, SI.2.1,

SL.2.4, SL.2.5

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T194–T195  » Phonics: *r*-Controlled Vowels *er*, *ir*, *ur*  » High-Frequency Words  CLOSE READ  • Compare and Contrast Stories T196–T197  • Close Read: *Interstellar Cinderella and Cendrillon: An Island Cinderella*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T197 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T202–T203  » Read Decodable Text: *Perfect!*  CLOSE READ  • Visualize Details T204–T205  • Close Read: *Interstellar Cinderella and Cendrillon: An Island Cinderella*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T205 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T208–T209  » Revisit Decodable Text: *Perfect!*  » Fluency  COMPARE TEXTS  • Reflect and Share T210–T211  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T211  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  Word Choice T198–T199  • Handwriting: Letters *g* and *o* T198–T199 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T201  • Strategy and Intervention Activities T200  • Fluency T200  • ELL Targeted Support T200  • Conferring T201  INDEPENDENT/COLLABORATIVE  • Independent Reading T201  • Literacy Activities T201 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T207  • Strategy and Intervention Activities T206  • Fluency T206  • ELL Targeted Support T206  • Conferring T207  INDEPENDENT/COLLABORATIVE  • Independent Reading T207  • Literacy Activities T207 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T213  • Strategy, Intervention, and On-Level/ Advanced Activities T212  • ELL Targeted Support T212  • Conferring T213  INDEPENDENT/COLLABORATIVE  • Independent Reading T213  • Literacy Activities T213  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T213 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Poetry T408–T409  » Apply Alliteration  » Share Back  INDEPENDENT WRITING  • Poetry T408–T409  • Conferences T398 | WRITING WORKSHOP  MINILESSON  • Poetry T412–T413  » Explore Audio Recording  » Share Back  INDEPENDENT WRITING  • Poetry T412–T413  • Conferences T398 | WRITING WORKSHOP  MINILESSON  • Poetry T416  » Apply Audio Recording  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png **CLUB** T416–T417 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T398 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  *r*-Controlled Vowels *er*, *ir*, *ur* T410  • Language and Conventions: Teach Irregular Verbs T411 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Comparative  Endings T414  • Language and Conventions: Practice  Irregular Verbs T415 | WRITING BRIDGE  • Spelling: *r*-Controlled Vowels *er*, *ir*, *ur* T418  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T418  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T419 |

RF.2.3.b, L.2.1.d, L.2.1.f, L.2.2.d, L.2.4.c

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about traditions by reading about Native American life.  • I can use language to make connections between reading and writing.  • I can use figurative language and sound devices to write poetry.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.pngSOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T218–T219  » Phonics: Diphthongs *ou*, *ow*, *oi*, *oy*  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T220–T221  • Listening Comprehension: Read Aloud: “Greetings Around the World” T222–T223  • Informational Text T224–T225  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png**Quick Check** T225 | LESSON 2  RL.2.4, RI.2.6, RI.2.10,  RF.2.3.b, L.2.2.d  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T232–T233  » Decode and Write Words with Diphthongs *ou*, *ow*, *oi*, *oy*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png**Quick Check** T233  » High-Frequency Words  SHARED READ  • Introduce the Text T234–T247  » Preview Vocabulary  » Read: *The Abenaki*  • Respond and Analyze T248–T249  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png**Quick Check** T249  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Word Parts: T226–T227  • Handwriting: Letters *c* and *q* T226–T227 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T231  • Strategy, Intervention, and On-Level/ Advanced Activities T230  • ELL Targeted Support T230  • Conferring T231  INDEPENDENT/COLLABORATIVE  • Independent Reading T231  • Literacy Activities T231  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T231 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T250  • Guided Reading/Leveled Readers T253  • Strategy and Intervention Activities T250, T252  • Fluency T250, T252  • ELL Targeted Support T250, T252  • Conferring T253  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T251  • Independent Reading T253  • Literacy Activities T253 |
| WRITING WORKSHOP  MINILESSON  • Poetry T424–T425  » Revise Drafts by Rearranging Words  » Share Back  INDEPENDENT WRITING  • Poetry T424–T425  • Conferences T422 | WRITING WORKSHOP  MINILESSON  • Poetry T428–T429  » Explore Descriptive Adjectives and Articles  » Share Back  INDEPENDENT WRITING  • Poetry T428–T429  • Conferences T422 |
| Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.png WRITING BRIDGE  FLEXIBLE OPTION  • Spelling: Words with *ou*, *ow*, *oi*,  *oy* T426  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png**Assess Prior Knowledge** T426  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Irregular Verbs T427 | WRITING BRIDGE  • Spelling: Teach Words with *ou*, *ow*, *oi*, *oy* T430  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Subject-Verb Agreement T431 |

RL.2.1, RI.2.6, RF.2.3.b,

L.2.2.d, L.2.3

RF.2.4.a, RL.2.10, L.2.2.d,

L.2.3

RF.2.4.b, RL.2.9, W.2.1,

W.2.2, SL.2.1

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T254–T255  » Phonics: Diphthongs *ou*, *ow*, *oi*, *oy*  » High-Frequency Words  CLOSE READ  • Discuss Author’s Purpose T256–T257  • Close Read: *The Abenaki*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T257 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T262–T263  » Read Decodable Text: *The Story*  CLOSE READ  • Make Connections T264–T265  • Close Read: *The Abenaki*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T265 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T268–T269  » Revisit Decodable Text: *The Story*  » Fluency  COMPARE TEXTS  • Reflect and Share T270–T271  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T271  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader: Text Structure T258–T259  • Handwriting: Letters *n* and *m* T258–T259 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T261  • Strategy and Intervention Activities T260  • Fluency T260  • ELL Targeted Support T260  • Conferring T261  INDEPENDENT/COLLABORATIVE  • Independent Reading T261  • Literacy Activities T261 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T267  • Strategy and Intervention Activities T266  • Fluency T266  • ELL Targeted Support T266  • Conferring T267  INDEPENDENT/COLLABORATIVE  • Independent Reading T267  • Literacy Activities T267 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T273  • Strategy, Intervention, and On-Level/ Advanced Activities T272  • ELL Targeted Support T272  • Conferring T273  INDEPENDENT/COLLABORATIVE  • Independent Reading T273  • Literacy Activities T273  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T273 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Poetry T432–T433  » Apply Descriptive Adjectives and Articles  » Share Back  INDEPENDENT WRITING  • Poetry T432–T433  • Conferences T422 | WRITING WORKSHOP  MINILESSON  • Poetry T436–T437  » Explore Past, Present, and Future Verbs  » Share Back  INDEPENDENT WRITING  • Poetry T436–T437  • Conferences T422 | WRITING WORKSHOP  MINILESSON  • Poetry T440  » Apply Past, Present, and Future Verbs  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png **CLUB** T440–T441 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T422 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with *ou*, *ow*, *oi*, *oy* T434  • Language and Conventions: Teach  Subject-Verb Agreement T435 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  *r*-Controlled Vowels *er*, *ir*, *ur* T438  • Language and Conventions: Practice  Subject-Verb Agreement T439 | WRITING BRIDGE  • Spelling: Words with *ou*, *ow*, *oi*, *oy* T442  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T442  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T443 |

Materials

Turn the page for a list of materials that   
will support planning for the week.

RI.2.10, RF.2.3.b, RF.2.3.e, SL.2.1, L.2.1,

L.2.2

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 Min.  INDEPENDENT WRITING 30–40 Min.  WRITING BRIDGE 5–10 Min.  Learning Goals  • I can learn more about traditions by reading a story about traditional foods.  • I can use language to make connections between reading and writing.  • I can use figurative language and sound devices to write poetry.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com  • Writing Workshop Performance-Based Assessment on SavvasRealize.com  • Writing Workshop Assessment | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T278–T279  » Phonics: Vowel Teams *oo*, *ue*, *ew*, *ul*  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T280–T281  • Listening Comprehension: Read Aloud: “How to Make Glitter Slime” T282–T283  • Procedural Text T284–T285  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T285 | LESSON 2  RL.2.1, RF.2.3.b, RF.2.3.e,  L.2.1, L.2.1.e  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T292–T293  » Phonics: Decode and Write Words with Vowel Teams *oo*, *ue*, *ew*, *ui*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T293  » High-Frequency Words  SHARED READ  • Introduce the Text T294–T315  » Preview Vocabulary  » Read: *My Food, Your Food*  • Respond and Analyze T316–T317  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T317  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Oral Language T286–T287  • Handwriting: Letters *y* and *x* T286–T287 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T291  • Strategy, Intervention, and On-Level/ Advanced Activities T290  • ELL Targeted Support T290  • Conferring T291  INDEPENDENT/COLLABORATIVE  • Independent Reading T291  • Literacy Activities T291  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T291 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T318  • Guided Reading/Leveled Readers T321  • Strategy and Intervention Activities  T318, T320  • Fluency T318, T320  • ELL Targeted Support T318, T320  • Conferring T320  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T319  • Independent Reading T321  • Literacy Activities T321 |
| WRITING WORKSHOP  MINILESSON  • Poetry T448–T449  » Edit for Nouns  » Share Back  INDEPENDENT WRITING  • Poetry T448–T449  • Conferences T446 | WRITING WORKSHOP  MINILESSON  • Poetry T452–T453  » Edit for Prepositions and Prepositional Phrases  » Share Back  INDEPENDENT WRITING  • Poetry T452–T453  • Conferences T446 |
| Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.png WRITING BRIDGE  FLEXIBLE OPTION  • Spelling: Vowel Teams *oo*, *ue*, *ew*, *ui* T450  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngMac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T450  FLEXIBLE OPTION  • Language and Conventions: Spiral Review: Subject-Verb Agreement T451 | WRITING BRIDGE  • Spelling: Teach Vowel Teams *oo*, *ue*, *ew*, *ui* T454  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Adverbs T455 |

