

# UNIT 1 SKILLS OVERVIEW

## UNIT THEME

# My Neighborhood

		WEEK 1 Realistic Fiction		WEEK 2 Realistic Fiction		WEEK 3 Informational Text		
		The Blackout		Henry on Wheels		Look Both Ways!		
		CCSS		CCSS		CCSS		
READING WORKSHOP	Foundational Skills	Phonological Awareness: Medial Sounds; Recognize Alliteration; Segment and Blend Phonemes	RF.1.2.c	Phonological Awareness: Medial Sounds; Recognize Alliteration; Segment and Blend Phonemes	RF.1.2.c	Phonological Awareness: Medial Sounds; Recognize Alliteration; Add Phonemes	RF.1.2; RF.1.2.c	
		Phonics: Short <i>a</i> ; <i>Mm /m/, Ss /s/, Tt /t/</i>	RF.1.3	Phonics: Short <i>i</i> ; <i>Cc /k/, Pp /p/, Nn /n/</i>	RF.1.3; L.1.1.a	Phonics: Short <i>o</i> ; <i>Ff /f/, Bb /b/, Gg /g/</i>	RF.1.3; RF.1.3.b	
		High-Frequency Words: <i>a, l, is, his, see</i>	RF.1.3.g	High-Frequency Words: <i>we, like, the, one, do</i>	RF.1.3.g	High-Frequency Words: <i>look, you, was, by, are</i>	RF.1.3.g	
	Minilesson Bank	Infographic: Neighbor to Neighbor	RI.1.10	Infographic: What Is in a Neighborhood?	RI.1.1; RF.1.3	Diagram: Traffic Signals	RI.1.10	
		Realistic Fiction: <i>The Blackout</i>	RL.1.10	Realistic Fiction: from <i>Henry on Wheels</i>	RL.1.10	Informational Text: <i>Look Both Ways!</i>	RI.1.10	
		Words that Tell About Checking on a Neighbor	L.1.6	Words that Tell What You Can See in a Neighborhood	SL.1.1.b	Words that Tell About Walking in a Neighborhood	L.1.6	
		Describe Characters	RL.1.3	Describe Setting	RL.1.3; RL.1.7	Find Text Features	RI.1.5	
		Use Text Evidence About Characters	RL.1.7	Ask and Answer Questions About Setting	RL.1.1	Use Text Evidence About Text Features	RI.1.7	
		Talk About It: Respond to Realistic Fiction	RL.1.2	Write to Sources: Response to Literature	RL.1.3	Talk About It: Respond to Informational Text	SL.1.1	
	Academic Vocabulary	Related Words	L.1.5	Synonyms	L.1.5	Context Clues	L.1.4	
		Handwriting	L.1.1.a	Proper Pencil Grip and Write Vertical Lines	L.1.1.a	Write Horizontal Lines and Backward Circles	L.1.1.a	
		Read Like a Writer/Write for a Reader	RL.1.6	Word Choice	L.1.5.c	Print Features	RI.1.5	
	WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
		Minilesson Bank	Explore Meet the Author	RF.1.1	Explore Where Authors Get Ideas	W.1.5	Explore Features of a Fiction Book	RF.1.1
			Apply Meet the Author	RF.1.1	Apply Where Authors Get Ideas	SL.1.1	Apply Features of a Fiction Book	RF.1.1
			Explore What Good Writers Do	SL.1.1	Explore Digital Tools We Can Use	W.1.6	Explore Features of a Nonfiction Book	RI.1.5
			Apply What Good Writers Do	SL.1.1	Apply Digital Tools We Can Use	W.1.6	Apply Features of a Nonfiction Book	RI.1.5
			Writing Club: Overview	SL.1.1	Digital Tools We Can Use Together	W.1.6	Making and Responding to Suggestions	W.1.5
Spelling		Spell Words with Short <i>a</i>	L.1.2	Spell Short <i>i</i> Words	L.1.2.d	Spell Short <i>o</i> Words	L.1.2.d	
Language & Conventions	Nouns	L.1.1.c	Present Tense Verbs	L.1.1.e	Simple Sentences	SL.1.1		

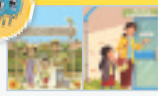
# Essential Question

What is a neighborhood?

## WEEK 4

### Realistic Fiction

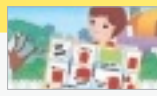
Garden Party and Click, Clack, Click!



## WEEK 5

### Procedural Text

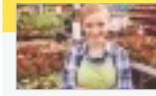
Making a Map



## WEEK 6

### Inquiry and Research

People in My Neighborhood



WEEK 4		WEEK 5	
Realistic Fiction		Procedural Text	
Garden Party and Click, Clack, Click!		Making a Map	
CCSS		CCSS	
Phonological Awareness: Medial Sounds; Initial Sounds; Segment and Blend Phonemes	RF.1.2; RF.1.2.c	Phonological Awareness: Medial Sounds; Initial Sounds; Segment and Blend Phonemes	RF.1.2; RF.1.2.c
Phonics: Short e; Dd /d/, Ll /l/, Hh /h/	RF.1.3; L.1.1.a	Phonics: Short u; Rr /r/, Ww /w/, Jj /j/, Kk /k/	RF.1.3; RF.1.3.b
High-Frequency Words: have, they, that, two, up	RF.1.3.g	High-Frequency Words: he, as, to, with, three	RF.1.3.g
Infographic: Neighborhood Activities	SL.1.4	Infographic: Kinds of Neighborhoods	SL.1.4
Realistic Fiction: Garden Party and Click, Clack, Click!	RL.1.10	Procedural Text: Making a Map	RL.1.10
Words that Tell Things You Can Do in a Neighborhood	L.1.1.h	Words that Tell About Places in a Neighborhood	L.1.6
Describe Characters	RL.1.3; RL.1.9	Find Graphics	RI.1.6
Visualize Details About Characters	RL.1.3	Correct and Confirm Predictions About Text Features	SL.1.1
Talk About It: Respond to Realistic Fiction	W.1.8	Write to Sources: Respond to Informational Text	W.1.8
Word Parts	L.1.4.b	Oral Language	L.1.6
Write Slanted Lines and Forward Circles	L.1.1.a	Write Letters Ll and li	L.1.1.a
Word Choice	L.1.5.c	Word Choice	L.1.1.j
Writer's Craft		Publish, Celebrate, and Assess	
Explore Adding Details to Illustrations	SL.1.5	Choose a Book to Publish	W.1.5
Apply Adding Details to Illustrations	SL.1.5	Edit for Illustrations and Words	W.1.5
Explore Adding Details to Words	W.1.5	Prepare for Celebration	W.1.5
Apply Adding Details to Words	W.1.5; L.1.1.i	How to Celebrate	SL.1.1.a
Asking and Answering Questions	SL.1.1.c; W.1.5	Assessment	SL.1.1
Spell Words with Short e	L.1.2.d	Spell Words with Short u	L.1.2.d
Adjectives and Articles	L.1.1.f	Sentences with Nouns, Verbs, and Adjectives	L.1.1; L.1.1.f

### Foundational Skills

Phonological Awareness: Initial Sounds; Final Sounds; Change Phonemes	RF.1.2; RF.1.2.c
Phonics: Qu, qu /kw/; Vv /v/, Yy /y/, Zz /z/	RF.1.3
High-Frequency Words: where, here, for, me, go	RF.1.3.g
Spelling: Spell Words with Qu, qu /kw/	L.1.2.d
Compare Across Texts: "My Neighborhood"	SL.1.6
Inquire: People in My Neighborhood	W.1.7
Leveled Research Articles	RF.1.4.a
Academic Words	L.1.6
Explore and Plan: Introduce Informational Text	RI.1.2
Conduct Research: Use Print Sources	W.1.8
Collaborate and Discuss: Analyze a Student Model	W.1.8
Identify Relevant Sources	W.1.8
Extend Research: Incorporate Media	SL.1.5
Revise and Edit	SL.1.5
Celebrate and Reflect	W.1.8; SL.1.5

# UNIT 1 WEEK 1

## SUGGESTED WEEKLY PLAN

### 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.
- I can make and use words to read and write realistic fiction.
- I can write a story.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RL.1.10, RF.1.2.c, W.1.5, SL.1.2, L.1.5

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T18–T19
  - » Phonological Awareness: Medial /a/
  - » Phonics: Decode Words with Short a
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “Trash on the Trail” T22–T23
- Realistic Fiction T24–T25
  - ☑ Quick Check T25

#### READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Proper Sitting Position T26–T27

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T31
- Strategy, Intervention, On-Level/Advanced Activities T30
- ELL Targeted Support T30
- Conferring T31

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

**BOOK CLUB** T31 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Launching Writing Workshop T318–T319
  - » Explore Meet the Author
  - » Share Back

##### INDEPENDENT WRITING

- Launching Writing Workshop T319
- Conferences T316

#### WRITING BRIDGE

- Spelling: Spell Words with Short a T320
  - ☑ Assess Prior Knowledge T320
- Language & Conventions: Review: Nouns T321

#### LESSON 2

RL.1.2, RF.1.2.a, W.1.5, SL.1.2, L.1.1.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T32–T33
  - » Phonics: Decode and Write Words with Short a
  - ☑ Quick Check T33
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T34–T41
  - » Preview Vocabulary
  - » Read: *The Blackout*
- Respond and Analyze T42–T43
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T43
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T44
- Guided Reading/Leveled Readers T47
- Strategy and Intervention Activities T44, T46
- Fluency T46 • Conferring T47
- ELL Targeted Support T44, T46

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T45
- Independent Reading T47
- Literacy Activities T47

#### WRITING WORKSHOP

##### MINILESSON

- Launching Writing Workshop T322–T323
  - » Apply Meet the Author
  - » Share Back

##### INDEPENDENT WRITING

- Launching Writing Workshop T323
- Conferences T316

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Short a T324
- Language & Conventions: Oral Language: Nouns T325

## LESSON 3

RL.1.3, RF.1.2.c, W.1.5,  
L.1.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T48–T49
  - » Phonological Awareness: Recognize Alliteration
  - » Phonics: Decode Words with Initial and Final Consonants *Mm, Ss, Tt*
  - » High-Frequency Words

#### CLOSE READ

- Describe a Character T50–T51
- Close Read: *The Blackout*
  - ✔ **Quick Check** T51

### READING BRIDGE

- Read Like a Writer, Write for a Reader: First-Person Text T52–T53
- Handwriting: Proper Paper Position T52–T53

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T55
- Strategy and Intervention Activities T54
- Fluency T54 • Conferring T55
- ELL Targeted Support T54

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T55
- Literacy Activities T55
- Partner Reading T55

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T326–T327
  - » Explore What Good Writers Do
  - » Share Back

#### INDEPENDENT WRITING

- Launching Writing Workshop T327
- Conferences T316

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Short *a* T328
- Language & Conventions: Teach Nouns T329

## LESSON 4

RL.1.7, RF.1.4, W.1.3,  
L.1.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T56–T57
  - » Phonics: Decode and Write Words with Short *a* and Consonants *Mm, Ss, Tt*
    - ✔ **Quick Check** T57
  - » Decodable Story: Read *At a Mat* T58–T59

#### CLOSE READ

- Use Text Evidence T60–T61
- Close Read: *The Blackout*
  - ✔ **Quick Check** T61

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T62
- Guided Reading/Leveled Readers T65
- Strategy and Intervention Activities T62, T64
- Fluency T64 • Conferring T65
- ELL Targeted Support T62, T64

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T63
- Independent Reading T65
- Literacy Activities T65

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T330–T331
  - » Apply What Good Writers Do
  - » Share Back

#### INDEPENDENT WRITING

- Launching Writing Workshop T331
- Conferences T316

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review: Spell Words with Short *a* T332
- Language & Conventions: Practice Nouns T333

## LESSON 5

RL.1.2, RF.1.2.b, W.1.5,  
SL.1.1.b, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T66–T67
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Review: *Aa, Mm, Ss, Tt*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T68–T69
  - » Talk About It
    - ✔ **Quick Check** T69
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T71
- Strategy, Intervention, On-Level/Advanced Activities T70
- ELL Targeted Support T70
- Conferring T71

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T71
- Literary Activities T71

**BOOK CLUB** T71 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T334
  - » Writing Club: Overview
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T334–T335 **SEL**
- Conferences T316

### WRITING BRIDGE

- Spelling: Spell Words with Short *a* T336
  - ✔ **Assess Understanding** T336
- Language & Conventions: Standards Practice T337

#### FLEXIBLE OPTION

# UNIT 1 WEEK 2

## SUGGESTED WEEKLY PLAN

### 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.
- I can make and use words to read and write realistic fiction.
- I can write a story.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RL.1.5, RF.1.2.c, W.1.3, SL.1.3, L.1.5

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T76–T77
  - » Phonological Awareness: Medial /i/
  - » Phonics: Decode Words with Short *i*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T78–T79
- Listening Comprehension: Read Aloud: “A Neighborhood Walk” T80–T81
- Realistic Fiction T82–T83
  - ☑ Quick Check T83

#### READING BRIDGE

- Academic Vocabulary: Synonyms T84–T85
- Handwriting: Proper Pencil Grip T84–T85

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T89
- Strategy, Intervention, and On-Level and Advanced Activities T88
- Conferring T89
- ELL Targeted Support T88

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T89
- Literacy Activities T89

**BOOK CLUB** T89 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Launching Writing Workshop T342–T343
  - » Explore Where Authors Get Ideas
  - » Share Back

##### INDEPENDENT WRITING

- Launching Writing Workshop T343
- Conferences T340

#### WRITING BRIDGE

- Spelling Spell Short *i* Words T344
  - ☑ Assess Prior Knowledge T344
- Language & Conventions Spiral Review: Nouns T345

#### LESSON 2

RL.1.1, RF.1.4.b, L.1.1.e, L.1.2.d

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T90–T91
  - » Phonics: Decode and Write Words with Short *i*
  - ☑ Quick Check T91
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T92–T103
  - » Preview Vocabulary
  - » Read: *Henry on Wheels*
- Respond and Analyze T104–T105
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T105
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T109
- Strategy and Intervention Activities T106, T108
- Fluency T108 • Conferring T109
- ELL Targeted Support T106, T108

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T109
- Word Work Activities and Decodable Reader T107
- Literacy Activities T109

#### WRITING WORKSHOP

##### MINILESSON

- Launching Writing Workshop T346–T347
  - » Apply Where Authors Get Ideas
  - » Share Back

##### INDEPENDENT WRITING

- Launching Writing Workshop T347
- Conferences T340

#### WRITING BRIDGE

- Spelling Teach Short *i* Words T348
- Language & Conventions Oral Language: Present Tense Verbs T349

## LESSON 3

RL.1.3, RL.1.7, W.1.6,  
L.1.1.c, L.1.1.e, L.1.5.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T110–T111
  - » Phonological Awareness: Recognize Alliteration
  - » Phonics: Decode Words with Initial and Final Consonants *Cc, Pp, Nn*
  - » High-Frequency Words

#### CLOSE READ

- Describe the Setting T112–T113
- Close Read: *Henry on Wheels*
  - ✔ **Quick Check** T113

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T114–T115
- Handwriting: Vertical Lines T114–T115

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T117
- Strategy and Intervention Activities T116
- Fluency T116 • Conferring T117
- ELL Targeted Support T116

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T117
- Literacy Activities T117
- Partner Reading T117

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T350–T351
  - » Explore Digital Tools We Can Use
  - » Share Back

#### INDEPENDENT WRITING

- Launching Writing Workshop T351
- Conferences T340

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Short *i* Words T352
- Language & Conventions: Teach Present Tense Verbs T353

## LESSON 4

RL.1.1, RF.1.3.b, W.1.6,  
W.1.8, L.1.1.c, L.1.1.e

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T118–T119
  - » Phonics: Decode and Write Words with Short *i* and Consonants *Cc, Pp, Nn*
- ✔ **Quick Check** T119
- » Decodable Story: Read *Tip the Cat* T120–T121

#### CLOSE READ

- Ask and Answer Questions T122–T123
- Close Read: *Henry on Wheels*
  - ✔ **Quick Check** T123

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Reader T127
- Strategy and Intervention Activities T124, T126
- Fluency T126 • Conferring T127
- ELL Targeted Support T124, T126

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T127
- Word Work Activity and Decodable Reader T125
- Literacy Activities T127

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T354–T355
  - » Apply Digital Tools We Can Use
  - » Share Back

#### INDEPENDENT WRITING

- Launching Writing Workshop T355
- Conferences T340

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T356
- Language & Conventions: Practice Present Tense Verbs T357

## LESSON 5

RL.1.10, RF.1.2.b, SL.1.1,  
W.1.6, L.1.2.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T128–T129
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Spiral Review: *Aa, Mm, Ss, Tt*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T130–T131
  - » Write to Sources
- ✔ **Quick Check** T131
- » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T133
- Strategy, Intervention, and On-Level and Advanced Activities T132
- Conferring T133
- ELL Targeted Support T132

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T133
- Literacy Activities T133

**BOOK CLUB** T133 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T358
  - » Digital Tools We Can Use Together
  - » Share Back

#### INDEPENDENT WRITING

- WRITING CLUB** T358–T359 **SEL**
- Conferences T340

### WRITING BRIDGE

- Spelling: Spell Short *i* Words T360

✔ **Assess Understanding** T360

#### FLEXIBLE OPTION

- Language & Conventions: Standards Practice T361

# UNIT 1 WEEK 3

## SUGGESTED WEEKLY PLAN

### 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 a neighborhood.
- I can make and use words to connect reading and writing.
- I can write a story.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RL.1.5, RF.1.1, W.1.5, SL.1.2, L.1.4.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T138–T139
  - » Phonological Awareness: Medial o
  - » Phonics: Decode Words with Short o
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Diagram: Weekly Question T140–T141
- Listening Comprehension: Read Aloud: “Signs in Your Neighborhood” T142–T143
- Informational Text T144–T145
  - ☑ **Quick Check** T145

#### READING BRIDGE

- Academic Vocabulary: Context Clues T146–T147
- Handwriting: Horizontal Lines T146–T147

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T151
- Strategy, Intervention, On-Level, Advanced Activities T150
- ELL Targeted Support T150
- Conferencing T151

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T151
- Literacy Activities T151

**BOOK CLUB** T151 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Launching Writing Workshop T366–T367
  - » Explore Features of a Fiction Book
  - » Share Back

##### INDEPENDENT WRITING

- Launching Writing Workshop T367
- Conferences T364

#### WRITING BRIDGE

- Spelling: Spell Short o Words T368
  - ☑ **Assess Prior Knowledge** T368
- Language & Conventions: Spiral Review: Present Tense Verbs T369

#### LESSON 2

RL.1.5, RF.1.2, RF.1.3, W.1.3, SL.1.1.c

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T152–T153
  - » Phonics: Decode and Write Words with Short o
- ☑ **Quick Check** T153
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T154–T159
  - » Preview Vocabulary
  - » Read: *Look Both Ways!*
- Respond and Analyze T160–T161
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T161
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T160
- Guided Reading/Leveled Readers T165
- Strategy and Intervention Activities T162, T164
- Fluency T164 • Conferencing T165
- ELL Targeted Support T162, T164

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T163
- Independent Reading T165
- Literacy Activities T165

#### WRITING WORKSHOP

##### MINILESSON

- Launching Writing Workshop T370–T371
  - » Apply Features of a Fiction Book
  - » Share Back

##### INDEPENDENT WRITING

- Launching Writing Workshop T371
- Conferences T364

#### WRITING BRIDGE

- Spelling: Teach Spell Short o Words T372
- Language & Conventions: Oral Language: Simple Sentences T373

## LESSON 3

RI.1.5, RF.1.1, RF.1.3.g,  
W.1.2, L.1.1.j

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T166–T167
  - » Phonological Awareness: Recognize Alliteration
  - » Phonics: Decode Words with Initial and Final Consonants *Ff, Bb, Gg*
  - » High-Frequency Words

#### CLOSE READ

- Find Text Features T168–T169
- Close Read: *Look Both Ways!*
  - ✔ **Quick Check** T169

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Print Features T170–T171
- Handwriting: Backward Circles T170–T171

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T173
- Strategy and Intervention Activities T172
- Fluency T172 • Conferring T173
- ELL Targeted Support T172

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T173
- Literacy Activities T173

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T374–T375
  - » Explore Features of a Nonfiction Book
  - » Share Back

#### INDEPENDENT WRITING

- Launching Writing Workshop T375
- Conferences T364

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Short *o* Words T376
- Language & Conventions: Teach Simple Sentences T377

