UNIT 1, LESSON 1

For general resources for this week see documents and online links #3-9.
For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: What is a Pal? (Informational Text)
Leveled Readers: Helping, Sharing, Friends, and Friends Who Share
Vocabulary Reader: Favorite Things
Connected Text: Friends Forever (Poetry)
Essential Question: What is important about being a friend?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T14-T15 (SL.1.1a, SL.1.1c, SL.1.2, RL.1.2) [ELD- 1.1.A.1, 1.1.B.5] (See documents and online links #7)
- Phonemic Awareness/Phonics: Words with Short a, Consonants n, d TE pp. T16 - T17 (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3g, SL.1.6) [ELD- 1.1.A.1, 1.2.B.3.3, 1.2.B.3.4, 1.2.B.3.5] (See documents and online links #4)
- Introduce Words to Know TE pp. T20-T21 (RF.1.3g) (See documents and online links #3, 5)
- First Read: Think Through the Text (Use Text Evidence) T24-T30 (RI.1.1, RI.1.2, RI.1.3, RI.1.7, RF.1.3b) [ELD- 1.1.B.6] (See documents and online links #9)
- Grammar: Introduce nouns TE p. T32 (L.1.1b) [ELD- 1.2.A.2, 1.2.B.4] (See documents and online links #8)
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<td><strong>Narrative Writing: Introduce the Model TE p. T33</strong> (W.1.3) [ELD 1.2.C.6, 1.2.A.1, 1.2.A.2]</td>
<td><strong>E2 (Speaking and Listening/Develop Words to Know)</strong></td>
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<td><strong>Small Group: Differentiate Phonics &amp; Words to Know, Vocabulary Reader</strong></td>
<td><strong>E3 (Scaffold Comprehension: What is a Pal?)</strong></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong></td>
<td><strong>E3 (Short a, Consonants n, d)</strong></td>
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<td><em>(See Documents and Online Links #2)</em></td>
<td><strong>E4 (Phonemic Awareness Warm-up/Scaffold Comprehension: What is a Pal?)</strong></td>
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</table>

**“DAY 2”**

|      | **Phonemic Awareness/Phonics: Short a and Consonants n, d TE p. T36** (RF.1.2b, RF.1.3b, L.1.2e) [ELD- 1.1.C.11] | **E5 (Summarize)** |
|      | **Dig Deeper: How to Analyze the Text pp. T38-T39** (RI.1.2, RI.1.7, RI.1.10) [ELD-1.1.B.7] | **E6 (Phonemic Awareness Warm-Up/Practice Words to Know)** |
|      | **Second Read: Guided Practice/Apply TE p. T39 (T27 & T29)** (RI.1.2, RI.1.7) [ELD-1.1.B.7] *(See documents and online links #6)* | **E7 (Classify and Categorize Words)** |
|      | **Your Turn TE p. T40** (RI.1.1, RI.1.2, SL.1.1a, SL.1.1b) [ELD- 1.1.B.7] | **E8 (Scaffold Poetry: Friends Forever)** |
|      | **Write About Reading (Performance Task) TE p. T41** *(W.1.5)* [ELD- 1.1.C.10, 1.1.C.12, 1.2.B.3, 1.2.B.4] | **E10 (Phonemic Awareness Warm-up/Compare Texts/Build Academic Sentence Structures)** |
|      | **Grammar: Nouns TE p. T42** (L.1.1b) [ELD- 1.2.B.4] | **Leveled Reader: Friends Who Share** *(see EL resources - link F)* |
|      | **Narrative Writing: Focus Trait – Ideas TE p. T43** *(SL.1.4, W.1.5)* [ELD- 1.1.C.10, 1.1.C.12, 1.2.B.3, 1.2.B.4] | |
|      | **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** *(RI.1.2)* [ELD- 1.1.B.7] | |
|      | **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links #2)* | |