RI.2.5, RF.2.3.b, SL.2.1,

L.2.1, L.2.1.e

RI.2.10, RF.2.3.b,

SL.2.1, L.2.1.e

RF.2.3.b, SL.2.1, SL.2.1.a,

SL.2.1.b, L.2.3

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T322–T323  » Phonics: Vowel Teams *oo*, *ue*, *ew*, *ui*  » High-Frequency Words  CLOSE READ  • Understand Text Features T324–T325  • Close Read: *My Food, Your Food*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T325 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T330–T331  » Read Decodable Text: *Sue’s New School*  CLOSE READ  • Make Inferences T332–T333  • Close Read: *My Food, Your Food*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T333 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T336–T337  » Revisit Decodable Text: *Sue’s New School*  » Fluency  COMPARE TEXTS  • Reflect and Share T338–T339  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T339  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader: Organizing Information T326–T327  • Handwriting: Letters *v* and *z* T326–T327 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T329  • Strategy and Intervention Activities T328  • Fluency T328  • ELL Targeted Support T328  • Conferring T329  INDEPENDENT/COLLABORATIVE  • Independent Reading T329  • Literacy Activities T329 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T335  • Strategy and Intervention Activities T334  • Fluency T334  • ELL Targeted Support T334  • Conferring T335  INDEPENDENT/COLLABORATIVE  • Independent Reading T335  • Literacy Activities T335 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T341  • Strategy, Intervention, and On-Level/ Advanced Activities T340  • ELL Targeted Support T340  • Conferring T341  INDEPENDENT/COLLABORATIVE  • Independent Reading T341  • Literacy Activities T341  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T341 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Poetry T456–T457  » Prepare for Celebration  » Share Back  INDEPENDENT WRITING  • Poetry T456–T457  • Conferences T446 | WRITING WORKSHOP  MINILESSON  • Poetry T460–T461  » Publish and Celebrate  » Share Back  INDEPENDENT WRITING  • Poetry T460–T461  • Conferences T446 | WRITING WORKSHOP  MINILESSON  • Poetry T464–T465  » Assessment  INDEPENDENT WRITING  • Assessment T464–T465  • Conferences T446 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Vowel Teams *oo*, *ue*, *ew*, *ui* T458  • Language and Conventions: Teach  Adverbs T459 | Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.png WRITING BRIDGE  FLEXIBLE OPTION  • Spelling: Spiral Review: Diphthongs  *ou*, *ow*, *oi*, *oy* T462  • Language and Conventions: Practice  Adverbs T463 | WRITING BRIDGE  • Spelling: Vowel Teams *oo*, *ue*, *ew*, *ui* T466  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngMac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T466  FLEXIBLE OPTION  • Language and Conventions: Standards Practice T467 |

PROJECT FOCUS This week students will

**•** write letters to the principal about traditions they think the school should celebrate or recognize

**•** give opinions on why they think the school should celebrate these traditions

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| LESSON 1  T474–T475,  T476  T484–T485  **RF.2.3, RF.2.4,**  **W.2.1, SL.2.1.c,**  **L.2.2.d** | Foundational Skills  **•** Phonics: Decode /s/ Spelled *c*; /j/ Spelled *g* or *dge*  **•** Spelling | Compare Across Texts  **•** Answer the Essential Question | Inquire  **•** Introduce the Project  **•** Read “A Tradition to Remember”  **•** Use Academic Vocabulary |
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| LESSON 2  T474–T475,  T476  **RF.2.3, RF.2.4, W.2.1, W.2.5, W.2.6**  T486–T489 | Foundational Skills  **•** Phonics: Write /s/  Spelled *c*; /j/ Spelled *g* or *dge*  **•** Spelling: Spell /s/ Spelled *c*; /j/ Spelled *g*, *dge* | Explore and Plan  **•** Explore Opinion Writing  **•** Read: “Blanket Toss!” | Conduct Research  **•** Search Online  **•** Apply keyword search |
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| |  |  |  |  | | --- | --- | --- | --- | | LESSON 3  T480–T481,  T477  T490–T491  **RF.2.3, RF.2.4, W.2.1, W.2.5** | Foundational Skills  **•** Phonics: /s/ Spelled *c*; /j/ Spelled *g*, *dge*  **•** High-Frequency Words  **•** Spelling | Collaborate and  Discuss  **•** Analyze Student Model  **•** Read “Birthdays Around the World” | Refine Research  **•** Cite Sources | | | | | | |
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| |  |  |  |  | | --- | --- | --- | --- | | LESSON 4  T482–T483,  T477  T490–T493  **RF.2.3, W.2.5, SL.2.1.c, SL.2.3, L.2.3.a** | Foundational Skills  **•** Phonics: Review Words with /s/ Spelled *c*; /j/ Spelled *g*, *dge*  **•** Spelling | Extend Research  **•** Write a Thank You Note | Collaborate and  Discuss  **•** Revise and Edit | | | | | | | |
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| LESSON 5  T482–T483,  T477  T494–T495  **RF.2.3, SL.2.1,**  **SL.2.1.b, SL.2.1.c, SL.2.3** | Foundational Skills  **•** Phonics: Spiral Review: Compound Words  **•** Spelling | Celebrate and Reflect  **•** Present letters  **•** Reflect on your project | Reflect on the Unit  **•** Reflect on your goals  **•** Reflect on your reading  **•** Reflect on your writing | | |

UNIT THEME

Making a Difference

|  |  |  |  |  |  |  |  |  |  |
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|  |  | | | WEEK 1 |  | WEEK 2 |  | WEEK 3 |  |
|  |  | | | Biography |  | Biography |  | Realistic Fiction |  |
|  |  | | | Who Says Women Can’t Be Doctors? The Story of Elizabeth Blackwell |  | Building on Nature: The Life of Antoni Gaudí |  | The Garden of Happiness |  |
|  |  | | |  | CCSS |  | CCSS |  | CCSS |
| READING WORKSHOP | Foundational Skills | | | Phonics: Closed Syllables VC/V | RF.2.3 | Phonics: Open Syllables V/CV | RF.2.3 | Phonics: Suffixes *-ly, -ful,  -er, -less, -or* | RF.2.3; RF.2.3.d |
| High-Frequency Words: *sometimes, mountains, young* | RF.2.3.f | High-Frequency Words: *being, talk, song* | RF.2.3; RF.2.3.c | High-Frequency Words: *above, family, music* | RF.2.3.f |
| Decodable Text: *Helen’s Story* | RF.2.3 | Decodable Text: *Spider’s Web* | RF.2.4.b | Decodable Text: *A Place to Play* | RF.2.3.d |
| Minilesson  Bank | | | Infographic: People Who Were First | W.2.8 | Infographic: Creative Places | SL.2.1 | Infographic: Community Care | SL.2.4 |
| Biography: Who Says Women Can’t Be Doctors? The Story of Elizabeth Blackwell | RI.2.1; RI.2.3 | Biography: Building on Nature: The Life of Antoni Gaudí | RI.2.7 | Realistic Fiction: The Garden of Happiness | RL.2.1; RL.2.7 |
| Words with Shades of Meaning | L.2.5.b | Domain Specific Vocabulary | L.2.5 | Word Meanings | L.2.4.e |
| Identify Text Structure | RI.2.6 | Use Text Features | RI.2.7 | Determine Theme | RL.2.2 |
| Ask and Answer Questions | RI.2.1 | Make Connections | W.2.8 | Create New Understandings | RL.2.10 |
| Talk About It: Sharing Opinions | RI.2.1 | Write to Sources: Write an Opinion | W.2.1 | Talk About It: Make Comments and Build on Ideas | SL.2.6 |
| READING-WRITING  WORKSHOP BRIDGE | Academic Vocabulary | | Related Words | L.2.4.c; L.2.5 | Antonyms | L.2.5 | Context Clues | L.2.4 |
| Handwriting | | Writing Words and Letters  *A* and *O* | L.1.1.a | Letters *D, C, E,* and *N* | L.1.1.a | Letters *M* and *H* and Proper Nouns | L.1.1.a |
| Read Like a Writer/Write for a Reader | | Literal and Figurative Language | L.2.4 | Descriptive Language | L.2.3 | Point of View | L.2.1 |
| WRITING WORKSHOP | Weekly Focus | | | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| Minilesson Bank | | | Personal Narratives | W.2.3 | Setting | W.2.3 | Sequence of Events | W.2.3 |
| Personal Narratives: Character | W.2.3 | Explore the Main Character: You | W.2.3 | Explore Conclusion | W.2.3 |
| Personal Narratives: Setting and Plot | W.2.3 | Apply the Main Character: You | W.2.3 | Apply Conclusion | W.2.3 |
| Generate Ideas | W.2.3 | Explore Problem and Resolution | W.2.3 | Explore Details | W.2.3 |
| Plan A Personal Narrative | SL.2.4; W.2.3 | Apply Problem and Resolution | W.2.3 | Apply Details | SL.2.5 |
| READING-WRITING  WORKSHOP BRIDGE | | Spelling | Spell Words with Closed Syllables VC/V | L.2.2 | Spell Words with Open Syllables V/CV | RF.2.3 | Spell Words with Suffixes  *-ly, -ful, -er, -less, -or* | L.2.2 |
| Language & Conventions | Adjectives and Adverbs | L.2.1.e; L.2.6 | Comparative and Superlative Adjectives | L.2.1.e | Commas in Dates and Letters | L.2.2; L.2.2.b |

Essential Question

Why is it important to connect with other people?