## LESSON 4

RI.1.5, RF.1.3.b, W.1.2,  
L.1.1.j

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T174–T175
  - » Phonics: Decode and Write Words with Consonants *Ff, Bb, Gg*
    - ✔ **Quick Check** T175
  - » Decodable Story: Read *Big Biff* T176–T177

#### CLOSE READ

- Use Text Evidence T178–T179
- Close Read: *Look Both Ways!*
  - ✔ **Quick Check** T179

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T180
- Guided Reading/Leveled Readers T183
- Strategy and Intervention Activities T180, T182
- Fluency T182 • Conferring T183
- ELL Targeted Support T180, T182

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T181
- Independent Reading T183
- Literacy Activities T183

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T378–T379
  - » Apply Features of a Nonfiction Book
  - » Share Back

#### INDEPENDENT WRITING

- Launching Writing Workshop T379
- Conferences T364

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review: Spell Short *i*, Short *a*, and *c, p*, and *n* Words T380
- Language & Conventions: Practice Simple Sentences T381

## LESSON 5

RI.1.10, RF.1.2.d, W.1.5,  
SL.1.1.a, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T184–T185
  - » Phonological Awareness: Add Phonemes
  - » Phonics: Spiral Review: *li, Cc, Pp, Nn*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T186–T187
  - » Talk About It
    - ✔ **Quick Check** T187
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T189
- Strategy and Intervention Activities T188
- ELL Targeted Support T188
- Conferring T189

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T189
- Literacy Activities T189

**BOOK CLUB** T189 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T382
  - » Making and Responding to Suggestions
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T382–T383 **SEL**
  - Conferences T364

### WRITING BRIDGE

- Spelling: Spell Short *o* Words
  - ✔ **Assess Understanding** T384 **FLEXIBLE OPTION**
- Language & Conventions: Standards Practice T385



# UNIT 1 WEEK 4

## SUGGESTED WEEKLY PLAN

### 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.
- I can make and use words to read and write realistic fiction.
- I can write a story.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RF.1.4.a, RL.1.1, W.1.3, L.1.4, L.1.4.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T194–T195
  - » Phonological Awareness: Medial /e/
  - » Phonics: Decode Words with Short e
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T196–T197
- Listening Comprehension: Read Aloud: “Welcome to the Neighborhood” T198–T199
- Realistic Fiction T200–T201
  - ☑ Quick Check T201

#### READING BRIDGE

- Academic Vocabulary: Word Parts T202–T203
- Handwriting: Write Slanted Lines T202–T203

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T207
- Strategy, Intervention, and On-Level/Advanced Activities T206
- ELL Targeted Support T206
- Conferring T207

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T207
- Literacy Activities T207

BOOK CLUB T207 SEL

#### WRITING WORKSHOP

##### MINILESSON

- Launching Writing Workshop T390–T391
  - » Explore Adding Details to Illustrations
  - » Share Back

##### INDEPENDENT WRITING

- Launching Writing Workshop T391
- Conferences T388

#### WRITING BRIDGE

- Spelling: Spell Words with Short e T392
  - ☑ Assess Prior Knowledge T392
- Language & Conventions: Oral Language: Simple Sentences T393

#### LESSON 2

RL.1.7, RL.1.1, W.1.3, L.1.1.f, L.1.1.h

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T208–T209
  - » Phonics: Decode and Write Words with Short e
  - ☑ Quick Check T209
  - » High-Frequency Words

##### SHARED READ

- Introduce the Texts T210–T221
  - » Preview Vocabulary
  - » Read and Compare Texts
- Respond and Analyze T222–T223
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T223
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T224
- Guided Reading/Leveled Readers T227
- Strategy and Intervention Activities T224, T226
- Fluency T226 • Conferring T227
- ELL Targeted Support T224, T226

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T225
- Independent Reading T227
- Literacy Activities T227
- Partner Reading T227

#### WRITING WORKSHOP

##### MINILESSON

- Launching Writing Workshop T394–T395
  - » Apply Adding Details to Illustrations
  - » Share Back

##### INDEPENDENT WRITING

- Launching Writing Workshop T395
- Conferences T388

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Short e T396
- Language & Conventions: Oral Language: Adjectives and Articles T397

## LESSON 3

RL.1.9, W.1.3, L.1.1.f,  
L.1.1.h, L.1.5.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T228–T229
  - » Phonological Awareness: Initial Sounds
  - » Phonics: Decode Words with Initial Consonants *Dd, Ll, Hh*
  - » High-Frequency Words

#### CLOSE READ

- Describe Characters T230–T231
- Close Read: *Garden Party; Click, Clack, Click!*
  - ✔ **Quick Check** T231

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T232–T233
- Handwriting: Forward Circles T232–T233

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T235
- Strategy and Intervention Activities T234
- Fluency T234 • Conferring T235
- ELL Targeted Support T234

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T235
- Literacy Activities T235

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T398–T399
  - » Explore Adding Details to Words
  - » Share Back

#### INDEPENDENT WRITING

- Launching Writing Workshop T399
- Conferences T388

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Short *e* T400
- Language & Conventions: Teach Adjectives and Articles T401

## LESSON 4

RL.1.3, W.1.3, W.1.5,  
L.1.1.f, L.1.1.h

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T236–T237
  - » Phonics: Decode and Write Words with Short *e* and Consonants *Dd, Ll, Hh*
  - ✔ **Quick Check** T237
  - » Decodable Story: Read *Fill the Pen* T238–T239

#### CLOSE READ

- Visualize Details About Characters T240–T241
- Close Read: *Garden Party; Click, Clack, Click!*
  - ✔ **Quick Check** T241

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T242
- Guided Reading/Leveled Readers T245
- Strategy and Intervention Activities T242, T244
- Fluency T244 • Conferring T245
- ELL Targeted Support T242, T244

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T243
- Independent Reading T245
- Literacy Activities T245

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T402–T403
  - » Apply Adding Details to Words
  - » Share Back

#### INDEPENDENT WRITING

- Launching Writing Workshop T403
- Conferences T388

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review: Spell Words with Short *o* and *ff/, b/b/, g/g/* T404
- Language & Conventions: Practice Adjectives and Articles T405

## LESSON 5

RL.1.10, RF.1.2.b, W.1.5,  
W.1.8, SL.1.1.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T246–T247
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Spiral Review: *Oo, Ff, Bb, Gg*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T248–T249
  - » Talk About It
  - ✔ **Quick Check** T249
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T251
- Strategy, Intervention, and On-Level/Advanced Activities T250
- ELL Targeted Support T250
- Conferring T251

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T251
- Literacy Activities T251

**BOOK CLUB** T251 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T406
  - » Asking and Answering Questions
  - » Share Back

#### INDEPENDENT WRITING

- ✔ **WRITING CLUB** T406–T407 **SEL**
- Conferences T388

### WRITING BRIDGE

- Spelling: Spell Words with Short *e* T408
  - ✔ **Assess Understanding** T408
  - FLEXIBLE OPTION**
- Language & Conventions: Standards Practice T409

# UNIT 1 WEEK 5

## SUGGESTED WEEKLY PLAN

### 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 a neighborhood.
- I can make and use words to connect reading and writing.
- I can write a story.

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Assessment

### Materials

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

#### LESSON 1

RI.1.10, RF.1.2.d, W.1.6, SL.1.4, L.1.1.h

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T256–T257
  - » Phonological Awareness: Medial /u/
  - » Phonics: Decode Words with Short *u*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T258–T259
- Listening Comprehension: Read Aloud: “How to Describe Your Neighborhood” T260–T261
- Procedural Text T262–T263
  - ☑ **Quick Check** T263

#### READING BRIDGE

- Academic Vocabulary: Oral Language T264–T265
- Handwriting: Letters *l* T264–T265

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T269
- Strategy, Intervention, and On-Level/Advanced Activities T268
- ELL Targeted Support T268
- Conferring T269

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T269
- Literacy Activities T269

**BOOK CLUB** T269 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Launching Writing Workshop T414–T415
  - » Choose a Book to Publish
  - » Share Back

##### INDEPENDENT WRITING

- Launching Writing Workshop T415
- Conferences T412

#### WRITING BRIDGE

- Spelling: Spell Words with Short *u* T416
  - ☑ **Assess Prior Knowledge** T416
- Language & Conventions: Spiral Review: Adjectives and Articles T417

#### LESSON 2

RI.1.4, RI.1.6, W.1.5, L.1.1, L.1.1.f, L.1.4

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T270–T271
  - » Phonics: Decode and Write Words with Short *u*
  - ☑ **Quick Check** T271
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T272–T277
  - » Preview Vocabulary
  - » Read: *Making a Map*
- Respond and Analyze T278–T279
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T279
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T280
- Guided Reading/Leveled Readers T283
- Strategy and Intervention Activities T280, T282
- Fluency T282 • Conferring T283
- ELL Targeted Support T280, T282

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T281
- Independent Reading T283
- Literacy Activities T283
- Partner Reading T283

#### WRITING WORKSHOP

##### MINILESSON

- Launching Writing Workshop T418–T419
  - » Edit for Illustrations and Words
  - » Share Back

##### INDEPENDENT WRITING

- Launching Writing Workshop T419
- Conferences T412

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Short *u* T420
- Language & Conventions: Oral Language: Sentences with Nouns, Verbs, and Adjectives T421

## LESSON 3

RI.1.6, RF.1.2.c, L.1.1,  
L.1.1.f, L.1.2.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T284–T285
  - » Phonological Awareness: Initial Sounds
  - » Phonics: Decode Words with Initial Consonants *Rr, Ww, Jj, Kk*
  - » High-Frequency Words

#### CLOSE READ

- Find Graphics T286–T287
- Close Read: *Making a Map*
  - ✔ **Quick Check** T287

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T288–T289
- Handwriting: Letters *l* T288–T289

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T291
- Strategy and Intervention Activities T290
- Fluency T290 • Conferring T291
- ELL Targeted Support T290

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T291
- Literacy Activities T291

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T422–T423
  - » Prepare for Celebration
  - » Share Back

#### INDEPENDENT WRITING

- Launching Writing Workshop T423
- Conferences T412

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Short *u* T424
- Language & Conventions: Teach Sentences with Nouns, Verbs, and Adjectives T425

## LESSON 4

RF.1.3.b, SL.1.1.a,  
SL.1.1.b, L.1.1, L.1.1.f

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T292–T293
  - » Phonics: Decode and Write Words with Consonants *Rr, Ww, Jj, Kk*
  - ✔ **Quick Check** T293
  - » Decodable Story: Read *Three Will Run* T294–T295

#### CLOSE READ

- Correct and Confirm Predictions T296–T297
- Close Read: *Making a Map*
  - ✔ **Quick Check** T297

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T298
- Guided Reading/Leveled Readers T301
- Strategy and Intervention Activities T298, T300
- Fluency T300 • Conferring T301
- ELL Targeted Support T298, T300

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T299
- Independent Reading T301
- Literacy Activities T301

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T426–T427
  - » How to Celebrate

#### INDEPENDENT WRITING

- Launching Writing Workshop T427
- Conferences T412

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review: Words with Short *e*, Short *a*, and Short *i* T428
- Language & Conventions: Practice Sentences with Nouns, Verbs, and Adjectives T429

## LESSON 5

RF.1.2.b, SL.1.1, L.1.2

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T302–T303
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Spiral Review: *Ee, Dd, Ll, Hh*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T304–T305
  - » Write to Sources
  - ✔ **Quick Check** T305
  - » Weekly Question

### 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

**BOOK CLUB** T307 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Launching Writing Workshop T430
  - » Assessment

#### INDEPENDENT WRITING

- Writing Assessment T430–T431
- Conferences T412

### WRITING BRIDGE

- Spelling: Spell Words with Short *u* T432

✔ **Assess Understanding** T432

#### FLEXIBLE OPTION

- Language & Conventions: Standards Practice T433

**PROJECT FOCUS**

This week students will

- research a neighborhood worker.
- write an informational text.

**Lesson 1**

**Foundational Skills**

T440–T441, T442  
T438–T439  
T458–T459

- Phonological Awareness: Initial /kw/
- Phonics: *Qu, qu*
- Spelling

RI.1.1, RI.1.5,  
RF.1.2.c, W.1.2, L.1.2

**Compare Across Texts**

- Answer the Essential Question

**Inquire**

- Introduce the Project
- Read “Workers in the Neighborhood”
- Generate questions for inquiry
- Use Academic Words

**Lesson 2**

**Foundational Skills**

T444–T447, T442  
T460–T461  
T462–T463

- Phonics: *Qu, qu*
- Spelling: Spell Words with *Qu, qu*

RI.1.1, RI.1.5,  
RF.1.2.c, W.1.2, L.1.2

**Explore and Plan**

- Introduce Informational Text
- Read “Walking to School”
- Explore characteristics of informational texts

**Conduct Research**

- Use print sources
- Answer inquiry questions
- Use text features

**Lesson 3**

**Foundational Skills**

T448–T449, T443  
T464–T465

- Phonological Awareness: Initial and Final Sounds
- Phonics: Consonants *Vv, Yy, Zz*
- High-Frequency Words
- Spelling

RI.1.1, RI.1.5,  
RF.1.2.c, W.1.2, L.1.2

**Collaborate and Discuss**

- Analyze Student Model
- Read “All Aboard the Bus”
- Identify relevant sources for research

**Lesson 4**

**Foundational Skills**

T450–T455, T443  
T466–T467

- Phonics: Consonants *Vv, Yy, Zz*
- Decodable Story: *Quinn the Vet*
- Spelling

RI.1.1, RI.1.5,  
RF.1.2.c, W.1.2, L.1.2

**Extend Research**

- Incorporate Media
- Revise
- Edit

**Lesson 5**

**Foundational Skills**

T456–T457, T443  
T468  
T469

- Phonological Awareness: Change Phonemes
- Phonics: Spiral Review
- Spelling

RI.1.1, RI.1.5,  
RF.1.2.c, W.1.2, L.1.2

**Celebrate and Reflect**

- Share your informational text
- Reflect on your research

**Reflect on the Unit**

- Reflect on Your Goals
- Reflect on Your Reading
- Reflect on Your Writing

# UNIT 2 SKILLS OVERVIEW

## UNIT THEME

# I Spy

		WEEK 1		WEEK 2		WEEK 3	
		Informational Text		Informational Text		Informational Text	
		The Life of a Frog		The Life Cycle of a Sunflower		How Do Baby Animals Grow?	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonological Awareness: Segment and Blend Phonemes; Final Sounds; Change Phonemes	RF.1.2.b	Phonological Awareness: Produce Rhyming Words; Add and Remove Phonemes	RF.1.2	Phonological Awareness: Segment and Blend Phonemes; Add and Remove Phonemes	RF.1.2
		Phonics: Initial Consonant Blends; Final Xx /ks/	RF.1.3	Phonics: /k/ Sound Spelled ck; /s/ Sound and /z/ Sound Spelled Ss	RF.1.3	Phonics: Final Consonant Blends; Inflectional Ending -s	RF.1.3; RF.1.3.f
		High-Frequency Words: help, little, come, my, saw	RF.1.3.g	High-Frequency Words: walk, she, what, take, jump	RF.1.3.g	High-Frequency Words: this, use, from, think, blue	RF.1.3.g
	Minilesson Bank	Infographic: How Big Is the Baby?	RI.1.10	Diagram: Parts of a Plant	SL.1.1.c	Infographic: Baby Animal Names	SL.1.1.c
		Informational Text: <i>The Life of a Frog</i>	RI.1.10	Informational Text: <i>The Life Cycle of a Sunflower</i>	RI.1.10	Informational Text: <i>How Do Baby Animals Grow?</i>	RI.1.10
		Words that Tell About Frogs	L.1.4	Words that Tell About Plants	L.1.6	Words that Name Different Animals	L.1.6
		Find the Main Idea	RI.1.2	Find Text Structure	RI.1.10	Discuss Author's Purpose	SL.1.1
		Find Important Details	RI.1.2	Make Inferences	RI.1.10	Ask and Answer Questions	RI.1.2
		Talk About It: Respond to Informational Text	SL.1.1	Talk About It: Respond to Informational Text	SL.1.1; SL.1.2	Write to Sources: Respond to Informational Text	SL.1.1.c
	READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.1.5	Synonyms	L.1.5.d	Context Clues
Handwriting		Letters Tt and Write Letters with Correct Slant	L.1.1.a	Letters Oo and Letters Cc	L.1.1.a	Appropriate Spacing Between Letters in Words and Letters Aa	RF.1.1; SL.1.1.a
Read Like a Writer/Write for a Reader		Word Choice	L.1.5.c	Word Choice	L.1.1	Description Text Structure	RI.1.10
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Informational Book	RI.1.2	Main Idea	W.1.2	Organize with Structure	W.1.2
		Main Idea and Details	RI.1.1	Explore Facts and Details	W.1.2	Explore Features and Simple Graphics	W.1.2
		Simple Graphics	W.1.5	Apply Facts and Details	W.1.2	Apply Features and Simple Graphics	W.1.2; W.1.5
		Brainstorm a Topic and Main Idea	SL.1.1	Explore Simple Graphics	W.1.2	Explore Introduction and Conclusion	W.1.2
		Plan Your Informational Book	SL.1.1	Apply Simple Graphics	W.1.2	Apply Introduction and Conclusion	W.1.2
	READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Words with Initial Consonant Blends	L.1.2	Spell Words with Consonant Pattern -ck	SL.1.1	Words with Final Consonant Blends
Language & Conventions		Simple Sentences	RF.1.1.a	Declarative Sentences	L.1.1.j	Interrogative Sentences	L.1.1.j

# Essential Question

What is a neighborhood?

## WEEK 4

### Poetry

#### Poetry Collection



CCSS

Phonological Awareness: Produce Rhyming Words; Change Phonemes

RF.1.2

Phonics: Consonant Digraphs *sh, th*; Inflectional Ending *-ing*

RF.1.3.a; RF.1.3.f

High-Frequency Words: *goes, make, her, too, all*

RF.1.3.g

Time Line: Changing with the Seasons

SL.1.2

Poetry: "The Long Sleep" and "Changes"

RL.1.10

Words that Tell About Animals

L.1.6

Describe Elements of Poetry

SL.1.1

Create New Understandings

RF.1.4.a

Talk About It: Respond to Literature

SL.1.1.a

Word Parts

L.1.4.b

Letters *Dd* and Letters *Ee*

L.1.1.a

Word Choice

RL.1.4

#### Writer's Craft

Edit for Capitalization

L.1.2

Explore Singular, Plural, Common, Proper, and Possessive Nouns

L.1.1.c

Apply Singular, Plural, Common, Proper, and Possessive Nouns

L.1.1.b

Explore Complete Sentences with Subject-Verb Agreement

L.1.2

Apply Complete Sentences with Subject-Verb Agreement

L.1.1; L.1.1.c

Spell Words with Consonant Digraphs *sh, th*

RF.1.3.a

Exclamatory Sentences

L.1.1.j

## WEEK 5

### Drama

#### Bigger Shoes for the Big Race



CCSS

Phonological Awareness: Change Phonemes; Medial Sounds; Distinguish Between Short and Long *a*

RF.1.2; RF.1.2.c

Phonics: Long *a* Sound Spelled VC *e*; Vowel Digraphs *ai* and *aw*

RF.1.3

High-Frequency Words: *four, five, ride, your, part*

RF.1.3.g

Poem: Growing Older

SL.1.1.b

Play: *Bigger Shoes for the Big Race*

RL.1.10

Words that Describe

L.1.5.d

Find Elements of Drama

RL.1.3

Make Inferences

RL.1.3

Write to Sources: Opinion

W.1.1

Oral Language

L.1.4.a

Letters *Ff* and Write Words

L.1.1.a; L.1.2

Word Choice

L.1.1.f

#### Publish, Celebrate, and Assess

Edit for Capitalization

L.1.2

Edit for Commas

L.1.2.c

Prepare for Celebration

W.1.6

Celebrate

W.1.6

Assessment

W.1.2

Spell Long *a* Words

L.1.2.d

Imperative Sentences

L.1.1.j

## WEEK 6

### Inquiry and Research

#### New at the Zoo!



CCSS

#### Foundational Skills

Phonological Awareness: Change Phonemes; Distinguish Between Short and Long *i*; Segment and Blend Phonemes

RF.1.2; RF.1.2.a

Phonics: Long *i* Spelled VCe; /s/ Sound Spelled c; and /j/ Sound Spelled g

RF.1.3; RF.1.3.c

High-Frequency Words: *know, many, after, into, don't*

RF.1.3.g

Spelling: Spell Long *i* Words

RF.1.3.c

Compare Across Texts: "I Spy"

