

UNIT 1 SKILLS OVERVIEW

UNIT THEME

You Are Here

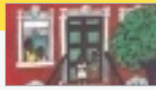
		WEEK 1		WEEK 2		WEEK 3	
		Realistic Fiction		Realistic Fiction		Informational Text	
		How Many Stars in the Sky?		Maybe Something Beautiful		from Places We Go	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonological Awareness: Long and Short Vowels		Phonological Awareness: Long and Short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

Essential Question

How do different places affect us?

WEEK 4

Poetry



Poetry

CCSS

Phonological Awareness: Rhyming Words

Phonics: Consonant Digraphs *ch, sh, wh, th, ph*; Trigraph *tch*

High-Frequency Words: *great, before, means*

Poem: "City Sights"

Poetry: "Pete at the Zoo," "Keziah," "Rudolph Is Tired of the City," "Lyle"

Words That Tell About a Feeling or Action

Explain Patterns and Structures

Monitor Comprehension

Write to Sources: Respond to Poetry

Word Parts

Write the Letters *Uu, Ss, Bb, Pp, Rr, and Nn*

Word Choice

Writer's Craft

End Punctuation and Apostrophes

End Punctuation and Apostrophes

Revise Drafts by Adding Details

Revise Drafts by Adding Details

Revise Drafts by Deleting Words

Spell Words with *ch, sh, wh, th, ph, tch*

Sentences and End Punctuation

WEEK 5

Realistic Fiction



You Can't Climb a Cactus



CCSS

Phonological Awareness: Add and Remove Sounds

Inflected Endings *-s, -es, -ed, -ing*

High-Frequency Words: *follow, form, show*

Infographic: Two Different Places

Realistic Fiction: You Can't Climb a Cactus

Words That Tell About a New Place

Describe and Understand Plot Elements

Make and Confirm Predictions

Talk About It: Respond to Realistic Literature

Oral Language

Write the Letters *Mm, Hh, Vv, Yy, Ww, and Xx*

How Graphic Features Support Purpose

Publish, Celebrate, Assess

Peer Edit

Incorporate Peer Feedback

How to Write a Final Draft

Publish and Celebrate

Assessment

Spell Words with *-s, -es, -ed, -ing*

Use Resources to Spell Words

WEEK 6

Inquiry and Research



The Best Place

CCSS

FOUNDATIONAL SKILLS

Phonics: *r*-Controlled Vowels *ar, or, ore, oar*

High-Frequency Words: *also, large, small*

Spelling: *r*-Controlled Vowels *ar, or, ore, oar*

Compare Across Texts: "You Are Here"

Inquire: The Best Place

Leveled Research Articles

Academic Words

Explore and Plan: Introduce Persuasive Writing

Conduct Research: Interview an Expert

Collaborate and Discuss: Analyze Student Model

Primary and Secondary Sources

Extend Research: Include Media

Revise and Edit

Celebrate and Reflect

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 and understand setting.
- I can use language to make connections between reading and writing.
- I can plan, draft, and publish my writing.

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.2.7, RI.2.5, RF.2.3.a, RF.2.4.a, SL.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T18–T19
 - » Phonological Awareness: Long and Short Vowels
 - » Phonics: Long and Short Vowels
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “The Sandcastle” T22–T23
- Realistic Fiction T24–T25
 - ✔ Quick Check T25

READING BRIDGE

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

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T334–T335
 - » Explore Meeting the Author
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T334–T335
- Conferences T332

WRITING BRIDGE

- Spelling: Spell Words with Short Vowels T336
 - ✔ Assess Prior Knowledge T336
- Language and Conventions: Spiral Review: Simple Sentences T337

LESSON 2

RL.2.7, RF.2.3.a, RF.2.4.c, SL.2.1, L.2.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

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

SHARED READ

- Introduce the Text T34–T51
 - » Preview Vocabulary
 - » Read: *How Many Stars in the Sky?*
- Respond and Analyze T52–T53
 - » My View
 - » Develop Vocabulary
 - ✔ Quick Check T53
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T54
- Guided Reading/Leveled Readers T57
- Strategy and Intervention Activities T54, T56
- Fluency T54, T56
- ELL Targeted Support T54, T56
- Conferring T57

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T55
- Independent Reading T57
- Literacy Activities T57

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T338–T339
 - » Apply Meeting the Author
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T338–T339
- Conferences T332

WRITING BRIDGE

- Spelling: Teach Short Vowel Sounds T340
- Language and Conventions: Oral Language: Simple Sentences T341

LESSON 3

RL.2.6, RL.2.7, RF.2.3.a,
L.2.1.f, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T58–T59
 - » Phonics: Decode Words with Short Vowels
 - » High-Frequency Words

CLOSE READ

- Describe and Understand Setting T60–T61
- Close Read: *How Many Stars in the Sky?*
 - ✔ Quick Check T61

READING BRIDGE

- Read Like a Writer, Write for a Reader: Voice T62–T63
- Handwriting: Proper Pencil Grip T62–T63

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T65
- Literacy Activities T65

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T342–T343
 - » Explore What Good Writers Do: Genre Immersion
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T342–T343
- Conferences T332

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Short Vowels T344
- Language and Conventions: Teach Simple Sentences T345

LESSON 4

RL.2.7, RF.2.3.a, SL.2.1,
L.2.1.f, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T66–T67
 - » Phonics: Review Long and Short Vowels
 - » ELL Targeted Support

CLOSE READ

- Use Text Evidence T68–T69
- Close Read: *How Many Stars in the Sky?*
 - ✔ Quick Check T69

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T71
- Strategy and Intervention Activities T70
- Fluency T70
- ELL Targeted Support T70
- Conferring T71

INDEPENDENT/COLLABORATIVE

- Independent Reading T71
- Literacy Activities T71

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T346–T347
 - » Apply What Good Writers Do
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T346–T347
- Conferences T332

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Words with the CVC Pattern T348
- Language and Conventions: Practice Simple Sentences T349

LESSON 5

RF.2.3a, RF.2.4.a, SL.2.1.a,
SL.2.1.b, SL.2.1.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T72–T73
 - » Phonics: Spiral Review: Short *Uu*
 - » High-Frequency Words

CLOSE READ

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

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T77
- Literacy Activities T77

BOOK CLUB T77 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T350
 - » Writing Club Overview
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T350–T351 **SEL**
- Conferences T332

WRITING BRIDGE

- Spelling: Short Vowels T352
 - ✔ Assess Understanding T352
- Language and Conventions: Standards Practice T353

FLEXIBLE OPTION

- Language and Conventions: Standards Practice T353

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 and understand its characters.
- I can use language to make connections between reading and writing.
- I can plan, draft, and publish my writing.

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.2.3.a, RF.2.4, SL.2.1, SL.2.1.b, L.2.1, L.2.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T82–T83
 - » Phonological Awareness: Listen for Long and Short Vowels
 - » Phonics: Decode Words with Long Vowels
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T84–T85
- Listening Comprehension: Read Aloud: “Troy’s Project” T86–T87
- Realistic Fiction T88–T89
 - ✔ Quick Check T89

READING BRIDGE

- Academic Vocabulary: Synonyms T90–T91
- Handwriting: Letters *Ll*, *li*, and *Tt* T90–T91

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T95
- Strategy, Intervention, and On-Level/Advanced Activities T94
- ELL Targeted Support T94
- Conferring T95

INDEPENDENT/COLLABORATIVE

- Independent Reading T95
- Literacy Activities T95

BOOK CLUB T95 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T358–T359
 - » Explore the Writer’s Notebook
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T358–T359
- Conferences T356

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: CVCe Words T360
 - ✔ Assess Prior Knowledge T360
 - FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Simple Sentences T361

LESSON 2

RL.2.1, RF.2.3.a, RF.2.3.c, L.2.1, L.2.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T96–T97
 - » Phonics: Decode and Write Words with Long Vowels: CVCe
 - ✔ Quick Check T97
 - » High-Frequency Words

SHARED READ

- Introduce the Text T98–T115
 - » Preview Vocabulary
 - » Read: *Maybe Something Beautiful*
- Respond and Analyze T116–T117
 - » My View
 - » Develop Vocabulary
 - ✔ Quick Check T117
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T118
- Guided Reading/Leveled Readers T121
- Strategy and Intervention Activities T118, T120
- Fluency T118, T120
- ELL Targeted Support T118, T120
- Conferring T121

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T119
- Independent Reading T121
- Literacy Activities T121

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T362–T363
 - » Apply the Writer’s Notebook
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T362–T363
- Conferences T356

WRITING BRIDGE

- Spelling: Teach CVCe Words T364
 - FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Subjects and Predicates T365

LESSON 3

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T122–T123
 - » Phonics: Decode Words with Long Vowels: CVCe
 - » High-Frequency Words

CLOSE READ

- Describe and Understand Characters T124–T125
- Close Read: *Maybe Something Beautiful*
 - ✔ Quick Check T125

READING BRIDGE

- Read Like a Writer, Write for a Reader: Sequence T126–T127
- Handwriting: Letters Oo, Cc, and Aa T126–T127

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T129
- Strategy and Intervention Activities T128
- Fluency T128
- ELL Targeted Support T128
- Conferring T129

INDEPENDENT/COLLABORATIVE

- Independent Reading T129
- Literacy Activities T129

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T366–T367
 - » Explore Tools Authors Use
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T366–T367
- Conferences T356

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: CVCe Words T368
- Language and Conventions: Teach Subjects and Predicates T369

LESSON 4

RL.2.1, RF.2.4, L.2.1,
L.2.1.f, L.2.2.e

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T130–T131
 - » Phonics: Review Long Vowels: CVCe
 - » ELL Targeted Support

CLOSE READ

- Ask and Answer Questions T132–T133
- Close Read: *Maybe Something Beautiful*
 - ✔ Quick Check T133

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T130
- Strategy and Intervention Activities T134
- Fluency T129
- ELL Targeted Support T129
- Conferring T130

INDEPENDENT/COLLABORATIVE

- Independent Reading T130
- Literacy Activities T130

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T370–T371
 - » Apply Tools Authors Use
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T370–T371
- Conferences T356

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Short Vowel Sounds T372
- Language and Conventions: Practice Subjects and Predicates T373

LESSON 5

RF.2.3.a, W.2.6, W.2.8,
SL.2.1.b, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T136–T137
 - » Phonics: Spiral Review: Short Vowels
 - » High-Frequency Words

CLOSE READ

- Reflect and Share T138–T139
 - » Write to Sources
 - ✔ Quick Check T139
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T141
- Strategy, Intervention, and On-Level/Advanced Activities T140
- ELL Targeted Support T140
- Conferring T141

INDEPENDENT/COLLABORATIVE

- Independent Reading T141
- Literacy Activities T141

BOOK CLUB T141 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T374
 - » Digital Tools Authors Use
 - » Share Back

INDEPENDENT WRITING

WRITING CLUB T374–T375 **SEL**

- Conferences T356

WRITING BRIDGE

- Spelling: CVCe Words T376

✔ **Assess Understanding**

FLEXIBLE OPTION

- Language and Conventions: Standards Practice T377

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 different places in my community.
- I can use language to make connections between reading and writing.
- I can plan, draft, and publish my writing.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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Materials

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LESSON 1

RL.2.5, RI.2.7, RF.2.4.c,
SL.2.1, SL.2.1.a

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T146–T147
 - » Phonological Awareness: Make Rhyming Words
 - » Phonics: Decode Consonant Blends
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Diagram: Weekly Question: T148–T149
- Listening Comprehension: Read Aloud: “Helping the Community” T150–T151
- Informational Text T150–T151
 - ☑ **Quick Check** T153

READING BRIDGE

- Academic Vocabulary: Context Clues T154–T155
- Handwriting: Letters *Ee*, *Ff*, and *Dd* T154–T155

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T159
- Strategy, Intervention, and On-Level/Advanced Activities T158
- ELL Targeted Support T158
- Conferring T159

INDEPENDENT/COLLABORATIVE

- Independent Reading T159
- Literacy Activities T159

BOOK CLUB T159 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T382–T383
 - » Explore the Structure of Fiction
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T382–T383
- Conferences T380

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Words with Consonant Blends T384
 - ☑ **Assess Prior** Knowledge T384
 - FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Subjects and Predicates T385

LESSON 2

RL.2.5, RI.2.2, RF.2.3,
RI.2.4, L.2.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T160–T161
 - » Phonics: Decode and Write Words with Consonant Blends
 - ☑ **Quick Check** T161
 - » High-Frequency Words

SHARED READ

- Introduce the Text T162–T179
 - » Preview Vocabulary
 - » Read: *Places We Go*
- Respond and Analyze T180–T181
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T181
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T182
- Guided Reading/Leveled Readers T185
- Strategy and Intervention Activities T182, T184
- Fluency T182, T184
- ELL Targeted Support T182, T184
- Conferring T185

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T183
- Independent Reading T185
- Literacy Activities T185

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T386–T387
 - » Apply the Structure of Fiction
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T386–T387
- Conferences T380

WRITING BRIDGE

- Spelling: Teach Words with Consonant Blends T388
 - FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Compound Sentences T389

LESSON 3

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T186–T187
 - » Phonics: Decode Words with Consonant Blends
 - » High-Frequency Words

CLOSE READ

- Identify Main Idea T188–T189
- Close Read: *Places We Go*
 - ✔ **Quick Check** T189

READING BRIDGE

- Read Like a Writer, Write for a Reader: Relevant Details T190–T191
- Handwriting: Letters *Gg*, *Jj*, and *Qq* T190–T191

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T193
- Strategy and Intervention Activities T192
- Fluency T192
- ELL Targeted Support T192
- Conferring T193

INDEPENDENT/COLLABORATIVE

- Independent Reading T193
- Literacy Activities T193

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T390–T391
 - » Explore Nonfiction Text Structure
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T390–T391
- Conferences T380

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Words with Consonant Blends T392
- Language and Conventions: Teach Compound Sentences T393

LESSON 4

RF.2.3, RF.2.4, RI.2.6,
L.2.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T194–T195
 - » Phonics: Review Consonant Blends
 - » ELL Targeted Support

CLOSE READ

- Use Text Evidence T196–T197
- Close Read: *Places We Go*
 - ✔ **Quick Check** T197

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T199
- Strategy and Intervention Activities T198
- Fluency T198
- ELL Targeted Support T198
- Conferring T199

INDEPENDENT/COLLABORATIVE

- Independent Reading T199
- Literacy Activities T199

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T394–T395
 - » Apply Nonfiction Text Structure
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T394–T395
- Conferences T380

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: CVCe Words T396
- Language and Conventions: Practice Compound Sentences T397

LESSON 5

RF.2.3.b, SL.2.1, SL.2.1.a,
SL.2.1.b, W.2.6

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T200–T201
 - » Phonics: Spiral Review: Long Vowels (CVCe)
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T202–T203
 - » Talk About It
 - ✔ **Quick Check** T203
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T205
- Strategy, Intervention, and On-Level/Advanced Activities T204
- ELL Targeted Support T204
- Conferring T205

INDEPENDENT/COLLABORATIVE

- Independent Reading T205
- Literacy Activities T205

BOOK CLUB T205 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T398
 - » Digital Tools Authors Use
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T398–T399 **SEL**
 - Conferences T380

WRITING BRIDGE

- Spelling: Words with Consonant Blends T400
 - ✔ **Assess Understanding** T400
- Language and Conventions: Standards Practice T401

FLEXIBLE OPTION

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 poems and understand rhyme, rhythm, and stanzas.
- I can use language to make connections between reading and writing.
- I can plan, draft, and publish my writing.