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| WEEK 4 |  | WEEK 5 |  |
| Biography |  | Persuasive Text |  |
| One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia |  | Kids Can Be Big Helpers |  |
|  | CCSS |  | CCSS |
| Phonics: Prefixes *un-, re-, pre-, dis-* | RF.2.3.d; L.2.4.b | Phonics: Syllable Pattern VCCV | RF.2.3 |
| High-Frequency Words: *color, questions, area* | L.2.4.b | High-Frequency Words: *horse, problem, complete* | RF.2.3.f |
| Decodable Text: *Cleaning the Beach* | RF.2.4; RF.2.4.b | Decodable Text: *Kent’s Idea* | RF.2.3 |
| Infographic: Old Stuff, New Uses | W.2.8 | Infographic: Look What We Can Do! | SL.2.1 |
| Biography: One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia | RI.2.3 | Persuasive Text: Kids Can Be Big Helpers | RI.2.6 |
| Use Sources to Determine Word Meanings | L.2.6 | Use a Dictionary to Determine Word Meanings | L.2.4.e |
| Identify Text Structure: Chronological | RI.2.3 | Understand Persuasive Text | RI.2.8 |
| Make and Confirm Predictions | RI.2.10 | Monitor Comprehension | RF.2.4.c |
| Write to Sources: Retell a Text | L.2.1 | Talk About It: Take Turns | SL.2.1.a |
| Word Parts: Prefix *un-* | L.2.4.b; L.2.4.c | Oral Language | L.2.6 |
| Letters *K, U, Y,* and *Z* | L.1.1.a | Letters *V, W, X*, and *I* | L.1.1.a |
| Idioms | L.2.6 | Word Choice | RI.2.8 |
| Writer’s Craft | | Publish, Celebrate, and Assess | |
| Capitalization and Commas | L.2.3 | Edit for Adjectives and Adverbs | W.2.5 |
| Explore Pronouns | L.2.3 | Edit for Spelling | L.2.2 |
| Apply Pronouns | L.2.3 | Prepare for Celebration | W.2.5 |
| Explore Compound Subjects and Predicates | L.2.3 | Celebration | SL.2.1 |
| Apply Compound Subjects and Predicates | L.2.3 | Assessment | W.2.3 |
| Spell Words with Prefixes *un-, re-, pre-, dis-* | RF.2.3.d | Spell Words with Syllable Pattern VCCV | RF.2.3 |
| Pronouns | L.2.1 | Reflexive Pronouns | L.2.1.b |

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| WEEK 6 |  |
| Inquiry and Research |  |
| Time Capsule |  |
|  | CCSS |
| Foundational Skills | |
| Phonics: Consonant Patterns *kn, wr, gn, mb, lf* | RF.2.3 |
| High-Frequency Words: *since, usually, friends* | RF.2.3.f |
| Spelling: Spell Words with *kn, wr, gn, mb, lf* | RF.2.3.f |
| Compare Across Texts: “Making a Difference” | RI.2.9 |
| Inquire: Time Capsule | W.2.7 |
| Leveled Research Articles | RF.2.4.a |
| Academic Words | L.2.6 |
| Explore and Plan: Introduce Informational Writing | W.2.2 |
| Conduct Research: Use a Web Site | RI.2.5; W.2.6 |
| Collaborate and Discuss: Analyze Student Model | W.2.7 |
| Primary and Secondary Sources | W.2.7 |
| Extend Research: Write a Letter | W.2.5 |
| Revise and Edit; Peer Review | W.2.5 |
| Celebrate and Reflect | SL.2.1.b |

Materials

Turn the page for a list of materials that   
will support planning for the week.

RI.2.10, RF.2.3, SL.2.1,

SL.2.1.a, L.2.1.e

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I know about narrative nonfiction and understand its elements.  • I can use language to make connections between reading and writing narrative nonfiction.  • I can use elements of narrative nonfiction to write a personal narrative.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T18–T19  » Phonics: Closed Syllables VC/V  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T20–T21  • Listening Comprehension: Read Aloud: “Jackie Robinson: Opening the Doors” T22–T23  • Biography T24–T25  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T25 | LESSON 2  RI.2.1, RI.2.8, RF.2.3,  L.2.6, W.2.3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T32–T33  » Phonics: Closed Syllables VC/V  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T33  » High-Frequency Words  GENRE & THEME  • Introduce the Text T34–T55  » Preview Vocabulary  » Read: *Who Says Women Can’t Be Doctors? The Story of Elizabeth Blackwell*  • Respond and Analyze T56–T57  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T57  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Related Words T26–T27  • Handwriting: Write Words T26–T27 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T31  • Strategy, Intervention, and On-Level/ Advanced Activities T30  • ELL Targeted Support T30  • Conferring T31  INDEPENDENT/COLLABORATIVE  • Independent Reading T31  • Literacy Activities T31  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T31 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T58  • Guided Reading/Leveled Readers T61  • Strategy and Intervention Activities T58, T60  • Fluency T58, T60  • ELL Targeted Support T58, T60  • Conferring T65  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T59  • Independent Reading T61  • Literacy Activities T61 |
| WRITING WORKSHOP  GENRE IMMERSION LESSON  • Personal Narrative T362–T363  » Personal Narratives  » Share Back  INDEPENDENT WRITING  • Personal Narrative T362–T363  • Conferences T360 | WRITING WORKSHOP  GENRE IMMERSION LESSON  • Personal Narrative T366–T367  » Personal Narratives: Character  » Share Back  INDEPENDENT WRITING  • Personal Narrative T366–T367  • Conferences T360 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with Closed Syllables VC/V T364  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T364  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Adverbs T365 | WRITING BRIDGE  • Spelling: Teach Words with Closed Syllables VC/V T368  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Adjectives and Adverbs T369 |

RI.2.1, RF.2.3, L.2.1.e,

L.2.6, W.2.3

RI.2.1, RF.2.4, L.2.1.e,

L.2.6, W.2.3

RF.2.4, W.2.3, SL.2.1,

SL.2.1.a, SL.2.3

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T62–T63  » Phonics: Closed Syllables VC/V  » High-Frequency Words  CLOSE READ  • Identify Text Structure T64–T65  • Close Read: *Who Says Women Can’t Be Doctors? The Story of Elizabeth Blackwell*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T65 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T70–T71  » Read Decodable Text: *Helen’s Story*  » Fluency  CLOSE READ  • Ask and Answer Questions T72–T73  • Close Read: *Who Says Women Can’t Be Doctors? The Story of Elizabeth Blackwell*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T73 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T76–T77  » Revisit Decodable Text: *Helen’s Story*  » Fluency  COMPARE TEXTS  • Reflect and Share T78–T79  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T79  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  Literal and Figurative Language T66–T67  • Handwriting: Letters *A* and *O* T66–T67 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T69  • Strategy and Intervention Activities T68  • Fluency T68  • ELL Targeted Support T68  • Conferring T69  INDEPENDENT/COLLABORATIVE  • Independent Reading T69  • Literacy Activities T69 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T75  • Strategy and Intervention Activities T74  • Fluency T74  • ELL Targeted Support T74  • Conferring T75  INDEPENDENT/COLLABORATIVE  • Independent Reading T75  • Literacy Activities T75 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T81  • Strategy, Intervention, and On-Level/ Advanced Activities T80  • ELL Targeted Support T80  • Conferring T81  INDEPENDENT/COLLABORATIVE  • Independent Reading T81  • Literacy Activities T81  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T81 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  GENRE IMMERSION LESSON  • Personal Narrative T370–T371  » Personal Narratives: Setting and Plot  » Share Back  INDEPENDENT WRITING  • Personal Narrative T370–T371  • Conferences T360 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T374–T375  » Generate Ideas  » Share Back  INDEPENDENT WRITING  • Personal Narrative T374–T375  • Conferences T360 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T378  » Plan a Personal Narrative  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T378–T379 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T360 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with Closed Syllables VC/V T372  • Language and Conventions: Teach Adjectives and Adverbs T373 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  Vowel Teams *oo*, *ue*, *ew*, and *ui* T376  • Language and Conventions: Practice  Adjectives and Adverbs T377 | WRITING BRIDGE  • Spelling: Words with closed Syllables  VC/V T380  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T380  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T381 |

Materials

Turn the page for a list of materials that   
will support planning for the week.

RF.2.3.c, RF.2.4, W.2.3,

SL.2.1, L.2.1.e

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can read a biography and use print and graphic features.  • I can use language to make connections between reading and writing narrative nonfiction.  • I can use elements of narrative nonfiction to write a personal narrative.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T86–T87  » Phonics: Decode Words with Open Syllables V/CV  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T88–T89  • Listening Comprehension: Read Aloud: “The Learning Tower of Pisa” T90–T91  • Biography T92–T93  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T93 | LESSON 2  RF.2.3.c, RF.2.4.b, W.2.3,  L.2.1.e, L.2.6  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T100–T101  » Phonics: Decode and Write Words with Open Syllables V/CV  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T101  » High-Frequency Words  SHARED READ  • Introduce the Text T102–T123  » Preview Vocabulary  » Read: *Building on Nature: The Life of Antoni Gaudí*  • Respond and Analyze T124–T125  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T125  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Antonyms  T94–T95  • Handwriting: Letters *D* and *C* T94–T95 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T99  • Strategy, Intervention, and On-Level/ Advanced Activities T98  • ELL Targeted Support T98  • Conferring T99  INDEPENDENT/COLLABORATIVE  • Independent Reading T99  • Literacy Activities T99  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T99 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T126  • Guided Reading/Leveled Readers T129  • Strategy and Intervention Activities T126, T128  • Fluency T126, T128  • ELL Targeted Support T126, T128  • Conferring T129  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T127  • Independent Reading T129  • Literacy Activities T129 |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T386–T387  » Compose Setting  » Share Back  INDEPENDENT WRITING  • Personal Narrative T386–T387  • Conferences T384 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T390–T391  » Explore the Main Character: You  » Share Back  INDEPENDENT WRITING  • Personal Narrative T390–T391  • Conferences T384 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with Open Syllables  V/CV T388  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T388  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Adjectives and Adverbs T389 | WRITING BRIDGE  • Spelling: Teach Words with Open Syllables V/CV T392  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Comparative and Superlative Adjectives T393 |