RL.1.9

Inquire: Animals in Zoos

W.1.7

Leveled Research Articles

RF.1.4.a

Academic Words

L.1.6

Explore and Plan: Introduce Persuasive Writing

W.1.8

Conduct Research: Use Print and Digital Sources

W.1.8

Collaborate and Discuss: Analyze Student Model

W.1.1

Search Online

W.1.7

Extend Research: Incorporate Media

W.1.5

Revise and Edit

W.1.5

Celebrate and Reflect

SL.1.1

# UNIT 2 WEEK 1

## SUGGESTED WEEKLY PLAN

### 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.
- I can make and use words to read and write informational text.
- I can write an informational text.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RF.1.2.b, W.1.2, L.1.1.f, L.1.5, L.1.6

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T18–T19
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Initial Consonant Blends
- High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “A Kit Grows Up” T22–T23
- Informational Text T24–T25
  - ☑ **Quick Check** T25

#### READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Letters *Tt* 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

**BOOK CLUB** T31 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T308–T309
  - » Informational Book
  - » Share Back

##### INDEPENDENT WRITING

- Informational Book T309
- Conferences T306

#### WRITING BRIDGE

- Spelling: Spell Words with Initial Consonant Blends T310
  - ☑ **Assess Prior Knowledge** T310
- Language & Conventions: Spiral Review: Nouns, Verbs, Adjectives T311

#### LESSON 2

RI.1.1, RI.1.4, RF.1.1.a, L.1.4, L.1.4.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T32–T33
  - » Phonics: Decode and Write Words with Initial Consonant Blends
    - ☑ **Quick Check** T33
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T34–T41
  - » Preview Vocabulary
  - » Read: *The Life of a Frog*
- Respond and Analyze T42–T43
  - » My View
    - ☑ **Quick Check** T43
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T47
- Strategy and Intervention Activities T44, T46
- Fluency T46 • Conferring T47
- ELL Targeted Support T44, T46

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T45
- Independent Reading T47
- Literacy Activities T47
- Collaboration T47

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T312–T313
  - » Informational Books: Main Idea and Details
  - » Share Back

##### INDEPENDENT WRITING

- Informational Book T313
- Conferences T306

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Initial Consonant Blends T314
- Language & Conventions: Oral Language: Simple Sentences T315



## LESSON 3

RI.1.2, RF.1.1.a, W.1.2,  
L.1.1.a, L.1.2.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T48–T49
  - » Phonological Awareness: Final Sounds
  - » Phonics: Decode Words with Final x
- High-Frequency Words

#### CLOSE READ

- Find the Main Idea T50–T51
- Close Read: *The Life of a Frog*

 **Quick Check** T51

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T52–T53
- Handwriting: Write Letters with Correct Slant T52–T53

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T55
- Strategy and Intervention Activities T54
- Fluency T54 • Conferring T55
- ELL Targeted Support T54

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T55
- Literacy Activities T55
- Partner Reading T55

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T316–T317
  - » Informational Books: Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- Informational Book T317
- Conferences T306

### WRITING BRIDGE

#### FLEXIBLE OPTION


- Spelling: Review and More Practice: Spell Words with Initial Consonant Blends T318
- Language & Conventions: Teach Simple Sentences T319

## LESSON 4

RI.1.2, RF.1.1.a, W.1.2,  
W.1.5, L.1.1.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T56–T57
  - » Phonics: Decode and Write Words with Final x
-  **Quick Check** T57
- » Decodable Story: Read *Big Fox, Little Fox* T58–T59

#### CLOSE READ

- Find Important Details T60–T61
- Close Read: *The Life of a Frog*

 **Quick Check** T61

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T65
- Strategy and Intervention Activities T62, T64
- Fluency T64 • Conferring T65
- ELL Targeted Support T62, T64

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T63
- Independent Reading T65
- Literacy Activities T65

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T320–T321
  - » Brainstorm a Topic and Main Idea
  - » Share Back

#### INDEPENDENT WRITING

- Informational Book T321
- Conferences T306

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T322
- Language & Conventions: Practice Simple Sentences T323

## LESSON 5

RF.1.2, RI.1.10, W.1.2,  
SL.1.1, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T66–T67
  - » Phonological Awareness: Change Phonemes
  - » Phonics: Spiral Review: Qq, Vv, Yy, Zz
- High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T68–T69

» Talk About It

 **Quick Check** T69

» Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T71
- Strategy, Intervention, and On-Level/Advanced Activities T70
- ELL Targeted Support T70
- Conferring T71

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T71
- Literacy Activities T71

**BOOK CLUB** T71 

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T324
  - » Plan Your Informational Book
  - » Share Back

#### INDEPENDENT WRITING

**WRITING CLUB** T324–T325 

- Conferences T306

### WRITING BRIDGE

- Spelling: Spell Words with Initial Consonant Blends T326

 **Assess Understanding** T326

#### FLEXIBLE OPTION

- Language & Conventions: Standards Practice T327

# UNIT 2 WEEK 2

## SUGGESTED WEEKLY PLAN

### 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.
- I can make and use words to read and write informational text.
- I can write an informational text.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RI.1.10, RF.1.2, W.1.2, SL.1.2, L.1.1.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T76–T77
  - » Phonological Awareness: Produce Rhyming Words
  - » Phonics: Sound /k/ Spelled ck
- High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Diagram: Weekly Question T78–T79
- Listening Comprehension: Read Aloud: “Growing Food for the Table” T80–T81
- Informational Text T82–T83
  - ☑ Quick Check T83

#### READING BRIDGE

- Academic Vocabulary: Synonyms T84–T85
- Handwriting: Letters Oo T84–T85

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T89
- Strategy, Intervention, and On-Level/Advanced Activities T88
- ELL Targeted Support T88
- Conferring T89

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T89
- Literacy Activities T89

**BOOK CLUB** T89 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T332–T333
  - » Main Idea
  - » Share Back

##### INDEPENDENT WRITING

- Informational Book T333
- Conferences T330

#### WRITING BRIDGE

- Spelling: Spell Words with Consonant Pattern -ck T334
  - ☑ Assess Prior Knowledge T334
- Language & Conventions: Spiral Review: Simple Sentences T335

#### LESSON 2

RI.1.2, RF.1.3.a, W.1.2, SL.1.6, L.1.2.d

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T90–T91
  - » Phonics: Decode and Write Words with Sound /k/ Spelled ck
    - ☑ Quick Check T91
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T92–T99
  - » Preview Vocabulary
  - » Read: *The Life Cycle of a Sunflower*
- Respond and Analyze T100–T101
  - » My View
  - » Develop Vocabulary
    - ☑ Quick Check T101
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T105
- Strategy and Intervention Activities T102, T104
- Fluency T104 • Conferring T105
- ELL Targeted Support T102, T104

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T103
- Independent Reading T105
- Literacy Activities T105

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T336–T337
  - » Explore Facts and Details
  - » Share Back

##### INDEPENDENT WRITING

- Informational Book T337
- Conferences T330

#### WRITING BRIDGE

- Spelling: Teach Consonant Pattern -ck T338
- Language & Conventions: Oral Language: Declarative Sentences T339

## LESSON 3

RF.1.1.a, RF.1.3, RF.1.3.g,  
W.1.2, L.1.2.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T106–T107
  - » Phonological Awareness: Add Phonemes
  - » Phonics: Sound /s/ and Sound /z/ Spelled Ss
  - » High-Frequency Words

#### CLOSE READ

- Find Text Structure T108–T109
- Close Read: *The Life Cycle of a Sunflower*
  - ✔ **Quick Check** T109

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T110–T111
- **Handwriting:** Letters Cc T110–T111

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T113
- Strategy and Intervention Activities T112
- Fluency T112 • Conferring T113
- ELL Targeted Support T112

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T113
- Literacy Activities T113
- Partner Reading T113

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T340–T341
  - » Apply Facts and Details
  - » Share Back

#### INDEPENDENT WRITING

- Informational Book T341
- Conferences T330

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Consonant Pattern -ck T342
- Language & Conventions: Teach Declarative Sentences T343

## LESSON 4

RI.1.10, RF.1.1.a, W.1.2,  
L.1.1.j

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T114–T115
  - » Phonics: Sound /s/ and Sound /z/ Spelled Ss
    - ✔ **Quick Check** T115
  - » Decodable Story: Read *The Stems* T116–T117

#### CLOSE READ

- Make Inferences T118–T119
- Close Read: *The Life Cycle of a Sunflower*
  - ✔ **Quick Check** T119

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T123
- Strategy and Intervention Activities T120, T122
- Fluency T122 • Conferring T123
- ELL Targeted Support T120, T122

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T121
- Independent Reading T123
- Literacy Activities T123

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T344–T345
  - » Explore Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- Informational Book T345
- Conferences T330

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T346
- Language & Conventions: Practice Declarative Sentences T347

## LESSON 5

SL.1.1, SL.1.1.c, SL.1.2,  
SL.1.3, W.1.2, L.1.6

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T124–T125
  - » Phonological Awareness: Remove Phonemes
  - » Phonics: Spiral Review Initial Consonant Blends and Xx /ks/
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T126–T127
  - » Talk About It
    - ✔ **Quick Check** T127
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T129
- Strategy, Intervention, and On-Level/Advanced Activities T128
- ELL Targeted Support T128
- Conferring T129

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T129
- Literacy Activities T129

**BOOK CLUB** T129 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T348
  - » Apply Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T348–T349 **SEL**
- Conferences T330

### WRITING BRIDGE

- Spelling: Spell Words with Consonant Pattern -ck T350
  - ✔ **Assess Understanding** T350
- Language & Conventions: Standards Practice T351

# UNIT 2 WEEK 3

## SUGGESTED WEEKLY PLAN

### 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.
- I can make and use words to read and write informational text.
- I can write an informational text.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RI.1.10, RF.1.2.c, RF.1.4.c, W.1.2, L.1.2.d

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T134–T135
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Initial Consonant Blends
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T136–T137
- Listening Comprehension: Read Aloud: “Animal Babies Change” T138–T139
- Informational Text T140–T141
  - ☑ Quick Check T141

#### READING BRIDGE

- Academic Vocabulary: Context Clues T142–T143
- Handwriting: Appropriate Spacing Between Letters in Words T143–T143

#### 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

**BOOK CLUB** T147 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T356–T357
  - » Organize with Structure
  - » Share Back

##### INDEPENDENT WRITING

- Informational Book T357
- Conferences T354

#### WRITING BRIDGE

- Spelling: Words with Final Consonant Blends T358
  - ☑ Assess Prior Knowledge T358
- Language & Conventions: Spiral Review: Declarative Sentences T359

#### LESSON 2

RI.1.4, RI.1.10, W.1.2, SL.1.1, L.1.2.d

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T148–T149
  - » Phonics: Decode and Write Words with Final Consonant Blends
    - ☑ Quick Check T149
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T150–T155
  - » Preview Vocabulary
  - » Read: *How Do Baby Animals Grow?*
- Respond and Analyze T156–T157
  - » My View
  - » Develop Vocabulary
    - ☑ Quick Check T157
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T161
- Strategy and Intervention Activities T158, T160
- Fluency T160 • Conferring T161
- ELL Targeted Support T158, T160

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T159
- Independent Reading T161
- Literacy Activities T161
- Partner Reading T161

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T360–T361
  - » Explore Features and Simple Graphics
  - » Share Back

##### INDEPENDENT WRITING

- Informational Book T361
- Conferences T354

#### WRITING BRIDGE

- Spelling: Teach Words with Final Consonant Blends T362
- Language & Conventions: Oral Language: Interrogative Sentences T363

## LESSON 3

RI.1.10, RF.1.1.a, L.1.1.a,  
L.1.1.j, L.1.2.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T162–T163
  - » Phonological Awareness: Add Phonemes
  - » Phonics: Decode Words with Inflectional Ending -s
  - » High-Frequency Words

#### CLOSE READ

- Discuss Author’s Purpose T164–T165
- Close Read: *How Do Baby Animals Grow?*
  - ✓ **Quick Check** T165

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Description Text Structure T166–T167
- **Handwriting:** Letters Aa T166–T167

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T169
- Strategy and Intervention Activities T168
- Fluency T168 • Conferring T169
- ELL Targeted Support T168

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T169
- Literacy Activities T169

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T364–T365
  - » Apply Features and Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- Informational Book T365
- Conferences T354

### WRITING BRIDGE

- Spelling: Review and Practice: Words with Final Consonant Blends T366
- Language & Conventions: Teach Interrogative Sentences T367

**FLEXIBLE OPTION**

## LESSON 4

RI.1.1, RI.1.10, RF.1.1.a,  
RF.1.3.f, W.1.2, L.1.2.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T170–T171
  - » Phonics: Decode and Write Words with Inflectional Ending -s
    - ✓ **Quick Check** T171
  - » Decodable Story: Read *Little Ducks* T172–T173

#### CLOSE READ

- Ask and Answer Questions T174–T175
- Close Read: *How Do Baby Animals Grow?*
  - ✓ **Quick Check** T175

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T179
- Strategy and Intervention Activities T176, T178
- Fluency T178 • Conferring T179
- ELL Targeted Support T176, T178

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T177
- Independent Reading T179
- Literacy Activities T179

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T368–T369
  - » Explore Introduction and Conclusion
  - » Share Back

#### INDEPENDENT WRITING

- Informational Book T369
- Conferences T354

### WRITING BRIDGE

- Spelling: Spiral Review T370
- Language & Conventions: Practice Interrogative Sentences T371

**FLEXIBLE OPTION**

## LESSON 5

RI.1.10, RF.1.3.a, W.1.2,  
SL.1.1, L.1.2.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T180–T181
  - » Phonological Awareness: Remove Phonemes
  - » Phonics: Spiral Review: Consonant Pattern -ck, Plural -s and Consonant s /z/
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T182–T183
  - » Write to Sources
    - ✓ **Quick Check** T183
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T185
- Strategy, Intervention, and On-Level/Advanced Activities T184
- ELL Targeted Support T184
- Conferring T185

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T185
- Literacy Activities T185

**BOOK CLUB** T185 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T372
  - » Apply Introduction and Conclusion
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T372–T373 **SEL**
- Conferences T354

### WRITING BRIDGE

- Spelling: Words with Final Consonant Blends T374
  - ✓ **Assess Understanding** T374
- Language & Conventions: Standards Practice 375

**FLEXIBLE OPTION**

# UNIT 2 WEEK 4 SUGGESTED WEEKLY PLAN

## 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 how living things grow and change.
- I can make and use words to connect reading and writing.
- I can write an informational text.

### SEL SOCIAL-EMOTIONAL LEARNING

## 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

RL.1.10, W.1.2, L.1.2.a, L.1.2.b, L.1.4.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T190–T191
  - » Phonological Awareness: Rhyming Words
  - » Phonics: Decode Words with Consonant Digraphs *sh* and *th*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Time Line: Weekly Question T192–T193
- Listening Comprehension: Read Aloud: “Changing Animals” T194–T195
- Poetry T196–T197
  - ☑ Quick Check T197

#### READING BRIDGE

- Academic Vocabulary: Word Parts T198–T199
- Handwriting: Letters *Dd* T198–T199

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T203
- Strategy, Intervention, and On-Level/Advanced Activities T202
- ELL Targeted Support T202
- Conferring T203

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T203
- Literacy Activities T203

**BOOK CLUB** T203 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T380–381
  - » Edit for Capitalization
  - » Share Back

##### INDEPENDENT WRITING

- Informational Book T381
- Conferences T378

#### WRITING BRIDGE

- Spelling: Spell Words with Consonant Digraphs *sh*, *th* T382
  - ☑ Assess Prior Knowledge T382

- Language & Conventions: Spiral Review: Interrogative Sentences T383

### LESSON 2

RL.1.10, RF.1.3, W.1.2, L.1.1.c, L.1.1.j

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T204–T205
  - » Phonics: Decode and Write Words with Consonant Digraphs *sh* and *th*
  - ☑ Quick Check T205
  - » High-Frequency Words

##### SHARED READ

- Introduce the Texts T206–T211
  - » Preview Vocabulary
  - » Read and Compare Texts
- Respond and Analyze T212–T213
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T213
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T217
- Strategy and Intervention Activities T214, T216
- Fluency T216 • Conferring T217
- ELL Targeted Support T214, T216

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T215
- Independent Reading T217
- Literacy Activities T217

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T384–T385
  - » Explore Singular, Plural, Common, Proper, and Possessive Nouns
  - » Share Back

##### INDEPENDENT WRITING

- Informational Book T385
- Conferences T378

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Consonant Digraphs *sh*, *th* T386

- Language & Conventions: Oral Language: Exclamatory Sentences T387

## LESSON 3

RF.1.3.f, W.1.2, L.1.1.b,  
L.1.1.j, L.1.2.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T218–T219
  - » Phonological Awareness: Rhyming Words
  - » Phonics: Decode Words with Inflectional Ending *-ing*
  - » High-Frequency Words

#### CLOSE READ

- Describe Elements of Poetry T220–T221
- Close Read and Compare: *Poetry Collection*
  - ✔ **Quick Check** T221

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T222–T223
- **Handwriting:** Letters *Ee* T222–T223

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T225
- Strategy and Intervention Activities T224
- Fluency T224 • Conferring T225
- ELL Targeted Support T224

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T225
- Literacy Activities T225
- Partner Reading T225

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T388–T389
  - » Apply Singular, Plural, Common, Proper, and Possessive Nouns
  - » Share Back

#### INDEPENDENT WRITING

- Informational Book T389
- Conferences T378

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words with Consonant Digraphs *sh, th* T390 **FLEXIBLE OPTION**
- Language & Conventions: Teach Exclamatory Sentences T391

## LESSON 4

RF.1.3.f, W.1.2, L.1.1.j,  
L.1.2.b, L.1.4.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T226–T227
  - » Phonics: Decode and Write Words with Inflectional Ending *-ing*
    - ✔ **Quick Check** T227
  - » Decodable Story: Read Beth and Nash T228–T229

#### CLOSE READ

- Create New Understandings T230–T231
  - » Close Read and Compare: *Poetry Collection*
    - ✔ **Quick Check** T231

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T235
- Strategy and Intervention Activities T232, T234
- Fluency T234 • Conferring T235
- ELL Targeted Support T232, T234

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T233
- Independent Reading T235
- Literacy Activities T235

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T392–T393
  - » Explore Complete Sentences with Subject-Verb Agreement
  - » Share Back

#### INDEPENDENT WRITING

- Informational Book T393
- Conferences T378

### WRITING BRIDGE

- Spelling: Spiral Review T394 **FLEXIBLE OPTION**
- Language & Conventions: Practice Exclamatory Sentences T395

## LESSON 5

RL.1.10, W.1.2, SL.1.1.a,  
SL.1.1.b, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T236–T237
  - » Phonological Awareness: Change Phonemes
  - » Phonics: Spiral Review: Final Consonant Blends, Inflected Ending *-s*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T238–T239
  - » Talk About It
    - ✔ **Quick Check** T67
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T241
- Strategy, Intervention, and On-Level/Advanced Activities T240
- ELL Targeted Support T240
- Conferring T241

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T241
- Literacy Activities T241

**BOOK CLUB** T241 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T396
  - » Apply Complete Sentences with Subject-Verb Agreement
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T396–T397 **SEL**
- Conferences T378

### WRITING BRIDGE

- Spelling: Spell Words with Consonant Digraphs *sh, th* T398
  - ✔ **Assess Understanding** T398
- Language & Conventions: Standards Practice T399 **FLEXIBLE OPTION**

# UNIT 2 WEEK 5 SUGGESTED WEEKLY PLAN

## 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 how living things grow and change.
- I can make and use words to connect reading and writing.
- I can write an informational text.