**“DAY 3”**

|      | **Phonemic Awareness/Phonics: Words with Consonants p, f TE pp. T46-T47** (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3g, SL.1.6) | |
|      | **Readers Guide TE p. T50** (RI.1.1, RI.1.2, RI.1.8, RI.1.10, SL.1.1a, SL.1.1b, SL.1.1c) [ELD-1.1.B.6, 1.1.B.7] | |
|      | **Apply Vocabulary Knowledge TE pp. T52-T53** (RL.1.5, L.1.5c, L.1.6) [ELD- 1.1.A.1, 1.2.A.1] | |
|      | **Grammar: Nouns TE p. T54** (L.1.1b) [ELD- 1.2.B.4] | |
|      | **Narrative Writing: Prewriting TE p. T55** *(W.1.5)* ELD- 1.1.C.10, 1.1.C.12 | |
|      | **Small Group: Differentiate Phonics and Fluency (Leveled Readers)** | |
|      | **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links #2)* | |

**“DAY 4”**

|      | **Phonemic Awareness/Phonics: Review Short a; n, d, p, f TE pp. T58** (L.1.2e) | |

**Documents and Online Links**

1. EL Resources 1.1.1.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
UNIT 1, LESSON 2
(Week 3, 1 Week)

For general resources for this week see documents and online links #3-8.
For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: The Storm (Realistic Fiction)
Leveled Readers: Granny, Grandpa and Me, A Mexican Festival, and When Grandpa Was a Boy
Vocabulary Reader: Grandpa
Connected Text: Storms! (Informational)
Essential Question: What happens during a storm?

UNIT 1, LESSON 2
(Week 3, 1 Week)

For general resources for this week see documents and online links #3-8.
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Essential Question: What happens during a storm?
NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T110-T111 (SL.1.1a, SL.1.1c, SL.1.2) [ELD- 1.1.B.5, 1.1.A.1] (see documents and online links #7-7.1)
- Phonemic Awareness/Phonics: Words with Short i, Consonants r, h, /z/s TE pp. T112-T113 (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3g, SL.1.6) [ELD- 1.1.A.1] (See documents and online links #4)
- Introduce Words to Know TE pp. T116-T117 (RF.1.3g) (see documents and online links #3, 5)
- First Read: Think Through the Text (Use Text Evidence) TE pp. T120-T126 (RL.1.1, RL.1.3, RL.1.7, RL.1.9, RF.1.3b, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (See documents and online links #8)
- Grammar: Introduce Possessive Nouns TE p. T128 (L.1.1b) [ELD- 1.2.B.4]
- Narrative Writing: Introduce the Model TEp. T129 (W.1.5) [ELD- 1.1.C.10, 1.1.C.12]
  - Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader
  - Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 2”