RI.2.7, RF.2.3, W.2.3,

SL.2.1, L.2.1.e

RF.2.3, RF.2.4, W.2.3,

W.2.8, L.2.1.e

RF.2.3, RF.2.4, W.2.3,

SL.2.1, L.2.6

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T130–T131  » Phonics: Open Syllables V/CV  » High-Frequency Words  CLOSE READ  • Use Text Features T132–T133  • Close Read: *Building on Nature: The Life of Antoni Gaudí*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T133 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T138–T139  » Read Decodable Text: *Spider’s Web*  » Fluency  CLOSE READ  • Make Connections T140–T141  • Close Read: *Building on Nature: The Life of Antoni Gaudi*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T141 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T144–T145  » Read Decodable Text: *Spider’s Web*  » Fluency  COMPARE TEXTS  • Reflect and Share T146–T147  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T147  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  Descriptive Language T134–T135  • Handwriting: Letters *E* and *N* T134–T135 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T137  • Strategy and Intervention Activities T136  • Fluency T136  • ELL Targeted Support T136  • Conferring T137  INDEPENDENT/COLLABORATIVE  • Independent Reading T137  • Literacy Activities T137 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T141  • Strategy and Intervention Activities T142  • Fluency T142  • ELL Targeted Support T142  • Conferring T143  INDEPENDENT/COLLABORATIVE  • Independent Reading T143  • Literacy Activities T143 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T149  • Strategy, Intervention, and On-Level/ Advanced Activities T148  • ELL Targeted Support T148  • Conferring T149  INDEPENDENT/COLLABORATIVE  • Independent Reading T149  • Literacy Activities T149  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T149 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T394–T395  » Apply the Main Character: You  » Share Back  INDEPENDENT WRITING  • Personal Narrative T394–T395  • Conferences T384 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T398–T399  » Explore Problem and Resolution  » Share Back  INDEPENDENT WRITING  • Personal Narrative T398–T399  • Conferences T384 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T402  » Apply Problem and Resolution  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T402–T403 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T384 |
| Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.png WRITING BRIDGE  FLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with Open Syllables V/CV T396  • Language and Conventions: Teach Comparative and Superlative Adjectives T397 | Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.png WRITING BRIDGE  FLEXIBLE OPTION  • Spelling: Spiral Review: Words with  Closed Syllables VC/V T400  • Language and Conventions: Practice  Comparative and Superlative Adjectives T401 | WRITING BRIDGE  • Spelling: Words with Open Syllables V/CV  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngMac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T404  FLEXIBLE OPTION  • Language and Conventions: Standards Practice T405 |

Materials

Turn the page for a list of materials that   
will support planning for the week.

RI.2.10, RF.2.3.d, W.2.3,

SL.2.1, L.2.5.b

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 Min.  INDEPENDENT WRITING 30–40 Min.  WRITING BRIDGE 5–10 Min.  Learning Goals  • I can read informational text and understand text structure.  • I can use language to make connections between reading and writing.  • I can use elements of informational text  to write.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T154–T155  » Phonics: Decode Words with Suffixes  -*ly*, -*ful*, -*er*, -*less*, -*or*  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T156–T157  • Listening Comprehension: Read Aloud: “Making a Difference in Your Community” T158–T159  • Realistic Fiction T160–T161  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T161 | LESSON 2  RI.2.10, RF.2.4.a, W.2.3,  SL.2.1, L.2.2.b, L.2.4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T168–T169  » Phonics: Decode and Write Words with Suffixes -*ly*, -*ful*, -*er*, -*less*, -*or*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T169  » High-Frequency Words  SHARED READ  • Introduce the Text T170–T193  » Preview Vocabulary  » Read: *The Garden of Happiness*  • Respond and Analyze T194–T195  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T195  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Context Clues T162–T163  • Handwriting: Letters *M* and *H* T162–T163 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T167  • Strategy, Intervention, and On-Level/ Advanced Activities T166  • ELL Targeted Support T166  • Conferring T167  INDEPENDENT/COLLABORATIVE  • Independent Reading T167  • Literacy Activities T167  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T167 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T196  • Guided Reading/Leveled Readers T199  • Strategy and Intervention Activities T196, T198  • Fluency T196, T198  • ELL Targeted Support T196, T198  • Conferring T199  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T197  • Independent Reading T199  • Literacy Activities T199 |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T410–T411  » Sequence of Events  » Share Back  INDEPENDENT WRITING  • Personal Narrative T410–T411  • Conferences T408 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T414–T415  » Explore Conclusion  » Share Back  INDEPENDENT WRITING  • Personal Narrative T414–T415  • Conferences T408 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with Suffixes -*ly*, -*ful*,  -*er*, -*less*, -*or* T412  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T412  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Comparative and Superlative Adjectives T413 | WRITING BRIDGE  • Spelling: Teach Suffixes -*ly*, -*ful*, -*er*,  -*less*, -*or* T416  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Commas in Dates and  Letters T417 |

RI.2.10, RL.2.2, W.2.3,

SL.2.1, L.2.3

RI.2.10, RF.2.4, W.2.3,

SL.2.1, L.2.2.b

RI.2.10, RF.2.4, W.2.3,

SL.2.5, L.2.1

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T200–T201  » Phonics: Suffixes -*ly*, -*ful*, -*er*, -*less*, -*or*  » High-Frequency Words  CLOSE READ  • Determine Theme T202–T203  • Close Read: *The Garden of Happiness*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T203 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T208–T209  » Read Decodable Text: *A Place to Play*  » Fluency  CLOSE READ  • Create New Understandings T210–T211  • Close Read: *The Garden of Happiness*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T211 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T214–T215  » Revisit Decodable Text: *A Place to Play*  » Fluency  COMPARE TEXTS  • Reflect and Share T216–T217  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T217  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  Point of View T204–T205  • Handwriting: Write Proper Nouns  T204–T205 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T207  • Strategy and Intervention Activities T206  • Fluency T206  • ELL Targeted Support T206  • Conferring T207  INDEPENDENT/COLLABORATIVE  • Independent Reading T207  • Literacy Activities T207 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T213  • Strategy and Intervention Activities T212  • Fluency T212  • ELL Targeted Support T212  • Conferring T213  INDEPENDENT/COLLABORATIVE  • Independent Reading T213  • Literacy Activities T213 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T219  • Strategy, Intervention, and On-Level/ Advanced Activities T218  • ELL Targeted Support T218  • Conferring T219  INDEPENDENT/COLLABORATIVE  • Independent Reading T219  • Literacy Activities T219  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T219 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T418–T419  » Apply Conclusion  » Share Back  INDEPENDENT WRITING  • Personal Narrative T418–T419  • Conferences T408 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T422–T423  » Explore Details  » Share Back  INDEPENDENT WRITING  • Personal Narrative T422–T423  • Conferences T408 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T426  » Apply Details  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T426–T427 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T408 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Suffixes -*ly*, -*ful*, -*er*, -*less*, -*or* T420  • Language and Conventions: Teach  commas in Dates and Letters T421 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Open Syllables V/CV T424  • Language and Conventions: Practice  Commas in Dates and Letters T425 | WRITING BRIDGE  • Spelling: Suffixes -*ly*, -*ful*, -*er*, -*less*, -*or* T428  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T428  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T429 |

Materials

Turn the page for a list of materials that   
will support planning for the week.

RI.2.10, RF.2.3.d, RF.2.4.a, W.2.3, SL.2.1, L.2.2.a

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 Min.  INDEPENDENT WRITING 30–40 Min.  WRITING BRIDGE 5–10 Min.  Learning Goals  • I can read a biography and understand its text structure.  • I can use language to make connections between reading and writing narrative nonfiction.  • I can use elements of narrative nonfiction to write a personal narrative.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.pngSOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T224–T225  » Phonics: Decode Words with Prefixes *un*-, *re*-, *pre*-, *dis*-  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T226–T227  • Listening Comprehension: Read Aloud: “Shoes and Hands Across the World” T228–T229  • Biography T230–T231  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png**Quick Check** T231 | LESSON 2  RI.2.10, RF.2.3.d, W.2.3,  SL.2.1, L.2.1.c  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T238–T239  » Phonics: Decode and Write Words with Prefixes *un*-, *re*-, *pre*-, *dis*-  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png**Quick Check** T239  » High-Frequency Words  SHARED READ  • Introduce the Text T240–T263  » Preview Vocabulary  » Read: *One Plastic Bag*  • Respond and Analyze T264–T265  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png**Quick Check** T265  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Word Parts: T232–T233  • Handwriting: Letters *K* and *U* T232–T233 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T237  • Strategy, Intervention, and On-Level/ Advanced Activities T236  • ELL Targeted Support T236  • Conferring T237  INDEPENDENT/COLLABORATIVE  • Independent Reading T237  • Literacy Activities T237  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T237 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T266  • Guided Reading/Leveled Readers T269  • Strategy and Intervention Activities T266, T268  • Fluency T266, T268  • ELL Targeted Support T266, T268  • Conferring T269  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T267  • Independent Reading T269  • Literacy Activities T269 |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T434–T435  » Capitalization and Commas  » Share Back  INDEPENDENT WRITING  • Personal Narrative T434–T435  • Conferences T432 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T438–T439  » Explore Pronouns  » Share Back  INDEPENDENT WRITING  • Personal Narrative T438–T439  • Conferences T432 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with Prefixes *un*-, *re*-,  *pre*-, *dis*- T436  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png**Assess Prior Knowledge** T436  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Commas Dates and Letters T437 | WRITING BRIDGE  • Spelling: Teach Words with Prefixes *un*-, *re*-, *pre*-, *dis*- T440  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Pronouns T441 |

RI.2.10, RF.2.3.d, W.2.3,

SL.2.1, L.2.1.c

RI.2.10, L.2.1, W.2.3,

SL.2.1, L.2.1.c

RI.2.10, RF.2.4, W.2.3,

SL.2.1, L.2.1

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T270–T271  » Phonics: Prefixes *un*-, *re*-, *pre*-, *dis*-  » High-Frequency Words  CLOSE READ  • Identify Text Structure T272–T273  • Close Read: *One Plastic Bag*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png**Quick Check** T273 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T278–T279  » Read Decodable Text: *Cleaning the Beach*  » Fluency  CLOSE READ  • Make and Confirm Predications T280–T281  • Close Read: *One Plastic Bag*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png**Quick Check** T281 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T284–T285  » Revisit Decodable Text: *Cleaning the Beach*  » Fluency  COMPARE TEXTS  • Reflect and Share T286–T287  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png**Quick Check** T287  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader: Idioms T274–T275  • Handwriting: Letters *Y* and *Z* T274–T275 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T277  • Strategy and Intervention Activities T276  • Fluency T276  • ELL Targeted Support T276  • Conferring T277  INDEPENDENT/COLLABORATIVE  • Independent Reading T277  • Literacy Activities T277 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T283  • Strategy and Intervention Activities T282  • Fluency T282  • ELL Targeted Support T282  • Conferring T283  INDEPENDENT/COLLABORATIVE  • Independent Reading T283  • Literacy Activities T283 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T289  • Strategy, Intervention, and On-Level/ Advanced Activities T288  • ELL Targeted Support T288  • Conferring T289  INDEPENDENT/COLLABORATIVE  • Independent Reading T279  • Literacy Activities T279  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T289 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T442–T443  » Apply Pronouns  » Share Back  INDEPENDENT WRITING  • Personal Narrative T442–T443  • Conferences T432 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T446–T447  » Explore Compound Subjects and Predicates  » Share Back  INDEPENDENT WRITING  • Personal Narrative T446–T447  • Conferences T432 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T450  » Apply Compound Subjects and Predicates  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T450–T451 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T432 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with Prefixes *un*-, *re*-, *pre*-,  *dis*- T444  • Language and Conventions: Teach Pronouns T445 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  Suffixes -*ly*, -*ful*, -*er*, -*less*, -*or* T448  • Language and Conventions: Practice  Pronouns T449 | WRITING BRIDGE  • Spelling: Words with Prefixes *un*-, *re*-, *pre*-, *dis*- T452  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png**Assess Understanding** T452  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T453 |

Materials

Turn the page for a list of materials that   
will support planning for the week.