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.2.4, RF.2.3, SL.2.1, SL.2.1.a, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T210–T211
 - » Phonological Awareness: Make Rhyming Words
 - » Phonics: Consonant Digraphs
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T212–T213
- Listening Comprehension: Read Aloud: “A Traveling Alphabet” T214–T215
- Poetry T216–T217
 - ✔ Quick Check T217

READING BRIDGE

- Academic Vocabulary: Word Parts T218–T219
- Handwriting: Letters *Uu*, *Ss*, and *Bb* T218–T219

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T223
- Strategy, Intervention, and On-Level/Advanced Activities T222
- ELL Targeted Support T222
- Conferring T223

INDEPENDENT/COLLABORATIVE

- Independent Reading T223
- Literacy Activities T223

BOOK CLUB T223 SEL

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T406–T407
 - » Explore End Punctuation and Apostrophes
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T406–T407
- Conferences T404

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Words with *ch*, *sh*, *wh*, *th*, *ph*, *tch* T408
 - ✔ Assess Prior Knowledge T408
- Language and Conventions: Spiral Review: Compound Sentences T409

LESSON 2

RL.2.4, RF.2.3, SL.2.1, SL.2.6, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T224–T225
 - » Phonics: Decode and Write Words with Consonant Digraphs
 - ✔ Quick Check T225
 - » High-Frequency Words

SHARED READ

- Introduce the Text T226–T235
 - » Preview Vocabulary
 - » Read: Poetry by Gwendolyn Brooks
- Respond and Analyze T236–T237
 - » My View
 - » Develop Vocabulary
 - ✔ Quick Check T237
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T238
- Guided Reading/Leveled Readers T241
- Strategy and Intervention Activities T238, T240
- Fluency T238, T240
- ELL Targeted Support T238, T240
- Conferring T241

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T239
- Independent Reading T241
- Literacy Activities T241

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T410–T411
 - » Apply End Punctuation and Apostrophes
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T410–T411
- Conferences T404

WRITING BRIDGE

- Spelling: Teach Words with *ch*, *sh*, *wh*, *th*, *ph*, *tch* T412

FLEXIBLE OPTION

- Language and Conventions: Oral Language: Sentences and End Punctuation T413

LESSON 3

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T242–T243
 - » Phonics: Consonant Digraphs *ch, sh, wh, th, ph* and Trigraph *tch*
 - » High-Frequency Words

CLOSE READ

- Explain Patterns and Structures T244–T245
- Close Read: Poetry by Gwendolyn Brooks
 - ✔ Quick Check T245

READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T246–T247
- Handwriting: Letters *Pp, Rr, and Nn* T246–T247

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T249
- Strategy and Intervention Activities T248
- Fluency T248
- ELL Targeted Support T248
- Conferring T249

INDEPENDENT/COLLABORATIVE

- Independent Reading T249
- Literacy Activities T249

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T414–T415
 - » Explore Adding Details
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T414–T415
- Conferences T404

WRITING BRIDGE

- Spelling: Review and More Practice: Words with *ch, sh, wh, th, ph, tch* T416
- Language and Conventions: Teach Sentences and End Punctuation T417

FLEXIBLE OPTION

LESSON 4

RL.2.4, RF.2.3, RF.2.4,
SL.2.1, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T250–T251
 - » Phonics: Review Consonant Digraphs
 - » ELL Targeted Support

CLOSE READ

- Monitor Comprehension T252–T253
- Close Read: Poetry by Gwendolyn Brooks
 - ✔ Quick Check T253

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T255
- Strategy and Intervention Activities T254
- Fluency T254
- ELL Targeted Support T254
- Conferring T255

INDEPENDENT/COLLABORATIVE

- Independent Reading T254
- Literacy Activities T254

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T418–T419
 - » Apply Adding Details
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T418–T419
- Conferences T404

WRITING BRIDGE

- Spelling: Spiral Review: Words with Consonant Blends T420
- Language and Conventions: Practice Sentences and End Punctuation T421

FLEXIBLE OPTION

LESSON 5

RF.2.3, W.2.1, W.2.5,
SL.2.1, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T256–257
 - » Phonics: Spiral Review: Consonant Blends
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T258–T259
 - » Write to Sources
 - ✔ Quick Check T259
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T261
- Strategy, Intervention, and On-Level/Advanced Activities T260
- ELL Targeted Support T260
- Conferring T261

INDEPENDENT/COLLABORATIVE

- Independent Reading T261
- Literacy Activities T261

BOOK CLUB T261 SEL

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T422
 - » Revise Drafts by Deleting Words
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T422–T423 SEL
- Conferences T404

WRITING BRIDGE

- Spelling: Words with *ch, sh, wh, th, ph, tch* T424
 - ✔ Assess Understanding
- Language and Conventions: Standards Practice T425

FLEXIBLE OPTION

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 realistic fiction and understand its plot.
- I can use language to make connections between reading and writing.
- I can plan, draft, and publish my writing.

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 Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment

Materials

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

LESSON 1

RL.2.5, RF.2.4.a, W.2.5, SL.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T266–T267
 - » Phonological Awareness: Add and Remove Sounds
 - » Phonics: Inflected endings -s, -es, -ed, -ing
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T268–T269
- Listening Comprehension: Read Aloud: “A New Home” T270–T271
- Realistic Fiction T272–T273
 - ☑ **Quick Check** T273

READING BRIDGE

- Academic Vocabulary: Oral Language T274–T275
- Handwriting: Letters *Mm*, *Hh*, and *Vv* T274–T275

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T279
- Strategy, Intervention, and On-Level/Advanced Activities T278
- ELL Targeted Support T278
- Conferring T279

INDEPENDENT/COLLABORATIVE

- Independent Reading T279
- Literacy Activities T279

BOOK CLUB T279 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T430–T431
 - » Peer Edit
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T430–T431
- Conferences T428

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Words with -s, -es, -ed, -ing T432

☑ **Assess Prior Knowledge** T432

FLEXIBLE OPTION

- Language and Conventions: Spiral Review: Sentences and End Punctuation T433

LESSON 2

RF.2.3.d, RF.2.4.a, SL.2.1, SL.2.1.c, W.2.5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T280–T281
 - » Phonics: Decode and Write Words with Inflected Endings -s, -es, -ed, -ing
 - ☑ **Quick Check** T281
 - » High-Frequency Words

SHARED READ

- Introduce the Text T282–T297
 - » Preview Vocabulary
 - » Read: *You Can't Climb a Cactus*
- Respond and Analyze T298–T299
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T299
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T300
- Guided Reading/Leveled Readers T303
- Strategy and Intervention Activities T300, T302
- Fluency T300, T302
- ELL Targeted Support T300, T302
- Conferring T303

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T301
- Independent Reading T303
- Literacy Activities T303

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T434–T435
 - » Incorporate Feedback
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T434–T435
- Conferences T428

WRITING BRIDGE

- Spelling: Teach Words with -s, -es, -ed, -ing T436

FLEXIBLE OPTION

- Language and Conventions: Oral Language: Use Resources to Spell Words T437

LESSON 3

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T304–T305
 - » Phonics: Inflected Endings -s, -es, -ed, -ing
 - » High-Frequency Words

CLOSE READ

- Describe and Understand Plot Elements T306–T307
- Close Read: *You Can't Climb a Cactus*
 - ✔ Quick Check T307

READING BRIDGE

- Read Like a Writer, Write for a Reader: How Graphic Features Support Purpose T308–T309
- Handwriting: Letters Yy, Ww, and Xx T308–T309

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T311
- Strategy and Intervention Activities T310
- Fluency T310
- ELL Targeted Support T310
- Conferring T311

INDEPENDENT/COLLABORATIVE

- Independent Reading T311
- Literacy Activities T311

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T438–T439
 - » How to Write a Final Draft
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T438–T439
- Conferences T428

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Words with -s, -es, -ed, -ing T440
- Language and Conventions: Teach Use Resources to Spell Words T441

LESSON 4

RL.2.7, RF.2.3.d, RF.2.4.a,
W.2.6, L.2.2.e

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T312–T313
 - » Phonics: Review Inflected Endings -s, -es, -ed, -ing

CLOSE READ

- Make and Confirm Predictions T314–T315
- Close Read: *You Can't Climb a Cactus*
 - ✔ Quick Check T315

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T317
- Strategy and Intervention Activities T316
- Fluency T316
- ELL Targeted Support T316
- Conferring T317

INDEPENDENT/COLLABORATIVE

- Independent Reading T317
- Literacy Activities T317

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T442–T443
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T442–T443
- Conferences T428

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Words with *ch, sh, wh, th, ph,* and *tch* T444
- Language and Conventions: Practice Use Resources to Spell Words T445

LESSON 5

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T318–T319
 - » Phonics: Spiral Review: Consonant Digraphs *ch, sh, wh, th, ph, tch*

COMPARE TEXT

- Reflect and Share T320–T321
 - » Talk About It
 - ✔ Quick Check T321
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T323
- Strategy, Intervention, and On-Level/Advanced Activities T322
- ELL Targeted Support T322
- Conferring T323

INDEPENDENT/COLLABORATIVE

- Independent Reading T323
- Literacy Activities T323

BOOK CLUB T323 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T446
 - » Assessment

INDEPENDENT WRITING

- Assessment T446–T447
- Conferences T428

WRITING BRIDGE

- Spelling: Words with -s, -es, -ed, -ing T448

✔ Assess Understanding T448

FLEXIBLE OPTION

- Language and Conventions: Standards Practice T449

Project Focus

This week students will

- use search engines for research
- write a persuasive paragraph about a favorite place

Lesson 1

Foundational Skills

T456–T457, T458
T466–T467

- Phonics: Decode Words with *r*-Controlled Vowels
- Spelling

RI.2.9, RF.2.3.b,
RF.2.4.a, W.2.1

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce Inquiry Project
- Read “Exploring Museums”
- Use Academic Vocabulary

Lesson 2

Foundational Skills

T456–T457, T458
T468–T471

- Phonics: Decode and Spell Words with *r*-Controlled Vowels
- Spelling: Spell Words with *ar, or, ore, oar*

RF.2.3.b, RF.2.4.a,
W.2.1, W.2.8, SL.2.3

Explore and Plan

- Introduce Persuasive Writing
- Read “Save Our Movie Theater”

Conduct Research

- Interview an Expert

Lesson 3

Foundational Skills

T462–T463, T459
T472–T473

- Phonics: *r*-Controlled Vowels *ar, or, ore, oar*
- High-Frequency Words
- Spelling

RF.2.3, RF.2.3.b,
RF.2.4.a, W.2.1,
W.2.8

Collaborate and Discuss

- Analyze Student Model
- Read “The Wonders of the Grand Canyon”
- Primary and Secondary Sources
- Persuasive Paragraph

Refine Research

- Examine Primary and Secondary Sources

Lesson 4

Foundational Skills

T464–T465, T459
T474–T475

- Phonics: Review *r*-Controlled Vowels
- Spelling

RF.2.3.b, W.2.5,
W.2.6, SL.2.5, L.2.2

Extend Research

- Include Media

Collaborate and Discuss

- Revise and Edit

Lesson 5

Foundational Skills

T464–T465, T459
T476–T477

- Phonics: Spiral Review: Inflected Endings *-s, -es, -ed, -ing*
- Spelling

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

Celebrate and Reflect

- Share your persuasive paragraphs
- Reflect on your project

Reflect on the Unit

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

UNIT 2 SKILLS OVERVIEW

UNIT THEME

Nature's Wonders

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

Essential Question

What patterns do we see in nature?

WEEK 4

Fiction

What's in the Egg, Little Pip?



CCSS

Phonological Awareness: Change Sounds in Base Words

Phonics: Long e: ee, ea, ey, y

High-Frequency Words: letter, answer, page

CCSS

Infographic: Animals and Their Young

Fiction: What's in the Egg, Little Pip?

Words That Can Describe Animal Behaviors

Describe and Understand Characters

Make Inferences

Write to Sources: Respond to Text

Word Parts

Write the Cursive Letters *i*, *t*, *u*, and *w*

Dialogue

Writer's Craft

Complete Sentences with Subject-Verb Agreement

Nouns

Nouns

Prepositions and Prepositional Phrases

Prepositions and Prepositional Phrases

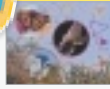
Spell Words with Long e: ee, ea, ey, y

Possessive Nouns

WEEK 5

Informational Text

Amazing Migrations



CCSS

Phonological Awareness: Change the Sounds in Base Words

Phonics: Long o: o, oa, ow

High-Frequency Words: near, food, try

Infographic: Animals on the Move

Informational Text: Amazing Migrations

Words That Can Relate to Animal Migration

Use Text Features

Determine Key Ideas

Talk About It: Oral Response to Informational Text

Oral Language

Write the Cursive Letters *e*, *l*, *b*, and *h*

Graphic Features

Publish, Celebrate, Assess

Edit for Commas in a Series

Edit for Complete Sentences with Subject-Verb Agreement

Prepare for Celebration

Celebration

Assessment

Spell Words with Long o: o, oa, ow

Collective Nouns

WEEK 6

Inquiry and Research

Tree Bark



CCSS

Foundational Skills

Phonics: Compound Words

High-Frequency Words: country, city, school

Spelling: Spell Compound Words

Compare Across Texts: "Nature's Wonders"

Inquire: Tree Bark

Leveled Research Articles

Academic Words

Explore and Plan: Introduce Informational Writing

Conduct Research: Library Database and Books

Collaborate and Discuss: Sample Fact Sheet

Paraphrasing and Plagiarism

Extend Research: Create a Poster with Images

Revise and Edit

Celebrate and Reflect

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 and understand text structure.
- I can use language to make connections between reading and writing.
- I can use elements of informational text to write.

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.2.7, RF.2.3, W.2.8, SL.2.1.b, L.2.5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T18–T19
 - » Phonological Awareness: Add and Remove Sounds
 - » Phonics: Contractions
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Diagram: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “Patterns on the Prairie” T22–T23
- Informational Text T24–T25
 - ✔ **Quick Check** T33

READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Letters Kk and Zz T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational: List Article T352–T353
 - » List Article
 - » Share Back

INDEPENDENT WRITING

- List Article T352–T353
- Conferences T350

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Contractions T354
 - ✔ **Assess Prior Knowledge** T354
- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Use Resources to Spell Words T355

LESSON 2

RI.2.3, RI.2.7, RI.2.8, L.2.2.c, L.2.4.a

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T32–T33
 - » Phonics: Decode and Write Contractions
 - ✔ **Quick Check** T33
 - » High-Frequency Words

SHARED READ

- Introduce the Text T34–T53
 - » Preview Vocabulary
 - » Read: *A Green Kid’s Guide to Watering Plants*
- Respond and Analyze T54–T55
 - » My View
 - » Develop Vocabulary
 - ✔ **Quick Check** T55
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T56
- Guided Reading/Leveled Readers T59
- Strategy and Intervention Activities T56, T58
- Fluency T56, T58
- Conferring T59
- ELL Targeted Support T56, T58

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T57
- Independent Reading T59
- Literacy Activities T59

WRITING WORKSHOP

MINILESSON

- Informational: List Article T356–T357
 - » List Article: Main Idea and Details
 - » Share Back

INDEPENDENT WRITING

- List Article T356–T357
- Conferences T350

WRITING BRIDGE

- Spelling: Teach Contractions T358
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Singular and Plural Nouns T359

LESSON 3

RI.2.3, RI.2.7, RF.2.3,
SL.2.1.b, L.2.2.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T60–T61
 - » Phonics: Contractions
 - » High-Frequency Words

CLOSE READ

- Identify Text Structure T62–T63
- Close Read: *A Green Kid's Guide to Watering Plants*

 **Quick Check** T63

READING BRIDGE

- Read Like a Writer, Write for a Reader: Text Structure T64–T65
- Handwriting: Numerals 1–10 T64–T65

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T67
- Strategy and Intervention Activities T66
- Fluency T66
- ELL Targeted Support T66
- Conferring T67

INDEPENDENT/COLLABORATIVE

- Independent Reading T67
- Literacy Activities T67

WRITING WORKSHOP


MINILESSON

- Informational: List Article T360–T361
 - » List Article: Features and Graphics
 - » Share Back

INDEPENDENT WRITING

- List Article T360–T361
- Conferences T350

WRITING BRIDGE

- Spelling: Review and More Practice: **FLEXIBLE OPTION**  Contractions T362
- Language and Conventions: Teach Singular and Plural Nouns T363

LESSON 4

RI.2.1, RF.2.4.c, W.2.3,
L.2.2.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T68–T69
 - » Phonics: Review Contractions
 - » ELL Targeted Support

CLOSE READ

- Ask and Answer Questions T70–T71
- Close Read: *A Green Kid's Guide to Watering Plants*

 **Quick Check** T71

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T73
- Strategy and Intervention Activities T72
- Fluency T72
- ELL Targeted Support T72
- Conferring T73

INDEPENDENT/COLLABORATIVE

- Independent Reading T73
- Literacy Activities T73

WRITING WORKSHOP


MINILESSON

- Informational: List Article T364–T365
 - » Generate Ideas
 - » Share Back

INDEPENDENT WRITING

- List Article T364–T365
- Conferences T350

WRITING BRIDGE

- Spelling: Spiral Review: Words with **FLEXIBLE OPTION**  *ar, or, ore, and oar* T366
- Language and Conventions: Practice Singular and Plural Nouns T367

LESSON 5


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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T74–T75
 - » Phonics: Spiral Review: Inflected Endings
 - » ELL Targeted Support

COMPARE TEXTS

- Reflect and Share T76–T77
 - » Talk About It
-  **Quick Check** T77
- » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T79
- Strategy, Intervention, and On-Level/Advanced Activities T78
- ELL Targeted Support T78
- Conferring T79

INDEPENDENT/COLLABORATIVE

- Independent Reading T79
- Literacy Activities T79


BOOK CLUB T79 **SEL** 

WRITING WORKSHOP

MINILESSON

- Informational: List Article T368
 - » Plan Your List Article
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T368–T369 **SEL** 
- Conferences T350

WRITING BRIDGE

- Spelling: Contractions T370
 -  **Assess Understanding** T370
- Language and Conventions: Standards Practice T371 **FLEXIBLE OPTION** 

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 and understand text structure.
- I can use language to make connections between reading and writing.
- I can use elements of informational text to write.