- Phonemic Awareness/Phonics: Words with Short i; r, h, /z/s TE p. T132 (RF.1.2b, RF.1.3b, RF.1.3g, L.1.2d, L.1.2e)
- Dig Deeper: How to Analyze the Text TE pp. T134-T135 (RL.1.3, RL.1.7, RL.1.10) [ELD- 1.1.B.6,1.1.B.7, 1.1.B.8]
- Second Read: Analyze the Text TE p. T135 (T123 & T125) (RL.1.3, RL.1.7) [ELD-1.1.B.6,1.1.B.7, 1.1.B.8] (see documents and online links #6)
- Your Turn TE p. T136 (RL.1.3, RL.1.4, RL.1.7, L.1.5d) [ELD- 1.1.C.12]
- Write About Reading Performance Task TE p. T137 (RL.1.4, RL.1.7, L.1.5d) [ELD- 1.1.C.12]
- Grammar: Possessive Nouns TE p. T38 (SL.1.6, L.1.1b) [ELD- 1.2.B.4]
- Narrative Writing: Focus Trait – Ideas TE p. T139 (W.1.5, L.1.1j) [ELD- 1.1.C.10, 1.1.C.12]
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<td><strong>Small Group:</strong> Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RL.1.3 and RL.1.7) [ELD- 1.1.B.7]</td>
<td>• Leveled Reader: When Grandpa Was a Boy (see EL resources - link F)</td>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts) ([See Documents and Online Links # 2])</td>
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<td><strong>DAY 3</strong></td>
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<td><strong>Phonemic Awareness/Phonics:</strong> Words with Consonants b, g TE pp. T142-T143 (RF.1.2b, RF.1.3b, RF.1.3g, SL.1.6) [ELD- 1.1.A.1]</td>
<td>1. EL Resources 1.1.2.pdf</td>
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<td><strong>Readers Guide</strong> TE p. T146 (RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10) [ELD- 1.1.B.6, 1.1.B.7]</td>
<td>2. Literacy Centers Resources</td>
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<td><strong>Apply Vocabulary Knowledge</strong> TE pp. T148-T149 (L.1.5c, L.1.6)</td>
<td>3. Vocab Context Cards</td>
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<td><strong>Grammar:</strong> Possessive Nouns TE p. T150 (L.1.1b) [ELD- 1.2.B.4]</td>
<td>4. Sound Spelling List</td>
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<td><strong>Narrative Writing:</strong> Prewriting TE p. T151 (W.1.5) [ELD- 1.2.A.1, 1.2.A.2]</td>
<td>4a. Sound Spelling list v2</td>
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<td><strong>Small Group:</strong> Differentiate Phonics and Fluency (Leveled Readers)</td>
<td>4b. Mystery Words - Short i</td>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts) ([See Documents and Online Links # 2])</td>
<td>5. High Frequency Word Cards</td>
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<td><strong>DAY 4</strong></td>
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<td><strong>Phonemic Awareness/Phonics:</strong> Review Short i; r, h, /z/s, b, g TE pp. T154 (L.1.2d, RF.1.3b)</td>
<td>6. Collaboration Lesson Plan - Understanding Characters</td>
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<td><strong>Connect to the Topic:</strong> Informational text TE p. T156 (RL.1.1, RL.1.6, RL.1.7, RL.1.10) [ELD- 1.1.B.6, 1.1.B.7]</td>
<td>7. Oral Vocabulary Lesson</td>
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<td><strong>Compare Texts</strong> TE p. T157 (RL.1.9, SL.1.1a, SL.1.5, W.1.8) [ELD- 1.1.A.3]</td>
<td>7.1 Oral Vocabulary ppt.</td>
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<td><strong>Vocabulary Strategies:</strong> TE pp. T158-T159 (L.1.4a)</td>
<td>7.1.a. Oral Vocabulary ppt. v2</td>
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<td><strong>Grammar:</strong> Spiral Review: Nouns TE p. T160 (SL.1.6, L.1.1b) [ELD- 1.2.B.4]</td>
<td>8. Infer/Predict strategy poster</td>
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<td><strong>Narrative Writing:</strong> Drafting TE p. T161 (W.1.5, L.1.1j) [ELD- 1.2.C.6]</td>
<td>Retelling Cards Grade 1 Unit 1.pdf</td>
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<td><strong>Small Group:</strong> Differentiate Vocabulary Strategies (L.1.4a)</td>
<td>Retelling card summary sheet.pdf</td>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts) ([See Documents and Online Links # 2])</td>
<td>First Grade Journeys Planner Unit 1.pdf</td>
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<td><strong>DAY 5</strong></td>
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<td><strong>Extend the Topic:</strong> Domain-Specific Vocabulary TE p. T164 (L.1.5c, L.1.6) [ELD- 1.1.A.1, 1.1.A.3]</td>
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<td><strong>Speaking and Listening:</strong> Ask and Answer Questions TE p. T165 (SL.1.1a, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5) [ELD- 1.1.B.5, 1.1.C.12]</td>
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<td><strong>Grammar:</strong> Weekly Review: Possessive Nouns TE pp. T166-T167 (L.1.1b) [ELD- 1.2.B.4]</td>
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<td><strong>Narrative Writing:</strong> Revising and Proofreading TE pp. T168-T169 (W.1.3, W.1.5, L.1.1b, L.1.1j) [ELD- 1.2.C.6, 1.2.C.7]</td>
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<td><strong>Small Group:</strong> Reteach as needed</td>
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### Unit 1, Lesson 3
(Week 4, 1 Week)

**ANCHOR TEXT:** Curious George at School (Fantasy)

**Leveled Readers:** Curious George Finds Out About School, Curious George's Day at School, Curious George at the Library, and Curious George Visits School

**Vocabulary Reader:** Curious About School

**Connected Text:** School Long Ago (Informational)

**Essential Question:** Why is going to school important?

**NOTE:** The “days” below refer to the location in the Teacher Edition, **not** to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.**