RI.2.8, RF.2.3, W.2.3,

SL.2.1, L.2.1.c

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn about making a difference by reading a persuasive text.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of narrative nonfiction to write a personal narrative.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com  • Writing Workshop Performance-Based Assessment on SavvasRealize.com  • Writing Workshop Assessment | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T294–T295  » Phonics: Decode Words with Syllable Pattern VCCV  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T296–T297  • Listening Comprehension: Read Aloud: “Volunteering Helps Everyone”  T298–T299  • Persuasive Text T300–T301  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T301 | LESSON 2  RI.2.8, RF.2.3, W.2.3,  SL.2.1, L.2.1.c  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T308–T309  » Phonics: Decode and Write Words with Syllable Pattern VCCV  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T309  » High-Frequency Words  SHARED READ  • Introduce the Text T310–T325  » Preview Vocabulary  » Read: *Kids Can Be Big Helpers*  • Respond and Analyze T326–T327  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T327  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Oral Language T302–T303  • Handwriting: Letters *V* and *W* T302–T303 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T307  • Strategy, Intervention, and On-Level/ Advanced Activities T306  • ELL Targeted Support T306  • Conferring T307  INDEPENDENT/COLLABORATIVE  • Independent Reading T307  • Literacy Activities T307  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T307 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T328  • Guided Reading/Leveled Readers T331  • Strategy and Intervention Activities  T328, T330  • Fluency T328, T330  • ELL Targeted Support T328, T330  • Conferring T331  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T329  • Independent Reading T331  • Literacy Activities T331 |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T458–T459  » Edit for Adjectives and Adverbs  » Share Back  INDEPENDENT WRITING  • Personal Narrative T458–T459  • Conferences T456 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T462–T463  » Edit for Spelling  » Share Back  INDEPENDENT WRITING  • Personal Narrative T462–T463  • Conferences T456 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Syllable Pattern VCCV T460  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T460  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Pronouns T461 | WRITING BRIDGE  • Spelling: Teach Syllable Pattern VCCV T464  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Reflexive Pronouns T465 |

RI.2.8, RF.2.3, W.2.3,

SL.2.1, L.2.1.c

RI.2.8, RF.2.3, W.2.3,

SL.2.1, L.2.1.c

RI.2.8, RF.2.3, W.2.3,

SL.2.1, L.2.1

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T332–T333  » Phonics: Syllable Pattern VCCV  » High-Frequency Words  CLOSE READ  • Understand Persuasive Pattern T334–T335  • Close Read: *Kids Can Be Big Helpers*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T335 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T340–T341  » Read Decodable Text: *Kent’s Idea*  » Fluency  CLOSE READ  • Monitor Comprehension T342–T343  • Close Read: *Kids Can Be Big Helpers*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T343 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T346–T347  » Revisit Decodable Text: *Kent’s Idea*  » Fluency  COMPARE TEXTS  • Reflect and Share T348–T349  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T349  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader: Word Choice T336–T337  • Handwriting: Letters *X* and *I* T336–T337 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T339  • Strategy and Intervention Activities T338  • Fluency T338  • ELL Targeted Support T338  • Conferring T339  INDEPENDENT/COLLABORATIVE  • Independent Reading T339  • Literacy Activities T339 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T345  • Strategy and Intervention Activities T344  • Fluency T344  • ELL Targeted Support T344  • Conferring T345  INDEPENDENT/COLLABORATIVE  • Independent Reading T345  • Literacy Activities T345 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T351  • Strategy, Intervention, and On-Level/ Advanced Activities T350  • ELL Targeted Support T350  • Conferring T351  INDEPENDENT/COLLABORATIVE  • Independent Reading T351  • Literacy Activities T351  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T351 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T466–T467  » Prepare for Celebration  » Share Back  INDEPENDENT WRITING  • Personal Narrative T466–T467  • Conferences T456 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T470–T471  » Celebration  » Share Back  INDEPENDENT WRITING  • Personal Narrative T470–T471  • Conferences T456 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T474  » Assessment  INDEPENDENT WRITING  • Assessment T474–T475  • Conferences T456 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Syllable Pattern VCCV T468  • Language and Conventions: Teach Reflexive Pronouns T469 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  Prefixes *un*-, *re*-, *pre*-, *dis*- T472  • Language and Conventions: Practice  Reflexive Pronouns T473 | WRITING BRIDGE  • Spelling: Syllable Pattern VCCVT476  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T476  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T477 |

PROJECT FOCUS This week students will

**•** collect items from their lives to share and use to create a group time capsule

**•** write letters to themselves about the time capsule project

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| LESSON 1  T484–T485,  T486  T494–T495  **RF.2.3, W.2.2,**  **W.2.7, L.2.2** | Foundational Skills  **•** Phonics: Decode Words with Consonant Patterns *kn*, *wr*, *gn*, *mb*, *lf*  **•** Spelling | Compare Across Texts  **•** Answer the Essential Question | Inquire  **•** Introduce the Project  **•** Read “Time Capsules”  **•** Use Academic Vocabulary |
|  | | | |
| LESSON 2  T484–T485,  T486  T496–T499  **RF.2.3, W.2.2, L.2.2** | Foundational Skills  **•** Phonics: Decode and Spell Words with Consonant Patterns *kn*, *wr*, *gn*, *mb*, *lf*  **•** Spelling: Spell Words with *kn*, *wr*, *gn*, *mb*, *lf* | Explore and Plan  **•** Introduce informational Writing  **•** Read: “Let’s Connect!” | Conduct Research  **•** Use a Web Site |
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| |  |  |  |  | | --- | --- | --- | --- | | LESSON 3  T490–T491,  T487  T500–T501  **RF.2.3, W.2.2, L.2.2** | Foundational Skills  **•** Phonics: Consonant Patterns *kn*, *wr*, *gn*, *mb*, *lf*  **•** High-Frequency Words  **•** Spelling | Collaborate and  Discuss  **•** Analyze Student Model  **•** Read “Connecting for a Cause” | Refine Research  **•** Primary and Secondary Sources | | | | | |
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| LESSON 5  T492–T493,  T487  T502–T503  **RF.2.3, W.2.2,**  **W.2.5, L.2.2** | Foundational Skills  **•** Phonics: Spiral Review: Words with Syllable Pattern VCCV  **•** Spelling | Celebrate and Reflect  **•** Present time capsule items  **•** Reflect on your project | Reflect on the Unit  **•** Reflect on your goals  **•** Reflect on your reading  **•** Reflect on your writing | | | | |

UNIT THEME

Our Incredible Earth

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|  |  | | | WEEK 1 |  | WEEK 2 |  | WEEK 3 |  |
|  |  | | | Informational Text |  | Informational Text |  | Drama |  |
|  |  | | | Introducing Landforms |  | How Water Shapes the Earth/How Earthquakes  Shape the Earth | | Where Do They Go in Rain or Snow? |  |
|  |  | | |  | CCSS |  | CCSS |  | CCSS |
| READING WORKSHOP | Foundational Skills | | | Phonics: Homographs | L.2.4 | Phonics: Double Consonants | RF.2.3.f | Phonics: Vowel Patterns *aw, au, augh, al* | RF.2.3.e |
| High-Frequency Words: *heard, door, sure* | RF.2.3.f | High-Frequency Words: *become, across, during* | RF.2.3.f | High-Frequency Words: *hours, products, happened* | RF.2.3.f |
| Decodable Text: *The Best Place* | RF.2.4 | Decodable Text: *The Changing River* | RF.2.3.f | Decodable Text: *A Small Tree in a Big Wind* | RF.2.3.f |
| Minilesson  Bank | | | Infographic: Earth’s Features | RI.2.7; SL.2.2 | Infographic: The Grand Canyon | L.2.6 | Infographic: Lightning! | SL.2.5 |
| Informational Text: Introducing Landforms | RI.2.3; RI.2.7 | Informational Text: How Water Shapes the Earth/ How Earthquakes Shape the Earth | RI.2.9 | Drama: Where Do They Go in Rain or Snow? | RL.2.7 |
| Words That Tell About Landforms | L.2.5.a | Words That Tell About Natural Disasters | L.2.4.a | Words That Tell About How Animals Take Shelter from Rain | L.2.4.a |
| Describe Connections | RI.2.3 | Compare and Contrast Texts | RI.2.9 | Identify Elements of Drama | RL.2.7 |
| Monitor Comprehension | RF.2.4.c | Create New Understandings | RI.2.3 | Confirm or Adjust Predictions | RL.2.10 |
| Talk About It: Respond to Informational Text | SL.2.1.c | Write to Sources: Respond to Informational Text | W.2.2 | Talk About It: Respond to Literature | SL.2.4 |
| READING-WRITING  WORKSHOP BRIDGE | Academic Vocabulary | | Related Words | L.2.5 | Synonyms | L.2.5.b | Context Clues | L.2.4.a |
| Handwriting | | Write Proper Nouns and Letters *J* and *Q* | L.1.1.a | Letters *T, F, G,* and *S* | L.1.1.a | Letters *L, P, R,* and *B* | L.1.1.a |
| Read Like a Writer/Write for a Reader | | How Graphic Features Support Purpose | RI.2.7 | Cause and Effect | RI.2.3 | Word Choice | RL.2.7 |
| WRITING WORKSHOP | Weekly Focus | | | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| Minilesson Bank | | | How-To Books | W.2.2 | How to Write a Command | W.2.2 | Organize with Structure | W.2.2 |
| How-To Books: Instructions | W.2.2 | Explore Writing Precise Instructions | W.2.2 | Explore Writing in Steps | W.2.2 |
| How-To Books: Graphics | W.2.2 | Apply Writing Precise Instructions | W.2.2 | Apply Writing in Steps | W.2.2 |
| Generate Ideas | W.2.2 | Explore Graphics | RI.2.7 | Explore Introduction and Conclusion | W.2.2 |
| Plan Your How-To Book | SL.2.1 | Apply Graphics | RI.2.7 | Apply Introduction and Conclusion | W.2.2 |
| READING-WRITING  WORKSHOP BRIDGE | | Spelling | Spell Words That Are Homographs | L.2.4 | Spell Words with Double Consonants | L.2.2.d | Spell Words with Vowel Patterns *aw, au, augh, al* | RF.2.3.e |
| Language & Conventions | Prepositions and Prepositional Phrases | L.2.1.f | Contractions | L.2.2.c | Commas in Sentences | L.2.2 |

Essential Question

How does Earth change?