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.2.7, RF.2.3, L.2.4, W.2.2, L.2.5.b

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T84–T85
 - » Phonological Awareness: Changes in Words
 - » Phonics: Vowel Digraphs *ai, ay, ea*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic Weekly Question T86–T87
- Listening Comprehension: Read Aloud: “The Art of Gardens” T88–T89
- Informational Text T90–T91
 - ☑ **Quick Check** T91

READING BRIDGE

- Academic Vocabulary: Synonyms T92–T93
- Handwriting: Cursive Starter: Swing Ups T92–T93

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T97
- Strategy, Intervention, and On-Level/Advanced Activities T96
- ELL Targeted Support T96
- Conferring T97

INDEPENDENT/COLLABORATIVE

- Independent Reading T97
- Literacy Activities T97

BOOK CLUB T97 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational: List Article T376–T377
 - » Topic and Main Idea
 - » Share Back

INDEPENDENT WRITING

- List Article T376–T377
- Conferences T374

WRITING BRIDGE

- Spelling: Words with Long *a*: *ai, ay, ea* T378
 - ☑ **Assess Prior Knowledge** T378
- Language and Conventions: Spiral Review: Singular and Plural Nouns T379

LESSON 2

RI.2.5, RF.2.3, RF.2.3.b, W.2.2, L.2.1.b

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T98–T99
 - » Phonics: Decode and Write Words with Vowel Digraphs *ai, ay, ea*
- ☑ **Quick Check** T99
- » High-Frequency Words

SHARED READ

- Introduce the Text T100–T113
 - » Preview Vocabulary
 - » Read: *A Home on the Prairie*
- Respond and Analyze T114–T115
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T115
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T116
- Guided Reading/Leveled Readers T119
- Strategy and Intervention Activities T116, T118
- Fluency T116, T118
- ELL Targeted Support T116, T118
- Conferring T119

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T117
- Independent Reading T119
- Literacy Activities T119

WRITING WORKSHOP

MINILESSON

- Informational: List Article T380–T381
 - » Explore Develop Details
 - » Share Back

INDEPENDENT WRITING

- List Article T380–T381
- Conferences T374

WRITING BRIDGE

- Spelling: Teach Words with Long *a*: *ai, ay, ea* T382
- Language and Conventions: Oral Language: Irregular Plural Nouns T383

LESSON 3

RI.2.5, RF.2.3.b, W.2.2,
L.2.1.b, SL.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T120–T121
 - » Phonics: Vowel Digraphs *ai, ay, ea*
 - » High-Frequency Words

CLOSE READ

- Use Text Features and Graphics T122–T123
- Close Read: *A Home on the Prairie*
 - ✔ Quick Check T123

READING BRIDGE

- Read Like a Writer, Write for a Reader: Descriptive Language T124–T125
- Handwriting: Cursive Starter: Loops T124–T125

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T127
- Strategy and Intervention Activities T126
- Fluency T126
- ELL Targeted Support T126
- Conferring T127

INDEPENDENT/COLLABORATIVE

- Independent Reading T127
- Literacy Activities T127

WRITING WORKSHOP

MINILESSON

- Informational: List Article T384–T385
 - » Apply Develop Details
 - » Share Back

INDEPENDENT WRITING

- List Article T384–T385
- Conferences T374

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Words with Long *a*: *ai, ay, ea* T386
- Language and Conventions: Teach Irregular Plural Nouns T387

LESSON 4

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T128–T129
 - » Phonics: Review Vowel Digraphs *ai, ay, ea*
 - » ELL Targeted Support

CLOSE READ

- Make and Confirm Predictions T130–T131
- Close Read: *A Home on the Prairie*
 - ✔ Quick Check T131

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T133
- Strategy and Intervention Activities T132
- Fluency T132
- ELL Targeted Support T132
- Conferring T133

INDEPENDENT/COLLABORATIVE

- Independent Reading T133
- Literacy Activities T133

WRITING WORKSHOP

MINILESSON

- Informational: List Article T388–T389
 - » Explore Features and Graphics
 - » Share Back

INDEPENDENT WRITING

- List Article T388–T389
- Conferences T374

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Contractions T390
- Language and Conventions: Practice Irregular Plural Nouns T391

LESSON 5

RF.2.3, W.2.2, W.2.8,
SL.2.1, SL.2.1.a

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T134–T135
 - » Phonics: Spiral Review: Contractions
 - » ELL Targeted Support

COMPARE TEXTS

- Reflect and Share T136–T137
 - » Write to Sources
 - ✔ 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

- Informational: List Article T392
 - » Apply Features and Graphics
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T392–T393 **SEL**
- Conferences T374

WRITING BRIDGE

- Spelling: Words with Long *a*: *ai, ay, ea* T394
 - ✔ Assess Understanding T394
- Language and Conventions: Standards Practice T395

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 a story to learn more about patterns in nature.
- I can use language to make connections between reading and writing.
- I can use elements of informational text to write.

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T144–T145
 - » Phonological Awareness: Recognize Changes in Words
 - » Phonics: Vowel Digraph *ie*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T146–T147
- Listening Comprehension: Read Aloud: “Season to Season” T148–T149
- Realistic Fiction T150–T151
 - ☑ Quick Check T151

READING BRIDGE

- Academic Vocabulary: Context Clues T152–T153
- Handwriting: Cursive Starter: Swoops T152–T153

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T157
- Strategy, Intervention, and On-Level/Advanced Activities T156
- ELL Targeted Support T156
- Conferring T157

INDEPENDENT/COLLABORATIVE

- Independent Reading T157
- Literacy Activities T157

BOOK CLUB T157 SEL

WRITING WORKSHOP

MINILESSON

- Informational: List Article T400–T401
 - » Introduction and Conclusion
 - » Share Back

INDEPENDENT WRITING

- List Article T400–T401
- Conferences T398

WRITING BRIDGE

- Spelling: Words with *ie* T402
 - ☑ Assess Prior Knowledge T402
- Language and Conventions: Spiral Review: Irregular Plural Nouns T403

LESSON 2

RF.2.3, RL.2.7, L.2.2.a, W.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T158–T159
 - » Phonics: Decode and Write Words with Vowel Digraph *ie*
 - ☑ Quick Check T159
 - » High-Frequency Words

SHARED READ

- Introduce the Text T160–T183
 - » Preview Vocabulary
 - » Read: *The Seasons of Arnold's Apple Tree*
- Respond and Analyze T184–T185
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T185
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

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

WRITING WORKSHOP

MINILESSON

- Informational: List Article T404–T405
 - » Explore Organize Details
 - » Share Back

INDEPENDENT WRITING

- List Article T404–T405
- Conferences T398

WRITING BRIDGE

- Spelling: Teach Words with *ie* T406
- Language and Conventions: Oral Language: Common and Proper Nouns T407

LESSON 3

RL.2.7, RF.2.3, SL.2.1,
RF.2.4.a, L.2.2.a

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T190–T191
 - » Phonics: Vowel Digraph *ie*
 - » High-Frequency Words

CLOSE READ

- Understand Setting and Plot T192–T193
- Close Read: *The Seasons of Arnold's Apple Tree*

 **Quick Check** T193

READING BRIDGE

- Read Like a Writer, Write for a Reader: Sentence Lengths T194–T195
- Handwriting: Cursive Starter: Waves T194–T195

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T197
- Strategy and Intervention Activities T196
- Fluency T196
- ELL Targeted Support T196
- Conferring T197

INDEPENDENT/COLLABORATIVE

- Independent Reading T197
- Literacy Activities T197

WRITING WORKSHOP


MINILESSON

- Informational: List Article T408–T409
 - » Apply Organize Details
 - » Share Back

INDEPENDENT WRITING

- List Article T408–T409
- Conferences T398

WRITING BRIDGE

- Spelling: Review and More Practice: Words with *ie* T410 
- Language and Conventions: Teach Common and Proper Nouns T411

LESSON 4

RI.2.7, RL.2.7, RF.2.3,
RF.2.4.a, L.2.2.a

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T198–T199
 - » Phonics: Review Vowel Digraph *ie*
 - » ELL Targeted Support

CLOSE READ

- Visualize Details T200–T201
- Close Read: *The Seasons of Arnold's Apple Tree*

 **Quick Check** T201

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T203
- Strategy and Intervention Activities T202
- Fluency T202
- ELL Targeted Support T202
- Conferring T203

INDEPENDENT/COLLABORATIVE

- Independent Reading T203
- Literacy Activities T203

WRITING WORKSHOP


MINILESSON

- Informational: List Article T412–T413
 - » Explore Text Features
 - » Share Back

INDEPENDENT WRITING

- List Article T412–T413
- Conferences T398

WRITING BRIDGE

- Spelling: Spiral Review: Vowel Digraphs *ai*, *ay*, *ea* T414 
- Language and Conventions: Practice Common and Proper Nouns T415

LESSON 5

RL.2.7, RF.2.3, SL.2.1,
SL.2.1.a, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T204–T205
 - » Phonics: Spiral Review: Vowel Digraphs *ai*, *ay*, *ea*
 - » ELL Targeted Support

COMPARE TEXTS

- Reflect and Share T206–T207
 - » Talk About It

 **Quick Check** T207

- » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T209
- Strategy, Intervention, and On-Level/Advanced Activities T208
- ELL Targeted Support T208
- Conferring T209

INDEPENDENT/COLLABORATIVE

- Independent Reading T209
- Literacy Activities T209



 T209 

WRITING WORKSHOP

MINILESSON



- Informational: List Article T416
 - » Apply Text Features
 - » Share Back

INDEPENDENT WRITING

 T416–T417 

- Conferences T398

WRITING BRIDGE

- Spelling: Words with *ie* T418
 -  **Assess Understanding** T418
- Language and Conventions: Standards Practice T419 

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 patterns in nature by reading a story about a penguin.
- I can use language to make connections between reading and writing informational texts.
- I can use elements of informational text to write a list article.

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.2.7, RF.2.3, L.2.1, L.2.3, SL.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T214–T215
 - » Phonological Awareness: Manipulate Sounds
 - » Phonics: Decode Words with Long e: ee, ea, ey, y
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T216–T217
- Listening Comprehension: Read Aloud: “Joey and His Pouch” T218–T219
- Fiction T220–T221
 - ☑ Quick Check T221

READING BRIDGE

- Academic Vocabulary: Word Parts T222–T223
- Handwriting: Letters *i* and *t* T222–T223

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T227
- Strategy, Intervention, and On-Level/Advanced Activities T226
- ELL Targeted Support T226
- Conferring T227

INDEPENDENT/COLLABORATIVE

- Independent Reading T227
- Literacy Activities T227

BOOK CLUB T227 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational: List Article T424–T425
 - » Complete Sentences with Subject-Verb Agreement
 - » Share Back

INDEPENDENT WRITING

- List Article T425–T426
- Conferences T422

WRITING BRIDGE

- Spelling: Words with Long e: ee, ea, ey, y T426
 - ☑ Assess Prior Knowledge T426
- Language and Conventions: Spiral Review: Common and Proper Nouns T427

LESSON 2

RL.2.3, RF.2.3.c, RF.2.3.f, RF.2.4.a, L.2.3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T228–T229
 - » Phonics: Decode and Write Words with Long e
 - ☑ Quick Check T229
 - » High-Frequency Words

SHARED READ

- Introduce the Text T230–T253
 - » Preview Vocabulary
 - » Read: *What’s in the Egg, Little Pip?*
- Respond and Analyze T254–T255
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T255
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T256
- Guided Reading/Leveled Readers T259
- Strategy and Intervention Activities T256, T258
- Fluency T256, T258
- ELL Targeted Support T256, T258
- Conferring T259

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T257
- Independent Reading T259
- Literacy Activities T259

WRITING WORKSHOP

MINILESSON

- Informational: List Article T428–T429
 - » Explore Nouns
 - » Share Back

INDEPENDENT WRITING

- List Article T428–T429
- Conferences T422

WRITING BRIDGE

- Spelling: Teach Words with Long e: ee, ea, ey, y T430
- Language and Conventions: Oral Language: Possessive Nouns T431

LESSON 3

RL.2.3, RF.2.3, W.2.2,
L.2.2.c, L.2.3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T260–T261
 - » Phonics: Words with Long e: ee, ea, ey, y
 - » High-Frequency Words

CLOSE READ

- Describe and Understand Characters T262–T263
- Close Read: *What's in the Egg, Little Pip?*
 - ✔ Quick Check T263

READING BRIDGE

- Read Like a Writer, Write for a Reader: Dialogue T264–T265
- Handwriting: Letters *u* and *w* T264–T265

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T267
- Strategy and Intervention Activities T266
- Fluency T266
- ELL Targeted Support T266
- Conferring T267

INDEPENDENT/COLLABORATIVE

- Independent Reading T267
- Literacy Activities T267

WRITING WORKSHOP

MINILESSON

- Informational: List Article T432–T433
 - » Apply Nouns
 - » Share Back

INDEPENDENT WRITING

- List Article T432–T433
- Conferences T422

WRITING BRIDGE

- Spelling: Review and More Practice: Words with Long e: ee, ea, ey, y T434 **FLEXIBLE OPTION** ←
- Language and Conventions: Teach Possessive Nouns T435

LESSON 4

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T268–T269
 - » Phonics: Review Words with Long e: ee, ea, ey, y
 - » ELL Targeted Support

CLOSE READ

- Make Inferences T270–T271
- Close Read: *What's in the Egg, Little Pip?*
 - ✔ Quick Check T271

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T273
- Literacy Activities T273

WRITING WORKSHOP

MINILESSON

- Informational: List Article T436–T437
 - » Explore Prepositions and Prepositional Phrases
 - » Share Back

INDEPENDENT WRITING

- List Article T436–T437
- Conferences T422

WRITING BRIDGE

- Spelling: Spiral Review: Vowel Digraph *ie* T438 **FLEXIBLE OPTION** ←
- Language and Conventions: Practice Possessive Nouns T439

LESSON 5

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T274–T275
 - » Phonics: Spiral Review: Vowel Digraph *ie*
 - » ELL Targeted Support

COMPARE TEXTS

- Reflect and Share T276–T277
 - » Write to Sources
 - ✔ Quick Check T277
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T279
- Strategy, Intervention, and On-Level/Advanced Activities T278
- ELL Targeted Support T278
- Conferring T279

INDEPENDENT/COLLABORATIVE

- Independent Reading T279
- Literacy Activities T279

BOOK CLUB T279 **SEL** →

WRITING WORKSHOP

MINILESSON

- Informational: List Article T440
 - » Apply Prepositions and Prepositional Phrases
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T440–T441 **SEL** →
- Conferences T422

WRITING BRIDGE

- Spelling: Words with Long e: ee, ea, ey, y T442
 - ✔ Assess Understanding T442
- Language and Conventions: Standards Practice T443 **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 use text features to understand a topic.
- I can use language to make connections between reading and writing.
- I can use elements of informational text to write.

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 Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment

Materials

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

LESSON 1

RI.2.5, RF.2.3.b, RF.2.4, RF.2.4.c, SL.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T284–T285
 - » Phonological Awareness: Change Sounds in Base Words
 - » Phonics: Words with Long o: o, oa, ow
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic Weekly Question T286–T287
- Listening Comprehension: Read Aloud: “When Animals Do Not Migrate” T288–T289
- Informational Text T290–T291
 - ☑ **Quick Check** T291

READING BRIDGE

- Academic Vocabulary: Oral Language T292–T293
- Handwriting: Letters e and l T292–T293

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T297
- Strategy, Intervention, and On-Level/Advanced Activities T296
- ELL Targeted Support T296
- Conferring T297

INDEPENDENT/COLLABORATIVE

- Independent Reading T297
- Literacy Activities T297

BOOK CLUB T297 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational: List Article T448–T449
 - » Edit for Commas in a Series
 - » Share Back

INDEPENDENT WRITING

- List Article T448–T449
- Conferences T446

WRITING BRIDGE

- Spelling: Words with Long o: o, oa, ow T450
 - ☑ **Assess Prior Knowledge** T450
- Language and Conventions: Spiral Review: Possessive Nouns T451

LESSON 2

RI.2.1, RI.2.4, RF.2.3.b, L.2.1.a, L.2.3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T298–T299
 - » Phonics: Decode and Write Words with Long o: o, oa, ow
 - ☑ **Quick Check** T299
 - » High-Frequency Words

SHARED READ

- Introduce the Text T300–T315
 - » Preview Vocabulary
 - » Read: *Amazing Migrations: Butterflies, Bats, and Birds*
- Respond and Analyze T316–T317
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T317
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T318
- Guided Reading/Leveled Readers T321
- Strategy and Intervention Activities T318, T320
- Fluency T318, T320
- ELL Targeted Support T318, T320
- Conferring T321

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T319
- Independent Reading T321
- Literacy Activities T321

WRITING WORKSHOP

MINILESSON

- Informational: List Article T452–T453
 - » Edit for Complete Sentence Subject-Verb Agreement
 - » Share Back

INDEPENDENT WRITING

- List Article T452–T453
- Conferences T446

WRITING BRIDGE

- Spelling: Teach Words with Long o: o, oa, ow T454
 - FLEXIBLE OPTION
- Language and Conventions: Oral Language: Collective Nouns T455

LESSON 3

RF.2.3.b, RI.2.5, L.2.1.a,
L.2.2, W.2.8

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T322–T323
 - » Phonics: Words with Long o: o, oa, ow
 - » High-Frequency Words

CLOSE READ

- Use Text Features T324–T325
- Close Read: *Amazing Migrations: Butterflies, Bats, and Birds*
 - ✔ Quick Check T325

READING BRIDGE

- Read Like a Writer, Write for a Reader: Graphic Features T326–T327
- Handwriting: Letters *b* and *h* T326–T327

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T329
- Strategy and Intervention Activities T328
- Fluency T328
- ELL Targeted Support T328
- Conferring T329

INDEPENDENT/COLLABORATIVE

- Independent Reading T329
- Literacy Activities T329

WRITING WORKSHOP

MINILESSON

- Informational: List Article T456–T457
 - » Prepare for Celebration
 - » Share Back

INDEPENDENT WRITING

- List Article T456–T457
- Conferences T446

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Words with Long o: o, oa, ow T458
- Language and Conventions: Teach Collective Nouns T459

LESSON 4

RF.2.3.b, RF.2.4, RI.2.2,
L.2.1.a, W.2.8

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T330–T331
 - » Phonics: Review Words with Long o: o, oa, ow
 - » ELL Targeted Support

CLOSE READ

- Determine Key Ideas T332–T333
- Close Read: *Amazing Migrations: Butterflies, Bats, and Birds*
 - ✔ Quick Check T333

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T335
- Strategy and Intervention Activities T334
- Fluency T334
- ELL Targeted Support T334
- Conferring T335

INDEPENDENT/COLLABORATIVE

- Independent Reading T335
- Literacy Activities T335

WRITING WORKSHOP

MINILESSON

- Informational: List Article T460–T461
 - » Celebrate
 - » Share Back

INDEPENDENT WRITING

- List Article T460–T461
- Conferences T446

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Words with Long e: ee, ea, ey, y T462
- Language and Conventions: Practice Collective Nouns T463

LESSON 5

RF.2.3.b, SL.2.1, SL.2.1.a,
SL.2.1.b, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T336–T337
 - » Phonics: Spiral Review: Vowel Long e: ee, ea, ey, y
 - » ELL Targeted Support

COMPARE TEXTS

- Reflect and Share T338–T339
 - » Talk About It
 - ✔ Quick Check T339
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T341
- Strategy, Intervention, and On-Level/Advanced Activities T340
- ELL Targeted Support T340
- Conferring T341

INDEPENDENT/COLLABORATIVE

- Independent Reading T341
- Literacy Activities T341

BOOK CLUB T341 SEL

WRITING WORKSHOP

MINILESSON

- Informational: List Article T464
 - » Assessment

INDEPENDENT WRITING

- Assessment T464–T465
- Conferences T446

WRITING BRIDGE

- Spelling: Words with Long o: o, oa, ow T466

✔ Assess Understanding T466

FLEXIBLE OPTION

- Language and Conventions: Standards Practice T467

Project Focus

This week students will

- research trees and the patterns in tree bark.
- write a Fact Sheet about the pattern the tree bark makes.