**“DAY 1”**

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T206-T207 (RL.1.2, SL.1.1a, SL.1.1c, SL.1.2) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)**
- **Phonemic Awareness/Phonics: Words with Short o, Consonants l, x TE pp. T208-T209 (RF.1.2b, RF.1.3b, RF.1.3g, SL.1.6) (See documents and online links #4)**
- **Introduce Words to Know TE pp. T212-T213 (RF.1.3g) (see documents and online links #3, 5)**
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T216-T222 (RL.1.1, RL.1.3, RL.1.7, RF.1.3b, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (See documents and online links #8)**
- **Grammar: Introduce Action Verbs TE p. T224 (L.1.1e) [ELD- 1.2.B.3]**
- **Narrative Writing: Introduce the Model TE p. T225 (RF.1.1a, SL.1.6, L.1.1j) [ELD- 1.2.B.3, 1.1.B.4]**
- **Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader**

**ENGLISH LANGUAGE DEVELOPMENT:**

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- **Vocab Reader: Curious About School T275 (see EL resources - link A)**
- **Language Support Card 3 (see EL resources - link B)**
- **Vocab in Context Cards 13-18 (see EL resources - link C)**
- **Differentiate Words to Know T273**
- **Differentiate Comprehension T277**
- **Differentiate Vocabulary Strategies: Multiple-Meaning Words T285**
- **Audio: Curious George at School, School Long Ago Leveled Practice ELL 3.2- ELL3.6 (see EL resources - link D)**

**English Language Learner Tab:**

- **E22 (Speaking and Listening/Develop Words to Know)**
- **E23 (Scaffold Comprehension: Curious George At School)**
- **E23 (Short o, Consonants l, x)**
<table>
<thead>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> <em>(See Documents and Online Links # 2)</em></td>
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<td><strong>“DAY 2”</strong></td>
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<td></td>
<td>- Phonemic Awareness/Phonics: Words with Short o, Consonants l, x TE p. T228 <em>(RF.1.2b, L.1.2e, RF.1.3b, L.1.2d)</em></td>
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<td>- Dig Deeper: How to Analyze the Text TE pp. T230-T231 <em>(RL.1.3, RL.1.4, RL.1.7, RL.1.10)</em> [ELD- 1.1.B.6, 1.1.B.7] <em>(see documents and online links # 6)</em></td>
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<td>- Second Read: Analyze the Text TE p. T231 <em>(T219 &amp; T221)</em> <em>(RL.1.3, RL.1.4)</em> [ELD- 1.1.B.7, 1.1.B.8]</td>
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<td>- Your Turn T232 <em>(RL.1.2, RL.1.3, RL.1.7, SL.1.1a, SL.1.1b, SL.1.4)</em> [ELD- 1.1.B.8]</td>
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<td>- Write About Reading (Performance Task) TE p. T233 <em>(RL.1.2, RL.1.3, RL.1.7, W.1.1, SL.1.4)</em> <em>[ELD- 1.1.C.10, 1.1.C.11]</em></td>
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<td>- Grammar: Action Verbs TE p. T234 <em>(SL.1.6, L.1.1.e)</em> [ELD- 1.2.B.3]</td>
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<td>- Narrative Writing: Focus Trait – Word Choice TE p. T235 <em>(RF.1.1a, L.1.1b, L.1.1), L.1.2b</em> [ELD- 1.2.B.4]</td>
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<td>- Small Group: Differentiate Comprehension <em>(Focus on Target Skill and Target Strategy)</em> <em>(RL.1.3)</em> [ELD- 1.1.B.6]</td>
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<td>- Small Group: Literacy Centers (Flip Charts) <em>(See Documents and Online Links # 2)</em></td>
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<td><strong>“DAY 3”</strong></td>
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<td>- Phonemic Awareness/Phonics: Words with Inflection -s TE pp. T238-T239 <em>(RF.1.2b, RF.1.3b, RF.1.3f, RF.1.3g, SL.1.6)</em></td>
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<td>- Apply Vocabulary Knowledge TE pp. T244-2T45 <em>(RL.1.5, L.1.5c, L.1.6)</em></td>
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<td>- Grammar: Action Verbs TE p. T246 <em>(SL.1.6, L.1.1.e)</em> [ELD- 1.2.B.3]</td>
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<td>- Small Group: Differentiate Phonics and Fluency <em>(Leveled Readers)</em></td>
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<td>- Small Group: Literacy Centers (Flip Charts) <em>(See Documents and Online Links # 2)</em></td>
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<td><strong>“DAY 4”</strong></td>
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<td>- Phonemic Awareness/Phonics: Review Short o, Short i; 1, x TE p. T250 <em>(RF.1.2c, RF.1.3b, L.1.2d)</em></td>
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<td>- Compare Texts TE p. T253 <em>(RL.1.5, W.1.8)</em> [ELD- 1.1.B.6, 1.1.B.8]</td>
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**Documents and Online Links**