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| WEEK 4 |  | WEEK 5 |  |
| Poetry |  | Informational Text |  |
| Volcano Wakes Up! |  | Rocks! |  |
|  | CCSS |  | CCSS |
| Phonics: Prefixes *un-, re-, pre-, dis-* | RF.2.3 | Phonics: Syllable Pattern VCCV | RF.2.3 |
| High-Frequency Words: *color, questions, area* | RF.2.3.f | High-Frequency Words: *horse, problem, complete* | RF.2.3.f |
| Decodable Text: *Cleaning the Beach* | RF.2.4.a | Decodable Text: *Kent’s Idea* | L.2.3 |
| Infographic/Diagram: Earth Erupts | RI.2.1 | Infographic: Famous Rocks | RI.2.1 |
| Poetry: Volcano Wakes Up! | RL.2.4; L.2.5.a | Informational Text: Rocks! | RI.2.2 |
| Words That Tell About Volcanoes | L.2.4 | Words That Tell About the Earth’s Surface | L.2.4.a |
| Explain Patterns and Structures | RL.2.4 | Identify Main Idea | RI.2.2 |
| Make Connections | L.2.5.a | Make Inferences | RI.2.2 |
| Write to Sources: Respond to Literature | RL.2.4 | Talk About It | RI.2.2 |
| Word Parts | RF.2.3.d | Oral Language | L.2.5 |
| Write Proper Nouns and Practice Cursive Writing | L.1.1.a | Practice Cursive Writing | L.1.1.a |
| Patterns and Structures of Poetry | RL.2.4 | Descriptive Details | RI.2.6 |
| Writer’s Craft | | Publish, Celebrate, and Assess | |
| Edit for Adverbs | L.2.1.e | Edit for Pronouns | L.2.1.c |
| Explore Adding or Deleting Words | L.2.1.f | Edit for Capitalization | L.2.2 |
| Apply Adding or Deleting Words | W.2.5 | Prepare for Celebration | W.2.2 |
| Explore Rearranging Words | L.2.1.f | Publish and Celebrate | W.2.6 |
| Apply Rearranging Words | L.2.1.f | Assessment | W.2.2 |
| Spell Words with Syllable Pattern VCCCV | RF.2.3.e | Spell Abbreviations | L.2.2.a |
| Compound Subjects and Predicates | L.2.1.f | Spell Words Correctly | L.2.2 |

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| WEEK 6 |  |
| Inquiry and Research |  |
| This Is So Exciting! |  |
|  | CCSS |
| Foundational Skills | |
| Phonics: Final Stable Syllables *-le, -tion, -sion* | RF.2.3 |
| High-Frequency Words: *toward, against, numeral* | RF.2.3.f |
| Spelling: Spell Words with Final Stable Syllables *-le,  -tion, -sion* | L.2.2 |
| Compare Across Texts: “Our Incredible Earth” | RI.2.9 |
| Inquire: TV Infomercial | W.2.1; L.2.3 |
| Leveled Research Articles | RF.2.4.a |
| Academic Vocabulary | L.2.3 |
| Explore and Plan: Introduce Argumentative Writing | RI.2.2; W.2.1 |
| Conduct Research: Use Media to Research | W.2.7 |
| Collaborate and Discuss: Analyze Student Model | W.2.1; W.2.8 |
| Cite Your Sources | W.2.7 |
| Extend Research: Make a Video or Record Infomercial | W.2.5; W.2.6 |
| Revise and Edit | W.2.5 |
| Celebrate and Reflect | SL.2.1.a; SL.2.1.c |

Materials

Turn the page for a list of materials that   
will support planning for the week.

RI.2.3, RF.2.3, Sl.2.1,

W.2.2, L.2.4

RI.2.3, SL.2.2, W.2.2,

L.2.4, L.2.5

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can read informational text and learn facts about a topic.  • I can use language to make connections between reading and writing informational texts.  • I can use elements of informational text to write a personal text.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T18–T19  » Phonics: Decode Homographs  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T20–T21  • Listening Comprehension: Read Aloud: “The Grand Canyon” T22–T23  • Informational Text T24–T25  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T25 | LESSON 2  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T32–T33  » Phonics: Decode and Write Homographs  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T33  » High-Frequency Words  SHARED READ  • Introduce the Text T34–T53  » Preview Vocabulary  » Read: *Introducing Landforms*  • Respond and Analyze T54–T55  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T55  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Related Words T26–T27  • Handwriting: Write Proper Nouns T26–T27 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T31  • Strategy, Intervention, and On-Level/ Advanced Activities T30  • ELL Targeted Support T30  • Conferring T31  INDEPENDENT/COLLABORATIVE  • Independent Reading T31  • Literacy Activities T31  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T31 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T56  • Guided Reading/Leveled Readers T59  • Strategy and Intervention Activities  T56, T58  • Fluency T56, T58  • ELL Targeted Support T56, T58  • Conferring T59  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T57  • Independent Reading T59  • Literacy Activities T59 |
| WRITING WORKSHOP  MINILESSON  • Procedural Text T352–T353  » How-To Books: Genre Immersion  » Share Back  INDEPENDENT WRITING  • How-To Book T352–T353  • Conferences T350 | WRITING WORKSHOP  MINILESSON  • Procedural Text T356–T357  » How-To Books: Instructions: Genre Immersion  » Share Back  INDEPENDENT WRITING  • How-To Book T356–T357  • Conferences T350 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Homographs T354  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngMac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T354  FLEXIBLE OPTION  • Language and Conventions: Spiral Review: Reflexive Pronouns T355 | WRITING BRIDGE  • Spelling: Teach Homographs T358  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Prepositions and Prepositional Phrases T359 |

RI.2.3, RI.2.10, Sl.2.1,

W.2.2, L.2.4

RI.2.3, RF.2.3, SL.2.1,

W.2.2, L.2.6

RI.2.3, SL.2.1.c, SL.2.3,

W.2.2, L.2.1

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T60–T61  » Phonics: Review Homographs  » High-Frequency Words  CLOSE READ  • Describe Connections T62–T63  • Close Read: *Introducing Landforms*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T63 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T68–T69  » Read Decodable Text: *The Best Place*  CLOSE READ  • Monitor Comprehension T70–T71  • Close Read: *Introducing Landforms*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T71 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T74–T75  » Revisit Decodable Text: *The Best Place*  » Fluency  COMPARE TEXTS  • Reflect and Share T76–T77  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T77  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  How Graphic Features Support Purpose T64–T65  • Handwriting: Letters *J* and *Q* T64–T65 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T67  • Strategy and Intervention Activities T66  • Fluency T66  • ELL Targeted Support T66  • Conferring T67  INDEPENDENT/COLLABORATIVE  • Independent Reading T67  • Literacy Activities T67 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T73  • Strategy and Intervention Activities T72  • Fluency T72  • ELL Targeted Support T72  • Conferring T73  INDEPENDENT/COLLABORATIVE  • Independent Reading T73  • Literacy Activities T73 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T79  • Strategy, Intervention, and On-Level/ Advanced Activities T78  • ELL Targeted Support T78  • Conferring T79  INDEPENDENT/COLLABORATIVE  • Independent Reading T79  • Literacy Activities T79  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T79 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Procedural Text T360–T361  » How-To Books: Graphics: Genre Immersion  » Share Back  INDEPENDENT WRITING  • How-To Book T360–T361  • Conferences T350 | WRITING WORKSHOP  MINILESSON  • Procedural Text T364–T365  » Generate Ideas  » Share Back  INDEPENDENT WRITING  • How-To Book T364–T365  • Conferences T350 | WRITING WORKSHOP  MINILESSON  • Procedural Text T368  » Plan Your How-To Book  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T368–T369 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T350 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice: Homographs T362  • Language and Conventions: Teach Prepositions and Prepositional  Phrases T363 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with the Syllable Pattern VCCV T366  • Language and Conventions: Practice  Prepositions and Prepositional  Phrases T367 | WRITING BRIDGE  • Spelling: Homographs T370  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T370  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T371 |