Lesson 1

Foundational Skills

- Phonics: Decode Compound Words
- Spelling

T474–T475, T476,
T484–T485

RI.2.9, W.2.7,
SL.2.1, L.2.4.d,
L.2.6

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce the Project
- Read “Looking at Tree Bark”
- Learn about tree rubbings
- Use Academic Vocabulary

Lesson 2

Foundational Skills

- Phonics: Decode and Spell Compound Words
- Spelling: Spell Compound Words

T474–T475, T476,
T486–T489

RF.2.3, RF.2.4,
W.2.2, W.2.7, L.2.4.d

Explore and Plan

- Introduce Informational Writing
- Read “Tidal Patterns”

Conduct Research

- Library Database and Books
- Collect tree rubbings or bark images

Lesson 3

Foundational Skills

- Phonics: Compound Words
- High-Frequency Words
- Spelling

T480–T481,
T477,
T490–T491

RF.2.3, RF.2.4,
W.2.7, L.2.4.d

Collaborate and Discuss

- Sample Fact Sheet
- Read “Nature’s Skyscrapers”

Refine Research

- Paraphrasing and Plagiarism

Lesson 4

Foundational Skills

- Phonics: Review Compound Words
- Spelling

T482–T483,
T477,
T492–T493

RF.2.3, W.2.2, W.2.5,
W.2.8, L.2.4.d

Extend Research

- Create a Poster with Images

Collaborate and Discuss

- Revise and Edit

Lesson 5

Foundational Skills

- Phonics: Spiral Review Words with Long o, Spelled o, oa, ow
- Spelling

T482–T483,
T477,
T494–T495

RF.2.3, SL.2.6,
W.2.7, SL.2.6

Celebrate and Reflect

- Present projects
- Reflect on projects

Reflect on the Unit

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

UNIT 3 SKILLS OVERVIEW

UNIT THEME

Our Traditions

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

Essential Question

What makes a tradition?

WEEK 4

Informational Text



The Abenaki

	CCSS
Phonics: Diphthongs <i>ou</i> , <i>ow</i> , <i>oi</i> , <i>oy</i>	RF.2.3.b
High-Frequency Words: <i>often</i> , <i>important</i> , <i>took</i>	RF.2.3.f
Decodable Text: <i>The Story</i>	RF.2.3
Infographic: The Wabanaki	RI.2.1
Informational Text: The Abenaki	RI.2.10
Words That Can Relate to Traditions	L.2.4.e; L.2.6
Discuss Author's Purpose	RI.2.6
Make Connections	RI.2.10
Write to Sources: Respond to Informational Text	W.2.2
Word Parts	L.2.4.c
Write the Cursive Letters <i>c</i> , <i>q</i> , <i>n</i> , and <i>m</i>	L.1.1.a
Text Structure	W.2.2
Writer's Craft	
Revise Drafts by Rearranging Words	L.2.1.f
Edit Adjectives and Articles	L.2.1.e
Edit Adjectives and Articles	L.2.1.e
Edit for Past, Present, and Future Verb Tenses	L.2.1
Edit for Past, Present, and Future Verb Tenses	L.2.1
Spell Words with <i>ou</i> , <i>ow</i> , <i>oi</i> , <i>oy</i>	RF.2.3.b; L.2.2.d
Subject-Verb Agreement	L.2.3

WEEK 5

Realistic Fiction/ Procedural Text



My Food, Your Food

	CCSS
Phonics: Vowel Teams <i>oo</i> , <i>ue</i> , <i>ew</i> , <i>ui</i>	RF.2.3.a
High-Frequency Words: <i>hear</i> , <i>idea</i> , <i>enough</i>	RF.2.3.f
Decodable Text: <i>Sue's New School</i>	RF.2.3
Infographic: Traditional Foods	RI.2.5
Realistic Fiction/Procedural Text: My Food, Your Food	RI.2.10
Words That Can Tell About Food	L.2.6
Understand Text Features	RI.2.5
Make Inferences	RI.2.10
Talk About It: Respond to Text	L.2.3
Oral Language	L.2.6
Write the Cursive Letters <i>y</i> , <i>x</i> , <i>v</i> , and <i>z</i>	L.1.1.a
Organizing Information	RL.2.5
Publish, Celebrate, Assess	
Edit for Nouns	L.2.1
Edit for Prepositions and Prepositional Phrases	L.2.1
Prepare for Celebration	RF.2.4.b
Publish and Celebrate	RF.2.4.b
Assessment	L.2.2
Spell Words with Vowel Teams <i>oo</i> , <i>ue</i> , <i>ew</i> , <i>ui</i>	RF.2.3.b
Adverbs	L.2.1.e

WEEK 6

Inquiry and Research



Celebrate at School!

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

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 fables and identify their themes.
- I can use language to make connections between reading and writing.
- I can use figurative language and sound devices to write poetry.

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.2.2, RL.2.4, RF.2.3.a, L.2.5, SL.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T18–T19
 - » Phonics: Long *i*: *i*, *ie*, *i_e*, *igh*, *y*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “The Lion and the Mouse” T22–T23
- Traditional Tales: Fables T24–T25
 - ☑ Quick Check T25

READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Letters *f* and *k* T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31 SEL

WRITING WORKSHOP

MINILESSON

- Poetry T352–T353
 - » Poetry
 - » Share Back

INDEPENDENT WRITING

- Poetry T352–T353
- Conferences T350

WRITING BRIDGE

- Spelling: Words with Long *i* T354
 - ☑ Assess Prior Knowledge T354
- Language and Conventions: Spiral Review: Collective Nouns T355

LESSON 2

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T32–T33
 - » Phonics: Decode and Write Words with Long *i*: *i*, *ie*, *i_e*, *igh*, *y*
 - ☑ Quick Check T33
 - » High-Frequency Words

SHARED READ

- Introduce the Text T34–T47
 - » Preview Vocabulary
 - » Read: *Fables*
- Respond and Analyze T48–T49
 - » My View
 - » Develop Vocabulary
 - ☑ 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 T50, T52
- ELL Targeted Support T50, T52
- Conferencing T53

INDEPENDENT/COLLABORATIVE

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

WRITING WORKSHOP

MINILESSON

- Poetry T356–T357
 - » Poetry: What It Sounds Like
 - » Share Back

INDEPENDENT WRITING

- Poetry T356–T357
- Conferences T350

WRITING BRIDGE

- Spelling: Teach Words with Long *i* T358
 - FLEXIBLE OPTION
- Language and Conventions: Oral Language: Present-Tense Verbs T359

LESSON 3

RL.2.2, RF.2.3, RF.2.3.b,
RF.2.3.f, SI.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T54–T55
 - » Phonics: Long *i*: *i*, *ie*, *i_e*, *igh*, *y*
 - » High-Frequency Words

CLOSE READ

- Identify Theme T56–T57
- Close Read: from *Fables*
 - ✔ **Quick Check** T57

READING BRIDGE

- Read Like a Writer, Write for a Reader: Author's Purpose T58–T59
- Handwriting: Letters *r* and *s* T58–T59

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T61
- Literacy Activities T61

WRITING WORKSHOP

MINILESSON

- Poetry T360–T361
 - » Poetry: What It Looks Like
 - » Share Back

INDEPENDENT WRITING

- Poetry T360–T361
- Conferences T350

WRITING BRIDGE

- Spelling: Review and More Practice: Words with Long *i* T362 **FLEXIBLE OPTION**
- Language and Conventions: Teach Present-Tense Verbs T363

LESSON 4

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T62–T63
 - » Read Decodable Text: *Rabbit's Kite*

CLOSE READ

- Determine Key Ideas T64–T65
- Close Read: from *Fables*
 - ✔ **Quick Check** T65

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T67
- Strategy and Intervention Activities T66
- Fluency T66
- ELL Targeted Support T66
- Conferring T67

INDEPENDENT/COLLABORATIVE

- Independent Reading T67
- Literacy Activities T67

WRITING WORKSHOP

MINILESSON

- Poetry T364–T365
 - » Generate Ideas
 - » Share Back

INDEPENDENT WRITING

- Poetry T364–T365
- Conferences T350

WRITING BRIDGE

- Spelling: Spiral Review: Words with Long *o* T366 **FLEXIBLE OPTION**
- Language and Conventions: Practice Present-Tense Verbs T367

LESSON 5

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T68–T69
 - » Revisit Decodable Text: *Rabbit's Kite*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T70–T71
 - » Talk About It
 - ✔ **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 T368
 - » Plan Your Poem
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T368–T369 **SEL**
- Conferences T350

WRITING BRIDGE

- Spelling: Words with Long *i* T370
 - ✔ **Assess Understanding** T370
- Language and Conventions: Standards Practice T371 **FLEXIBLE OPTION**

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 a traditional tale and understand its plot.
- I can use language to make connections between reading and writing.
- I can use figurative language and sound devices to write poetry.

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.2.4, RL.2.5, RF.2.4.b, SL.2.1, L.2.5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T78–T79
 - » Phonics: Decode Words with Comparative Endings
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T80–T81
- Listening Comprehension: Read Aloud: “Thunder and Lightning” T82–T83
- Traditional Tale: Legend T84–T85
 - ✔ Quick Check T85

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T86–T87
- Handwriting: Letters *j* and *p* T86–T87

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T91
- Strategy, Intervention, and On-Level/Advanced Activities T90
- ELL Targeted Support T90
- Conferring T91

INDEPENDENT/COLLABORATIVE

- Independent Reading T91
- Literacy Activities T91

BOOK CLUB T91 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T376–T377
 - » Imagery
 - » Share Back

INDEPENDENT WRITING

- Poetry T376–T377
- Conferences T374

WRITING BRIDGE

- Spelling: Comparative Endings T378
 - ✔ Assess Prior Knowledge T378
- Language and Conventions: Spiral Review: Present-Tense Verbs T379
 - FLEXIBLE OPTION

LESSON 2

RL.2.4, RF.2.3, RF.2.4.b, SL.2.1, L.2.3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T92–T93
 - » Phonics: Decode and Write Words with Comparative Endings
 - ✔ Quick Check T93
 - » High-Frequency Words

SHARED READ

- Introduce the Text T94–T117
 - » Preview Vocabulary
 - » Read: *The Legend of the Lady Slipper*
- Respond and Analyze T118–T119
 - » My View
 - » Develop Vocabulary
 - ✔ Quick Check T119
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

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

WRITING WORKSHOP

MINILESSON

- Poetry T380–T381
 - » Explore Sensory Details
 - » Share Back

INDEPENDENT WRITING

- Poetry T380–T381
- Conferences T374

WRITING BRIDGE

- Spelling: Teach Comparative Endings T382
 - FLEXIBLE OPTION
- Language and Conventions: Oral Language: Past- and Future-Tense Verbs T383
 - FLEXIBLE OPTION

LESSON 3

RL.2.5, RL.2.7, RF.2.3,
L.2.3, L.2.6

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T124–T125
 - » Phonics: Comparative Endings
 - » High-Frequency Words

CLOSE READ

- Discuss Author's Purpose T126–T127
- Close Read: *The Legend of the Lady Slipper*

Quick Check T127

READING BRIDGE

- Read Like a Writer, Write for a Reader: Story Structure T128–T129
- Handwriting: Letters *a* and *d* T128–T129

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T131
- Strategy and Intervention Activities T130
- Fluency T130
- ELL Targeted Support T130
- Conferring T131

INDEPENDENT/COLLABORATIVE

- Independent Reading T131
- Literacy Activities T131

WRITING WORKSHOP


MINILESSON

- Poetry T384–T385
 - » Apply Sensory Details
 - » Share Back

INDEPENDENT WRITING

- Poetry T384–T385
- Conferences T374

WRITING BRIDGE

- Spelling: Review and More Practice: Comparative Endings T386 **FLEXIBLE OPTION** 
- Language and Conventions: Teach Past- and Future-Tense Verbs T387

LESSON 4

RL.2.4, RL.2.10, RF.2.4.b,
SL.2.1, L.2.3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T132–T133
 - » Read Decodable Text: *No Help at All!*

CLOSE READ

- Make Connections T134–T135
- Close Read: *The Legend of the Lady Slipper*

Quick Check T135

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T137
- Strategy and Intervention Activities T136
- Fluency T136
- ELL Targeted Support T136
- Conferring T137

INDEPENDENT/COLLABORATIVE

- Independent Reading T137
- Literacy Activities T137

WRITING WORKSHOP


MINILESSON

- Poetry T388–T389
 - » Explore Word Choice
 - » Share Back

INDEPENDENT WRITING

- Poetry T388–T389
- Conferences T374

WRITING BRIDGE

- Spelling: Spiral Review: Words with Long *i* T390 **FLEXIBLE OPTION** 
- Language and Conventions: Practice Past- and Future-Tense Verbs T391

LESSON 5

RF.2.4.b, SL.2.1,
L.2.1, L.2.6

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T138–T139
 - » Revisit Decodable Text: *No Help at All!*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T140–T141
 - » Write to Sources

Quick Check T141

- » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T143
- Strategy, Intervention, and On-Level/Advanced Activities T142
- ELL Targeted Support T142
- Conferring T143

INDEPENDENT/COLLABORATIVE

- Independent Reading T143
- Literacy Activities T143

BOOK CLUB T143 **SEL** 

WRITING WORKSHOP

MINILESSON

- Poetry T392
 - » Apply Word Choice
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T392–T393
- Conferences T374

WRITING BRIDGE

- Spelling: Comparative Endings
 - Assess Understanding T394 **FLEXIBLE OPTION** 
- Language and Conventions: Standards Practice T395

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 folktales and compare versions of the same tale.
- I can use language to make connections between reading and writing traditional tales.
- I can use figurative language and sound devices to write poetry.

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.2.9, RF.2.4, SL.2.2, SL.2.4, L.2.4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T148–T149
 - » Phonics: *r*-Controlled Vowels *er, ir, ur*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T150–T151
- Listening Comprehension: Read Aloud: “The Princess and the Peanuts” T152–T153
- Folktales T154–T155
 - ☑ **Quick Check** T155

READING BRIDGE

- Academic Vocabulary: Context Clues T156–T157
- Handwriting: Write Words T156–T157

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T161
- Strategy, Intervention, and On-Level/Advanced Activities T160
- ELL Targeted Support T160
- Conferring T161

INDEPENDENT/COLLABORATIVE

- Independent Reading T161
- Literacy Activities T161

BOOK CLUB T161 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T400–T401
 - » Simile
 - » Share Back

INDEPENDENT WRITING

- Poetry T400–T401
- Conferences T398

WRITING BRIDGE

- Spelling: *r*-Controlled Vowels *er, ir, ur* T402
 - ☑ **Assess Prior** Knowledge T402
- Language and Conventions: Spiral Review: Past-Tense and Future-Tense Verbs T403

LESSON 2

RL.2.1, RF.2.4, RL.2.5, RL.2.9, L.2.4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T162–T163
 - » Phonics: Decode and Write Words with *r*-Controlled Vowels *er, ir, ur*
- ☑ **Quick Check** T163
 - » High-Frequency Words

SHARED READ

- Introduce the Text T164–T187
 - » Preview Vocabulary
 - » Read and Compare Texts
- Respond and Analyze T188–T189
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T189
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T190
- Guided Reading/Leveled Readers T193
- Strategy and Intervention Activities T190, T192
- Fluency T190, T192
- ELL Targeted Support T190, T192
- Conferring T193

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T191
- Independent Reading T193
- Literacy Activities T193

WRITING WORKSHOP

MINILESSON

- Poetry T404–T405
 - » Explore Alliteration
 - » Share Back

INDEPENDENT WRITING

- Poetry T404–T405
- Conferences T398

WRITING BRIDGE

- Spelling: Teach *r*-Controlled Vowels *er, ir, ur* T406
 - ☑ **Assess Prior** Knowledge T406
- Language and Conventions: Oral Language: Irregular Verbs T407

LESSON 3

RL.2.4, RL.2.9, RF.2.3,
SL.2.1, L.2.1.d

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T194–T195
 - » Phonics: *r*-Controlled Vowels *er, ir, ur*
 - » High-Frequency Words

CLOSE READ

- Compare and Contrast Stories T196–T197
- Close Read: *Interstellar Cinderella* and *Cendrillon: An Island Cinderella*
 - ✔ **Quick Check** T197

READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T198–T199
- Handwriting: Letters *g* and *o* T198–T199

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T201
- Strategy and Intervention Activities T200
- Fluency T200
- ELL Targeted Support T200
- Conferring T201

INDEPENDENT/COLLABORATIVE

- Independent Reading T201
- Literacy Activities T201

WRITING WORKSHOP

MINILESSON

- Poetry T408–T409
 - » Apply Alliteration
 - » Share Back

INDEPENDENT WRITING

- Poetry T408–T409
- Conferences T398

WRITING BRIDGE

- Spelling: Review and More Practice: *r*-Controlled Vowels *er, ir, ur* T410
- Language and Conventions: Teach Irregular Verbs T411

FLEXIBLE OPTION

LESSON 4

RL.2.4, RL.2.9, RF.2.4,
L.2.1.d, SL.2.5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T202–T203
 - » Read Decodable Text: *Perfect!*

CLOSE READ

- Visualize Details T204–T205
- Close Read: *Interstellar Cinderella* and *Cendrillon: An Island Cinderella*
 - ✔ **Quick Check** T205

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T207
- Strategy and Intervention Activities T206
- Fluency T206
- ELL Targeted Support T206
- Conferring T207

INDEPENDENT/COLLABORATIVE

- Independent Reading T207
- Literacy Activities T207

WRITING WORKSHOP

MINILESSON

- Poetry T412–T413
 - » Explore Audio Recording
 - » Share Back

INDEPENDENT WRITING

- Poetry T412–T413
- Conferences T398

WRITING BRIDGE

- Spelling: Spiral Review: Comparative Endings T414
- Language and Conventions: Practice Irregular Verbs T415

FLEXIBLE OPTION

LESSON 5

RL.2.9, RF.2.4, SL.2.1,
SL.2.4, SL.2.5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T208–T209
 - » Revisit Decodable Text: *Perfect!*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T210–T211
 - » Talk About It
 - ✔ **Quick Check** T211
 - » Weekly Question

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

- Poetry T416
 - » Apply Audio Recording
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T416–T417 **SEL**
- Conferences T398

WRITING BRIDGE

- Spelling: *r*-Controlled Vowels *er, ir, ur* T418
 - ✔ **Assess Understanding** T418
- Language and Conventions: Standards Practice T419

FLEXIBLE OPTION

Suggested Daily Times

READING WORKSHOP

FOUNDATIONAL SKILLS	20–30 min.
SHARED READING	40–50 min.
READING BRIDGE	5–10 min.
SMALL GROUP	25–30 min.