- **Designated ELD Resources**
- 2. Literacy Centers Resources
- 3. Vocab Context Cards
- 4. Sound Spelling List
- 4a. Sound Spelling list v2
- 4b. Mystery Words- Short a, i, and o; plurals
- 5. High Frequency Word Cards
- 6. Collaboration Lesson Plan - Sequence of Events
- 7a. Oral Vocabulary ppt. v2
- First Grade Journeys Planner Unit 1.pdf
- Retelling card summary sheet.pdf
- First Grade Journeys Planner Unit 1.pdf
<table>
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<th>Unit 1, Lesson 4 (Week 5, 1 Week)</th>
<th>UNIT 1, LESSON 4</th>
<th>ENGLISH LANGUAGE DEVELOPMENT</th>
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</thead>
</table>
| **Grammar: Spiral Review:** Possessives TE p. T256 (L.1.1b) [ELD- 1.2.B.4] | **For general resources for this week see documents and online links #3-8.**  
**For Unit Performance Task see Assess and Reteach week.** | For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section. |
| **Narrative Writing: Drafting TE p. T257** (RF.1.1a, W.1.3, W.1.5, L.1.1], L.1.2b) [ELD-1.2.A.1, 1.2.A.2] | **Leveled Readers:** At the Park, Our Town, Neighbors, and The Places in Our Town  
**Vocabulary Reader:** Firehouse  
**Connected Text:** City Mouse and Country Mouse (Fable)  
**Essential Question:** Who Can You Meet in a Neighborhood? | |
| **Small Group:** Differentiate Vocabulary Strategies (L.1.4a) | **NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional. |
| **Small Group:** Literacy Centers (Flip Charts) (See Documents and Online Links # 2) | **SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.** |
| **“DAY 1”** | **“DAY 5”** | **“DAY 5”** |
**Speaking and Listening: Using Visuals TE p. T261** (SL.1.1c, SL.1.2, SL.1.3, SL.1.5) [ELD- 1.1.A.1, 1.1.B.5, 1.1.C.9]  
**Narrative Writing: Revising and Proofreading TE pp. T264-T265** (W.1.3, W.1.5, L.1.1a, L.1.1e, L.1.1j) [ELD- 1.2.B.5, 1.12.C.7]  
**Small Group:** Reteach as needed  
**Small Group:** Literacy Centers (Flip Charts) (See Documents and Online Links # 2) | |
- **Teacher Read Aloud (including Classroom Collaboration)** TE pp. T302-T303 (SL.1.1a, SL.1.1c, SL.1.2) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3]
- **Phonemic Awareness/Phonics** TE pp. T304-T305 (RF.1.2b, RF.1.3b, RF.1.3g, SL.1.6) (See documents and online links #4)
- **Introduce Words to Know** TE pp. T308-T309 (RF.1.3g)
- **First Read: Think Through the Text (Use Text Evidence)** TE pp. T312-T318 (RI.1.1, RI.1.5, RI.1.10, RF.1.3b, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (See documents and online links #8)
- **Grammar: Introduce adjectives** TE p. T320 (L.1.1f)
- **Narrative Writing: Intro**roduce the Model TE p. T321 (RF.1.1a, W.1.5, L.1.1j) [ELD- 1.2.B.3, 1.1.B.4, 1.1.C.12]
- **Small Group**: Differentiate Phonics & Words to Know, Vocabulary Reader
- **Small Group**: Literacy Centers (Flip Charts)