### SEL SOCIAL-EMOTIONAL LEARNING

## ✓ Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Assessment

## Materials

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

### LESSON 1

RL.1.5, RF.1.3.c, SL.1.1.b,  
L.1.2, L.1.2.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T246–T247
  - » Phonological Awareness: Change Phonemes
  - » Phonics: Decode Words with Long a Sound Spelled VCe
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T248–T249
- Listening Comprehension: Read Aloud: “A Visit to the Dentist” T250–T251
- Drama T252–T253
  - ✓ **Quick Check** T253

#### READING BRIDGE

- Academic Vocabulary: Oral Language T254–T255
- Handwriting: Letters *Ff* T254–T255

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T259
- Strategy, Intervention, and On-Level/Advanced Activities T258
- ELL Targeted Support T258
- Conferring T259

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T259
- Literacy Activities T259

**BOOK CLUB** T259 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T404–T405
  - » Edit for Capitalization
  - » Share Back

##### INDEPENDENT WRITING

- Informational Book T405
- Conferences T402

#### WRITING BRIDGE

- Spelling: Spell Long a Words T406
  - ✓ **Assess Prior Knowledge** T406
- Language & Conventions: Spiral Review: Exclamatory Sentences T407

### LESSON 2

RF.1.1, RF.1.3.b, RF.1.3.c,  
L.1.1.j, L.1.2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T260–T261
  - » Phonics: Decode and Write Words with Long a Spelled VCe
    - ✓ **Quick Check** T261
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T262–T267
  - » Preview Vocabulary
  - » Read: *Bigger Shoes for the Big Race*
- Respond and Analyze T268–T269
  - » My View
  - » Develop Vocabulary
    - ✓ **Quick Check** T269
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T273
- Strategy and Intervention Activities T270, T272
- Fluency T272 • Conferring T273
- ELL Targeted Support T270, T272

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T271
- Independent Reading T273
- Literacy Activities T273

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T408–T409
  - » Edit for Commas
  - » Share Back

##### INDEPENDENT WRITING

- Informational Book T409
- Conferences T402

#### WRITING BRIDGE

- Spelling: Teach Spell Long a Words T410
- Language & Conventions: Oral Language: Imperative Sentences T411



## LESSON 3

RL.1.3, RL.1.5, RF.1.2.c,  
W.1.2, L.1.1.j

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T274–T275
  - » Phonological Awareness: Medial Sounds
  - » Phonics: Decode Words with /ó/ Spelled *a*, *al*, and *aw*
  - » High-Frequency Words

#### CLOSE READ

- Find Elements of Drama T276–T277
- Close Read: *Bigger Shoes for the Big Race*
  - ✔ **Quick Check** T277

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T278–T279
- Handwriting: Write Words T278–T279

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T281
- Strategy and Intervention Activities T280
- Fluency T280 • Conferring T281
- ELL Targeted Support T280

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T281
- Literacy Activities T281
- Partner Reading T281

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T412–T413
  - » Prepare for Celebration
  - » Share Back

#### INDEPENDENT WRITING

- Informational Book T413
- Conferences T402

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Long a Words T414
- Language & Conventions: Teach Imperative Sentences T415

## LESSON 4

RL.1.1, RF.1.3.c, W.1.2,  
RF.1.1.a, L.1.1.j

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T282–T283
  - » Phonics: Decode and Write Words with /ó/ Spelled *a*, *al*, and *aw*
    - ✔ **Quick Check** T283
  - » Decodable Story: Read *Brave Jane* T284–T285

#### CLOSE READ

- Make Inferences T286–T287
- Close Read: *Bigger Shoes for the Big Race*
  - ✔ **Quick Check** T287

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T291
- Strategy and Intervention Activities T288, T290
- Fluency T290 • Conferring T291
- ELL Targeted Support T288, T290

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T289
- Independent Reading T291
- Literacy Activities T291

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T416–T417
  - » Celebrate

#### INDEPENDENT WRITING

- Informational Book T417
- Conferences T402

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T418
- Language & Conventions: Practice Imperative Sentences T419

## LESSON 5

RL.1.9, W.1.1, W.1.2,  
SL.1.1, L.1.1.g

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T292–T293
  - » Phonological Awareness: Distinguish Between /a/ and /ā/
  - » Phonics: Spiral Review: Consonant Digraphs *sh*, *th*, Inflectional Ending *-ing*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T294–T295
  - » Write to Sources
    - ✔ **Quick Check** T295
  - » Weekly Question

### 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

**BOOK CLUB** T297 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T420
  - » Assessment

#### INDEPENDENT WRITING

- Writing Assessment T420–T421
- Conferences T402

### WRITING BRIDGE

- Spelling: Spell Long a Words T422
  - ✔ **Assess Understanding** T422

#### FLEXIBLE OPTION

- Language & Conventions: Standards Practice T423

**PROJECT FOCUS**

This week students will

- research zoo animals.
- write an opinion letter to a zookeeper.

**Lesson 1**

**Foundational Skills**

T430–T431, T432  
T428–T429  
T448–T449

- Phonological Awareness: Change Phonemes
- Phonics: Long *i* Spelled VCe
- Spelling

W.1.1, W.1.5,  
RI.1.10, L.1.2.d

**Compare Across Texts**

- Answer the Essential Question

**Inquire**

- Introduce the Project
- Read “Animals in Zoos”
- Choose a zoo animal
- Use Academic Words

**Lesson 2**

**Foundational Skills**

T434–T437, T432  
T450–T451  
T452–T453

- Phonics: Long *i* Spelled VCe
- Spelling: Spell Long *i* Words

RI.1.1, RF.1.2.a,  
W.1.1, W.1.5, W.1.8

**Explore and Plan**

- Introduce Persuasive Writing
- Read: “Schools Need Bird-Watching Clubs”
- Characteristics of persuasive texts

**Conduct Research**

- Use Print and Digital Sources
- Answer inquiry questions
- Scan page for key words

**Lesson 3**

**Foundational Skills**

T438–T439,  
T433  
T454–T455

- Phonological Awareness: Distinguish Between /i/ and /ī/
- Phonics: Consonants *c /s/* and *g /j/*
- High-Frequency Words
- Spelling

RI.1.5, RI.1.2,  
RF.1.2.a, W.1.1, L.1.2

**Collaborate and Discuss**

- Analyze Student Model
- Identify features of informational texts
- Search Online

**Lesson 4**

**Foundational Skills**

T440–T445,  
T433  
T456–T457

- Phonics: Consonants *c /s/* and *g /j/*
- Decodable Story: *Too Many Pups!*
- Spelling

RF.1.2, W.1.1, W.1.6,  
L.1.2

**Extend Research**

- Incorporate Media
- Revise
- Edit

**Lesson 5**

**Foundational Skills**

T446–T447, T433  
T458 T459

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: Spiral Review
- Spelling

RF.1.2.d, W.1.1,  
W.1.6, SL.1.1, L.1.2

**Celebrate and Reflect**

- Share your letters
- Reflect on your project

**Reflect on the Unit**

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing

UNIT THEME

# Imagine That

		WEEK 1		WEEK 2		WEEK 3	
		Fable		Folktale		Poetry	
		The Ant and the Grasshopper		The Clever Monkey		Poetry Collection	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonological Awareness: Segment and Blend Phonemes; Manipulate Phonemes	RF.1.2.b; RF.1.2.d	Phonological Awareness: Remove Phonemes; Medial /ū/; Distinguish Between /u/ and /ū/	RF.1.2; RF.1.2.c	Phonological Awareness: Remove Phonemes; Segment and Blend Phonemes; Distinguish Between /e/ and /ē/	RF.1.2.a; RF.1.2.b; RF.1.2.d
		Phonics: Consonant Digraphs and Trigraphs; Contractions	RF.1.3; RF.1.3.a	Phonics: Long o Spelled VCe; Long u and e Spelled VCe	RF.1.3.c	Phonics: Long e Spelled e, ee; Inflectional Ending -ed	RF.1.3; L.1.4.c
		High-Frequency Words: round, good, said, no, put	RF.1.3.g	High-Frequency Words: could, be, old, why, of	RF.1.3.g	High-Frequency Words: or, live, work, who, out	RF.1.3.g
	Minilesson Bank	Web Site: Planning Your Visit to the Zoo	RI.1.5	Infographic: What Is a Tricky Character?	SL.1.1.c	Infographic: New Ideas!	SL.1.2
		Fable: <i>The Ant and the Grasshopper</i>	RL.1.10	Folktale: <i>The Clever Monkey</i>	RL.1.10	Poetry: "Poodle Doodles"; "The Box"; "Sandcastle"	RL.1.10
		Words that Tell About Past Actions	L.1.6	Words that Describe Actions	L.1.6	Words that Tell About Drawing	L.1.6
Describe Plot		RL.1.2	Discuss Author's Purpose	RL.1.1	Find Elements of Poetry	RL.1.10	
Correct and Confirm Predictions About Characteristics of Genre		RL.1.2	Make Connections About Author's Purpose/Society	RL.1.1	Make Connections to Other Poems	RL.1.10	
Write to Sources: Respond to Literature	RL.1.2	Talk About It: Retell	RL.1.2	Talk About It: Opinion	SL.1.6		
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.1.6	Synonyms and Antonyms	L.1.5	Context Clues	L.1.4.a
	Handwriting	Letters Gg and Jj	L.1.1.a	Letters Qq and Uu	L.1.1.a	Letters Ss and Bb	L.1.1.a
	Read Like a Writer, Write for a Reader	Third-Person Text	RL.1.6	Word Choice	RL.1.4	Elements of Poetry	RL.1.10
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Poetry	RL.1.10	The Five Senses	RL.1.4	Line Breaks and White Space	SL.1.1
		Poetry: What It Sounds Like	RL.1.10	Explore Imagery	RL.1.4	Explore Sound Words	SL.1.1.a
		Poetry: What It Looks Like	RL.1.10	Apply Imagery	RL.1.4	Apply Sound Words	L.1.5
		Generate Ideas	SL.1.4	Explore Word Choice	RF.1.4	Explore Rhyme	SL.1.1.a
		Plan Your Poetry	W.1.5	Apply Word Choice	SL.1.1	Apply Rhyme	SL.1.1
Spelling	Spell Words with Consonant Digraphs and Trigraphs	RF.1.3.a	Spell Words with Long o Spelled VCe	RF.1.3.a	Spell Long e Words	RF.1.3.c	
Language & Conventions	Singular and Plural Nouns	L.1.1.c	Common and Proper Nouns	L.1.1.b	Pronouns	L.1.1.d	

# Essential Question

How can we use our imaginations?

## WEEK 4

### Fable

#### The Cow and the Tiger



## WEEK 5

### Persuasive Text

#### Thumbs Up for Art and Music!



## WEEK 6

### Inquiry and Research

#### More than a Tale



	CCSS		CCSS
Phonological Awareness: Final /i/ and /ē/; Segment and Blend Phonemes; Manipulate Phonemes	RF.1.2.b; RF.1.2.c; RF.1.2.d	Phonological Awareness: Final Sounds; Syllables; Add Phonemes	RF.1.2; RF.1.2.c
Phonics: Vowel Sounds of y; Syllable Pattern VCCV	RF.1.3	Phonics: Consonant Patterns ng, nk; Open Syllables	RF.1.3; RF.1.3.d
High-Frequency Words: there, down, drink, now, together	RF.1.3.g	High-Frequency Words: grow, full, around, find, under	RF.1.3.g
Poem: Stories Tell About . . .	RL.1.10	Infographic: Creative Expression	SL.1.2
Fable: <i>The Cow and the Tiger</i>	RL.1.10	Persuasive Text: <i>Thumbs Up for Art and Music!</i>	RI.1.10
Words that Tell About Feelings	L.1.4.a	Words that Tell About Thinking	L.1.4.a
Describe Main Events and Setting	RL.1.3	Identify Persuasive Text	RI.1.8
Visual Details About Plot and Setting	RL.1.3	Make Connections About Persuasive Text and Personal Experiences	SL.1.4
Write to Sources: Respond to Literature	RL.1.3	Talk About It: Retell	RI.1.2
Word Parts	L.1.4.a	Oral Language	L.1.6
Write Words and Letters Pp	L.1.1.a	Letters Rr and Nn	L.1.1.a
Dialogue	RL.1.4	Word Choice	RI.1.8
<b>Writer's Craft</b>		<b>Publish, Celebrate, and Assess</b>	
Pronouns	L.1.1; L.1.1.d	Edit for Nouns	L.1.1.b; L.1.1.c
Explore Spelling Patterns and Rules	L.1.1	Edit for Complete Sentences with Subject-Verb Agreement	SL.1.6
Apply Spelling Patterns and Rules	L.1.2	Prepare for Celebration	W.1.6
Explore Adverbs that Convey Time	L.1.2	Publish and Celebrate	W.1.5
Apply Adverbs that Convey Time	L.1.1	Assessment	SL.1.1.c
Spell Words with the Vowel Sounds of y	L.1.2.d	Spell Words with Consonant Patterns ng, nk	L.1.2.d
Pronouns I and me	L.1.2.d	Capitalize I and Proper Names	L.1.2

### FOUNDATIONAL SKILLS

Phonological Awareness: Segment and Blend Phonemes; Add Phonemes	RF.1.2.b; RF.1.2.d
Phonics: r-Controlled Vowels or, ore; Compound Words	RF.1.3
High-Frequency Words: eat, play, so, their, some	RF.1.3.g
Spelling: Spell Words with r-Controlled Vowels or, ore	SL.1.1
Compare Across Texts: "Imagine That"	SL.1.1
Inquire: Folktales	W.1.7
Leveled Research Articles	RF.1.4.a
Academic Words	L.1.6
Explore and Plan: Explore Persuasive Writing	RF.1.4.a
Conduct Research: Use Audio and Video Sources	W.1.6
Collaborate and Discuss: Analyze Student Model	W.1.1
Determine Central Message	RL.1.2
Extend Research: Incorporate Media	W.1.6
Revise and Edit	L.1.1.b
Celebrate and Reflect	SL.1.5

# UNIT 3 WEEK 1

## SUGGESTED WEEKLY PLAN

### 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 traditional stories.
- I can make and use words to connect reading and writing.
- I can write poetry.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RL.1.1, RF.1.2.b, RF.1.2.d,  
RF.1.3.a, W.1.5, SL.1.2,  
L.1.1.J

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T18–T19
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Consonant Digraphs and Trigraphs
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore a Web Site: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “The Lion and the Mouse” T22–T23
- Fable T24–T25
  - ☑ Quick Check T25

#### READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Letters Gg 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

**BOOK CLUB** T31 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T316–T317
  - » Poetry
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T317
- Conferences T314

#### WRITING BRIDGE

- Spelling: Spell Words with Consonant Digraphs and Trigraphs T318
  - ☑ Assess Prior Knowledge T318
- Language & Conventions: Spiral Review: Imperative Sentences T319

#### LESSON 2

RL.1.1, RF.1.3.a, W.1.5,  
SL.1.5, L.1.1.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T32–T33
  - » Phonics: Decode and Write Words with Consonant Digraphs and Trigraphs
  - ☑ Quick Check T33
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T34–T43
  - » Preview Vocabulary
  - » Read: *The Ant and the Grasshopper*
- Respond and Analyze T44–T45
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T45
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T46
- Guided Reading/Leveled Readers T49
- Strategy and Intervention Activities T46, T48
- Fluency T48 • Conferring T49
- ELL Targeted Support T46, T48

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T47
- Independent Reading T49
- Literacy Activities T49
- Collaboration T49

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T320–T321
  - » Poetry: What It Sounds Like
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T321
- Conferences T314

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Consonant Digraphs and Trigraphs T322
- Language & Conventions: Oral Language: Singular and Plural Nouns T323

## LESSON 3

RL.1.7, RF.1.2.D, W.1.5,  
SL.1.1, L.1.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T50–T51
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Contractions
  - » High-Frequency Words

#### CLOSE READ

- Describe Plot T52–T53
- Close Read: *The Ant and the Grasshopper*

 **Quick Check** T53

### READING BRIDGE

- Read Like a Writer, Write for a Reader:
- Third-Person Text T54–T55
- Handwriting: Letters *Jj* T54–T55

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T57
- Strategy and Intervention Activities T56
- Fluency T56 • Conferring T57
- ELL Targeted Support T56

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T57
- Literacy Activities T57
- Partner Reading T57

### WRITING WORKSHOP


#### MINILESSON

- Poetry T324–T325
  - » Poetry: What It Looks Like
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T325
- Conferences T314

### WRITING BRIDGE


- Spelling: Review and More Practice: Spell Words with Consonant Digraphs and Trigraphs T326 **FLEXIBLE OPTION** 
- Language & Conventions: Teach Singular and Plural Nouns T327

## LESSON 4

RL.1.1, RF.1.2.b, W.1.8,  
SL.1.2, L.1.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T58–T59
  - » Phonics: Decode and Write Contractions
-  **Quick Check** T59
- » Decodable Story: Read *Can Phil Help?* T60–T61

#### CLOSE READ

- Correct and Confirm Predictions T62–T63
- Close Read: *The Ant and the Grasshopper*

 **Quick Check** T63

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T64
- Guided Reading/Leveled Readers T67
- Strategy and Intervention Activities T64, T66
- Fluency T66 • Conferring T67
- ELL Targeted Support T64, T66

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T65
- Independent Reading T67
- Literacy Activities T67

### WRITING WORKSHOP


#### MINILESSON

- Poetry T328–T329
  - » Generate Ideas
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T329
- Conferences T314

### WRITING BRIDGE

- Spelling: Spiral Review T330 **FLEXIBLE OPTION** 
- Language & Conventions: Practice Singular and Plural Nouns T331

## LESSON 5


RL.1.9, RF.1.3.b, W.1.5,  
SL.1.4, L.1.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T68–T69
  - » Phonological Awareness: Manipulate Phonemes
  - » Phonics: Spiral Review: Long *i*; Consonants *c, g*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T70–T71
  - » Write to Sources
-  **Quick Check** T71
- » Weekly Question

### 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

**BOOK CLUB** T73 **SEL** 

### WRITING WORKSHOP



#### MINILESSON

- Poetry T332
  - » Plan Your Poetry
  - » Share Back

**WRITING CLUB** T332–T333 **SEL** 

- Conferences T314

### WRITING BRIDGE

- Spelling: Spell Words with Consonant Digraphs and Trigraphs T334
-  **Assess Understanding** T334 **FLEXIBLE OPTION** 
- Language & Conventions: Standards Practice T335

# UNIT 3 WEEK 2

## SUGGESTED WEEKLY PLAN

### 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 traditional stories.
- I can make and use words to connect reading and writing.
- I can write poetry.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RL.1.2, RL.1.10, SL.1.1.c,  
L.1.1.b, L.1.5, L.1.1.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T78–T79
  - » Phonological Awareness: Remove Phonemes
  - » Phonics: Decode Words with Long o Spelled VCe
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T80–T81
- Listening Comprehension: Read Aloud: “How Antelope Outsmarted Cheetah” T82–T83
- Folktale T84–T85
  - ☑ **Quick Check** T85

#### READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T86–T87
- Handwriting: Letters Qq 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

**BOOK CLUB** T91 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T340–T341
  - » The Five Senses
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T341
- Conferences T338

#### WRITING BRIDGE

- Spelling: Spell Words with Long o Spelled VCe T342
  - ☑ **Assess Prior Knowledge** T342

- Language & Conventions: Spiral Review: Singular and Plural Nouns T343

#### LESSON 2

RL.1.2, RL.1.10,  
L.1.1.b, L.1.4

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T92–T93
  - » Phonics: Decode and Write Words with Long o Spelled VCe
  - ☑ **Quick Check** T93
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T94–T107
  - » Preview Vocabulary
  - » Read: *The Clever Monkey*
- Respond and Analyze T108–T109
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T109
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T110
- Guided Reading/Leveled Readers T113
- Strategy and Intervention Activities T110, T112
- Fluency T112 • Conferring T113
- ELL Targeted Support T110, T112

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T111
- Independent Reading T113
- Literacy Activities T113

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T344–T345
  - » Explore Imagery
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T345
- Conferences T338

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Long o Spelled VCe T346

- Language & Conventions: Oral Language: Common and Proper Nouns T347

## LESSON 3

RL.1.2, RL.1.10, RL.1.4,  
RF.1.3.c, L.1.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T114–T115
  - » Phonological Awareness: Medial /ū/
  - » Phonics: Decode Words with Long *u* and *e* Spelled VCe
  - » High-Frequency Words

#### CLOSE READ

- Discuss Author’s Purpose T116–T117
- Close Read: *The Clever Monkey*
  - ✔ **Quick Check** T117

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T118–T119
- Handwriting: Letters *Uu* T118–T119

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T121
- Strategy and Intervention Activities T120
- Fluency T120 • Conferring T121
- ELL Targeted Support T120

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T121
- Literacy Activities T121
- Partner Reading T121

### WRITING WORKSHOP

#### MINILESSON

- Poetry T348–T349
  - » Apply Imagery
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T349
- Conferences T338

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Long *o* Spelled VCe T350
- Language & Conventions: Teach: Common and Proper Nouns T351

## LESSON 4

RL.1.2, RL.1.10, RF.1.3.c,  
L.1.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T122–T123
  - » Phonics: Decode and Write Words with Long *u* and *e* Spelled VCe
    - ✔ **Quick Check** T123
  - » Decodable Story: Read *The Race* T124–T125

#### CLOSE READ

- Make Connections T126–T127
- Close Read: *The Clever Monkey*
  - ✔ **Quick Check** T127

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T128
- Guided Reading/Leveled Readers T131
- Strategy and Intervention Activities T128, T130
- Fluency T130 • Conferring T131
- ELL Targeted Support T128, T130