WRITING WORKSHOP

MINILESSON	10 min.
INDEPENDENT WRITING	30–40 min.
WRITING BRIDGE	5–10 min.

Learning Goals

- I can learn more about traditions by reading about Native American life.
- I can use language to make connections between reading and writing.
- I can use figurative language and sound devices to write poetry.

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T218–T219
 - » Phonics: Diphthongs *ou, ow, oi, oy*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T220–T221
- Listening Comprehension: Read Aloud: “Greetings Around the World” T222–T223
- Informational Text T224–T225
 - ☑ **Quick Check** T225

READING BRIDGE

- Academic Vocabulary: Word Parts T226–T227
- Handwriting: Letters *c* and *q* T226–T227

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T231
- Strategy, Intervention, and On-Level/Advanced Activities T230
- ELL Targeted Support T230
- Conferring T231

INDEPENDENT/COLLABORATIVE

- Independent Reading T231
- Literacy Activities T231

BOOK CLUB T231 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T424–T425
 - » Revise Drafts by Rearranging Words
 - » Share Back

INDEPENDENT WRITING

- Poetry T424–T425
- Conferences T422

WRITING BRIDGE

- Spelling: Words with *ou, ow, oi, oy* T426
 - ☑ **Assess Prior Knowledge** T426
- Language and Conventions: Spiral Review: Irregular Verbs T427

LESSON 2

RL.2.4, RI.2.6, RI.2.10,
RF.2.3.b, L.2.2.d

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T232–T233
 - » Decode and Write Words with Diphthongs *ou, ow, oi, oy*
- ☑ **Quick Check** T233
 - » High-Frequency Words

SHARED READ

- Introduce the Text T234–T247
 - » Preview Vocabulary
 - » Read: *The Abenaki*
- Respond and Analyze T248–T249
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T249
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T250
- Guided Reading/Leveled Readers T253
- Strategy and Intervention Activities T250, T252
- Fluency T250, T252
- ELL Targeted Support T250, T252
- Conferring T253

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T251
- Independent Reading T253
- Literacy Activities T253

WRITING WORKSHOP

MINILESSON

- Poetry T428–T429
 - » Explore Descriptive Adjectives and Articles
 - » Share Back

INDEPENDENT WRITING

- Poetry T428–T429
- Conferences T422

WRITING BRIDGE

- Spelling: Teach Words with *ou, ow, oi, oy* T430
- Language and Conventions: Oral Language: Subject-Verb Agreement T431

LESSON 3

RL.2.1, RI.2.6, RF.2.3.b,
L.2.2.d, L.2.3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T254–T255
 - » Phonics: Diphthongs *ou*, *ow*, *oi*, *oy*
 - » High-Frequency Words

CLOSE READ

- Discuss Author's Purpose T256–T257
- Close Read: *The Abenaki*
 - ✔ **Quick Check** T257

READING BRIDGE

- Read Like a Writer, Write for a Reader: Text Structure T258–T259
- Handwriting: Letters *n* and *m* T258–T259

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T261
- Strategy and Intervention Activities T260
- Fluency T260
- ELL Targeted Support T260
- Conferring T261

INDEPENDENT/COLLABORATIVE

- Independent Reading T261
- Literacy Activities T261

WRITING WORKSHOP

MINILESSON

- Poetry T432–T433
 - » Apply Descriptive Adjectives and Articles
 - » Share Back

INDEPENDENT WRITING

- Poetry T432–T433
- Conferences T422

WRITING BRIDGE

- Spelling: Review and More Practice: Words with *ou*, *ow*, *oi*, *oy* T434
- Language and Conventions: Teach Subject-Verb Agreement T435

LESSON 4

RF.2.4.a, RL.2.10,
L.2.2.d, L.2.3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T262–T263
 - » Read Decodable Text: *The Story*

CLOSE READ

- Make Connections T264–T265
- Close Read: *The Abenaki*
 - ✔ **Quick Check** T265

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T267
- Strategy and Intervention Activities T266
- Fluency T266
- ELL Targeted Support T266
- Conferring T267

INDEPENDENT/COLLABORATIVE

- Independent Reading T267
- Literacy Activities T267

WRITING WORKSHOP

MINILESSON

- Poetry T436–T437
 - » Explore Past, Present, and Future Verbs
 - » Share Back

INDEPENDENT WRITING

- Poetry T436–T437
- Conferences T422

WRITING BRIDGE

- Spelling: Spiral Review: Words with *r*-Controlled Vowels *er*, *ir*, *ur* T438
- Language and Conventions: Practice Subject-Verb Agreement T439

LESSON 5

RF.2.4.b, RL.2.9, W.2.1,
W.2.2, SL.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T268–T269
 - » Revisit Decodable Text: *The Story*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T270–T271
 - » Write to Sources
 - ✔ **Quick Check** T271
 - » Weekly Question

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

- Poetry T440
 - » Apply Past, Present, and Future Verbs
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T440–T441 **SEL**
- Conferences T422

WRITING BRIDGE

- Spelling: Words with *ou*, *ow*, *oi*, *oy* T442
 - ✔ **Assess Understanding** T442
- Language and Conventions: Standards Practice T443

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 learn more about traditions by reading a story about traditional foods.
- I can use language to make connections between reading and writing.
- I can use figurative language and sound devices to write poetry.

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 Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment

Materials

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

LESSON 1

RI.2.10, RF.2.3.b, RF.2.3.e, SL.2.1, L.2.1, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T278–T279
 - » Phonics: Vowel Teams *oo, ue, ew, ui*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T280–T281
- Listening Comprehension: Read Aloud: “How to Make Glitter Slime” T282–T283
- Procedural Text T284–T285
 - ☑ Quick Check T285

READING BRIDGE

- Academic Vocabulary: Oral Language T286–T287
- Handwriting: Letters *y* and *x* T286–T287

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T291
- Strategy, Intervention, and On-Level/Advanced Activities T290
- ELL Targeted Support T290
- Conferring T291

INDEPENDENT/COLLABORATIVE

- Independent Reading T291
- Literacy Activities T291

BOOK CLUB T291 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T448–T449
 - » Edit for Nouns
 - » Share Back

INDEPENDENT WRITING

- Poetry T448–T449
- Conferences T446

WRITING BRIDGE

- Spelling: Vowel Teams *oo, ue, ew, ui* T450
 - ☑ Assess Prior Knowledge T450
- Language and Conventions: Spiral Review: Subject-Verb Agreement T451

LESSON 2

RL.2.1, RF.2.3.b, RF.2.3.e, L.2.1, L.2.1.e

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T292–T293
 - » Phonics: Decode and Write Words with Vowel Teams *oo, ue, ew, ui*
- ☑ Quick Check T293
 - » High-Frequency Words

SHARED READ

- Introduce the Text T294–T315
 - » Preview Vocabulary
 - » Read: *My Food, Your Food*
- Respond and Analyze T316–T317
 - » My View
 - » Develop Vocabulary
- ☑ Quick Check T317
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T318
- Guided Reading/Leveled Readers T321
- Strategy and Intervention Activities T318, T320
- Fluency T318, T320
- ELL Targeted Support T318, T320
- Conferring T320

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T319
- Independent Reading T321
- Literacy Activities T321

WRITING WORKSHOP

MINILESSON

- Poetry T452–T453
 - » Edit for Prepositions and Prepositional Phrases
 - » Share Back

INDEPENDENT WRITING

- Poetry T452–T453
- Conferences T446

WRITING BRIDGE

- Spelling: Teach Vowel Teams *oo, ue, ew, ui* T454
- Language and Conventions: Oral Language: Adverbs T455

LESSON 3

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T322–T323
 - » Phonics: Vowel Teams *oo*, *ue*, *ew*, *ui*
 - » High-Frequency Words

CLOSE READ

- Understand Text Features T324–T325
- Close Read: *My Food, Your Food*
 - ✔ **Quick Check** T325

READING BRIDGE

- Read Like a Writer, Write for a Reader: Organizing Information T326–T327
- Handwriting: Letters *v* and *z* T326–T327

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T329
- Strategy and Intervention Activities T328
- Fluency T328
- ELL Targeted Support T328
- Conferring T329

INDEPENDENT/COLLABORATIVE

- Independent Reading T329
- Literacy Activities T329

WRITING WORKSHOP


MINILESSON

- Poetry T456–T457
 - » Prepare for Celebration
 - » Share Back

INDEPENDENT WRITING

- Poetry T456–T457
- Conferences T446

WRITING BRIDGE

- Spelling: Review and More Practice: Vowel Teams *oo*, *ue*, *ew*, *ui* T458 
- Language and Conventions: Teach Adverbs T459

LESSON 4

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T330–T331
 - » Read Decodable Text: *Sue's New School*

CLOSE READ

- Make Inferences T332–T333
- Close Read: *My Food, Your Food*
 - ✔ **Quick Check** T333

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T335
- Strategy and Intervention Activities T334
- Fluency T334
- ELL Targeted Support T334
- Conferring T335

INDEPENDENT/COLLABORATIVE

- Independent Reading T335
- Literacy Activities T335

WRITING WORKSHOP


MINILESSON

- Poetry T460–T461
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Poetry T460–T461
- Conferences T446

WRITING BRIDGE

- Spelling: Spiral Review: Diphthongs *ou*, *ow*, *oi*, *oy* T462 
- Language and Conventions: Practice Adverbs T463

LESSON 5

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T336–T337
 - » Revisit Decodable Text: *Sue's New School*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T338–T339
- Talk About It
 - ✔ **Quick Check** T339
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T341
- Strategy, Intervention, and On-Level/Advanced Activities T340
- ELL Targeted Support T340
- Conferring T341

INDEPENDENT/COLLABORATIVE

- Independent Reading T341
- Literacy Activities T341

BOOK CLUB T341 

WRITING WORKSHOP


MINILESSON

- Poetry T464–T465
 - » Assessment

INDEPENDENT WRITING

- Assessment T464–T465
- Conferences T446

WRITING BRIDGE

- Spelling: Vowel Teams *oo*, *ue*, *ew*, *ui* T466
 - ✔ **Assess Understanding** T466
- Language and Conventions: Standards Practice T467 

Project Focus

This week students will

- write letters to the principal about traditions they think the school should celebrate or recognize
- give opinions on why they think the school should celebrate these traditions

Lesson 1

Foundational Skills

T474–T475, T476
T484–T485

RF.2.3, RF.2.4,
W.2.1, SL.2.1.c,
L.2.2.d

- Phonics: Decode /s/ Spelled *c*; /j/ Spelled *g* or *dge*
- Spelling

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce the Project
- Read “A Tradition to Remember”
- Use Academic Vocabulary

Lesson 2

Foundational Skills

T474–T475, T476
T486–T489

RF.2.3, RF.2.4,
W.2.1, W.2.5, W.2.6

- Phonics: Write /s/ Spelled *c*; /j/ Spelled *g* or *dge*
- Spelling: Spell /s/ Spelled *c*; /j/ Spelled *g* or *dge*

Explore and Plan

- Explore Opinion Writing
- Read “Blanket Toss!”

Conduct Research

- Search Online
- Apply keyword search

Lesson 3

Foundational Skills

T480–T481, T477
T490–T491

RF.2.3, RF.2.4,
W.2.1, W.2.5

- Phonics: /s/ Spelled *c*; /j/ Spelled *g*, *dge*
- High-Frequency Words
- Spelling

Collaborate and Discuss

- Analyze Student Model
- Read “Birthdays Around the World”

Refine Research

- Cite Sources

Lesson 4

Foundational Skills

T482–T483, T477
T492–T493

RF.2.3, W.2.5,
SL.2.1.c, SL.2.3,
L.2.3.a

- Phonics: Review Words with /s/ Spelled *c*; /j/ Spelled *g*, *dge*
- Spelling

Extend Research

- Write a Thank You Note

Collaborate and Discuss

- Revise and Edit

Lesson 5

Foundational Skills

T482–T483, T477
T494–T495

RF.2.3, SL.2.1,
SL.2.1.b, SL.2.1.c,
SL.2.3

- Phonics: Spiral Review: Compound Words
- Spelling

Celebrate and Reflect

- Present letters
- Reflect on your project

Reflect on the Unit

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

UNIT 4 SKILLS OVERVIEW

UNIT THEME

Making a Difference

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

Essential Question

Why is it important to connect with other people?

WEEK 4

Biography

One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia



WEEK 5

Persuasive Text

Kids Can Be Big Helpers



WEEK 6

Inquiry and Research

Time Capsule



CCSS

CCSS

CCSS

Foundational Skills

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

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

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 know about narrative nonfiction and understand its elements.
- I can use language to make connections between reading and writing narrative nonfiction.
- I can use elements of narrative nonfiction to write a personal narrative.

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.2.10, RF.2.3, SL.2.1, SL.2.1.a, L.2.1.e

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T18–T19
 - » Phonics: Closed Syllables VC/V
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “Jackie Robinson: Opening the Doors” T22–T23
- Biography T24–T25
 - ☑ Quick Check T25

READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Write Words T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31 **SEL**

WRITING WORKSHOP

GENRE IMMERSION LESSON

- Personal Narrative T362–T363
 - » Personal Narratives
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T362–T363
- Conferences T360

WRITING BRIDGE

- Spelling: Words with Closed Syllables VC/V T364
 - ☑ Assess Prior Knowledge T364
- Language and Conventions: Spiral Review: Adverbs T365

LESSON 2

RI.2.1, RI.2.8, RF.2.3, L.2.6, W.2.3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T32–T33
 - » Phonics: Closed Syllables VC/V
- ☑ Quick Check T33
 - » High-Frequency Words

GENRE & THEME

- Introduce the Text T34–T55
 - » Preview Vocabulary
 - » Read: *Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell*
- Respond and Analyze T56–T57
 - » My View
 - » Develop Vocabulary
- ☑ Quick Check T57
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T58
- Guided Reading/Leveled Readers T61
- Strategy and Intervention Activities T58, T60
- Fluency T58, T60
- ELL Targeted Support T58, T60
- Conferring T65

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T59
- Independent Reading T61
- Literacy Activities T61

WRITING WORKSHOP

GENRE IMMERSION LESSON

- Personal Narrative T366–T367
 - » Personal Narratives: Character
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T366–T367
- Conferences T360

WRITING BRIDGE

- Spelling: Teach Words with Closed Syllables VC/V T368
- Language and Conventions: Oral Language: Adjectives and Adverbs T369

LESSON 3

RI.2.1, RF.2.3, L.2.1.e,
L.2.6, W.2.3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T62–T63
 - » Phonics: Closed Syllables VC/V
 - » High-Frequency Words

CLOSE READ

- Identify Text Structure T64–T65
- Close Read: *Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell*

 **Quick Check** T65

READING BRIDGE

- Read Like a Writer, Write for a Reader: Literal and Figurative Language T66–T67
- Handwriting: Letters A and O T66–T67

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T69
- Strategy and Intervention Activities T68
- Fluency T68
- ELL Targeted Support T68
- Conferring T69

INDEPENDENT/COLLABORATIVE

- Independent Reading T69
- Literacy Activities T69

WRITING WORKSHOP

GENRE IMMERSION LESSON

- Personal Narrative T370–T371
 - » Personal Narratives: Setting and Plot
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T370–T371
- Conferences T360

WRITING BRIDGE

- Spelling: Review and More Practice: **FLEXIBLE OPTION** Words with Closed Syllables VC/V T372
- Language and Conventions: Teach Adjectives and Adverbs T373

LESSON 4

RI.2.1, RF.2.4, L.2.1.e,
L.2.6, W.2.3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T70–T71
 - » Read Decodable Text: *Helen's Story*
 - » Fluency

CLOSE READ

- Ask and Answer Questions T72–T73
- Close Read: *Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell*

 **Quick Check** T73

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T75
- Strategy and Intervention Activities T74
- Fluency T74
- ELL Targeted Support T74
- Conferring T75

INDEPENDENT/COLLABORATIVE

- Independent Reading T75
- Literacy Activities T75

WRITING WORKSHOP

MINILESSON

- Personal Narrative T374–T375
 - » Generate Ideas
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T374–T375
- Conferences T360

WRITING BRIDGE

- Spelling: Spiral Review: Words with Vowel Teams *oo*, *ue*, *ew*, and *ui* T376
- Language and Conventions: Practice Adjectives and Adverbs T377

LESSON 5

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T76–T77
 - » Read Decodable Text: *Helen's Story*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T78–T79
 - » Talk About It

 **Quick Check** T79

» Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T81
- Strategy, Intervention, and On-Level/Advanced Activities T80
- ELL Targeted Support T80
- Conferring T81

INDEPENDENT/COLLABORATIVE

- Independent Reading T81
- Literacy Activities T81

BOOK CLUB T81 **SEL**

WRITING WORKSHOP


MINILESSON

- Personal Narrative T378
 - » Plan a Personal Narrative
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T378–T379 **SEL**
- Conferences T360

WRITING BRIDGE

- Spelling: Words with Closed Syllables VC/V T380
-  **Assess Understanding** T380
- Language and Conventions: Standards Practice T381 **FLEXIBLE OPTION**

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 and use print and graphic features.
- I can use language to make connections between reading and writing narrative nonfiction.
- I can use elements of narrative nonfiction to write a personal narrative.