**“DAY 2”**

- **Phonemic Awareness/Phonics**: Words with Short e, Consonants y, w TE p. T324 (RF.1.2b, RF.1.3b, RF.1.3g, L.1.2e, L1.2d)
- **Dig Deeper: How to Analyze the Text** TE pp. T326-T327 (RI.1.4, RI.1.5, RI.1.6) [ELD- 1.1.B.8]
- **Second Read: Analyze the Text** TE p. T327 (T315 & T318) (RI.1.4, RI.1.5, RI.1.6) [ELD- 1.1.B.8] (see documents and online links #6)
- **Your Turn** TE p. T328 (RI.1.7, SL.1.1a, SL.1.4, SL.1.5, SL.1.6) [ELD- 1.1.A.1]
- **Write About Reading (Performance Task)** TE p. T329 (RI.1.7, SL.1.5)
- **Grammar: Adjectives** TE p. T330 (SL.1.6, L.1.1f) [ELD- 1.1.A.2]
- **Narrative Writing: Focus Trait – Word Choice** TE p. T331 (RF.1.1a, W.1.3, W.1.5, L.1.1j) [ELD 1.1.C.10, 1.1.C.12]
- **Small Group**: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.1.5) [1.1.B.6]
- **Small Group**: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

**“DAY 3”**

- **Phonemic Awareness/Phonics**: Words with Consonants k, v, j TE pp. T334-T335 (RF.1.2b, RF.1.3b, RF.1.3g, SL.1.6)
- **Readers Guide** TE p. T338 (RI.1.1, RI.1.2, RI.1.5, RI.1.7, RI.1.8, RI.1.10) [ELD- 1.1.B.6, 1.1.B.7]
- **Apply Vocabulary Knowledge** TE p. T340 (L.1.5c)
- **Grammar: Adjectives** TE p. T342 (SL.1.6, L.1.1f) [ELD- 1.1.C.12]
- **Narrative Writing: Prewriting** TE p. T343 (W.1.3, W.1.5) [ELD- 1.1.C.11, 1.1.C.12]

**Documents and Online Links**

1. EL Resources 1.1.4.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
“DAY 4”

- Phonemic Awareness/Phonics: Review Short e and o; y, w, k, v, j TE p. T346 (RF.1.3b, L.1.2d, RF.1.2c)
- Connect to the Topic: Fable TE p. T348 (RL.1.2, RL.1.4, RL.1.10) [ELD- 1.1.B.6, 1.1.B.7]
- Compare Texts TE p. T349 (RL.1.9, RL.1.9, RL.1.2, W.1.8, SL.1.4) [ELD- 1.1.B.8]
- Grammar: Spiral Review: Action verbs TE p. T352 (SL.1.6, L.1.1e) [ELD- 1.2.B.3]
- Narrative Writing: Prewriting and Drafting TE p. T353 (W.1.3, W.1.5, L.1.1j) [ELD- 1.1.C.11, 1.1.C.12]
- Small Group: Differentiate Phonics and Fluency (Leveled Readers)
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 5”

- Extend the Topic: Domain- Specific Vocabulary TE p. T356 (L.1.5c, L.1.6) [ELD- 1.1.C.12]
- Research and Media Literacy: TE p. T357 (RL.1.5, W.1.7, W.1.8) [ELD- 1.1.C.9, 1.1.C.10]
- Narrative Writing: Revising and Proofreading TE pp. T360-T361 (W.1.3, W.1.5, L.1.1b, L.1.1f, L.1.1j) [ELD- 1.2.B.5]
- Small Group: Reteach as needed
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)
NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T398-T399 (SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (See documents and online links #7)
- Phonemic Awareness/Phonics: Words with Short u TE pp. T400-T401 (RF.1.2b, RF.1.3b, RF.1.3g, SL.1.6) (See documents and online links #4)
- Introduce Words to Know TE pp. T404-T405 (RF.1.3g) (See documents and online links #3, 5)
- First Read: Think Through the Text (Use Text Evidence) TE pp. T408-414 (RL.1.1, RL.1.3, RL.1.7, RL.1.10, RF.1.3b, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (See documents and online links #10)
- Grammar: Introduce Adjectives TE p. T416 (L.1.1f) [ELD- 1.1.A.1]
- Narrative Writing: Prewriting TE p. T417 (W.1.5, L.1.1f, L.1.1j, L1.1e) [ELD- 1.2.B.5]
- Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 2”