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T129
- Independent Reading T131
- Literacy Activities T131

### WRITING WORKSHOP

#### MINILESSON

- Poetry T352–T353
  - » Explore Word Choice
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T353
- Conferences T338

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T354
- Language & Conventions: Practice Common and Proper Nouns T355

## LESSON 5

RL.1.10, RF.1.2.a, SL.1.1.c,  
SL.1.3, SL.1.6

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T132–T133
  - » Phonological Awareness: Distinguish Between /*u*/ and /*ū*/
  - » Phonics: Spiral Review: Consonant Digraphs and Trigraphs; Contractions
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T134–T135
  - » Talk About It
    - ✔ **Quick Check** T135
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T137
- Strategy, Intervention, and On-Level/Advanced Activities T136
- ELL Targeted Support T136
- Conferring T137

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T137
- Literacy Activities T137

**BOOK CLUB** T137 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Poetry T356–T357
  - » Apply Word Choice
  - » Share Back

#### INDEPENDENT WRITING

**WRITING CLUB** T356–T357 **SEL**

- Conferences T338

### WRITING BRIDGE

- Spelling: Spell Words with Long *o* Spelled VCe T358
  - ✔ **Assess Understanding** T358
- Language & Conventions: Standards Practice T359



# UNIT 3 WEEK 3

## SUGGESTED WEEKLY PLAN

### 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 using my imagination.
- I can make and use words to connect reading and writing.
- I can write poetry.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RL.1.10, RF.1.2.a, SL.1.1, L.1.1.a, L.1.1.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T142–T143
  - » Phonological Awareness: Remove Phonemes
  - » Phonics: Decode Words with Long e Spelled e, ee
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T144–T145
- Listening Comprehension: Read Aloud: Poems T146–T147
- Poetry T148–T149
  - ☑ Quick Check T149

#### READING BRIDGE

- Academic Vocabulary: Context Clues T150–T151
- Handwriting: Letters Ss T150–T151

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T155
- Strategy, Intervention, and On-Level/Advanced Activities T154
- ELL Targeted Support T154
- Conferencing T155

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T155
- Literacy Activities T155

BOOK CLUB T155 SEL

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T364–T365
  - » Line Breaks and White Space
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T365
- Conferences T362

#### WRITING BRIDGE

- Spelling: Spell Long e Words Spelled e, ee T366

☑ Assess Prior Knowledge T366

- Language & Conventions: Spiral Review: Common and Proper Nouns T367

#### LESSON 2

RL.1.10, RF.1.2.a, L.1.1.d, L.1.2.e

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T156–T157
  - » Phonics: Decode and Write Words with Long e Spelled e, ee
  - ☑ Quick Check T157
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T158–T159
  - » Preview Vocabulary
  - » Read: Poetry Collection
- Respond and Analyze T164–T165
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T165
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T166
- Guided Reading/Leveled Readers T169
- Strategy and Intervention Activities T166, T168
- Fluency T168 • Conferencing T169
- ELL Targeted Support T166, T168

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T167
- Independent Reading T169
- Literacy Activities T169
- Partner Reading T169

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T368–T369
  - » Explore Sound Words
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T369
- Conferences T362

#### WRITING BRIDGE

- Spelling: Teach Spell Long e Words Spelled e, ee T370

- Language & Conventions: Oral Language: Pronouns T371

## LESSON 3

RL.1.10, RF.1.3.f, RF.1.3.g,  
L.1.1.d, L.1.4.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T170–T171
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Inflectional Ending *-ed*
  - » High-Frequency Words

#### CLOSE READ

- Find Elements of Poetry T172–T173
- Close Read: Poetry Collection
  - ✔ **Quick Check** T173

### READING BRIDGE

- Read Like a Writer, Write for a Reader:
- Elements of Poetry T174–T175
- Handwriting: Letters *Bb* T174–T175

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T177
- Strategy and Intervention Activities T176
- Fluency T176
- Conferring T177
- ELL Targeted Support T176

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T177
- Literacy Activities T177

### WRITING WORKSHOP

#### MINILESSON

- Poetry T372–T373
  - » Apply Sound Words
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T373
- Conferences T362

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Long e Words Spelled e, ee T374
- Language & Conventions: Teach Pronouns T375

## LESSON 4

RL.1.10, RF.1.3.f,  
L.1.1.d, L.1.4.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T178–T179
  - » Phonics: Decode and Write Words with Inflectional Ending *-ed*
- ✔ **Quick Check** T179
- » Decodable Story: Read *A Deep Sleep* T180–T181

#### CLOSE READ

- Make Connections T182–T183
- Close Read: Poetry Collection
  - ✔ **Quick Check** T183

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T184
- Guided Reading/Leveled Readers T187
- Strategy and Intervention Activities T184, T186
- Fluency T186
- Conferring T187
- ELL Targeted Support T184, T186

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T185
- Independent Reading T187
- Literacy Activities T187

### WRITING WORKSHOP

#### MINILESSON

- Poetry T376–T377
  - » Explore Rhyme
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T377
- Conferences T362

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T378
- Language & Conventions: Practice Pronouns T379

## LESSON 5

RL.1.10, RF.1.2.a,  
SL.1.6, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T188–T189
  - » Phonological Awareness: Distinguish Between /e/ and /ē/
  - » Phonics: Spiral Review Long o, Long u, and Long e Spelled VCe
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T190–T191
  - » Talk About It
- ✔ **Quick Check** T191
- » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T193
- Strategy, Intervention, and On-Level/Advanced Activities T192
- ELL Targeted Support T192
- Conferring T193

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T193
- Literacy Activities T193

**BOOK CLUB** T193 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Poetry T380
  - » Apply Rhyme
  - » Share Back

#### INDEPENDENT WRITING

- WRITING CLUB** T380–T381 **SEL**
- Conferences T362

### WRITING BRIDGE

- Spelling: Spell Long e Words Spelled e, ee T382
- ✔ **Assess Understanding** T382
- FLEXIBLE OPTION**
- Language & Conventions: Standards Practice T383

## 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 traditional stories.
- I can make and use words to connect reading and writing.
- I can write poetry.

### SEL SOCIAL-EMOTIONAL LEARNING

## ✓ 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

RL.1.10, RF.1.4.b, SL.1.2, L.1.1, L.1.1.d, L.1.4.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T198–T199
  - » Phonological Awareness: Final /ī/ and /ē/
  - » Phonics: Decode Words with Vowel Sounds of y
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T200–T201
- Listening Comprehension: Read Aloud: “The Goose and the Golden Egg” T202–T203
- Fable T204–T205
  - ✓ **Quick Check** T205

#### READING BRIDGE

- Academic Vocabulary: Word Parts T206–T207
- Handwriting: Write Words T206–T207

#### 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

**BOOK CLUB** T211 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T388–T389
  - » Pronouns
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T389
- Conferences T386

#### WRITING BRIDGE

- Spelling: Spell Words with the Vowel Sounds of y T390
  - ✓ **Assess Prior Knowledge** T390

- Language & Conventions: Spiral Review: Pronouns T391

### LESSON 2

RL.1.10, RF.1.3, L.1.1.d, L.1.4

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T212–T213
  - » Phonics: Decode and Write Words with Vowel Sounds of y
  - ✓ **Quick Check** T213
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T214–T219
  - » Preview Vocabulary
  - » Read: *The Cow and the Tiger*
- Respond and Analyze T220–T221
  - » My View
  - » Develop Vocabulary
  - ✓ **Quick Check** T221
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T222
- Guided Reading/Leveled Readers T225
- Strategy and Intervention Activities T222, T224
- Fluency T224 • Conferring T225
- ELL Targeted Support T222, T224

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T223
- Independent Reading T225
- Literacy Activities T225

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T392–T393
  - » Explore Spelling Patterns and Rules
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T393
- Conferences T386

#### WRITING BRIDGE

- Spelling: Teach Spell Words with the Vowel Sounds of y T394

- Language & Conventions: Oral Language: Pronouns *I* and *me* T395

## LESSON 3

RL.1.1, RL.1.4, RL.1.7,  
RF.1.3.d, L.1.1.d, L.1.2.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T226–T227
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Syllable Pattern VCCV
  - » High-Frequency Words

#### CLOSE READ

- Describe Main Events and Setting T228–T229
- Close Read: *The Cow and the Tiger*
  - ✔ **Quick Check** T229

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Dialogue T230–T231
- Handwriting: Letters *Pp* T230–T231

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T233
- Strategy and Intervention Activities T232
- Fluency T232 • Conferring T233
- ELL Targeted Support T232

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T233
- Literacy Activities T233

### WRITING WORKSHOP

#### MINILESSON

- Poetry T396–T397
  - » Apply Spelling Patterns and Rules
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T397
- Conferences T386

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with the Vowel Sounds of *y* T398
- Language & Conventions: Teach Pronouns *I* and *me* T399

## LESSON 4

RL.1.10, RF.1.3.d,  
RF.1.3.e, L.1.1.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T234–T235
  - » Phonics: Decode and Write Words with Syllable Pattern VCCV
- ✔ **Quick Check** T235
- » Decodable Story: Read *The Picnic* T236–T237

#### CLOSE READ

- Visualize Details T238–T239
- Close Read: *The Cow and the Tiger*
  - ✔ **Quick Check** T239

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T240
- Guided Reading/Leveled Readers T243
- Strategy and Intervention Activities T240, T242
- Fluency T242 • Conferring T243
- ELL Targeted Support T240, T242

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T241
- Independent Reading T243
- Literacy Activities T243
- Partner Reading T243

### WRITING WORKSHOP

#### MINILESSON

- Poetry T400–T401
  - » Explore Adverbs That Convey Time
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T401
- Conferences T386

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T402
- Language & Conventions: Practice Pronouns *I* and *me* T403

## LESSON 5

RL.1.10, RF.1.3.f, SL.1.1,  
SL.1.2, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T244–T245
  - » Phonological Awareness: Manipulate Phonemes
  - » Phonics: Spiral Review Long *e* Spelled *e, ee*; Inflectional Ending *-ed*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T246–T247
  - » Write to Sources
- ✔ **Quick Check** T247
- » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T249
- Strategy, Intervention, and On-Level/Advanced Activities T248
- ELL Targeted Support T248
- Conferring T249

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T249
- Literacy Activities T249

**BOOK CLUB** T249 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Poetry T404–T405
  - » Apply Adverbs That Convey Time
  - » Share Back

#### INDEPENDENT WRITING

**WRITING CLUB** T404–T405 **SEL**

- Conferences T386

### WRITING BRIDGE

- Spelling: Spell Words with the Vowel Sounds of *y* T406
  - ✔ **Assess Understanding** T406
- Language & Conventions: Standards Practice T407

# UNIT 3 WEEK 5 SUGGESTED WEEKLY PLAN

## 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 using my imagination.
- I can make and use words to connect reading and writing.
- I can write poetry.

### SEL SOCIAL-EMOTIONAL LEARNING

## ✓ Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Assessment

## Materials

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

### LESSON 1

RI.1.8, RF.1.2.c, RF.1.3, SL.1.2, L.1.1.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T254–T255
  - » Phonological Awareness: Final Sounds
  - » Phonics: Decode Words with Consonant Patterns *ng, nk*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T256–T257
- Listening Comprehension: Read Aloud: “Why Kids Need Chores” T258–T259
- Persuasive Text T260–T261
  - ✓ **Quick Check** T261

#### READING BRIDGE

- Academic Vocabulary: Oral Language T262–T263
- Handwriting: Letters *Rr* T262–T263

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T267
- Strategy, Intervention, and On-Level/Advanced Activities T266
- ELL Targeted Support T266
- Conferring T267

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T267
- Literacy Activities T267

**BOOK CLUB** T267 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T412–T413
  - » Edit for Nouns
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T413
- Conferences T410

#### WRITING BRIDGE

- Spelling: Spell Words with Consonant Patterns *ng, nk* T414
  - ✓ **Assess Prior Knowledge** T414
- Language & Conventions: Spiral Review: Pronouns *I* and *me* T415

### LESSON 2

RI.1.8, RF.1.3, W.1.8 L.1.1.c, L.1.2.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T268–T269
  - » Phonics: Decode and Write Words with Consonant Patterns *ng, nk*
  - ✓ **Quick Check** T269
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T270–T275
  - » Preview Vocabulary
  - » Read: *Thumbs Up for Art and Music!*
- Respond and Analyze T276–T277
  - » My View
  - » Develop Vocabulary
  - ✓ **Quick Check** T277
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T278
- Guided Reading/Leveled Readers T281
- Strategy and Intervention Activities T271, T280
- Fluency T280 • Conferring T281
- ELL Targeted Support T271, T280

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T279
- Independent Reading T281
- Literacy Activities T281

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T416–T417
  - » Edit for Complete Sentences and Subject-Verb Agreement
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T417
- Conferences T410

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Consonant Patterns *ng, nk* T418
- Language & Conventions: Oral Language: *I* and Proper Names T419

## LESSON 3

RI.1.8, RF.1.2, RF.1.3.d,  
W.1.8, L.1.2.a

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T282–T283
  - » Phonological Awareness: Syllables
  - » Phonics: Decode Words with Open Syllables
  - » High-Frequency Words

#### CLOSE READ

- Identify Persuasive Text T284–T285
- Close Read: *Thumbs Up for Art and Music!*
  - ✔ **Quick Check** T285

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T286–T287
- Handwriting: Letters *Nn* T286–T287

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T289
- Strategy and Intervention Activities T288
- Fluency T348 • Conferring T289
- ELL Targeted Support T288

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T289
- Literacy Activities T289
- Partner Reading T289

### WRITING WORKSHOP

#### MINILESSON

- Poetry T420–T421
  - » Prepare for Celebration
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T421
- Conferences T410

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words with Consonant Patterns *ng, nk* T422 **FLEXIBLE OPTION**
- Language & Conventions: Teach Capitalizing *I* and Proper Names T423

## LESSON 4

RI.1.8, RF.1.3,  
W.1.8, L.1.2.a

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T290–T291
  - » Phonics: Decode and Write Words with Open Syllables
    - ✔ **Quick Check** T291
  - » Decodable Story: Read *Sing!* T292–T293

#### CLOSE READ

- Make Connections T294–T295
- Close Read: *Thumbs Up for Art and Music!*
  - ✔ **Quick Check** T295

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T296
- Guided Reading/Leveled Readers T299
- Strategy and Intervention Activities T296, T298
- Fluency T298 • Conferring T299
- ELL Targeted Support T296, T298

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T297
- Independent Reading T299
- Literacy Activities T299

### WRITING WORKSHOP

#### MINILESSON

- Poetry T424–T425
  - » Publish and Celebrate

#### INDEPENDENT WRITING

- Poetry T425
- Conferences T410

### WRITING BRIDGE

- Spelling: Spiral Review T426 **FLEXIBLE OPTION**
- Language & Conventions: Practice Capitalizing *I* and Proper Names T427

## LESSON 5

RL.1.10, RF.1.3,  
SL.1.1, SL.1.4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T300–T301
  - » Phonological Awareness: Add Phonemes
  - » Phonics: Spiral Review Vowel Sounds of *y*; Syllable Pattern VCCV
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T302–T303
  - » Talk About It
    - ✔ **Quick Check** T303
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T305
- Strategy, Intervention, and On-Level/Advanced Activities T304
- ELL Targeted Support T304
- Conferring T305

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T305
- Literacy Activities T305

**BOOK CLUB** T305 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Poetry T428–T429
  - » Assessment

#### INDEPENDENT WRITING

- Writing Assessment T429
- Conferences T410

### WRITING BRIDGE

- Spelling: Spell Words with Consonant Patterns *ng, nk* T430
  - ✔ **Assess Understanding** T430
- Language & Conventions: Standards Practice T431 **FLEXIBLE OPTION**

**PROJECT FOCUS**

This week students will

- research folktales.
- write an opinion text.

**Lesson 1**

**Foundational Skills**

T438–T439, T440  
T436–T437  
T456–T457

RL.1.1, RF.1.2.b,  
RF.1.3, W.1.7,  
L.1.2.e

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: *r*-Controlled Vowels *or, ore*
- Spelling

**Compare Across Texts**

- Answer the Essential Question

**Inquire**

- Introduce the Project
- Read “Folktales”
- Generate questions for inquiry
- Use Academic Words

**Lesson 2**

**Foundational Skills**

T442–T445, T440  
T458–T459  
T460–T461

RF.1.3, W.1.1,  
L.1.2.e

- Phonics: *r*-Controlled Vowels *or, ore*
- Spelling: *r*-Controlled *or, ore* Words

**Explore and Plan**

- Explore Persuasive Writing
- Read “Dance On!”
- Recognize characteristics of persuasive texts

**Conduct Research**

- Use Audio and Video Sources
- Take notes

**Lesson 3**

**Foundational Skills**

T446–T447,  
T441  
T462–T463

RF.1.3, W.1.1,  
L.1.2.e

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: Compound Words
- High-Frequency Words
- Spelling

**Collaborate and Discuss**

- Analyze Student Model
- Read “Use Your Imagination”
- Determine Central Message

**Lesson 4**

**Foundational Skills**

T448–T453, T441  
T464–T465

RF.1.3, W.1.1, W.1.5,  
SL.1.5, L.1.2.e

- Phonics: Compound Words
- Decodable Story: *What Now?*
- Spelling

**Extend Research**

- Incorporate Media
- Revise
- Edit

**Lesson 5**

**Foundational Skills**

T454–T455, T441  
T466  
T467

RF.1.3, W.1.1, W.1.6,  
SL.1.5, L.1.2.e

- Phonological Awareness: Add Phonemes
- Phonics: Spiral Review
- Spelling

**Celebrate and Reflect**

- Share your persuasive text
- Reflect on your project

**Reflect on the Unit**

- Reflect on Your Goals
- Reflect on Your Reading
- Reflect on Your Writing

# UNIT 4 SKILLS OVERVIEW

## UNIT THEME

# Making History

		WEEK 1		WEEK 2		WEEK 3	
		Biography		Biography		Historical Fiction	
		Through Georgia's Eyes		Jackie Robinson		Before the Railroad Came	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonological Awareness: Segment and Blend Sounds; Final Sounds; Change Phonemes	RF.1.2; RF.1.2.b	Phonological Awareness: Segment and Blend Phonemes; Change Phonemes	RF.1.2.d	Phonological Awareness: Final Sounds; Remove Phonemes	RF.1.2; RF.1.2.c
		Phonics: <i>r</i> -Controlled Vowel <i>ar</i> ; Inflectional Ending <i>-es</i> , Plural <i>-es</i>	RF.1.3; RF.1.3.f	Phonics: <i>r</i> -Controlled Vowels <i>er, ir, ur</i> ; Endings <i>-ed, -ing</i>	RF.1.3; L.1.4.c	Phonics: Comparative Endings; Trigraph <i>dge</i>	RF.1.3; L.1.1.f
		High-Frequency Words: <i>new, thank, always, found, please</i>	RF.1.3.g	High-Frequency Words: <i>were, pull, every, any, very</i>	RF.1.3.g	High-Frequency Words: <i>away, our, light, never, pretty</i>	RF.1.3.g
	Minilesson Bank	Time Line: Frida Kahlo: Artist	SL.1.1.c	Web Site: Martin Luther King, Jr.	SL.1.1.c	Infographic: Technology in Our Lives	SL.1.1.c
		Biography: <i>Through Georgia's Eyes</i>	RI.1.10	Biography: <i>Jackie Robinson</i>	RI.1.10	Historical Fiction: <i>Before the Railroad Came</i>	RL.1.10
		Words that Tell About Seeing the World Differently	L.1.6	Words that Describe Admiration	L.1.6	Words that Tell About Farmers Moving Cows	L.1.6
Describe Connections		RI.1.3	Use Text Structure	SL.1.2	Determine Theme	RL.1.2	
Ask and Answer Questions		RI.1.1	Create New Understandings About Text Structure	SL.1.1.a	Make Connections About Themes in Other Texts	SL.1.1	
Talk About It: Retell	RI.1.2	Write to Sources: Respond to Informational Text	SL.1.1.b	Talk About It: Opinion	SL.1.1		
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.1.5	Antonyms	L.1.6	Context Clues	L.1.4.a
	Handwriting	Letters <i>Mm</i> and <i>Hh</i>	L.1.1.a	Write Sentences with Appropriate Spacing and Letters <i>Vv</i>	L.1.1.a	Letters <i>Yy</i> and <i>Ww</i>	L.1.1.a
	Read Like a Writer, Write for a Reader	Word Choice	SL.1.1	Graphic Features	SL.1.1	First-Person Text	RL.1.6
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Personal Narrative	W.1.3	Setting	W.1.3	What Happens First	W.1.3
		Personal Narrative: Characters and Setting	W.1.3	Explore The Narrator: You	W.1.3	Explore What Happens Next	W.1.3
		Personal Narrative: Plot	W.1.3	Apply The Narrator: You	W.1.3	Apply What Happens Next	W.1.3
		Generate Ideas	W.1.3	Explore Problem and Resolution	W.1.3	Explore What Happens Last	W.1.3
		Plan Your Personal Narrative	SL.1.4	Apply Problem and Resolution	W.1.3	Apply What Happens Last	W.1.3
	Spelling	Spell Words with <i>r</i> -Controlled Vowel <i>ar</i>	L.1.2.e	Spell Words with <i>r</i> -Controlled Vowel <i>er, ir, ur</i>	L.1.2.d	Spell Words That Compare	RF.1.3.f
Language & Conventions	Action Words	L.1.2.a	Past Verb Tense	L.1.1.e	Future Verb Tense	L.1.1.e	



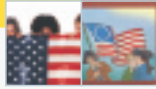
# Essential Question

Why is the past important?