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.2.3.c, RF.2.4, W.2.3, SL.2.1, L.2.1.e

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T86–T87
 - » Phonics: Decode Words with Open Syllables V/CV
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic Weekly Question T88–T89
- Listening Comprehension: Read Aloud: “The Leaning Tower of Pisa” T90–T91
- Biography T92–T93
 - ✔ Quick Check T93

READING BRIDGE

- Academic Vocabulary: Antonyms T94–T95
- Handwriting: Letters *D* and *C* T94–T95

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T99
- Strategy, Intervention, and On-Level/Advanced Activities T98
- ELL Targeted Support T98
- Conferring T99

INDEPENDENT/COLLABORATIVE

- Independent Reading T99
- Literacy Activities T99

BOOK CLUB T99 SEL

WRITING WORKSHOP

MINILESSON

- Personal Narrative T386–T387
 - » Compose Setting
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T386–T387
- Conferences T384

WRITING BRIDGE

- Spelling: Words with Open Syllables V/CV T388
 - ✔ Assess Prior Knowledge T388
- Language and Conventions: Spiral Review: Adjectives and Adverbs T389
 - FLEXIBLE OPTION

LESSON 2

RF.2.3.c, RF.2.4.b, W.2.3, L.2.1.e, L.2.6

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T100–T101
 - » Phonics: Decode and Write Words with Open Syllables V/CV
 - ✔ Quick Check T101
 - » High-Frequency Words

SHARED READ

- Introduce the Text T102–T123
 - » Preview Vocabulary
 - » Read: *Building on Nature: The Life of Antoni Gaudí*
- Respond and Analyze T124–T125
 - » My View
 - » Develop Vocabulary
 - ✔ Quick Check T125
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T126
- Guided Reading/Leveled Readers T129
- Strategy and Intervention Activities T126, T128
- Fluency T126, T128
- ELL Targeted Support T126, T128
- Conferring T129

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T127
- Independent Reading T129
- Literacy Activities T129

WRITING WORKSHOP

MINILESSON

- Personal Narrative T390–T391
 - » Explore the Main Character: You
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T390–T391
- Conferences T384

WRITING BRIDGE

- Spelling: Teach Words with Open Syllables V/CV T392
- Language and Conventions: Oral Language: Comparative and Superlative Adjectives T393
 - FLEXIBLE OPTION

LESSON 3

RI.2.7, RF.2.3, W.2.3,
SL.2.1, L.2.1.e

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T130–T131
 - » Phonics: Open Syllables V/CV
 - » High-Frequency Words

CLOSE READ

- Use Text Features T132–T133
- Close Read: *Building on Nature: The Life of Antoni Gaudi*
 - Quick Check** T133

READING BRIDGE

- Read Like a Writer, Write for a Reader: Descriptive Language T134–T135
- Handwriting: Letters *E* and *N* T134–T135

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T137
- Strategy and Intervention Activities T136
- Fluency T136
- ELL Targeted Support T136
- Conferring T137

INDEPENDENT/COLLABORATIVE

- Independent Reading T137
- Literacy Activities T137

WRITING WORKSHOP

MINILESSON

- Personal Narrative T394–T395
 - » Apply the Main Character: You
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T394–T395
- Conferences T384

WRITING BRIDGE

- Spelling: Review and More Practice: Words with Open Syllables V/CV T396 **FLEXIBLE OPTION** ←
- Language and Conventions: Teach Comparative and Superlative Adjectives T397

LESSON 4

RF.2.3, RF.2.4, W.2.3,
W.2.8, L.2.1.e

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T138–T139
 - » Read Decodable Text: *Spider's Web*
 - » Fluency

CLOSE READ

- Make Connections T140–T141
- Close Read: *Building on Nature: The Life of Antoni Gaudi*
 - Quick Check** T141

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T143
- Strategy and Intervention Activities T142
- Fluency T142
- ELL Targeted Support T142
- Conferring T143

INDEPENDENT/COLLABORATIVE

- Independent Reading T143
- Literacy Activities T143

WRITING WORKSHOP

MINILESSON

- Personal Narrative T398–T399
 - » Explore Problem and Resolution
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T398–T399
- Conferences T384

WRITING BRIDGE

- Spelling: Spiral Review: Words with Closed Syllables VC/V T400 **FLEXIBLE OPTION** ←
- Language and Conventions: Practice Comparative and Superlative Adjectives T401

LESSON 5

RF.2.3, RF.2.4, W.2.3,
SL.2.1, L.2.6

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T144–T145
 - » Read Decodable Text: *Spider's Web*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T146–T147
 - » Write to Sources
 - Quick Check** T147
 - » Weekly Question

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

- Personal Narrative T402
 - » Apply Problem and Resolution
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T402–T403 **SEL** →
- Conferences T384

WRITING BRIDGE

- Spelling: Words with Open Syllables V/CV
 - Assess Understanding** T404
- Language and Conventions: Standards Practice T405 **FLEXIBLE OPTION** ←

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 informational text and understand text structure.
- I can use language to make connections between reading and writing.
- I can use elements of informational text to write.

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.2.10, RF.2.3.d, W.2.3, SL.2.1, L.2.5.b

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T154–T155
 - » Phonics: Decode Words with Suffixes *-ly, -ful, -er, -less, -or*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T156–T157
- Listening Comprehension: Read Aloud: “Making a Difference in Your Community” T158–T159
- Realistic Fiction T160–T161
 - ☑ Quick Check T161

READING BRIDGE

- Academic Vocabulary: Context Clues T162–T163
- Handwriting: Letters *M* and *H* T162–T163

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T167
- Strategy, Intervention, and On-Level/Advanced Activities T166
- ELL Targeted Support T166
- Conferring T167

INDEPENDENT/COLLABORATIVE

- Independent Reading T167
- Literacy Activities T167

BOOK CLUB T167 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T410–T411
 - » Sequence of Events
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T410–T411
- Conferences T408

WRITING BRIDGE

- Spelling: Words with Suffixes *-ly, -ful, -er, -less, -or* T412
 - ☑ Assess Prior Knowledge T412
- Language and Conventions: Spiral Review: Comparative and Superlative Adjectives T413

LESSON 2

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T168–T169
 - » Phonics: Decode and Write Words with Suffixes *-ly, -ful, -er, -less, -or*
 - ☑ Quick Check T169
 - » High-Frequency Words

SHARED READ

- Introduce the Text T170–T193
 - » Preview Vocabulary
 - » Read: *The Garden of Happiness*
- Respond and Analyze T194–T195
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T195
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T196
- Guided Reading/Leveled Readers T199
- Strategy and Intervention Activities T196, T198
- Fluency T196, T198
- ELL Targeted Support T196, T198
- Conferring T199

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T197
- Independent Reading T199
- Literacy Activities T199

WRITING WORKSHOP

MINILESSON

- Personal Narrative T414–T415
 - » Explore Conclusion
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T414–T415
- Conferences T408

WRITING BRIDGE

- Spelling: Teach Suffixes *-ly, -ful, -er, -less, -or* T416
- Language and Conventions: Oral Language: Commas in Dates and Letters T417

LESSON 3

RI.2.10, RL.2.2, W.2.3,
SL.2.1, L.2.3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T200–T201
 - » Phonics: Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*
 - » High-Frequency Words

CLOSE READ

- Determine Theme T202–T203
- Close Read: *The Garden of Happiness*
 - ✓ Quick Check T203

READING BRIDGE

- Read Like a Writer, Write for a Reader: Point of View T204–T205
- Handwriting: Write Proper Nouns T204–T205

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T207
- Strategy and Intervention Activities T206
- Fluency T206
- ELL Targeted Support T206
- Conferring T207

INDEPENDENT/COLLABORATIVE

- Independent Reading T207
- Literacy Activities T207

WRITING WORKSHOP

MINILESSON

- Personal Narrative T418–T419
 - » Apply Conclusion
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T418–T419
- Conferences T408

WRITING BRIDGE

- Spelling: Review and More Practice: Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or* T420 **FLEXIBLE OPTION**
- Language and Conventions: Teach Commas in Dates and Letters T421

LESSON 4

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T208–T209
 - » Read Decodable Text: *A Place to Play*
 - » Fluency

CLOSE READ

- Create New Understandings T210–T211
- Close Read: *The Garden of Happiness*
 - ✓ Quick Check T211

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T213
- Strategy and Intervention Activities T212
- Fluency T212
- ELL Targeted Support T212
- Conferring T213

INDEPENDENT/COLLABORATIVE

- Independent Reading T213
- Literacy Activities T213

WRITING WORKSHOP

MINILESSON

- Personal Narrative T422–T423
 - » Explore Details
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T422–T423
- Conferences T408

WRITING BRIDGE

- Spelling: Spiral Review: Open Syllables V/CV T424 **FLEXIBLE OPTION**
- Language and Conventions: Practice Commas in Dates and Letters T425

LESSON 5

RI.2.10, RF.2.4, W.2.3,
SL.2.5, L.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T214–T215
 - » Read Decodable Text: *A Place to Play*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T216–T217
 - » Talk About It
 - ✓ Quick Check T217
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T219
- Strategy, Intervention, and On-Level/Advanced Activities T218
- ELL Targeted Support T218
- Conferring T219

INDEPENDENT/COLLABORATIVE

- Independent Reading T219
- Literacy Activities T219

BOOK CLUB T219 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T426
 - » Apply Details
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T426–T427 **SEL**
- Conferences T408

WRITING BRIDGE

- Spelling: Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or* T428
 - ✓ Assess Understanding T428
- Language and Conventions: Standards Practice T429 **FLEXIBLE OPTION**

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 a biography and understand its text structure.
- I can use language to make connections between reading and writing narrative nonfiction.
- I can use elements of narrative nonfiction to write a personal narrative.

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T224–T225
 - » Phonics: Decode Words with Prefixes *un-*, *re-*, *pre-*, *dis-*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T226–T227
- Listening Comprehension: Read Aloud: “Shoes and Hands Across the World” T228–T229
- Biography T230–T231
 - ✔ **Quick Check** T231

READING BRIDGE

- Academic Vocabulary: Word Parts T232–T233
- Handwriting: Letters *K* and *U* T232–T233

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T237
- Strategy, Intervention, and On-Level/Advanced Activities T236
- ELL Targeted Support T236
- Conferring T237

INDEPENDENT/COLLABORATIVE

- Independent Reading T237
- Literacy Activities T237

BOOK CLUB T237 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T434–T435
 - » Capitalization and Commas
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T434–T435
- Conferences T432

WRITING BRIDGE

- Spelling: Words with Prefixes *un-*, *re-*, *pre-*, *dis-* T436
 - ✔ **Assess Prior Knowledge** T436

- Language and Conventions: Spiral Review: Commas in Dates and Letters T437

LESSON 2

RI.2.10, RF.2.3.d, W.2.3, SL.2.1, L.2.1.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T238–T239
 - » Phonics: Decode and Write Words with Prefixes *un-*, *re-*, *pre-*, *dis-*
 - ✔ **Quick Check** T239
 - » High-Frequency Words

SHARED READ

- Introduce the Text T240–T263
 - » Preview Vocabulary
 - » Read: *One Plastic Bag*
- Respond and Analyze T264–T265
 - » My View
 - » Develop Vocabulary
 - ✔ **Quick Check** T265
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T266
- Guided Reading/Leveled Readers T269
- Strategy and Intervention Activities T266, T268
- Fluency T266, T268
- ELL Targeted Support T266, T268
- Conferring T269

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T267
- Independent Reading T269
- Literacy Activities T269

WRITING WORKSHOP

MINILESSON

- Personal Narrative T438–T439
 - » Explore Pronouns
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T438–T439
- Conferences T432

WRITING BRIDGE

- Spelling: Teach Words with Prefixes *un-*, *re-*, *pre-*, *dis-* T440

- Language and Conventions: Oral Language: Pronouns T441

LESSON 3

RI.2.10, RF.2.3.d, W.2.3,
SL.2.1, L.2.1.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T270–T271
 - » Phonics: Prefixes *un-*, *re-*, *pre-*, *dis-*
 - » High-Frequency Words

CLOSE READ

- Identify Text Structure T272–T273
- Close Read: *One Plastic Bag*
 - ✔ Quick Check T273

READING BRIDGE

- Read Like a Writer, Write for a Reader: Idioms T274–T275
- Handwriting: Letters Y and Z T274–T275

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T277
- Strategy and Intervention Activities T276
- Fluency T276
- ELL Targeted Support T276
- Conferring T277

INDEPENDENT/COLLABORATIVE

- Independent Reading T277
- Literacy Activities T277

WRITING WORKSHOP

MINILESSON

- Personal Narrative T442–T443
 - » Apply Pronouns
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T442–T443
- Conferences T432

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Words with Prefixes *un-*, *re-*, *pre-*, *dis-* T444
- Language and Conventions: Teach Pronouns T445

LESSON 4

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T278–T279
 - » Read Decodable Text: *Cleaning the Beach*
 - » Fluency

CLOSE READ

- Make and Confirm Predictions T280–T281
- Close Read: *One Plastic Bag*
 - ✔ Quick Check T281

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T283
- Strategy and Intervention Activities T282
- Fluency T282
- ELL Targeted Support T282
- Conferring T283

INDEPENDENT/COLLABORATIVE

- Independent Reading T283
- Literacy Activities T283

WRITING WORKSHOP

MINILESSON

- Personal Narrative T446–T447
 - » Explore Compound Subjects and Predicates
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T446–T447
- Conferences T432

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Words with Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or* T448
- Language and Conventions: Practice Pronouns T449

LESSON 5

RI.2.10, RF.2.4, W.2.3,
SL.2.1, L.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T284–T285
 - » Read Decodable Text: *Cleaning the Beach*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T286–T287
 - » Write to Sources
 - ✔ Quick Check T287
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T289
- Strategy, Intervention, and On-Level/Advanced Activities T288
- ELL Targeted Support T288
- Conferring T289

INDEPENDENT/COLLABORATIVE

- Independent Reading T289
- Literacy Activities T289

BOOK CLUB T289 SEL

WRITING WORKSHOP

MINILESSON

- Personal Narrative T450
 - » Apply Compound Subjects and Predicates
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB T450–T451 SEL
- Conferences T432

WRITING BRIDGE

- Spelling: Words with Prefixes *un-*, *re-*, *pre-*, *dis-* T452
 - ✔ Assess Understanding T452
- Language and Conventions: Standards Practice T453

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 learn about making a difference by reading a persuasive text.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative nonfiction to write a personal narrative.