RI.2.9, RF.2.3, W.2.2,

SL.2.1, L.2.2.c

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can read informational text and learn facts about a topic.  • I can use language to make connections between reading and writing informational text.  • I can use elements of informational text to write a procedural text.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T84–T85  » Phonics: Decode Words with Double Consonants  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T86–T87  • Listening Comprehension: Read Aloud: “Volcanoes” and “Shifting Plates” T88–T89  • Informational Text T90–T91  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T91 | LESSON 2  RI.2.9, RF.2.3, W.2.2,  SL.2.1, L.2.2.c  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T98–T99  » Phonics: Decode and Write Words with Double Consonants  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T99  » High-Frequency Words  SHARED READ  • Introduce the Text T100–T121  » Preview Vocabulary  » Read: *How Water Shapes the Earth*  » *How Earthquakes Shape the Earth*  • Respond and Analyze T122–T123  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T123  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Antonyms  T92–T93  • Handwriting: Letters *T* and *F* T92–T93 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T97  • Strategy, Intervention, and On-Level/ Advanced Activities T96  • ELL Targeted Support T96  • Conferring T97  INDEPENDENT/COLLABORATIVE  • Independent Reading T97  • Literacy Activities T97  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T97 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T124  • Guided Reading/Leveled Readers T127  • Strategy and Intervention Activities T124, T126  • Fluency T124, T126  • ELL Targeted Support T124, T126  • Conferring T127  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T125  • Independent Reading T127  • Literacy Activities T127 |
| WRITING WORKSHOP  MINILESSON  • Procedural Text T376–T377  » How to Write a Command  » Share Back  INDEPENDENT WRITING  • How-To Book T376–T377  • Conferences T374 | WRITING WORKSHOP  MINILESSON  • Procedural Text T380–T381  » Explore Writing Precise Instructions  » Share Back  INDEPENDENT WRITING  • How-To Book T380–T381  • Conferences T374 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with Double  Consonants T378  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T378  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Prepositions and Prepositional Phrases T379 | WRITING BRIDGE  • Spelling: Teach Words with Double Consonants T382  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Contractions T383 |

RI.2.9, RF.2.3, W.2.2,

SL.2.1, L.2.2.c

RI.2.9, RF.2.3, W.2.2,

SL.2.1, L.2.2.c

RI.2.1, RF.2.3, W.2.2,

SL.2.1, L.2.1

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T128–T129  » Phonics: Review Words with Double Consonants  » High-Frequency Words  CLOSE READ  • Compare and Contrast Texts T130–T131  • Close Read: *How Water Shapes the Earth*  » *How Earthquakes Shape the Earth*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T131 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T136–T137  » Read Decodable Text: *The Changing River*  CLOSE READ  • Create New Understandings T138–T139  • Close Read: *How Water Shapes the Earth*  » *How Earthquakes Shape the Earth*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T139 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T142–T143  » Revisit Decodable Text: *The Changing River*  » Fluency  COMPARE TEXTS  • Reflect and Share T144–T145  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T145  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  Cause and Effect T132–T133  • Handwriting: Letters *G* and *S* T132–T133 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T135  • Strategy and Intervention Activities T134  • Fluency T134  • ELL Targeted Support T134  • Conferring T135  INDEPENDENT/COLLABORATIVE  • Independent Reading T135  • Literacy Activities T135 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T141  • Strategy and Intervention Activities T140  • Fluency T140  • ELL Targeted Support T140  • Conferring T141  INDEPENDENT/COLLABORATIVE  • Independent Reading T141  • Literacy Activities T141 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T147  • Strategy, Intervention, and On-Level/ Advanced Activities T146  • ELL Targeted Support T146  • Conferring T147  INDEPENDENT/COLLABORATIVE  • Independent Reading T147  • Literacy Activities T147  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T147 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Procedural Text T384–T385  » Apply Writing Precise Instructions  » Share Back  INDEPENDENT WRITING  • How-To Book T384–T385  • Conferences T374 | WRITING WORKSHOP  MINILESSON  • Procedural Text T388–T389  » Explore Graphics  » Share Back  INDEPENDENT WRITING  • How-To Book T388–T389  • Conferences T374 | WRITING WORKSHOP  MINILESSON  • Procedural Text T392  » Apply Graphics  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T392–T393 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T374 |
| Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.png WRITING BRIDGE  FLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with Double Consonants T386  • Language and Conventions: Teach Contractions T387 | Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.png WRITING BRIDGE  FLEXIBLE OPTION  • Spelling: Spiral Review: Homographs  T390  • Language and Conventions: Practice  Contractions T391 | WRITING BRIDGE  • Spelling: Words with Double Consonants  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T394  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T395 |

Materials

Turn the page for a list of materials that   
will support planning for the week.

RI.2.1, RF.2.3.e, RL.2.6,

W.2.2, SL.2.1, L.2.2

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can read a reader’s theater and understand elements of drama.  • I can use language to make connections between reading and writing informational text.  • I can use elements of informational text to write a procedural text.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T152–T153  » Phonics: Vowel Sound Spelled *aw*, *au*, *augh*, *al*  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T154–T155  • Listening Comprehension: Read Aloud: “Preparing for the Storm” T156–T157  • Drama T158–T159  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T159 | LESSON 2  RI.2.1, RL.2.6, RF.2.3.e,  W.2.2, SL.2.1, L.2.2  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T166–T167  » Phonics: Decode and Write Words with *aw*, *au*, *augh*, *al*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T167  » High-Frequency Words  SHARED READ  • Introduce the Text T168–T185  » Preview Vocabulary  » Read: *Where Do They Go in Rain or Snow?*  • Respond and Analyze T186–T187  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T187  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Context Clues T160–T161  • Handwriting: Letters *L* and *P* T160–T161 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T165  • Strategy, Intervention, and On-Level/ Advanced Activities T164  • ELL Targeted Support T164  • Conferring T165  INDEPENDENT/COLLABORATIVE  • Independent Reading T165  • Literacy Activities T165  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T165 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T188  • Guided Reading/Leveled Readers T191  • Strategy and Intervention Activities T188, T190  • Fluency T188, T190  • ELL Targeted Support T188, T190  • Conferring T191  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T189  • Independent Reading T191  • Literacy Activities T191 |
| WRITING WORKSHOP  MINILESSON  • Procedural Text T400–T401  » Organize with Structure  » Share Back  INDEPENDENT WRITING  • How-To Book T400–T401  • Conferences T398 | WRITING WORKSHOP  MINILESSON  • Procedural Text T404–T405  » Explore Writing in Steps  » Share Back  INDEPENDENT WRITING  • How-To Book T404–T405  • Conferences T398 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with *aw*, *au*, *augh*,  *al* T402  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T402  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Contractions T403 | WRITING BRIDGE  • Spelling: Teach Words with *aw*, *au*, *augh*, *al* T406  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Commas in Sentences T407 |

RI.2.1, RF.2.3.e, W.2.2,

SL.2.1, L.2.2

RI.2.1, RF.2.3.e, W.2.2,

SL.2.1, L.2.2

RI.2.1, RF.2.3, W.2.2,

SL.2.6, L.2.2

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T192–T193  » Phonics: Review Words with Vowel Sound Spelled *aw*, *au*, *augh*, *al*  » High-Frequency Words  CLOSE READ  • Identify Elements of Drama T194–T195  • Close Read: *Where Do They Go in Rain or Snow?*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T195 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T200–T201  » Read Decodable Text: *A Small Tree in a Big Wind*  CLOSE READ  • Confirm or Adjust Predictions T202–T203  • Close Read: *Where Do They Go in Rain or Snow?*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T203 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T206–T207  » Revisit Decodable Text: *A Small Tree in a Big Wind*  » Fluency  COMPARE TEXTS  • Reflect and Share T208–T209  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T209  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader:  Word Choice T196–T197  • Handwriting: Letters *R* and *B* T196–T197 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T199  • Strategy and Intervention Activities T198  • Fluency T198  • ELL Targeted Support T198  • Conferring T199  INDEPENDENT/COLLABORATIVE  • Independent Reading T199  • Literacy Activities T199 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T205  • Strategy and Intervention Activities T204  • Fluency T204  • ELL Targeted Support T204  • Conferring T205  INDEPENDENT/COLLABORATIVE  • Independent Reading T205  • Literacy Activities T205 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T211  • Strategy, Intervention, and On-Level/ Advanced Activities T210  • ELL Targeted Support T210  • Conferring T211  INDEPENDENT/COLLABORATIVE  • Independent Reading T211  • Literacy Activities T211  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T211 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Procedural Text T408–T409  » Apply Writing in Steps  » Share Back  INDEPENDENT WRITING  • How-To Book T408–T409  • Conferences T398 | WRITING WORKSHOP  MINILESSON  • Procedural Text T412–T413  » Explore Introduction and Conclusion  » Share Back  INDEPENDENT WRITING  • How-To Book T412–T413  • Conferences T398 | WRITING WORKSHOP  MINILESSON  • Procedural Text T416  » Apply Introduction and Conclusion  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T416–T417 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T398 |
| Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.png WRITING BRIDGE  FLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with *aw*, *au*, *augh*, *al* T410  • Language and Conventions: Teach commas in Sentences T411 | Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.png WRITING BRIDGE  FLEXIBLE OPTION  • Spelling: Spiral Review: Words with  Double Consonants T414  • Language and Conventions: Practice  Commas in Sentences T415 | WRITING BRIDGE  • Spelling: Words with *aw*, *au*, *augh*, *al* T418  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngMac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T418  FLEXIBLE OPTION  • Language and Conventions: Standards Practice T419 |

RL.2.10, W.2.2, SL.2.1,

L.2.1.e, L.2.1.f

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can read poetry about Earth.  • I can use language to make connections between reading and writing informational text.  • I can use elements of informational text to write a procedural text.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T216–T217  » Phonics: Decode Words with Syllable Pattern VCCCV  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T218–T219  • Listening Comprehension: Read Aloud: “Volcano Sleeps” T220–T221  • Poetry T222–T223  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T223 | LESSON 2  RL.2.10, W.2.2, SL.2.1,  L.2.1.f, L.2.2.a  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T230–T231  » Phonics: Decode and Write Words with Syllable Pattern VCCCV  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T231  » High-Frequency Words  SHARED READ  • Introduce the Text T232–T253  » Preview Vocabulary  » Read: *Volcano Wakes Up!*  • Respond and Analyze T254–T255  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T255  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Word Parts: T224–T225  • Handwriting: Write Proper Nouns  T224–T225 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T229  • Strategy, Intervention, and On-Level/ Advanced Activities T228  • ELL Targeted Support T228  • Conferring T229  INDEPENDENT/COLLABORATIVE  • Independent Reading T229  • Literacy Activities T229  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T229 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T256  • Guided Reading/Leveled Readers T259  • Strategy and Intervention Activities T256, T258  • Fluency T256, T258  • ELL Targeted Support T256, T258  • Conferring T259  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T257  • Independent Reading T259  • Literacy Activities T259 |
| WRITING WORKSHOP  MINILESSON  • Procedural Text T424–T425  » Edit for Adverbs  » Share Back  INDEPENDENT WRITING  • How-To Book T424–T425  • Conferences T422 | WRITING WORKSHOP  MINILESSON  • Procedural Text T428–T429  » Explore Adding or Deleting Words  » Share Back  INDEPENDENT WRITING  • How-To Book T428–T429  • Conferences T422 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with VCCCV Pattern  T426  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T426  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Commas in Sentences T427 | WRITING BRIDGE  • Spelling: Teach Words with VCCCV Pattern T430  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Compound Subjects and Predicates T431 |