## WEEK 4

### Informational Text

What Is the Story of Our Flag? and The First American Flag



CCSS

Phonological Awareness: Middle and Final Sounds; Distinguish Between /a/ and /ā/; Change Phonemes	RF.1.2.a; RF.1.2.c
Phonics: Diphthongs <i>ow</i> , <i>ou</i> ; Vowel Digraphs <i>ai</i> , <i>ay</i>	RF.1.3.b; RF.1.3.c
High-Frequency Words: <i>again</i> , <i>how</i> , <i>read</i> , <i>soon</i> , <i>both</i>	RF.1.3.g

## WEEK 5

### Biography



Eleanor Roosevelt

CCSS

Phonological Awareness: Final Sounds; Initial and Final Sounds; Distinguish Between /o/ and /ō/	RF.1.2; RF.1.2.c
Phonics: Diphthongs <i>oi</i> , <i>oy</i> ; Vowel Digraph <i>ea</i>	RF.1.3; RF.1.3.c
High-Frequency Words: <i>carry</i> , <i>going</i> , <i>been</i> , <i>words</i> , <i>does</i>	RF.1.3.g

## WEEK 6

### Inquiry and Research



My Interview

CCSS

#### Foundational Skills

Phonological Awareness: Segment and Blend Sounds; Middle and Final Sounds; Distinguish Between /i/ and /ī/	RF.1.2.a; RF.1.2.b; RF.1.2.c
Phonics: Endings; Vowel Digraph <i>ie</i>	RF.1.3.f
High-Frequency Words: <i>other</i> , <i>right</i> , <i>may</i> , <i>give</i> , <i>number</i>	RF.1.3.g

Spelling: Spell Words with Endings	L.1.2.e
Compare Across Texts: "Making History"	RI.1.2
Inquire: Interview	SL.1.1.a
Leveled Research Articles	RF.1.4.a
Academic Words	SL.1.1.a
Explore and Plan: Explore Informational Writing	RI.1.2
Conduct Research: Interview a Person	W.1.8
Collaborate and Discuss: Analyze Student Model	SL.1.1
Take Notes	SL.1.1
Extend Research: Write a Thank You Note	W.1.5
Revise and Edit	W.1.5
Celebrate and Reflect	SL.1.1.a; SL.1.2; SL.1.6

Poem: What Is America?	SL.1.2	Infographic: Helpful Heroes	SL.1.1.c
Informational Text: <i>What Is the Story of Our Flag? and The First American Flag</i>	RI.1.10	Biography: <i>Eleanor Roosevelt</i>	RI.1.10
Words that Tell About Our Flag	L.1.4	Words that Tell About Democracy	L.1.6
Compare and Contrast Texts	RI.1.9	Find the Main Idea	RI.1.2
Find Important Details About Comparing and Contrasting Texts	RI.1.9	Ask and Answer Questions About Main Idea	RI.1.1
Talk About It: Respond to Informational Texts	L.1.6	Write to Sources: Respond to Informational Text	SL.1.1.a
Word Parts	L.1.4.b	Oral Language	L.1.6
Letters <i>Xx</i> and <i>Kk</i>	L.1.1.a	Letters <i>Zz</i> and Write Sentences	L.1.1.a; RF.1.1
Print Features	RI.1.5	Third-Person Text	RF.1.4.a
<b>Writer's Craft</b>		<b>Publish, Celebrate, and Assess</b>	
Capitalization	L.1.2	Edit for Pronouns	L.1.1.d
Explore Punctuation Marks	L.1.2	Edit for Adjectives and Articles	L.1.1.f
Apply Punctuation Marks	L.1.2	Prepare for Celebration	W.1.6
Explore Verbs	L.1.1.e	Celebrate	SL.1.1.a
Apply Verbs	L.1.1.e	Assessment	W.1.3
Spell Words with Diphthongs <i>ow</i> , <i>ou</i>	L.1.2.d	Spell Words with Diphthongs <i>oi</i> , <i>oy</i>	L.1.2.d
Verbs	L.1.1.c	Compound Sentences	L.1.1.j

# UNIT 4 WEEK 1

## SUGGESTED WEEKLY PLAN

### 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.
- I can make and use words to read and write narrative nonfiction.
- I can write a personal narrative.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RF.1.2, RF.1.2.b, RI.1.1, W.1.3, SL.1.2, L.1.2.e

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T18–T19
  - » Phonological Awareness: Segment and Blend Sounds
  - » Phonics: Decode Words with *r*-Controlled Vowel *ar*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Time Line: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “Pablo Picasso” T22–T23
- Biography T24–T25
  - ☑ Quick Check T25

#### READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Letters *Mm* 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
- Conferencing T31

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

**BOOK CLUB** T31 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T324–T325
  - » Personal Narrative
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T325
- Conferences T322

#### WRITING BRIDGE

- Spelling: Spell Words with *r*-Controlled Vowel *ar* T326
  - ☑ Assess Prior Knowledge T326
- Language & Conventions: Spiral Review: Capitalize *I* and Proper Nouns T327

#### LESSON 2

RF.1.1, RF.1.3.a, RI.1.3, RI.1.10, W.1.3, SL.1.1.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T32–T33
  - » Phonics: Decode and Write Words with *r*-Controlled Vowel *ar*
  - ☑ Quick Check T33
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T34–T47
  - » Preview Vocabulary
  - » Print Awareness
  - » Read: *Through Georgia’s Eyes*
- Respond and Analyze T48–T49
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T49
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T50
- Guided Reading/Leveled Readers T53
- Strategy and Intervention Activities T50, T52
- Fluency T52 • Conferencing T53
- ELL Targeted Support T50, T52

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T51
- Independent Reading T53
- Literacy Activities T53
- Collaboration T53

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T328–T329
  - » Personal Narrative: Characters and Setting
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T329
- Conferences T322

#### WRITING BRIDGE

- Spelling: Teach Spell Words with *r*-Controlled Vowel *ar* T330
- Language & Conventions: Oral Language: Action Words T331

## LESSON 3

RF.1.3.g, RI.1.3, W.1.3,  
SL.1.1, L.1.1.a, L.1.1.e

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T54–T55
  - » Phonological Awareness: Final Sounds
  - » Phonics: Decode Words with Inflectional Ending -es, Plural -es
  - » High-Frequency Words

#### CLOSE READ

- Describe Connections T56–T57
- Close Read: *Through Georgia's Eyes*
  - ✔ **Quick Check** T57

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T58–T59
- Handwriting: Letters *Hh* T58–T59

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T61
- Strategy and Intervention Activities T60
- Fluency T60 • Conferring T61
- ELL Targeted Support T60

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T61
- Literacy Activities T61
- Partner Reading T61

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T332–T333
  - » Personal Narrative: Plot
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T333
- Conferences T322

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with *r*-Controlled Vowel *ar* T334
- Language & Conventions: Teach Action Words T335

## LESSON 4

RF.1.3.a, RI.1.1, W.1.3,  
SL.1.2, L.1.1.e

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T62–T63
  - » Phonics: Decode and Write Words with Inflectional Ending -es, Plural -es
    - ✔ **Quick Check** T63
  - » Decodable Story: Read *Star Art* T64–T65

#### CLOSE READ

- Ask and Answer Questions T66–T67
- Close Read: *Through Georgia's Eyes*
  - ✔ **Quick Check** T67

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T68
- Guided Reading/Leveled Readers T71
- Strategy and Intervention Activities T68, T70
- Fluency T70 • Conferring T71
- ELL Targeted Support T68, T70

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T69
- Independent Reading T71
- Literacy Activities T71

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T336–T337
  - » Generate Ideas
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T337
- Conferences T322

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T338
- Language & Conventions: Practice Action Words T339

## LESSON 5

RF.1.3, RI.1.3, W.1.3,  
SL.1.4, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T72–T73
  - » Phonological Awareness: Change Phonemes
  - » Phonics: Spiral Review: *r*-Controlled Vowels *or, ore*; Compound Words
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T74–T75
  - » Talk About It
    - ✔ **Quick Check** T75
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T77
- Strategy, Intervention, and On-Level/Advanced Activities T76
- Conferring T77
- ELL Targeted Support T76

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T77
- Literacy Activities T77

**BOOK CLUB** T77 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T340
  - » Plan Your Personal Narrative
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T340–T341 **SEL**
- Conferences T322

### WRITING BRIDGE

- Spelling: Spell Words with *r*-Controlled Vowel *ar* T342
  - ✔ **Assess Understanding** T342
- Language & Conventions: Standards Practice T343

# UNIT 4 WEEK 2

## SUGGESTED WEEKLY PLAN

### 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.
- I can make and use words to read and write narrative nonfiction.
- I can write a personal narrative.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RF.1.2.d, RF.1.4.b, RI.1.1, W.1.3, SL.1.2, L.1.1.e

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T82–T83
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with *r*-Controlled Vowels *er, ir, ur*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Web Site: Weekly Question T84–T85
- Listening Comprehension: Read Aloud: “Sandra Day O’Connor” T86–T87
- Biography T88–T89
  - ☑ Quick Check T89

#### READING BRIDGE

- Academic Vocabulary: Antonyms T90–T91
- Handwriting: Write Sentences with Appropriate Spacing 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

BOOK CLUB T95 SEL

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T348–T349
  - » Setting
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T349
- Conferences T346

#### WRITING BRIDGE

- Spelling: Spell Words with *r*-Controlled *er, ir, ur* T350
  - ☑ Assess Prior Knowledge T350
- Language & Conventions: Spiral Review: Action Words T351

#### LESSON 2

RF.1.4.c, RI.1.3, W.1.3, SL.1.1, L.1.1.e, L.1.6

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T96–T97
  - » Phonics: Decode and Write Words with *r*-Controlled Vowels *er, ir, ur*
  - ☑ Quick Check T97
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T98–T109
  - » Preview Vocabulary
  - » Read: *Jackie Robinson*
- Respond and Analyze T110–T111
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T111
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T112
- Guided Reading/Leveled Readers T115
- Strategy and Intervention Activities T112, T114
- Fluency T114 • Conferring T115
- ELL Targeted Support T112, T114

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T113
- Independent Reading T115
- Literacy Activities T115

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T352–T353
  - » Explore the Narrator: You
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T353
- Conferences T346

#### WRITING BRIDGE

- Spelling: Teach Spell Words with *r*-Controlled *er, ir, ur* T354
- Language & Conventions: Oral Language: Past Verb Tense T355

## LESSON 3

RF.1.2.d, RF.1.3.g, RI.1.7,  
W.1.3, SL.1.4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T116–T117
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Endings *-ed, -ing*
  - » High-Frequency Words

#### CLOSE READ

- Use Text Structure T118–T119
- Close Read: *Jackie Robinson*
  - ✔ **Quick Check** T119

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Graphic Features T120–T121
- Handwriting: Letters *Vv* T120–T121

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T123
- Strategy and Intervention Activities T122
- Fluency T122 • Conferring T123
- ELL Targeted Support T122

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T123
- Literacy Activities T123
- Partner Reading T123

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T356–T357
  - » Apply the Narrator: You
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T357
- Conferences T346

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with *r*-Controlled *er, ir, ur* T358
- Language & Conventions: Teach Past Verb Tense T359

## LESSON 4

RF.1.3.a, RF.1.4, W.1.3,  
SL.1.1.a, L.1.1.e, L.1.4.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T124–T125
  - » Phonics: Decode and Write Words with Endings *-ed, -ing*
    - ✔ **Quick Check** T125
  - » Decodable Story: Read *Kurt Can Help* T126–T127

#### CLOSE READ

- Create New Understandings T128–T129
- Close Read: *Jackie Robinson*
  - ✔ **Quick Check** T129

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T130
- Guided Reading/Leveled Readers T133
- Strategy and Intervention Activities T130, T132
- Fluency T132 • Conferring T133
- ELL Targeted Support T130, T132

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T131
- Independent Reading T133
- Literacy Activities T133

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T360–T361
  - » Explore Problem and Resolution
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T361
- Conferences T346

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T362
- Language & Conventions: Practice Past Verb Tense T363

## LESSON 5

RF.1.3, RI.1.9, W.1.3,  
SL.1.1.b, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T134–T135
  - » Phonological Awareness: Change Phonemes
  - » Phonics: Spiral Review: *r*-Controlled Vowel *ar*; Inflectional Ending *-es*, Plural *-es*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T136–T137
  - » Write to Sources
    - ✔ **Quick Check** T137
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T139
- Strategy, Intervention, and On-Level/Advanced Activities T138
- ELL Targeted Support T138
- Conferring T139

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T139
- Literacy Activities T139

**BOOK CLUB** T139 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T364
  - » Apply Problem and Resolution
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T364–T365 **SEL**
- Conferences T346

### WRITING BRIDGE

- Spelling: Spell Words with *r*-Controlled *er, ir, ur* T366
  - ✔ **Assess Understanding** T366
- Language & Conventions: Standards Practice T367

# UNIT 4 WEEK 3

## SUGGESTED WEEKLY PLAN

### 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 people who have made history.
- I can make and use words to connect reading and writing.
- I can write a personal narrative.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RF.1.2, RF.1.4.b, RL.1.5, W.1.3, SL.1.2, L.1.6

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T144–T145
  - » Phonological Awareness: Final Sounds
  - » Phonics: Decode Words with Comparative Endings
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T146–T147
- Listening Comprehension: Read Aloud: “From Horse to Car” T148–T149
- Historical Fiction T150–T151
  - ✔ Quick Check T151

#### READING BRIDGE

- Academic Vocabulary: Context Clues T152–T153
- Handwriting: Letters Yy 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

BOOK CLUB T157 SEL

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T372–T373
  - » What Happens First
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T373
- Conferences T370

#### WRITING BRIDGE

- Spelling: Spell Words That Compare T374
  - ✔ Assess Prior Knowledge T374
- Language & Conventions: Spiral Review: Past Tense Verbs T375

#### LESSON 2

RL.1.7, RL.1.10, W.1.3, SL.1.1.a, L.1.1.e, L.1.6

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T158–T159
  - » Phonics: Decode and Write Words with Comparative Endings
  - ✔ Quick Check T159
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T160–T165
  - » Preview Vocabulary
  - » Read: *Before the Railroad Came*
- Respond and Analyze T166–T167
  - » My View
  - » Develop Vocabulary
  - ✔ Quick Check T167
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T168
- Guided Reading/Leveled Readers T171
- Strategy and Intervention Activities T168, T170
- Fluency T170 • Conferring T171
- ELL Targeted Support T168, T170

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T169
- Independent Reading T171
- Literacy Activities T171
- Partner Reading T171

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T376–T377
  - » Explore What Happens Next
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T377
- Conferences T370

#### WRITING BRIDGE

- Spelling: Teach Spell Words That Compare T378
- Language & Conventions: Oral Language: Verbs T379

## LESSON 3

RF.1.2, RL.1.2, RL.1.6,  
W.1.3, SL.1.1, L.1.1.e

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T172–T173
  - » Phonological Awareness: Final Sounds
  - » Phonics: Decode Words with Trigraph *dge*
  - » High-Frequency Words

#### CLOSE READ

- Determine Theme T174–T175
- Close Read: *Before the Railroad Came*
  - ✔ **Quick Check** T175

### READING BRIDGE

- Read Like a Writer, Write for a Reader: First-Person Text T176–T177
- Handwriting: Letters *Ww* T176–T177

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T179
- Strategy and Intervention Activities T178
- Fluency T178 • Conferring T179
- ELL Targeted Support T178

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T179
- Literacy Activities T179

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T380–T381
  - » Apply What Happens Next
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T381
- Conferences T370

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words That Compare T382
- Language & Conventions: Teach Future Tense Verbs T383

## LESSON 4

RF.1.2.b, RF.1.3.a, W.1.3,  
SL.1.1.a, L.1.1.e

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T180–T181
  - » Phonics: Decode and Write Words with Trigraph *dge*
  - ✔ **Quick Check** T181
  - » Decodable Story: Read *Cars by Bob* T182–T183

#### CLOSE READ

- Make Connections T184–T185
- Close Read: *Before the Railroad Came*
  - ✔ **Quick Check** T185

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T186
- Guided Reading/Leveled Readers T189
- Strategy and Intervention Activities T186, T188
- Fluency T188 • Conferring T189
- ELL Targeted Support T186, T188

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T187
- Independent Reading T189
- Literacy Activities T189

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T384–T385
  - » Explore What Happens Last
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T385
- Conferences T370

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T386
- Language & Conventions: Practice Future Tense Verbs T387

## LESSON 5

RF.1.3, RF.1.3.f, RL.1.9,  
W.1.3, SL.1.1, L.1.1.e

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T190–T191
  - » Phonological Awareness: Remove Phonemes
  - » Phonics: Spiral Review: Spiral Review *r*-Controlled Vowels *er, ir, ur*; Adding Endings *-ed, -ing*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T192–T193
  - » Talk About It
  - ✔ **Quick Check** T193
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T195
- Strategy, Intervention, and On-Level/Advanced Activities T194
- ELL Targeted Support T194
- Conferring T195

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T195
- Literacy Activities T195

**BOOK CLUB** T195 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T388
  - » Apply What Happens Last
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T388–T389 **SEL**
- Conferences T370

### WRITING BRIDGE

- Spelling: Spell Words That Compare T390
  - ✔ **Assess Understanding** T390
- Language & Conventions: Standards Practice T391

# UNIT 4 WEEK 4

## SUGGESTED WEEKLY PLAN

### 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 people who have made history.
- I can make and use words to connect reading and writing.
- I can write a personal narrative.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RL.1.10, RF.1.2, SL.1.2, L.1.1.a, L.1.2.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T200–T201
  - » Phonological Awareness: Middle and Final Sounds
  - » Phonics: Decode Words with Diphthongs *ow, ou*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T202–T203
- Listening Comprehension: Read Aloud: “The First Thanksgiving” and “A Big Feast” T204–T205
- Informational Text T206–T207
  - ☑ Quick Check T207

#### READING BRIDGE

- Academic Vocabulary: Word Parts T208–T209
- Handwriting: Letters Xx T208–T209

#### 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

BOOK CLUB T213 SEL

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T396–T397
  - » Capitalization
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T397
- Conferences T394

#### WRITING BRIDGE

- Spelling: Spell Words with Diphthongs *ow, ou* T398
  - ☑ Assess Prior Knowledge T398
- Language & Conventions: Spiral Review: Future Tense Verbs T399

#### LESSON 2

RF.1.3, RI.1.4, L.1.1.e, L.1.2, L.1.4

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T214–T215
  - » Phonics: Decode and Write Words with Diphthongs *ow, ou*
  - ☑ Quick Check T215
  - » High-Frequency Words

##### SHARED READ

- Introduce the Texts T216–T225
  - » Preview Vocabulary
  - » Read and Compare Texts: *What Is the Story of Our Flag?; The First American Flag*
- Respond and Analyze T226–T227
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T227
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T228
- Guided Reading/Leveled Readers T231
- Strategy and Intervention Activities T228, T230
- Fluency T230 • Conferring T231
- ELL Targeted Support T228, T230

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T229
- Independent Reading T231
- Literacy Activities T231

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T400–T401
  - » Explore Punctuation Marks
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T401
- Conferences T394

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Diphthongs *ow, ou* T402
- Language & Conventions: Oral Language: Verbs T403



## LESSON 3

RF.1.2.a, RF.1.3.c, RI.1.9,  
W.1.5, L.1.1.e, L.1.2

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T232–T233
  - » Phonological Awareness: Distinguish Between /a/ and /ā/
  - » Phonics: Decode Words with Vowel Digraphs *ai, ay*
  - » High-Frequency Words

#### CLOSE READ

- Compare and Contrast Texts T234–T235
- Close Read: *What Is the Story of Our Flag?; The First American Flag*
  - ✔ **Quick Check** T235

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Print Features T236–T237
- Handwriting: Letters *Kk* T236–T237

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T239
- Strategy and Intervention Activities T238
- Fluency T238 • Conferring T239
- ELL Targeted Support T238

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T239
- Literacy Activities T239

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T404–T405
  - » Apply Punctuation Marks
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T405
- Conferences T394

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words with Diphthongs *ow, ou* T406 **FLEXIBLE OPTION**
- Language & Conventions: Teach Verbs T407

## LESSON 4

RF.1.3.b, RI.1.9, W.1.3,  
SL.1.1.a, L.1.1.e

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T240–T241
  - » Phonics: Decode and Write Words with Vowel Digraphs *ai, ay*
- ✔ **Quick Check** T241
- » Decodable Story: Read *Raise the Flag* T242–T243

#### CLOSE READ

- Find Important Details T244–T245
- Close Read: *What Is the Story of Our Flag?; The First American Flag*
  - ✔ **Quick Check** T245

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T246
- Guided Reading/Leveled Readers T249
- Strategy and Intervention Activities T246, T248
- Fluency T248 • Conferring T249
- ELL Targeted Support T246, T248

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T247
- Independent Reading T249
- Literacy Activities T249
- Partner Reading T249

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T408–T409
  - » Explore Verbs
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T409
- Conferences T394

### WRITING BRIDGE

- Spelling: Spiral Review T410 **FLEXIBLE OPTION**
- Language & Conventions: Practice Verbs T411

## LESSON 5

RF.1.3, RF.1.3.f, W.1.3,  
SL.1.4, L.1.1.e, L.1.6

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T250–T251
  - » Phonological Awareness: Change Phonemes
  - » Phonics: Spiral Review: Comparative Endings; Consonant Trigraph *dge*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T252–T253
  - » Talk About It
- ✔ **Quick Check** T253
- » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T255
- Strategy, Intervention, and On-Level/Advanced Activities T254
- ELL Targeted Support T254
- Conferring T255

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T255
- Literacy Activities T255

**BOOK CLUB** T255 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T412
  - » Apply Verbs
  - » Share Back

#### INDEPENDENT WRITING

- WRITING CLUB** T412–T413 **SEL**
- Conferences T394

### WRITING BRIDGE

- Spelling: Spell Words with Diphthongs *ow, ou* T414
- ✔ **Assess Understanding** T414 **FLEXIBLE OPTION**
- Language & Conventions: Standards Practice T415

# UNIT 4 WEEK 5 SUGGESTED WEEKLY PLAN

## 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 narrative nonfiction.
- I can make and use words to read and write narrative nonfiction.
- I can write a personal narrative.