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 Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment

Materials

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

LESSON 1

RI.2.8, RF.2.3, W.2.3, SL.2.1 L.2.1.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T294–T295
 - » Phonics: Decode Words with Syllable Pattern VCCV
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T296–T297
- Listening Comprehension: Read Aloud: “Volunteering Helps Everyone” T298–T299
- Persuasive Text T300–T301
 - ☑ Quick Check T301

READING BRIDGE

- Academic Vocabulary: Oral Language T302–T303
- Handwriting: Letters V and W T302–T303

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T307
- Strategy, Intervention, and On-Level/Advanced Activities T306
- ELL Targeted Support T306
- Conferring T307

INDEPENDENT/COLLABORATIVE

- Independent Reading T307
- Literacy Activities T307

BOOK CLUB T307 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T458–T459
 - » Edit for Adjectives and Adverbs
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T458–T459
- Conferences T456

WRITING BRIDGE

- Spelling: Syllable Pattern VCCV T460
 - ☑ Assess Prior Knowledge T460
- Language and Conventions: Spiral Review: Pronouns T461

LESSON 2

RI.2.8, RF.2.3, W.2.3, SL.2.1, L.2.1.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T308–T309
 - » Phonics: Decode and Write Words with Syllable Pattern VCCV
- ☑ Quick Check T309
 - » High-Frequency Words

SHARED READ

- Introduce the Text T310–T325
 - » Preview Vocabulary
 - » Read: *Kids Can Be Big Helpers*
- Respond and Analyze T326–T327
 - » My View
 - » Develop Vocabulary
- ☑ Quick Check T327
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T328
- Guided Reading/Leveled Readers T331
- Strategy and Intervention Activities T328, T330
- Fluency T328, T330
- ELL Targeted Support T328, T330
- Conferring T331

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T329
- Independent Reading T331
- Literacy Activities T331

WRITING WORKSHOP

MINILESSON

- Personal Narrative T462–T463
 - » Edit for Spelling
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T462–T463
- Conferences T456

WRITING BRIDGE

- Spelling: Teach Syllable Pattern VCCV T464
- Language and Conventions: Oral Language: Reflexive Pronouns T465

LESSON 3

RI.2.8, RF.2.3, W.2.3,
SL.2.1, L.2.1.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T332–T333
 - » Phonics: Syllable Pattern VCCV
 - » High-Frequency Words

CLOSE READ

- Understand Persuasive Text T334–T335
- Close Read: *Kids Can Be Big Helpers*
 - ✔ **Quick Check** T335

READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T336–T337
- Handwriting: Letters X and I T336–T337

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T339
- Strategy and Intervention Activities T338
- Fluency T338
- ELL Targeted Support T338
- Conferring T339

INDEPENDENT/COLLABORATIVE

- Independent Reading T339
- Literacy Activities T339

WRITING WORKSHOP


MINILESSON

- Personal Narrative T466–T467
 - » Prepare for Celebration
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T466–T467
- Conferences T456

WRITING BRIDGE

- Spelling: Review and More Practice: Syllable Pattern VCCV T468 
- Language and Conventions: Teach Reflexive Pronouns T469

LESSON 4

RI.2.8, RF.2.3, W.2.3,
SL.2.1, L.2.1.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T340–T341
 - » Read Decodable Text: *Kent's Idea*
 - » Fluency

CLOSE READ

- Monitor Comprehension T342–T343
- Close Read: *Kids Can Be Big Helpers*
 - ✔ **Quick Check** T343

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T345
- Strategy and Intervention Activities T344
- Fluency T344
- ELL Targeted Support T344
- Conferring T345

INDEPENDENT/COLLABORATIVE

- Independent Reading T345
- Literacy Activities T345

WRITING WORKSHOP


MINILESSON

- Personal Narrative T470–T471
 - » Celebration
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T470–T471
- Conferences T456

WRITING BRIDGE

- Spelling: Spiral Review: Words with Prefixes *un-*, *re-*, *pre-*, *dis-* T472 
- Language and Conventions: Practice Reflexive Pronouns T473

LESSON 5

RI.2.8, RF.2.3, W.2.3,
SL.2.1, L.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T346–T347
 - » Read Decodable Text: *Kent's Idea*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T348–T349
 - » Talk About It
- ✔ **Quick Check** T349
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T351
- Strategy, Intervention, and On-Level/Advanced Activities T350
- ELL Targeted Support T350
- Conferring T351

INDEPENDENT/COLLABORATIVE

- Independent Reading T351
- Literacy Activities T351

BOOK CLUB T351 

WRITING WORKSHOP


MINILESSON

- Personal Narrative T474
 - » Assessment

INDEPENDENT WRITING

- Assessment T474–T475
- Conferences T456

WRITING BRIDGE

- Spelling: Syllable Pattern VCCV T476
 - ✔ **Assess Understanding** T476
- Language and Conventions: Standards Practice T477 

Project Focus

This week students will

- collect items from their lives to share and use to create a group time capsule
- write letters to themselves about the time capsule project

Lesson 1

Foundational Skills

T484–T485,
T486
T494–T495

- Phonics: Decode Words with Consonant Patterns *kn, wr, gn, mb, lf*
- Spelling

RF.2.3, W.2.2,
W.2.7, L.2.2

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce the Project
- Read “Time Capsules”
- Use Academic Vocabulary

Lesson 2

Foundational Skills

T484–T485,
T486
T496–T499

- Phonics: Decode and Spell Words with Consonant Patterns *kn, wr, gn, mb, lf*
- Spelling: Spell Words with *kn, wr, gn, mb, lf*

RF.2.3, W.2.2, L.2.2

Explore and Plan

- Introduce Informational Writing
- Read “Let’s Connect!”

Conduct Research

- Use a Web Site

Lesson 3

Foundational Skills

T490–T491,
T487
T500–T501

- Phonics: Consonant Patterns *kn, wr, gn, mb, lf*
- High-Frequency Words
- Spelling

RF.2.3, W.2.2, L.2.2

Collaborate and Discuss

- Analyze Student Model
- Read “Connecting for a Cause”

Refine Research

- Primary and Secondary Sources

Lesson 4

Foundational Skills

T492–T493,
T487
T502–T503

- Phonics: Review Words with Consonant Patterns *kn, wr, gn, mb, lf*
- High-Frequency Words
- Spelling

RF.2.3, W.2.2,
W.2.5, L.2.2

Extend Research

- Write a Letter
- Revise and Edit
- Peer Review

Collaborate and Discuss

- Revise and Edit Your List

Lesson 5

Foundational Skills

T492–T493, T487
T504–T505

- Phonics: Spiral Review: Words with Syllable Pattern VCCV
- Spelling

RF.2.3, W.2.2,
W.2.5, L.2.2

Celebrate and Reflect

- Present time capsule items
- Reflect on your project

Reflect on the Unit

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

UNIT THEME

Our Incredible Earth

WEEK 1

Informational Text

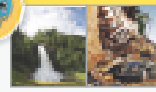
Introducing Landforms



WEEK 2

Informational Text

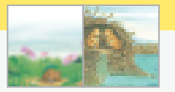
How Water Shapes the Earth/How Earthquakes Shape the Earth



WEEK 3

Drama

Where Do They Go in Rain or Snow?



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

Essential Question

How does Earth change?

WEEK 4

Poetry

Volcano Wakes Up!



WEEK 5

Informational Text

Rocks!



WEEK 6

Inquiry and Research

This Is So Exciting!



CCSS

CCSS

CCSS

Foundational Skills

Phonics: Final Stable Syllables *-le, -tion, -sion* RF.2.3

High-Frequency Words: *toward, against, numeral* RF.2.3.f

Spelling: Spell Words with Final Stable Syllables *-le, -tion, -sion* L.2.2

Compare Across Texts: "Our Incredible Earth" RI.2.9

Inquire: TV Infomercial W.2.1; L.2.3

Leveled Research Articles RF.2.4.a

Academic Vocabulary L.2.3

Explore and Plan: Introduce Argumentative Writing RI.2.2; W.2.1

Conduct Research: Use Media to Research W.2.7

Collaborate and Discuss: Analyze Student Model W.2.1; W.2.8

Cite Your Sources W.2.7

Extend Research: Make a Video or Record Infomercial W.2.5; W.2.6

Revise and Edit W.2.5

Celebrate and Reflect SL.2.1.a; SL.2.1.c

Phonics: Prefixes *un-, re-, pre-, dis-* RF.2.3

High-Frequency Words: *color, questions, area* RF.2.3.f

Decodable Text: *Cleaning the Beach* RF.2.4.a

Infographic/Diagram: Earth Erupts RI.2.1

Poetry: Volcano Wakes Up! RL.2.4; L.2.5.a

Words That Tell About Volcanoes L.2.4

Explain Patterns and Structures RL.2.4

Make Connections L.2.5.a

Write to Sources: Respond to Literature RL.2.4

Word Parts RF.2.3.d

Write Proper Nouns and Practice Cursive Writing L.1.1.a

Patterns and Structures of Poetry RL.2.4

Phonics: Syllable Pattern VCCV RF.2.3

High-Frequency Words: *horse, problem, complete* RF.2.3.f

Decodable Text: *Kent's Idea* L.2.3

Infographic: Famous Rocks RI.2.1

Informational Text: Rocks! RI.2.2

Words That Tell About the Earth's Surface L.2.4.a

Identify Main Idea RI.2.2

Make Inferences RI.2.2

Talk About It RI.2.2

Oral Language L.2.5

Practice Cursive Writing L.1.1.a

Descriptive Details RI.2.6

Writer's Craft

Publish, Celebrate, and Assess

Edit for Adverbs L.2.1.e

Explore Adding or Deleting Words L.2.1.f

Apply Adding or Deleting Words W.2.5

Explore Rearranging Words L.2.1.f

Apply Rearranging Words L.2.1.f

Spell Words with Syllable Pattern VCCCV RF.2.3.e

Compound Subjects and Predicates L.2.1.f

Edit for Pronouns L.2.1.c

Edit for Capitalization L.2.2

Prepare for Celebration W.2.2

Publish and Celebrate W.2.6

Assessment W.2.2

Spell Abbreviations L.2.2.a

Spell Words Correctly L.2.2

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 and learn facts about a topic.
- I can use language to make connections between reading and writing informational texts.
- I can use elements of informational text to write a procedural 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.2.3, SL.2.2, W.2.2, L.2.4, L.2.5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T18–T19
 - » Phonics: Decode Homographs
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: "The Grand Canyon" T22–T23
- Informational Text T24–T25
 - ✔ Quick Check T25

READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Write Proper Nouns T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31 **SEL**

WRITING WORKSHOP

MINILESSON

- Procedural Text T352–T353
 - » How-To Books: Genre Immersion
 - » Share Back

INDEPENDENT WRITING

- How-To Book T352–T353
- Conferences T350

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Homographs T354
 - ✔ Assess Prior Knowledge T354
- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Reflexive Pronouns T355

LESSON 2

RI.2.3, RF.2.3, SL.2.1, W.2.2, L.2.4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T32–T33
 - » Phonics: Decode and Write Homographs
- ✔ Quick Check T33
 - » High-Frequency Words

SHARED READ

- Introduce the Text T34–T53
 - » Preview Vocabulary
 - » Read: *Introducing Landforms*
- Respond and Analyze T54–T55
 - » My View
 - » Develop Vocabulary
- ✔ Quick Check T55
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T56
- Guided Reading/Leveled Readers T59
- Strategy and Intervention Activities T56, T58
- Fluency T56, T58
- ELL Targeted Support T56, T58
- Conferring T59

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T57
- Independent Reading T59
- Literacy Activities T59

WRITING WORKSHOP

MINILESSON

- Procedural Text T356–T357
 - » How-To Books: Instructions: Genre Immersion
 - » Share Back

INDEPENDENT WRITING

- How-To Book T356–T357
- Conferences T350

WRITING BRIDGE

- Spelling: Teach Homographs T358
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Prepositions and Prepositional Phrases T359

LESSON 3

RI.2.3, RI.2.10, SI.2.1,
W.2.2, L.2.4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T60–T61
 - » Phonics: Review Homographs
 - » High-Frequency Words

CLOSE READ

- Describe Connections T62–T63
- Close Read: *Introducing Landforms*
 - ✔ Quick Check T63

READING BRIDGE

- Read Like a Writer, Write for a Reader: How Graphic Features Support Purpose T64–T65
- Handwriting: Letters J and Q T64–T65

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T67
- Strategy and Intervention Activities T66
- Fluency T66
- ELL Targeted Support T66
- Conferring T67

INDEPENDENT/COLLABORATIVE

- Independent Reading T67
- Literacy Activities T67

WRITING WORKSHOP

MINILESSON

- Procedural Text T360–T361
 - » How-To Books: Graphics: Genre Immersion
 - » Share Back

INDEPENDENT WRITING

- How-To Book T360–T361
- Conferences T350

WRITING BRIDGE

- Spelling: Review and More Practice: Homographs T362 **FLEXIBLE OPTION**
- Language and Conventions: Teach Prepositions and Prepositional Phrases T363

LESSON 4

RI.2.3, RF.2.3, SI.2.1,
W.2.2, L.2.6

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T68–T69
 - » Read Decodable Text: *The Best Place*

CLOSE READ

- Monitor Comprehension T70–T71
- Close Read: *Introducing Landforms*
 - ✔ Quick Check T71

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T73
- Strategy and Intervention Activities T72
- Fluency T72
- ELL Targeted Support T72
- Conferring T73

INDEPENDENT/COLLABORATIVE

- Independent Reading T73
- Literacy Activities T73

WRITING WORKSHOP

MINILESSON

- Procedural Text T364–T365
 - » Generate Ideas
 - » Share Back

INDEPENDENT WRITING

- How-To Book T364–T365
- Conferences T350

WRITING BRIDGE

- Spelling: Spiral Review: Words with Syllable Pattern VCCV T366 **FLEXIBLE OPTION**
- Language and Conventions: Practice Prepositions and Prepositional Phrases T367

LESSON 5

RI.2.3, SI.2.1.c, SL.2.3,
W.2.2, L.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T74–T75
 - » Revisit Decodable Text: *The Best Place*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T76–T77
 - » Talk About It
 - ✔ Quick Check T77
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T79
- Strategy, Intervention, and On-Level/Advanced Activities T78
- ELL Targeted Support T78
- Conferring T79

INDEPENDENT/COLLABORATIVE

- Independent Reading T79
- Literacy Activities T79

BOOK CLUB T79 **SEL**

WRITING WORKSHOP

MINILESSON

- Procedural Text T368
 - » Plan Your How-To Book
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T368–T369 **SEL**
- Conferences T350

WRITING BRIDGE

- Spelling: Homographs T370
 - ✔ Assess Understanding T370
- Language and Conventions: Standards Practice T371 **FLEXIBLE OPTION**

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 and learn facts about a topic.
- I can use language to make connections between reading and writing informational text.
- I can use elements of informational text to write a procedural text.

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.2.9, RF.2.3, W.2.2, SL.2.1, L.2.2.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T84–T85
 - » Phonics: Decode Words with Double Consonants
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T86–T87
- Listening Comprehension: Read Aloud: “Volcanoes” and “Shifting Plates” T88–T89
- Informational Text T90–T91
 - ✓ Quick Check T91

READING BRIDGE

- Academic Vocabulary: Synonyms T92–T93
- Handwriting: Letters *T* and *F* T92–T93

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T97
- Strategy, Intervention, and On-Level/Advanced Activities T96
- ELL Targeted Support T96
- Conferring T97

INDEPENDENT/COLLABORATIVE

- Independent Reading T97
- Literacy Activities T97

BOOK CLUB T97 SEL

WRITING WORKSHOP

MINILESSON

- Procedural Text T376–T377
 - » How to Write a Command
 - » Share Back

INDEPENDENT WRITING

- How-To Book T376–T377
- Conferences T374

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Words with Double Consonants T378

✓ Assess Prior Knowledge T378

- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Prepositions and Prepositional Phrases T379

LESSON 2

RI.2.9, RF.2.3, W.2.2, SL.2.1, L.2.2.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T98–T99
 - » Phonics: Decode and Write Words with Double Consonants
- ✓ Quick Check T99
 - » High-Frequency Words

SHARED READ

- Introduce the Texts T100–T121
 - » Preview Vocabulary
 - » Read: *How Water Shapes the Earth*
 - » *How Earthquakes Shape the Earth*
- Respond and Analyze T122–T123
 - » My View
 - » Develop Vocabulary
- ✓ Quick Check T123
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T124
- Guided Reading/Leveled Readers T127
- Strategy and Intervention Activities T124, T126
- Fluency T124, T126
- ELL Targeted Support T124, T126
- Conferring T127

INDEPENDENT/COLLABORATIVE

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

WRITING WORKSHOP

MINILESSON

- Procedural Text T380–T381
 - » Explore Writing Precise Instructions
 - » Share Back

INDEPENDENT WRITING

- How-To Book T380–T381
- Conferences T374

WRITING BRIDGE

- Spelling: Teach Words with Double Consonants T382

- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Contractions T383

LESSON 3


RI.2.9, RF.2.3, W.2.2,
SL.2.1, L.2.2.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T128–T129
 - » Phonics: Review Words with Double Consonants
 - » High-Frequency Words

CLOSE READ

- Compare and Contrast Texts T130–T131
 - Close Read: *How Water Shapes the Earth*
 - » *How Earthquakes Shape the Earth*
-  **Quick Check** T131

READING BRIDGE

- Read Like a Writer, Write for a Reader: Cause and Effect T132–T133
- Handwriting: Letters G and S T132–T133

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T135
- Strategy and Intervention Activities T134
- Fluency T134
- ELL Targeted Support T134
- Conferring T135

INDEPENDENT/COLLABORATIVE

- Independent Reading T135
- Literacy Activities T135

WRITING WORKSHOP


MINILESSON

- Procedural Text T384–T385
 - » Apply Writing Precise Instructions
 - » Share Back

INDEPENDENT WRITING

- How-To Book T384–T385
- Conferences T374

WRITING BRIDGE

- Spelling: Review and More Practice: Words with Double Consonants T386 
- Language and Conventions: Teach Contractions T387

LESSON 4


RI.2.9, RF.2.3, W.2.2,
SL.2.1, L.2.2.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T136–T137
 - » Read Decodable Text: *The Changing River*

CLOSE READ

- Create New Understandings T138–T139
 - Close Read: *How Water Shapes the Earth*
 - » *How Earthquakes Shape the Earth*
-  **Quick Check** T139

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T141
- Strategy and Intervention Activities T140
- Fluency T140
- ELL Targeted Support T140
- Conferring T141

INDEPENDENT/COLLABORATIVE

- Independent Reading T141
- Literacy Activities T141

WRITING WORKSHOP


MINILESSON

- Procedural Text T388–T389
 - » Explore Graphics
 - » Share Back

INDEPENDENT WRITING

- How-To Book T388–T389
- Conferences T374

WRITING BRIDGE

- Spelling: Spiral Review: Homographs T390 
- Language and Conventions: Practice Contractions T391

LESSON 5


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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T142–T143
 - » Revisit Decodable Text: *The Changing River*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T144–T145
 - » Write to Sources
-  **Quick Check** T145
- » Weekly Question

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 

WRITING WORKSHOP



MINILESSON

- Procedural Text T392
 - » Apply Graphics
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T392–T393 
- Conferences T374

WRITING BRIDGE

- Spelling: Words with Double Consonants
 -  **Assess Understanding** T394
- Language and Conventions: Standards Practice T395 

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 a reader's theater and understand elements of drama.
- I can use language to make connections between reading and writing informational text.
- I can use elements of informational text to write a procedural text.