RL.2.4, RL.2.10, W.2.2,

SL.2.1, L.2.1.f

RL.2.10, W.2.2, SL.2.1,

L.2.1.f

RL.2.10, RF.2.3, W.2.2,

SL.2.1, L.2.1

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T260–T261  » Phonics: Review Words with Syllable Pattern VCCCV  » High-Frequency Words  CLOSE READ  • Explain Patterns and Structures T262–T263  • Close Read: *Volcano Wakes Up!*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T263 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T268–T269  » Read Decodable Text: *Lizard’s Move*  CLOSE READ  • Make Connections T270–T271  • Close Read: *Volcano Wakes Up!*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T271 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T274–T275  » Revisit Decodable Text: *Lizard’s Move*  » Fluency  COMPARE TEXTS  • Reflect and Share T276–T277  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T277  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader: Patterns and Structures of Poetry  T264–T265  • Handwriting: Practice Cursive Writing  T264–T265 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T267  • Strategy and Intervention Activities T266  • Fluency T266  • ELL Targeted Support T266  • Conferring T267  INDEPENDENT/COLLABORATIVE  • Independent Reading T267  • Literacy Activities T267 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T273  • Strategy and Intervention Activities T272  • Fluency T272  • ELL Targeted Support T272  • Conferring T273  INDEPENDENT/COLLABORATIVE  • Independent Reading T273  • Literacy Activities T273 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T279  • Strategy, Intervention, and On-Level/ Advanced Activities T278  • ELL Targeted Support T278  • Conferring T279  INDEPENDENT/COLLABORATIVE  • Independent Reading T279  • Literacy Activities T279  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T279 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Procedural Text T432–T433  » Apply Adding or Deleting Words  » Share Back  INDEPENDENT WRITING  • How-To Book T432–T433  • Conferences T422 | WRITING WORKSHOP  MINILESSON  • Procedural Text T436–T437  » Explore Rearranging Words  » Share Back  INDEPENDENT WRITING  • How-To Book T436–T437  • Conferences T422 | WRITING WORKSHOP  MINILESSON  • Procedural Text T440  » Apply Rearranging Words  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T440–T441 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T422 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Words with VCCCV Pattern T434  • Language and Conventions: Teach Compound Subjects and Predicates T435 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  *aw*, *au*, *augh*, *al* T438  • Language and Conventions: Practice  Compound Subjects and Predicates T439 | WRITING BRIDGE  • Spelling: Words with VCCCV PatternT442  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T442  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T443 |

Materials

Turn the page for a list of materials that   
will support planning for the week.

RI.2.2, RF.2.4, RF.2.4.b,

W.2.2, SL.2.1, L.2.1.c

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| Suggested Daily Times  READING WORKSHOP  FOUNDATIONAL SKILLS 20–30 min.  SHARED READING 40–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 25–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can find the central idea in informational text.  • I can use language to make connections between reading and writing informational text.  • I can use elements of informational text to write a procedural text.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Progress Check-Ups on SavvasRealize.com  • Cold Reads on SavvasRealize.com  • Writing Workshop Performance-Based Assessment on SavvasRealize.com  • Writing Workshop Assessment | LESSON 1  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T284–T285  » Phonics: Decode Abbreviations  » High-Frequency Words  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T286–T287  • Listening Comprehension: Read Aloud: “Ayers Rock” T288–T289  • Informational Text T290–T291  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T291 | LESSON 2  RI.2.2, RI.2.10, W.2.2,  SL.2.1, L.2.2  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T298–T299  » Phonics: Decode and Write Abbreviations  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T299  » High-Frequency Words  SHARED READ  • Introduce the Text T300–T315  » Preview Vocabulary  » Read: *Rocks!*  • Respond and Analyze T316–T317  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T317  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Oral Language T292–T293  • Handwriting: Practice Cursive Writing  T292–T293 |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T297  • Strategy, Intervention, and On-Level/ Advanced Activities T296  • ELL Targeted Support T296  • Conferring T297  INDEPENDENT/COLLABORATIVE  • Independent Reading T297  • Literacy Activities T297  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T297 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Word Work Support T318  • Guided Reading/Leveled Readers T321  • Strategy and Intervention Activities T318, T320  • Fluency T318, T320  • ELL Targeted Support T318, T320  • Conferring T321  INDEPENDENT/COLLABORATIVE  • Word Work Activity and Decodable Reader T319  • Independent Reading T321  • Literacy Activities T321 |
| WRITING WORKSHOP  MINILESSON  • Procedural Text T448–T449  » Edit for Pronouns  » Share Back  INDEPENDENT WRITING  • How-To Book T448–T449  • Conferences T446 | WRITING WORKSHOP  MINILESSON  • Procedural Text T452–T453  » Edit for Capitalization  » Share Back  INDEPENDENT WRITING  • How-To Book T452–T453  • Conferences T446 |
| Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.png WRITING BRIDGE  FLEXIBLE OPTION  • Spelling: Abbreviations T450  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngMac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T450  FLEXIBLE OPTION  • Language and Conventions: Spiral Review: Compound Subjects and Predicates T451 | WRITING BRIDGE  • Spelling: Teach Abbreviations T454  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Spell Words Correctly T455 |

RI.2.2, RF.2.4, W.2.2,

SL.2.1, L.2.2

RI.2.2, RF.2.4, W.2.2,

SL.2.1, L.2.2

RI.2.2, RF.2.4, W.2.2,

SL.2.1, L.2.2

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| LESSON 3  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T322–T323  » Phonics: Review Abbreviations  » High-Frequency Words  CLOSE READ  • Identify Main Idea T324–T325  • Close Read: *Rocks!*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T325 | LESSON 4  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T330–T331  » Read Decodable Text: *Welcome, Max*  CLOSE READ  • Make Inferences T332–T333  • Close Read: *Rocks!*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T333 | LESSON 5  READING WORKSHOP  FOUNDATIONAL SKILLS  • Word Work T336–T337  » Revisit Decodable Text: *Welcome, Max*  » Fluency  COMPARE TEXTS  • Reflect and Share T338–T339  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T339  » Weekly Question |
| READING BRIDGE  • Read Like a Writer, Write for a Reader: Descriptive Details T326–T327  • Handwriting: Practice Cursive Writing  T326–T327 |  |  |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T329  • Strategy and Intervention Activities T328  • Fluency T328  • ELL Targeted Support T328  • Conferring T329  INDEPENDENT/COLLABORATIVE  • Independent Reading T329  • Literacy Activities T329 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T335  • Strategy and Intervention Activities T334  • Fluency T334  • ELL Targeted Support T334  • Conferring T335  INDEPENDENT/COLLABORATIVE  • Independent Reading T335  • Literacy Activities T335 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T341  • Strategy, Intervention, and On-Level/ Advanced Activities T340  • ELL Targeted Support T340  • Conferring T341  INDEPENDENT/COLLABORATIVE  • Independent Reading T341  • Literacy Activities T341  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T341 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Procedural Text T456–T457  » Prepare for Celebration  » Share Back  INDEPENDENT WRITING  • How-To Book T456–T457  • Conferences T446 | WRITING WORKSHOP  MINILESSON  • Procedural Text T460–T461  » Publish and Celebrate  » Share Back  INDEPENDENT WRITING  • How-To Book T460–T461  • Conferences T446 | WRITING WORKSHOP  MINILESSON  • Procedural Text T464  » Assessment  INDEPENDENT WRITING  • Assessment T464–T465  • Conferences T446 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review and More Practice:  Abbreviations T458  • Language and Conventions: Teach Spell Words Correctly T459 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Syllable Pattern VCCCV T462  • Language and Conventions: Practice  Spell Words Correctly T463 | WRITING BRIDGE  • Spelling: AbbreviationsT466  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T466  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T467 |

PROJECT FOCUS This week students will

**•** write a persuasive infomercial about Earth

**•** record infomercials with sound effects and visuals

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| LESSON 1  T474–T475,  T476  T484–T485  **RI.2.1, RI.2.10,**  **RF.2.3, L.2.2** | Foundational Skills  **•** Phonics: Decode Words with Final Stable Syllables  **•** Spelling | Compare Across Texts  **•** Answer the Essential Question | Inquire  **•** Introduce the Project  **•** Read “The History of Advertising”  **•** Use Academic Words |
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| LESSON 2  T474–T475,  T476  T484–T485  **RF.2.3, W.2.1, W.2.5, W.2.7, L.2.2** | Foundational Skills  **•** Phonics: Decode and Spell Words with Final Stable Syllables  **•** Spelling: Final Stable Syllables consonant-*le*,  -*tion*, -*sion* | Explore and Plan  **•** Introduce Argumentative Writing  **•** Read: “Player One” | Conduct Research  **•** Use Media to Research |
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| |  |  |  |  | | --- | --- | --- | --- | | LESSON 4  T482–T483,  T477  T492–T493  **RF.2.3, W.2.1,**  **W.2.5, L.2.2** | Foundational Skills  **•** Phonics: Review Final Stable Syllables consonant-*le*, -*tion*, -*sion*  **•** Spelling | Extend Research  **•** Make a Video or Record Infomercial | Collaborate and  Discuss  **•** Revise and Edit | | | | | | |
|  | | | | | | |
| LESSON 5  T482–T483,  T477  T494–T495  **RF.2.3, W.2.1,**  **W.2.6, L.2.2** | Foundational Skills  **•** Phonics: Spiral Review: Abbreviations  **•** Spelling | Celebrate and Reflect  **•** Present Infomercials  **•** Reflect on Your Project | Reflect on the Unit  **•** Reflect on your goals  **•** Reflect on your reading  **•** Reflect on your writing | | | | |