### SEL SOCIAL-EMOTIONAL LEARNING

## ✓ Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Assessment

## Materials

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

### LESSON 1

RF.1.3, RF.1.4, RI.1.2,  
W.1.3, SL.1.2, L.1.1.d

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T260–T261
  - » Phonological Awareness: Final Sounds
  - » Phonics: Decode Words with Diphthongs *oi, oy*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T262–T263
- Listening Comprehension: Read Aloud: “Giving Away a Fortune” T264–T265
- Biography T266–T267
  - ✓ **Quick Check** T267

#### READING BRIDGE

- Academic Vocabulary: Oral Language T268–T269
- Handwriting: Letters Zz T268–T269

#### 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

**BOOK CLUB** T273 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T420–T421
  - » Edit for Pronouns
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T421
- Conferences T418

#### WRITING BRIDGE

- Spelling: Spell Words with Diphthongs *oi, oy* T422
  - ✓ **Assess Prior Knowledge** T422
- Language & Conventions: Spiral Review: Verbs T423

### LESSON 2

RF.1.4.a, RI.1.1, SL.1.1.c,  
L.1.1.f, L.1.1.g, L.1.1.h

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T274–T275
  - » Phonics: Decode and Write Words with Diphthongs *oi, oy*
  - ✓ **Quick Check** T275
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T276–T283
  - » Preview Vocabulary
  - » Read: *Eleanor Roosevelt*
- Respond and Analyze T284–T285
  - » My View
  - » Develop Vocabulary
  - ✓ **Quick Check** T285
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T286
- Guided Reading/Leveled Readers T289
- Strategy and Intervention Activities T286, T288
- Fluency T288 • Conferring T289
- ELL Targeted Support T286, T288

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T287
- Independent Reading T289
- Literacy Activities T289

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T424–T425
  - » Edit for Adjectives and Articles
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T425
- Conferences T418

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Diphthongs *oi, oy* T426
- Language & Conventions: Oral Language: Compound Sentences T427

## LESSON 3

RF.1.1, RI.1.2, W.1.5,  
SL.1.2, L.1.1.g, L.1.1.j

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T290–T291
  - » Phonological Awareness: Initial and Final Sounds
  - » Phonics: Decode Words with Vowel Digraph ea
  - » High-Frequency Words

#### CLOSE READ

- Find the Main Idea T292–T293
- Close Read: *Eleanor Roosevelt*
  - ✔ **Quick Check** T293

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Third-Person Text T294–T295
- Handwriting: Write Sentences T294–T295

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T297
- Strategy and Intervention Activities T296
- Fluency T296 • Conferring T297
- ELL Targeted Support T296

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T297
- Literacy Activities T297
- Partner Reading T297

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T428–T429
  - » Prepare for Celebration
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T429
- Conferences T418

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Diphthongs *oi*, *oy* T430
- Language & Conventions: Teach Compound Sentences T431

## LESSON 4

RF.1.3.c, RI.1.1, SL.1.1,  
L.1.1.g, L.1.1.j

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T298–T299
  - » Phonics: Decode and Write Words with Vowel Digraph ea
    - ✔ **Quick Check** T299
  - » Decodable Story: Read *Nurse Joy* T300–T301

#### CLOSE READ

- Ask and Answer Questions T302–T303
- Close Read: *Eleanor Roosevelt*
  - ✔ **Quick Check** T303

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T304
- Guided Reading/Leveled Readers T307
- Strategy and Intervention Activities T304, T306
- Fluency T306 • Conferring T307
- ELL Targeted Support T304, T306

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T305
- Independent Reading T307
- Literacy Activities T307

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T432–T433
  - » Celebrate

#### INDEPENDENT WRITING

- Personal Narrative T433
- Conferences T418

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T434
- Language & Conventions: Practice Compound Sentences T435

## LESSON 5

RF.1.2.a, RF.1.4.a, RI.1.3,  
W.1.3, SL.1.1, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T308–T309
  - » Phonological Awareness: Distinguish Between /o/ and /ō/
  - » Phonics: Spiral Review: Diphthongs *ow*, *ou*; Vowel Digraphs *ai*, *ay*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T310–T311
  - » Write to Sources
    - ✔ **Quick Check** T311
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T313
- Strategy, Intervention, and On-Level/Advanced Activities T312
- ELL Targeted Support T312
- Conferring T313

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T313
- Literacy Activities T313

**BOOK CLUB** T313 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T436
  - » Assessment

#### INDEPENDENT WRITING

- Writing Assessment T436–T437
- Conferences T418

### WRITING BRIDGE

- Spelling: Spell Words with Diphthongs *oi*, *oy* T438
  - ✔ **Assess Understanding** T438
- Language & Conventions: Standards Practice T439

**PROJECT FOCUS**

This week students will

- interview an older person.
- write an informational essay.

**Lesson 1**

**Foundational Skills**

T446–T447, T448  
T444–T445  
T464–T465

RF.1.2.b, RF.1.3.f,  
RI.1.7, SL.1.1,  
SL.1.1.a

- Phonological Awareness: Segment and Blend Sounds
- Phonics: Endings
- Spelling

**Compare Across Texts**

- Answer the Essential Question

**Inquire**

- Introduce the Project
- Read “American Progress”
- Choose an older person to interview
- Use Academic Words

**Lesson 2**

**Foundational Skills**

T450–T453, T448  
T466–T467  
T468–T469

RF.1.3.f, RF.1.4.a,  
RI.1.2, SL.1.1.b, SL.1.4

- Phonics: Endings
- Spelling: Spell Words with Endings

**Explore and Plan**

- Explore Informational Writing
- Read “A Moment of Truth”
- Explore characteristics of informational texts

**Conduct Research**

- Interview a Person
- Ask and record questions

**Lesson 3**

**Foundational Skills**

T454–T455,  
T449  
T470–T471

RF.1.2.c, RF.1.3.c,  
RF.1.4.a, RI.1.2,  
RI.1.5

- Phonological Awareness: Middle and Final Sounds
- Phonics: Vowel Team *ie*
- High-Frequency Words
- Spelling

**Collaborate and Discuss**

- Analyze Student Model
- Read “Technology Over Time”
- Take Notes

**Lesson 4**

**Foundational Skills**

T456–T461,  
T449  
T472–T473

RF.1.3, RF.1.3.a,  
RF.1.4.a, L.1.1.d,  
L.1.1.f

- Phonics: Vowel Team *ie*
- Decodable Story: *A Piece of the Past*
- Spelling

**Extend Research**

- Write a Thank-You Note
- Revise
- Edit

**Lesson 5**

**Foundational Skills**

T462–T463, T449  
T474 T475

RF.1.2.a, RF.1.3.a,  
SL.1.1.c, SL.1.3,  
SL.1.4

- Phonological Awareness: Distinguish Between /i/ and /ī/
- Phonics: Spiral Review
- Spelling

**Celebrate and Reflect**

- Share your informational essay
- Reflect on your project

**Reflect on the Unit**

- Reflect on Your Goals
- Reflect on Your Reading
- Reflect on Your Writing

# UNIT 5 SKILLS OVERVIEW

## UNIT THEME

# Beyond My World

		WEEK 1		WEEK 2		WEEK 3	
		Informational Text		Informational Text		Persuasive Text	
		Every Season		Seasons Around the World		In Spring	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonological Awareness: Middle and Final Sounds; Segment and Blend Phonemes; Distinguish Between /o/ and /ō/	RL.1.1; RF.1.2.c; RF.1.2.d	Phonological Awareness: Distinguish Between /u/ and /ū/; Segment and Blend Phonemes	RF.1.2.a; RF.1.2.d	Phonological Awareness: Segment and Blend Phonemes; Manipulate Phonemes	RF.1.2; RF.1.2.d
		Phonics: Long o Spelled oa, ow, oe; Consonant Blends and Trigraphs	RF.1.3; RF.1.3.c	Phonics: Long i Spelled igh; Suffixes -er, -or	RF.1.3; L.1.4.b	Phonics: Vowel Teams ue, ew, ui; Prefixes re-, un-	RF.1.3
		High-Frequency Words: would, buy, people, about, write	RF.1.3.g	High-Frequency Words: once, done, water, wash, upon	RF.1.3.g	High-Frequency Words: sentence, off, because, laugh, open	RF.1.3.g
	Minilesson Bank	Infographic: Seasons of an Apple Tree	SL.1.2	Web Site: Seasons Here and There	RI.1.5	Infographic: Seasonal Activities	SL.1.2
		Informational Text: Every Season	RI.1.10	Informational Text: Seasons Around the World	RI.1.10	Persuasive Text: In Spring	RI.1.10
		Words that Tell About the Seasons	L.1.6	Words that Tell About the Weather	L.1.6	Words that Tell About Animals	L.1.6
		Use Text Structure	SL.1.1.a	Use Text Features	RI.1.5	Identify Persuasive Text	RI.1.8
		Make Connections	SL.1.1	Correct and Confirm Predictions About Text Features	RI.1.5	Correct and Confirm Predictions About Persuasive Text	SL.1.1
	Talk About It: Response to Informational Text	SL.1.6	Write to Sources: Opinion	W.1.1	Write to Sources: Response to Informational Text	RI.1.9	
	READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.1.5	Antonyms	L.1.6	Context Clues
Handwriting		Numerals 1, 2 and Numerals 3, 4	W.1.8	Numerals 5, 6 and Numerals 7, 8	W.1.8	Numerals 9, 0 and Write Sentences	RF.1.1
Read Like a Writer, Write for a Reader		Text Structure	RI.1.8	Graphic Features	RI.1.6	Word Choice	L.1.5.d
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	How-to Books	RI.1.10	Introduction and Conclusion	W.1.2	Organize with Structure	W.1.2
		How-to Books: Instructions	SL.1.1	Explore Instructions	W.1.2	Explore Steps in a Process	W.1.2
		How-to Books: Graphics	SL.1.1.a	Apply Instructions	W.1.2	Apply Steps in a Process	W.1.2
		Generate Ideas	W.1.2	Explore Simple Graphics	W.1.2	Explore Features and Simple Graphics	SL.1.5
		Plan Your How-to Book	SL.1.6	Apply Simple Graphics	SL.1.5	Apply Features and Simple Graphics	SL.1.5
	Spelling	Spell Words with Long o Spelled oa, ow, oe	RF.1.2.a	Spell Long i Words	L.1.2.e	Spell Words with Vowel Teams ue, ew, ui	L.1.2.d
Language & Conventions	Adverbs	L.1.2.c	Transitions and Conjunctions	L.1.1.g	Prepositions	L.1.1.i	

# Essential Question

How do the seasons affect us?

## WEEK 4

### Fiction



#### My Autumn Book

CCSS

Phonological Awareness: Remove Phonemes; Segment and Blend Phonemes; Manipulate Phonemes	RF.1.2; RF.1.2.d
Phonics: Long <i>i</i> , Long <i>o</i> ; Suffixes <i>-ly</i> , <i>-ful</i>	RF.1.3
High-Frequency Words: <i>move</i> , <i>learn</i> , <i>eight</i> , <i>house</i> , <i>only</i>	RF.1.3.g

## WEEK 5

### Informational Text



#### Signs of Winter

CCSS

Phonological Awareness: Segment and Blend Phonemes; Manipulate Sounds; Manipulate Phonemes	RF.1.2; RF.1.2.b
Phonics: Open and Closed Syllables; Vowel Teams <i>oo</i> , <i>ou</i>	RF.1.3
High-Frequency Words: <i>today</i> , <i>warm</i> , <i>years</i> , <i>should</i> , <i>world</i>	RF.1.3.g

## WEEK 6

### Inquiry and Research



#### The Best Season

CCSS

#### FOUNDATIONAL SKILLS

Phonological Awareness: Segment and Blend Phonemes; Manipulate Sounds; Segment and Blend Phonemes	RF.1.2; RF.1.2.b
Phonics: Vowel Sound in <i>foot</i> ; Final Stable Syllable <i>-le</i>	RF.1.3; RF.1.3.e
High-Frequency Words: <i>mother</i> , <i>father</i> , <i>another</i> , <i>through</i> , <i>picture</i>	RF.1.3.g
Spelling: Spell Words with Vowel Sound in <i>foot</i>	L.1.2.d

Compare Across Texts: "Beyond My World"	RI.1.2
Inquire: The Season I Like Best	SL.1.1.a
Leveled Research Articles	RF.1.4.a
Academic Words	L.1.5
Explore and Plan: Explore Persuasive Writing	L.1.4
Conduct Research: Search Online	W.1.8
Collaborate and Discuss: Analyze Student Model	W.1.8
Create a Fact Sheet	W.1.8
Extend Research: Explore Props and Costumes	L.1.1.i
Revise and Edit	L.1.1.i
Celebrate and Reflect	SL.1.3

Poem: Season to Season	RL.1.4	Infographic: Animals in Winter	SL.1.2
Fiction: <i>My Autumn Book</i>	RL.1.10	Informational Text: <i>Signs of Winter</i>	RF.1.4.a
Words that Describe Autumn Weather	L.1.4.a	Words that Tell About Conditions Outside	L.1.6
Determine Theme	RL.1.2	Use Pictures and Text	RI.1.7
Find Important Details About Theme	RL.1.2	Make Inferences About Illustrations and Words	W.1.8
Talk About It: Retell	RL.1.2	Talk About It: Opinion	SL.1.1.a
Word Parts	L.1.4.b	Oral Language	W.1.8
Write Answers	RF.1.1	Write Answers	RF.1.1
Word Choice	RL.1.4	Graphics	RF.1.1; RF.1.1.a
<b>Writer's Craft</b>		<b>Publish, Celebrate, and Assess</b>	
Prepositions	L.1.1.i	Edit for Spelling	L.1.1.i
Explore Adverbs That Convey Time	W.1.2	Edit for Prepositions	L.1.1.i
Apply Adverbs That Convey Time	W.1.2	Prepare for Celebration	W.1.6
Explore Punctuation Marks	L.1.2.b	Publish and Celebrate	SL.1.1.a
Apply Punctuation Marks	L.1.2	Assessment	L.1.1
Spell Long <i>i</i> and Long <i>o</i> Words	L.1.2.e	Spell Words with Open and Closed Syllables	L.1.2.e
Prepositional Phrases	L.1.1.i	Commas in Dates and Sentences	L.1.2.c

# UNIT 5 WEEK 1

## SUGGESTED WEEKLY PLAN

### 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.
- I can make and use words to read and write informational text.
- I can write a how-to book.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RI.1.1, RI.1.4, RF.1.2, W.1.7, SL.1.2, L.1.1j

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T18–T19
  - » Phonological Awareness: Middle and Final Sounds
  - » Phonics: Decode Words with Long o Spelled oa, ow, oe
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “Sunlight and Seasons” T22–T23
- Informational Text T24–T25
  - ☑ Quick Check T25

#### READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Numerals 1 and 2 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
- Conferencing T31

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

**BOOK CLUB** T31 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T316–T317
  - » How-to Books
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T317
- Conferences T314

#### WRITING BRIDGE

- Spelling: Spell Words with Long o Spelled oa, ow, oe T318
  - ☑ Assess Prior Knowledge T318
- Language & Conventions: Spiral Review: Compound Sentences T319

#### LESSON 2

RI.1.1, RI.1.4, W.1.7, SL.1.2, L.1.1

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T32–T33
  - » Phonics: Decode and Write Words with Long o Spelled oa, ow, oe
    - ☑ Quick Check T33
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T34–T43
  - » Preview Vocabulary
  - » Read: *Every Season*
- Respond and Analyze T44–T45
  - » My View
    - » Develop Vocabulary
      - ☑ Quick Check T45
    - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T46
- Guided Reading/Leveled Readers T49
- Strategy and Intervention Activities T46, T48
- Fluency T48 • Conferencing T49
- ELL Targeted Support T46, T48

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T47
- Independent Reading T49
- Literacy Activities T49
- Collaboration T49

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T320–T321
  - » How-to Books: Instructions
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T321
- Conferences T314

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Long o Spelled oa, ow, oe T322
- Language & Conventions: Oral Language: Adverbs T323

## LESSON 3

RI.1.1, RF.1.2.b, W.1.7,  
SL.1.1, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T50–T51
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode and Write Words with Consonant Blends and Trigraphs
  - » High-Frequency Words

#### CLOSE READ

- Use Text Structure T52–T53
- Close Read: *Every Season*
  - ✔ **Quick Check** T53

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Text Structure T54–T55
- Handwriting: Numerals 3 and 4 T54–T55

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T57
- Strategy and Intervention Activities T56
- Fluency T56 • Conferring T57
- ELL Targeted Support T56

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T57
- Literacy Activities T57
- Partner Reading T57

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T324–T325
  - » How-to Books: Graphics
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T325
- Conferences T314

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Long *o* Spelled *oa*, *ow*, *oe* T326
- Language & Conventions: Teach Adverbs T327

## LESSON 4

RI.1.1, RF.1.2.b, W.1.7,  
SL.1.1, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T58–T59
  - » Phonics: Decode and Write Words with Consonant Blends and Trigraphs
    - ✔ **Quick Check** T59
  - » Decodable Story: Read *Spring Is Here* T60–T61

#### CLOSE READ

- Make Connections T62–T63
- Close Read: *Every Season*
  - ✔ **Quick Check** T63

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T64
- Guided Reading/Leveled Readers T67
- Strategy and Intervention Activities T64, T66
- Fluency T66 • Conferring T67
- ELL Targeted Support T64, T66

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T65
- Independent Reading T67
- Literacy Activities T67

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T328–T329
  - » Generate Ideas
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T329
- Conferences T314

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review: Diphthongs *oi* and *oy* T330
- Language & Conventions: Practice Adverbs T331

## LESSON 5

RI.1.1, RF.1.2, W.1.7,  
SL.1.3, SL.1.4, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T68–T69
  - » Phonological Awareness: Distinguish Between /*o*/ and /*ō*/
  - » Phonics: Spiral Review: Adding Endings; Vowel Digraph *ie*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T70–T71
  - » Talk About It
    - ✔ **Quick Check** T71
  - » Weekly Question