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.2.1, RF.2.3.e, RL.2.6, W.2.2, SL.2.1, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T152–T153
 - » Phonics: Vowel Sound Spelled *aw*, *au*, *ough*, *al*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T154–T155
- Listening Comprehension: Read Aloud: "Preparing for the Storm" T156–T157
- Drama T158–T159
 - ✔ **Quick Check** T159

READING BRIDGE

- Academic Vocabulary: Context Clues T160–T161
- Handwriting: Letters *L* and *P* T160–T161

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T165
- Strategy, Intervention, and On-Level/Advanced Activities T164
- ELL Targeted Support T164
- Conferring T165

INDEPENDENT/COLLABORATIVE

- Independent Reading T165
- Literacy Activities T165

BOOK CLUB T165 **SEL**

WRITING WORKSHOP

MINILESSON

- Procedural Text T400–T401
 - » Organize with Structure
 - » Share Back

INDEPENDENT WRITING

- How-To Book T400–T401
- Conferences T398

WRITING BRIDGE

- Spelling: Words with *aw*, *au*, *ough*, *al* T402
 - ✔ **Assess Prior Knowledge** T402
- Language and Conventions: Spiral Review: Contractions T403

LESSON 2

RI.2.1, RL.2.6, RF.2.3.e, W.2.2, SL.2.1, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T166–T167
 - » Phonics: Decode and Write Words with *aw*, *au*, *ough*, *al*
 - ✔ **Quick Check** T167
 - » High-Frequency Words

SHARED READ

- Introduce the Text T168–T185
 - » Preview Vocabulary
 - » Read: *Where Do They Go in Rain or Snow?*
- Respond and Analyze T186–T187
 - » My View
 - » Develop Vocabulary
 - ✔ **Quick Check** T187
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T188
- Guided Reading/Leveled Readers T191
- Strategy and Intervention Activities T188, T190
- Fluency T188, T190
- ELL Targeted Support T188, T190
- Conferring T191

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T189
- Independent Reading T191
- Literacy Activities T191

WRITING WORKSHOP

MINILESSON

- Procedural Text T404–T405
 - » Explore Writing in Steps
 - » Share Back

INDEPENDENT WRITING

- How-To Book T404–T405
- Conferences T398

WRITING BRIDGE

- Spelling: Teach Words with *aw*, *au*, *ough*, *al* T406
- Language and Conventions: Oral Language: Commas in Sentences T407

LESSON 3

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T192–T193
 - » Phonics: Review Words with Vowel Sound Spelled *aw*, *au*, *ough*, *al*
 - » High-Frequency Words

CLOSE READ

- Identify Elements of Drama T194–T195
- Close Read: *Where Do They Go in Rain or Snow?*
 - ✔ **Quick Check** T195

READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T196–T197
- Handwriting: Letters *R* and *B* T196–T197

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T199
- Strategy and Intervention Activities T198
- Fluency T198
- ELL Targeted Support T198
- Conferring T199

INDEPENDENT/COLLABORATIVE

- Independent Reading T199
- Literacy Activities T199

WRITING WORKSHOP

MINILESSON

- Procedural Text T408–T409
 - » Apply Writing in Steps
 - » Share Back

INDEPENDENT WRITING

- How-To Book T408–T409
- Conferences T398

WRITING BRIDGE

- Spelling: Review and More Practice: Words with *aw*, *au*, *ough*, *al* T410 **FLEXIBLE OPTION**
- Language and Conventions: Teach Commas in Sentences T411

LESSON 4

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T200–T201
 - » Read Decodable Text: *A Small Tree in a Big Wind*

CLOSE READ

- Confirm or Adjust Predictions T202–T203
- Close Read: *Where Do They Go in Rain or Snow?*
 - ✔ **Quick Check** T203

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T205
- Strategy and Intervention Activities T204
- Fluency T204
- ELL Targeted Support T204
- Conferring T205

INDEPENDENT/COLLABORATIVE

- Independent Reading T205
- Literacy Activities T205

WRITING WORKSHOP

MINILESSON

- Procedural Text T412–T413
 - » Explore Introduction and Conclusion
 - » Share Back

INDEPENDENT WRITING

- How-To Book T412–T413
- Conferences T398

WRITING BRIDGE

- Spelling: Spiral Review: Words with Double Consonants T414 **FLEXIBLE OPTION**
- Language and Conventions: Practice Commas in Sentences T415

LESSON 5

RI.2.1, RF.2.3, W.2.2,
SL.2.6, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T206–T207
 - » Revisit Decodable Text: *A Small Tree in a Big Wind*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T208–T209
 - » Talk About It
 - ✔ **Quick Check** T209
 - » Weekly Question

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

- Procedural Text T416
 - » Apply Introduction and Conclusion
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T416–T417 **SEL**
- Conferences T398

WRITING BRIDGE

- Spelling: Words with *aw*, *au*, *ough*, *al* T418
 - ✔ **Assess Understanding** T418
- Language and Conventions: Standards Practice T419 **FLEXIBLE OPTION**

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 poetry about Earth.
- I can use language to make connections between reading and writing informational text.
- I can use elements of informational text to write a procedural text.

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.2.10, W.2.2, SL.2.1, L.2.1.e, L.2.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T216–T217
 - » Phonics: Decode Words with Syllable Pattern VCCCV
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T218–T219
- Listening Comprehension: Read Aloud: "Volcano Sleeps" T220–T221
- Poetry T222–T223
 - ☑ **Quick Check** T223

READING BRIDGE

- Academic Vocabulary: Word Parts: T224–T225
- Handwriting: Write Proper Nouns T224–T225

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T229
- Strategy, Intervention, and On-Level/Advanced Activities T228
- ELL Targeted Support T228
- Conferring T229

INDEPENDENT/COLLABORATIVE

- Independent Reading T229
- Literacy Activities T229

BOOK CLUB T229 **SEL**

WRITING WORKSHOP

MINILESSON

- Procedural Text T424–T425
 - » Edit for Adverbs
 - » Share Back

INDEPENDENT WRITING

- How-To Book T424–T425
- Conferences T422

WRITING BRIDGE

- Spelling: Words with VCCCV Pattern T426
 - ☑ **Assess Prior Knowledge** T426
- Language and Conventions: Spiral Review: Commas in Sentences T427

LESSON 2

RL.2.10, W.2.2, SL.2.1, L.2.1.f, L.2.2.a

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T230–T231
 - » Phonics: Decode and Write Words with Syllable Pattern VCCCV
 - ☑ **Quick Check** T231
 - » High-Frequency Words

SHARED READ

- Introduce the Text T232–T253
 - » Preview Vocabulary
 - » Read: *Volcano Wakes Up!*
- Respond and Analyze T254–T255
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T255
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T256
- Guided Reading/Leveled Readers T259
- Strategy and Intervention Activities T256, T258
- Fluency T256, T258
- ELL Targeted Support T256, T258
- Conferring T259

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T257
- Independent Reading T259
- Literacy Activities T259

WRITING WORKSHOP

MINILESSON

- Procedural Text T428–T429
 - » Explore Adding or Deleting Words
 - » Share Back

INDEPENDENT WRITING

- How-To Book T428–T429
- Conferences T422

WRITING BRIDGE

- Spelling: Teach Words with VCCCV Pattern T430
- Language and Conventions: Oral Language: Compound Subjects and Predicates T431

LESSON 3

RL.2.4, RL.2.10, W.2.2,
SL.2.1, L.2.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T260–T261
 - » Phonics: Review Words with Syllable Pattern VCCCV
 - » High-Frequency Words

CLOSE READ

- Explain Patterns and Structures T262–T263
- Close Read: *Volcano Wakes Up!*
 - ✔ **Quick Check** T263

READING BRIDGE

- Read Like a Writer, Write for a Reader: Patterns and Structures of Poetry T264–T265
- Handwriting: Practice Cursive Writing T264–T265

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T267
- Strategy and Intervention Activities T266
- Fluency T266
- ELL Targeted Support T266
- Conferring T267

INDEPENDENT/COLLABORATIVE

- Independent Reading T267
- Literacy Activities T267

WRITING WORKSHOP

MINILESSON

- Procedural Text T432–T433
 - » Apply Adding or Deleting Words
 - » Share Back

INDEPENDENT WRITING

- How-To Book T432–T433
- Conferences T422

WRITING BRIDGE

- Spelling: Review and More Practice: Words with VCCCV Pattern T434 **FLEXIBLE OPTION** ←
- Language and Conventions: Teach Compound Subjects and Predicates T435

LESSON 4

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

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T268–T269
 - » Read Decodable Text: *Lizard's Move*

CLOSE READ

- Make Connections T270–T271
- Close Read: *Volcano Wakes Up!*
 - ✔ **Quick Check** T271

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T273
- Literacy Activities T273

WRITING WORKSHOP

MINILESSON

- Procedural Text T436–T437
 - » Explore Rearranging Words
 - » Share Back

INDEPENDENT WRITING

- How-To Book T436–T437
- Conferences T422

WRITING BRIDGE

- Spelling: Spiral Review: Words with *aw, au, augh, al* T438 **FLEXIBLE OPTION** ←
- Language and Conventions: Practice Compound Subjects and Predicates T439

LESSON 5

RL.2.10, RF.2.3, W.2.2,
SL.2.1, L.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T274–T275
 - » Revisit Decodable Text: *Lizard's Move*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T276–T277
 - » Write to Sources
 - ✔ **Quick Check** T277
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T279
- Strategy, Intervention, and On-Level/Advanced Activities T278
- ELL Targeted Support T278
- Conferring T279

INDEPENDENT/COLLABORATIVE

- Independent Reading T279
- Literacy Activities T279

BOOK CLUB T279 **SEL** →

WRITING WORKSHOP

MINILESSON

- Procedural Text T440
 - » Apply Rearranging Words
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T440–T441
- Conferences T422

WRITING BRIDGE

- Spelling: Words with VCCCV Pattern T442
 - ✔ **Assess Understanding** T442
- Language and Conventions: Standards Practice T443 **FLEXIBLE OPTION** ←

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 find the central idea in informational text.
- I can use language to make connections between reading and writing informational text.
- I can use elements of informational text to write a procedural text.

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 Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment

Materials

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

LESSON 1

RI.2.2, RF.2.4, RF.2.4.b, W.2.2, SL.2.1, L.2.1.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T284–T285
 - » Phonics: Decode Abbreviations
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T286–T287
- Listening Comprehension: Read Aloud: "Ayers Rock" T288–T289
- Informational Text T290–T291
 - ✔ Quick Check T291

READING BRIDGE

- Academic Vocabulary: Oral Language T292–T293
- Handwriting: Practice Cursive Writing T292–T293

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T297
- Strategy, Intervention, and On-Level/Advanced Activities T296
- ELL Targeted Support T296
- Conferring T297

INDEPENDENT/COLLABORATIVE

- Independent Reading T297
- Literacy Activities T297

BOOK CLUB T297 SEL

WRITING WORKSHOP

MINILESSON

- Procedural Text T448–T449
 - » Edit for Pronouns
 - » Share Back

INDEPENDENT WRITING

- How-To Book T448–T449
- Conferences T446

WRITING BRIDGE

- FLEXIBLE OPTION
 - Spelling: Abbreviations T450
 - ✔ Assess Prior Knowledge T450
- FLEXIBLE OPTION
 - Language and Conventions: Spiral Review: Compound Subjects and Predicates T451

LESSON 2

RI.2.2, RI.2.10, W.2.2, SL.2.1, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T298–T299
 - » Phonics: Decode and Write Abbreviations
- ✔ Quick Check T299
 - » High-Frequency Words

SHARED READ

- Introduce the Text T300–T315
 - » Preview Vocabulary
 - » Read: *Rocks!*
- Respond and Analyze T316–T317
 - » My View
 - » Develop Vocabulary
- ✔ Quick Check T317
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T318
- Guided Reading/Leveled Readers T321
- Strategy and Intervention Activities T318, T320
- Fluency T318, T320
- ELL Targeted Support T318, T320
- Conferring T321

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T319
- Independent Reading T321
- Literacy Activities T321

WRITING WORKSHOP

MINILESSON

- Procedural Text T452–T453
 - » Edit for Capitalization
 - » Share Back

INDEPENDENT WRITING

- How-To Book T452–T453
- Conferences T446

WRITING BRIDGE

- Spelling: Teach Abbreviations T454
- FLEXIBLE OPTION
 - Language and Conventions: Oral Language: Spell Words Correctly T455

LESSON 3

RI.2.2, RF.2.4, W.2.2,
SL.2.1, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T322–T323
 - » Phonics: Review Abbreviations
 - » High-Frequency Words

CLOSE READ

- Identify Main Idea T324–T325
- Close Read: *Rocks!*
 - Quick Check** T325

READING BRIDGE

- Read Like a Writer, Write for a Reader: Descriptive Details T326–T327
- Handwriting: Practice Cursive Writing T326–T327

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T329
- Strategy and Intervention Activities T328
- Fluency T328
- ELL Targeted Support T328
- Conferring T329

INDEPENDENT/COLLABORATIVE

- Independent Reading T329
- Literacy Activities T329

WRITING WORKSHOP


MINILESSON

- Procedural Text T456–T457
 - » Prepare for Celebration
 - » Share Back

INDEPENDENT WRITING

- How-To Book T456–T457
- Conferences T446

WRITING BRIDGE

- Spelling: Review and More Practice: Abbreviations T458 
- Language and Conventions: Teach Spell Words Correctly T459

LESSON 4

RI.2.2, RF.2.4, W.2.2,
SL.2.1, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T330–T331
 - » Read Decodable Text: *Welcome, Max*

CLOSE READ

- Make Inferences T332–T333
- Close Read: *Rocks!*
 - Quick Check** T333

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T335
- Strategy and Intervention Activities T334
- Fluency T334
- ELL Targeted Support T334
- Conferring T335

INDEPENDENT/COLLABORATIVE

- Independent Reading T335
- Literacy Activities T335

WRITING WORKSHOP


MINILESSON

- Procedural Text T460–T461
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- How-To Book T460–T461
- Conferences T446

WRITING BRIDGE

- Spelling: Spiral Review: Syllable Pattern VCCCV T462 
- Language and Conventions: Practice Spell Words Correctly T463

LESSON 5

RI.2.2, RF.2.4, W.2.2,
SL.2.1, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T336–T337
 - » Revisit Decodable Text: *Welcome, Max*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T338–T339
 - » Talk About It
 - Quick Check** T339
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T341
- Strategy, Intervention, and On-Level/Advanced Activities T340
- ELL Targeted Support T340
- Conferring T341

INDEPENDENT/COLLABORATIVE

- Independent Reading T341
- Literacy Activities T341

BOOK CLUB T341 

WRITING WORKSHOP


MINILESSON

- Procedural Text T464
 - » Assessment

INDEPENDENT WRITING

- Assessment T464–T465
- Conferences T446

WRITING BRIDGE

- Spelling: Abbreviations T466
 - Assess Understanding** T466
- Language and Conventions: Standards Practice T467 

PROJECT FOCUS

This week students will

- write a persuasive infomercial about Earth
- record infomercials with sound effects and visuals

Lesson 1

Foundational Skills

- Phonics: Decode Words with Final Stable Syllables
- Spelling

T474–T475,
T476
T484–T485

RI.2.1, RI.2.10,
RF.2.3, L.2.2

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce the Project
- Read “The History of Advertising”
- Use Academic Words

Lesson 2

Foundational Skills

- Phonics: Decode and Spell Words with Final Stable Syllables
- Spelling: Final Stable Syllables Consonant-*le*, -*tion*, -*sion*

T474–T475,
T476
T486–T489

RF.2.3, W.2.1, W.2.5,
W.2.7, L.2.2

Explore and Plan

- Introduce Argumentative Writing
- Read “Player One”

Conduct Research

- Use Media to Research

Lesson 3

Foundational Skills

- Phonics: Final Stable Syllables Consonant-*le*, -*tion*, -*sion*
- High-Frequency Words
- Spelling

T480–T481,
T477
T490–T491

RF.2.3, W.2.1, L.2.2

Collaborate and Discuss

- Analyze Student Model

Refine Research

- Cite Your Sources
- Read “Turn It Off!”

Lesson 4

Foundational Skills

- Phonics: Review Final Stable Syllables Consonant-*le*, -*tion*, -*sion*
- Spelling

T482–T483, T477
T492–T493

RF.2.3, W.2.1, W.2.5,
L.2.2

Extend Research

- Make a Video or Record Infomercial

Collaborate and Discuss

- Revise and Edit

Lesson 5

Foundational Skills

- Phonics: Spiral Review: Abbreviations
- Spelling

T482–T483, T477
T494–T495

RF.2.3, W.2.1, W.2.6,
L.2.2

Celebrate and Reflect

- Present Infomercials
- Reflect on Your Project

Reflect on the Unit

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