### 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

**BOOK CLUB** T73 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T332
  - » Plan Your How-to Book
  - » Share Back

#### INDEPENDENT WRITING

**WRITING CLUB** T333 **SEL**

- Conferences T314

### WRITING BRIDGE

- Spelling: Spell Words with Long *o* Spelled *oa*, *ow*, *oe* T334
  - ✔ **Assess Understanding** T334
- Language & Conventions: Standards Practice T335



# UNIT 5 WEEK 2

## SUGGESTED WEEKLY PLAN

### 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.
- I can make and use words to read and write informational text.
- I can write a how-to book.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RI.1.1, RF.1.1.a, RF.1.4.a, W.1.2, SL.1.1, L.1.2.e

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work: T78–T79
  - » Phonological Awareness: Distinguish Between /u/ and /ū/
  - » Phonics: Decode Words with Long *i* Spelled *igh*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Web Site: Weekly Question T80–T81
- Listening Comprehension: Read Aloud: “Weather Balloons” T82–T83
- Informational Text T84–T85
  - ☑ Quick Check T85

#### READING BRIDGE

- Academic Vocabulary: Antonyms T86–T87
- Handwriting: Numerals 5 and 6 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
- Conferencing T91

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T91
- Literacy Activities T91

**BOOK CLUB** T91 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T340–T341
  - » Introduction and Conclusion
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T341
- Conferences T338

#### WRITING BRIDGE

- Spelling: Spell Long *i* Words T342
  - ☑ Assess Prior Knowledge T342
- Language & Conventions: Spiral Review: Adverbs T343

#### LESSON 2

RI.1.1, RF.1.3, W.1.2, SL.1.1, L.1.1.g

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T92–T93
  - » Phonics: Decode and Write Words with Long *i* Spelled *igh*
  - ☑ Quick Check T93
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T94–T101
  - » Preview Vocabulary
  - » Read: *Seasons Around the World*
- Respond and Analyze T102–T103
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T103

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T107
- Strategy and Intervention Activities T104, T106
- Fluency T106 • Conferencing T107
- ELL Targeted Support T104, T106

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T105
- Independent Reading T107
- Literacy Activities T107

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T344–T345
  - » Explore Instructions
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T345
- Conferences T338

#### WRITING BRIDGE

- Spelling: Teach Spell Long *i* Words T346
- Language & Conventions: Oral Language: Transitions and Conjunctions T347

## LESSON 3

RI.1.5, RF.1.3, W.1.2,  
SL.1.1, L.1.1.g

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T108–T109
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Suffixes *-er, -or*
  - » High-Frequency Words

#### CLOSE READ

- Use Text Features T110–T111
- Close Read: *Seasons Around the World*
  - ✔ **Quick Check** T111

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Graphic Features T112–T113
- Handwriting: Numerals 7 and 8 T112–T113

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T115
- Strategy and Intervention Activities T114
- Fluency T114 • Conferring T115
- ELL Targeted Support T114

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T115
- Literacy Activities T115
- Partner Reading T115

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T348–T349
  - » Apply Instructions
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T349
- Conferences T338

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Long *i* Words T350
- Language & Conventions: Teach Transitions and Conjunctions T351

## LESSON 4

RI.1.1, RF.1.3, W.1.2,  
SL.1.1, L.1.1.g

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T116–T117
  - » Phonics: Decode and Write Words with Suffixes *-er, -or*
    - ✔ **Quick Check** T117
  - » Decodable Story: Read *The Sailor* T118–T119

#### CLOSE READ

- Correct and Confirm Predictions T120–T121
- Close Read: *Seasons Around the World*
  - ✔ **Quick Check** T121

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T125
- Strategy and Intervention Activities T122, T124
- Fluency T124 • Conferring T125
- ELL Targeted Support T122, T124

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T123
- Independent Reading T125
- Literacy Activities T125

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T352–T353
  - » Explore Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T353
- Conferences T338

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review: Long *o* Words Spelled *oa, ow, oe* T354
- Language & Conventions: Practice Transitions and Conjunctions T355

## LESSON 5

RI.1.1, RF.1.3, W.1.2,  
SL.1.5, L.1.2

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T126–T127
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Spiral Review: Long *o* Spelled *oa, ow, oe*; Three-Letter Consonant Blends
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T128–T129
  - » Write to Sources
    - ✔ **Quick Check** T129
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T131
- Strategy, Intervention, and On-Level/Advanced Activities T130
- ELL Targeted Support T130
- Conferring T131

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T131
- Literacy Activities T131

**BOOK CLUB** T131 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T356
  - » Apply Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T357 **SEL**
- Conferences T338

### WRITING BRIDGE

- Spelling: Spell Long *i* Words T358

✔ **Assess Understanding** T358

#### FLEXIBLE OPTION

- Language & Conventions: Standards Practice T359

# UNIT 5 WEEK 3

## SUGGESTED WEEKLY PLAN

### 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 the seasons.
- I can make and use words to connect reading and writing.
- I can write a how-to book.

#### SEL SOCIAL-EMOTIONAL LEARNING

### 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

RI.1.8, RF.1.4.c, W.1.2, SL.1.2, L.1.1.g

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T136–T137
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Vowel Teams *ue, ew, ui*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic Weekly Question T138–T139
- Listening Comprehension: Read Aloud: “Fall Is the Best Season” T140–T141
- Persuasive Text T142–T143
  - ☑ Quick Check T143

#### READING BRIDGE

- Academic Vocabulary: Context Clues T144–T145
- Handwriting: Numerals 9 and 0 T144–T145

#### 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

**BOOK CLUB** T149 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T364–T365
  - » Organize with Structure
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T365
- Conferences T362

#### WRITING BRIDGE

- Spelling: Spell Words with Vowel Teams *ue, ew, ui* T366
  - ☑ Assess Prior Knowledge T366
- Language & Conventions: Spiral Review: Transitions and Conjunctions T367

#### LESSON 2

RI.1.4, RF.1.3.c, W.1.2, SL.1.1, L.1.1.i

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T150–T151
  - » Phonics: Decode and Write Words with Vowel Teams *ue, ew, ui*
  - ☑ Quick Check T151
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T152–T157
  - » Preview Vocabulary
  - » Read: *In Spring*
- Respond and Analyze T158–T159
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T159
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T163
- Strategy and Intervention Activities T160, T162
- Fluency T162 • Conferring T163
- ELL Targeted Support T160, T162

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T161
- Independent Reading T163
- Literacy Activities T163

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T368–T369
  - » Explore Steps in a Process
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T369
- Conferences T362

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Vowel Teams *ue, ew, ui* T370
- Language & Conventions: Oral Language: Prepositions T371

## LESSON 3

RI.1.8, RF.1.2.b, W.1.2,  
SL.1.1, L.1.1.i

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T164–T165
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Prefixes *re-*, *un-*
  - » High-Frequency Words

#### CLOSE READ

- Identify Persuasive Text T166–T167
- Close Read: *In Spring*
  - ✔ **Quick Check** T167

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T168–T169
- Handwriting: Write Sentences T168–T169

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T171
- Strategy and Intervention Activities T170
- Fluency T170 • Conferring T171
- ELL Targeted Support T170

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T171
- Literacy Activities T171

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T372–T373
  - » Apply Steps in a Process
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T373
- Conferences T362

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Vowel Teams *ue*, *ew*, *ui* T374
- Language & Conventions: Teach Prepositions T375

## LESSON 4

RI.1.2, RF.1.3.e, W.1.2,  
SL.1.1, L.1.1.i

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T172–T173
  - » Phonics: Decode and Write Words with Prefixes *re-*, *un-*
  - ✔ **Quick Check** T173
  - » Decodable Story: *Read Best Time of the Year* T174–T175

#### CLOSE READ

- Correct and Confirm Predictions T176–T177
- Close Read: *In Spring*
  - ✔ **Quick Check** T177

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T181
- Strategy and Intervention Activities T178, T180
- Fluency T180 • Conferring T181
- ELL Targeted Support T178, T180

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T179
- Independent Reading T181
- Literacy Activities T181

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T376–T377
  - » Explore Features and Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T377
- Conferences T362

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review: Words with Long *i* Spelled *igh* T378
- Language & Conventions: Practice Prepositions T379

## LESSON 5

RI.1.1, RF.1.2, W.1.2,  
SL.1.1, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T182–T183
  - » Phonological Awareness: Manipulate Phonemes
  - » Phonics: Spiral Review: Long *i* Spelled *igh*; Suffixes *-er*, *-or*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T184–T185
  - » Write to Sources
  - ✔ **Quick Check** T185
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T187
- Strategy, Intervention, and On-Level/Advanced Activities T186
- ELL Targeted Support T186
- Conferring T187

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T187
- Literacy Activities T187

**BOOK CLUB** T187 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T380
  - » Apply Features and Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T381 **SEL**
- Conferences T362

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spell Words with Vowel Teams *ue*, *ew*, *ui* T382
  - ✔ **Assess Understanding** T382
- Language & Conventions: Standards Practice T383

# UNIT 5 WEEK 4

## SUGGESTED WEEKLY PLAN

### 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 the seasons.
- I can make and use words to connect reading and writing.
- I can write a how-to book.

#### SEL SOCIAL-EMOTIONAL LEARNING

### ✓ 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

RL.1.5, RF.1.3, RF.1.4, SL.1.1.c, L.1.2.e, L.1.4

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T192–T193
  - » Phonological Awareness: Remove Phonemes
  - » Phonics: Decode Words with Long *i*, Long *o*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T194–T195
- Listening Comprehension: Read Aloud: “Winter Food” T196–T197
- Fiction T198–T199
  - ✓ Quick Check T199

#### READING BRIDGE

- Academic Vocabulary: Word Parts T200–T201
- Handwriting: Write Answers T200–T201

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T205
- Strategy, Intervention, and On-Level/Advanced Activities T204
- ELL Targeted Support T205
- Conferencing T205

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T205
- Literacy Activities T205

**BOOK CLUB** T205 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T388–T389
  - » Prepositions
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T389
- Conferences T386

#### WRITING BRIDGE

- Spelling: Spell Long *i* and Long *o* Words T390
  - ✓ Assess Prior Knowledge T390
- Language & Conventions: Spiral Review: Prepositions T391

#### LESSON 2

RF.1.2, RF.1.4.a, SL.1.1, L.1.1.i, L.1.4.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T206–T207
  - » Phonics: Decode and Write Words with Long *i*, Long *o*
  - ✓ Quick Check T207
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T208–T217
  - » Preview Vocabulary
  - » Read: *My Autumn Book*
- Respond and Analyze T218–T219
  - » My View
  - » Develop Vocabulary
  - ✓ Quick Check T219
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T223
- Strategy and Intervention Activities T220, T222
- Fluency T222 • Conferencing T223
- ELL Targeted Support T220, T222

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T221
- Independent Reading T223
- Literacy Activities T223
- Partner Reading T223

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T392–T393
  - » Explore Adverbs That Convey Time
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T393
- Conferences T386

#### WRITING BRIDGE

- Spelling: Teach Spell Long *i* and Long *o* Words T394
- Language & Conventions: Oral Language: Prepositional Phrases T395

## LESSON 3

RL.1.4, RF.1.2.b, RF.1.3.g,  
W.1.5, SL.1.1, L.1.4.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T224–T225
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode and Write Words with Suffixes *-ly*, *-ful*
  - » High-Frequency Words

#### CLOSE READ

- Determine Theme T226–T227
- Close Read: *My Autumn Book*
  - ✔ **Quick Check** T227

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T228–T229
- Handwriting: Write Answers T228–T229

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T231
- Strategy and Intervention Activities T230
- Fluency T230 • Conferring T231
- ELL Targeted Support T230

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T231
- Literacy Activities T231

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T396–T397
  - » Apply Adverbs That Convey Time
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T397
- Conferences T386

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Long *i* and Long *o* Words T398
- Language & Conventions: Teach Prepositional Phrases T399

## LESSON 4

RL.1.1, RF.1.3, RF.1.4.a,  
SL.1.1.a, L.1.1.i, L.1.4.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T232–T233
  - » Phonics: Decode and Write Words with Suffixes *-ly*, *-ful*
    - ✔ **Quick Check** T233
  - » Decodable Story: Read *Signs of Change* T234–T235

#### CLOSE READ

- Find Important Details T236–T237
- Close Read: *My Autumn Book*
  - ✔ **Quick Check** T237

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T241
- Strategy and Intervention Activities T238, T240
- Fluency T240 • Conferring T241
- ELL Targeted Support T238, T240

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T239
- Independent Reading T241
- Literacy Activities T241

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T400–T401
  - » Explore Punctuation Marks
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T401
- Conferences T386

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review : Vowel Teams *ue*, *ew*, *ui* T402
- Language & Conventions: Practice Prepositional Phrases T403

## LESSON 5

RL.1.2, RF.1.3.a, SL.1.1,  
SL.1.4, L.1.2.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T242–T243
  - » Phonological Awareness: Manipulate Phonemes
  - » Phonics: Spiral Review: Vowel Teams *ue*, *ew*, *ui*; Prefixes *re-*, *un-*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T244–T245
  - » Talk About It
    - ✔ **Quick Check** T245
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T247
- Strategy, Intervention, and On-Level/Advanced Activities T246
- ELL Targeted Support T246
- Conferring T247

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T247
- Literacy Activities T247

**BOOK CLUB** T247 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T404–T405
  - » Apply Punctuation Marks
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T405 **SEL**
- Conferences T386

### WRITING BRIDGE

- Spelling: Spell Long *i* and Long *o* Words T406
  - ✔ **Assess Understanding** T406
- Language & Conventions: Standards Practice T407

# UNIT 5 WEEK 5

## SUGGESTED WEEKLY PLAN

### 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.
- I can make and use words to read and write informational text.
- I can write a how-to book.

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Assessment

### Materials

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

#### LESSON 1

RF.1.4, RF.1.4.b, RI.1.6, SL.1.1.a, L.1.2.d

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T252–T253
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Open and Closed Syllables
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T254–T255
- Listening Comprehension: Read Aloud: “What Animals Do in the Winter” T256–T257
- Informational Text T258–T259
  - ☑ Quick Check T259

#### READING BRIDGE

- Academic Vocabulary: Oral Language T260–T261
- Handwriting: Write Answers T260–T261

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T265
- Strategy, Intervention, and On-Level/Advanced Activities T264
- ELL Targeted Support T264
- Conferring T265

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T265
- Literacy Activities T265

**BOOK CLUB** T265 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T412–T413
  - » Edit for Spelling
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T413
- Conferences T410

#### WRITING BRIDGE

- Spelling: Spell Words with Open and Closed Syllables T414
  - ☑ Assess Prior Knowledge T414
- Language & Conventions: Spiral Review: Prepositional Phrases T415

#### LESSON 2

RF.1.3.e, RF.1.4, RF.1.4.c, RI.1.6, SL.1.5, L.1.1.i

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T266–T267
  - » Phonics: Decode and Write Words with Open and Closed Syllables
- ☑ Quick Check T267
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T268–T275
  - » Preview Vocabulary
  - » Read: *Signs of Winter*
- Respond and Analyze T276–T277
  - » My View
  - » Develop Vocabulary
- ☑ Quick Check T277
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T281
- Strategy and Intervention Activities T278, T280
- Fluency T280 • Conferring T281
- ELL Targeted Support T278, T280

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T279
- Independent Reading T281
- Literacy Activities T281

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T416–T417
  - » Edit for Prepositions
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T417
- Conferences T410

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Open and Closed Syllables T418
- Language & Conventions: Oral Language: Commas in Dates and Sentences T419

## LESSON 3

RF.1.1, RI.1.7, W.1.5,  
L.1.1, L.1.2.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T282–T283
  - » Phonological Awareness: Manipulate Sounds
  - » Phonics: Decode Words with Vowel Teams *oo*, *ou*
  - » High-Frequency Words

#### CLOSE READ

- Use Pictures and Text T284–T285
- Close Read: *Signs of Winter*
  - ✔ **Quick Check** T285

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Graphics T286–T287
- Handwriting: Write Answers T286–T287

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T289
- Strategy and Intervention Activities T288
- Fluency T288 • Conferring T289
- ELL Targeted Support T288

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T289
- Literacy Activities T289
- Partner Reading T289

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T420–T421
  - » Prepare for Celebration
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T421
- Conferences T410

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words with Open and Closed Syllables T422
- Language & Conventions: Teach Commas in Dates and Sentences T423

FLEXIBLE OPTION

## LESSON 4

RF.1.3.a, RF.1.4.b, RI.1.1,  
SL.1.1.b, L.1.1, L.1.2.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T290–T291
  - » Phonics: Decode and Write Words with Vowel Teams *oo*, *ou*
  - ✔ **Quick Check** T291
  - » Decodable Story: Read *In Winter* T292–T293

#### CLOSE READ

- Make Inferences T294–T295
- Close Read: *Signs of Winter*
  - ✔ **Quick Check** T295

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T299
- Strategy and Intervention Activities T296, T298
- Fluency T298 • Conferring T299
- ELL Targeted Support T296, T298

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T297
- Independent Reading T299
- Literacy Activities T299

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T424–T425
  - » Publish and Celebrate

#### INDEPENDENT WRITING

- How-to Book T425
- Conferences T410

### WRITING BRIDGE

- Spelling: Spiral Review: Long *i* and Long *o* Words T426
- Language & Conventions: Practice Commas in Dates and Sentences T427

FLEXIBLE OPTION

## LESSON 5

RF.1.3, RF.1.4.a, W.1.2,  
SL.1.1.c, SL.1.4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T300–T301
  - » Phonological Awareness: Manipulate Phonemes
  - » Phonics: Spiral Review: Long *i*, Long *o*; Suffixes *-ly*, *-ful*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T302–T303
  - » Talk About It
  - ✔ **Quick Check** T303
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T305
- Strategy, Intervention, and On-Level/Advanced Activities T304
- ELL Targeted Support T304
- Conferring T305

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T305
- Literacy Activities T305

**BOOK CLUB** T305 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T428
  - » Assessment

#### INDEPENDENT WRITING

- Writing Assessment T428–T429
- Conferences T410

### WRITING BRIDGE

- Spelling: Spell Words with Open and Closed Syllables T430
  - ✔ **Assess Understanding** T430
- Language & Conventions: Standards Practice T431

FLEXIBLE OPTION



**PROJECT FOCUS**

This week students will

- research the best season.
- write a persuasive play.

**Lesson 1**

**Foundational Skills**

T438–T439, T440  
T436–T437  
T456–T457

RF.1.2.b, RF.1.2.d,  
RI.1.2, RI.1.9,  
SL.1.1.a

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: Vowel Sound in *foot*
- Spelling

**Compare Across Texts**

- Answer the Essential Question

**Inquire**

- Introduce the Project
- Read “Summer and Winter Sports”
- Choose the best season
- Use Academic Words

**Lesson 2**

**Foundational Skills**

T442–T445, T440  
T458–T459  
T460–T461

RF.1.3.a, RF.1.4, RI.1.8,  
W.1.7, SL.1.1.a

- Phonics: Vowel Sound in *foot*
- Spelling: Spell Words with the Vowel Sound in *foot*

**Explore and Plan**

- Explore Persuasive Writing
- Read “Happy in Hawaii”
- Explore characteristics of persuasive writing

**Conduct Research**

- Search Online
- Identify and gather sources

**Lesson 3**

**Foundational Skills**

T446–T447,  
T441  
T462–T463

RF.1.2, RF.1.3.a,  
RF.1.4, RI.1.8,  
W.1.7

- Phonological Awareness: Manipulate Sounds
- Phonics: Final Syllable *-le*
- High-Frequency Words
- Spelling

**Collaborate and Discuss**

- Analyze Student Model
- Read “Shine On, Sunshine!”
- Create a Fact Sheet

**Lesson 4**

**Foundational Skills**

T448–T453,  
T441  
T464–T465

RF.1.3.a, RF.1.3.e,  
RF.1.4.a, L.1.1.e,  
L.1.1.i

- Phonics: Final Syllable *-le*
- Decodable Story: *Spring Rain*
- Spelling

**Extend Research**

- Explore Props and Costumes
- Revise
- Edit

**Lesson 5**

**Foundational Skills**

T454–T455, T441  
T466 T467

RF.1.2.b, RF.1.2.c,  
W.1.8, SL.1.1.b,  
SL.1.4

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: Spiral Review
- Spelling

**Celebrate and Reflect**

- Share your persuasive play
- Reflect on your project

**Reflect on the Unit**

- Reflect on Your Goals
- Reflect on Your Reading
- Reflect on Your Writing