- Phonemic Awareness/Phonics: Words with Short u TE p. T420 (RF.1.2b, L.1.2e, RF.1.3b, L.1.2d)
- Dig Deeper: How to Analyze the Text TE pp. T422-T423 (RL.1.3, RL.1.7) [ELD- 1.1.B.8] (See documents and online links #6)
- Second Read: Analyze the Text TE p. T243 (T411 & T413) (RL.1.3, RL.1.5, RL.1.7) [ELD- 1.1.B.8] (See documents and online links #8 - 8.2)
- Your Turn T244 (RL.1.3, SL.1.1a, SL.1.1b, SL.1.5, SL.1.6) [ELD- 1.1.A.1, 1.1.A.3
- Write About Reading (Performance Task) TE p. T425 (RL.1.3, W.1.3, SL.1.5) [ELD- 1.1.C.10, 1.2.A.1, 1.2.A.2]
- Grammar: Adjectives TE p. T416 (L.1.1f)
- Narrative Writing: Focus Trait: Ideas TE p. T427 (W.1.5, L.1.1f, L.1.1j) [ELD- 1.2.B.5]
- Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RL.1.3 and RL.1.7) [ELD- 1.1.B.6]
“DAY 3”

- Foundational Skills Phonics/Spelling TE pp. 430-431 (RF.1.2c, RF.1.3b, RF.1.3g, SL.1.6)
- Readers Guide TE p. 434 (RL.1.3, RL.1.7, RL.1.1, RL.1.10) [ELD- 1.1.A.1, 1.1.B.6, 1.1.B.7]
- Apply Vocabulary Knowledge TE p. 436 (L.1.5c)
- Grammar: Adjectives TE p. 438 (SL.1.6, L.1.1f) [ELD- 1.1.C.9, 1.1.C.10, 1.1.C.11]
- Narrative Writing: Prewriting TE p. 439 (W.1.3, W.1.5, L.1.1f) [ELD- 1.2.C.6]
- Small Group: Differentiate Phonics and Fluency (Leveled Readers)
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 4”

- Phonemic Awareness/Phonics: Words with Short u; qu, z TE p. T442 (RF.1.3b, L.1.2d) (See documents and online links #9)
- Connect to the Topic: Informational text TE p. T444 (RI.1.1, RI.1.5, RI.1.10) [ELD- 1.1.B.6, 1.1.B.7]
- Compare Texts TE p. T445 (RL.1.5, W.1.3, W.1.8, SL.1.4) [ELD- 1.1.B.7]
- Vocabulary Strategies: TE pp. T446-T447 (L.1.4a) [ELD- 1.1.C.12, 1.1.C.9]
- Grammar: Spiral Review: Adjectives TE p. T448 (L.1.1f)-ELD- 1.1.A.1, 1.1.A.2]
- Narrative Writing: Drafting TE p. T449 (W.1.3, W.1.5, L.1.1f) [ELD- 1.2.C.6, 1.1.C.10]
- Small Group: Differentiate Vocabulary Strategies (L.1.4a)
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 5”

- Extend the Topic: Domain-Specific Vocabulary TE p. T452 (L.1.5c, L.1.6) [ELD- 1.1.C.12]
- Research and Media Literacy: Class Report TE p. T453 (W.1.7, W.1.8) [ELD 1.1.C.10, 1.2.A.1, 1.12.A.2]
- Narrative Writing: Revising and Proofreading TE pp. T456-T457 (W.1.3, W.1.5, L.1.1f, L1.1j) [ELD- 1.2.B.5]
- Small Group: Reteach as needed
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

Resources

- Leveled Reader: A Cat Named Ben T479 (see EL resources - link F)

Documents and Online Links

1. EL Resources 1.1.5.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
5. High Frequency Word Cards
6. Collaboration Lesson Plan - Text and Graphic Features
7. Oral Vocabulary ppt.
8. Target Skill Lesson Plan
8.1 Story Structure Pictures
8.2 Comprehension Cards
9. Vowel Stars
10. Analyze/Evaluate strategy poster
11. G1.L5 Quick Write Attachment
12. G1.L5 Quick Write Options
13. Retelling Cards Grade 1 Unit 1.pdf
15. First Grade Journeys Planner Unit 1.pdf
## Unit 1, Assess and Reteach
(WEEK 7, 1 Week)

### Unit 1 Assess and Reteach

**Administer Common Assessment 1**

*Formative Assessment Performance Tasks: Beginning of the Year End of Unit 1: Literary Analysis*  
((See documents and online resources links #1))

Choose 3 days of lessons from the following choices based on student needs:

#### TE Intervention Tab

**Unit 1 Lesson 1 Day 1 - Day 4**

- Phonics: Short a, Consonants n and d TE p. S2 (RF.1.3b)
- Words to Know TE p. S3 (RF.1.3g)  
  (See documents and online links #A)
- Phonics: Short a TE p. S4 (RF.1.3b)
- Phonics: Consonants p and f TE p. S6 (RF.1.3b)
- Phonics: Phonogram -an TE p. S8 (RF.1.3b)
- Fluency: Word Recognition TE p. S9 (RF.1.4b)

**Unit 1 Lesson 2 Day 1- Day 4**

- Phonics: Short i, Consonants r,h, and /z/s TE p. S12 (RF.1.3b)
- Words to Know TE p. S12 (RF.1.3g)
- Phonics: Consonants b and g TE p. S16 (RF.1.3b)
- Phonics: Phonogram -it TE p. S18 (RF.1.3b)
- Fluency: Words Connected in Text TE p. S19 (RF.1.4b)

**Unit 1 Lesson 3 Day 3-Day 4**

- Phonics: Short o, Consonants l and x TE p. S22 (RF.1.3b)
- Words to Know TE p. S23 (RF.1.3g)
- Phonics: Inflected Ending-s TE p. S26 (RF.1.3f)
- Phonics: Phonogram -ot TE p. S28 (RF.1.3b)
- Fluency: Punctuation TE p. S29 (RF.1.4a)

**Unit 1 Lesson 4 Day 1- Day 4**

### High Frequency Go Fish Unit 1

1. Beg. Year Performance Task (6 day)
2. Beg. Year Performance Task (3 day)
3. Performance Task Resources
4. Sound Spelling List review lessons 1-5
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<td>- Phonics: Short e, Consonants y,w, TE p. S32 (RF.1.3b)</td>
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<td>- Words to Know TE p. S33 (RF.1.3g)</td>
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<td>- Phonics: Consonants k,j,v, TE p. S36 (RF.1.3b)</td>
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<td>- Phonics: Phonogram -et TE p. S38 (RF.1.3b)</td>
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<td>- Fluency: Intonation TE p. S39 (RF.1.4b)</td>
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**Unit 1 Lesson 5 Day 1-Day 4**

|      |              |           |
|      | - Phonics: Short u TE p. S42 (RF.1.3b) |           |
|      | - Words to Know TE p. S43 (RF.1.3g) |           |
|      | - Phonics: Consonants qu,z TE p. S46 (RF.1.3b) |           |
|      | - Phonics: Phonogram -ug TE p. S48 (RF.1.3b) |           |
|      | - Fluency: Self-Correct TE p. S49 (RF.1.4b, RF.1.4c) |           |

**TE Small Group Tab**

**Day 5 Options for Reteaching**

**Unit 1 Lesson 1**

|      |              |           |
|      | - Phonics: Short a; Consonants n,d,p,f, TE p. 95 (RF.1.2c) |           |
|      | - Classify and Categorize Words TE p. T95 (L.1.5a) |           |
|      | - Comprehension: Main Idea TE p. T95 (RL.1.2) |           |

**Unit 1 Lesson 2**

|      |              |           |
|      | - Phonics: Short i; Consonants r,h/z/s TE p. T190 (RF.1.2c) |           |
|      | - Context Clues TE p. T191 (L.1.4a) |           |
|      | - Comprehension: Understanding Characters TE p. T191 (RL.1.7) |           |

**Unit 1 Lesson 3**

|      |              |           |
|      | - Phonics: Short o; Consonants l,x, TE p. T286 (RF.1.2c) |           |
|      | - Phonics: Inflection-s TE p. T286 (RF.1.3f) |           |
|      | - Multiple-Meaning Words TE p. T287 (L.1.4a) |           |
|      | - Sequence of Events TE p. T287 (RL.1.7) |           |

**Unit 1 Lesson 4**
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<td>Phonics: Short e, Consonants y, w, k, v, j TE p.T382 (RF.1.2c)</td>
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<td>Alphabetical Order TE p.T383</td>
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<td>Text and Graphic Features TE p. T383 (RL.1.5)</td>
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<td>Phonics: Short u, Consonants qu and z TE p.T482 (RF.1.2c)</td>
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<td>Synonyms TE p. T483 (L.1.4a)</td>
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<td>Comprehension: Story Structure TE p.T483 (RL.1.3)</td>
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<td>For general resources for this week see documents and online links #3-8. For Unit Performance Task see Assess and Reteach week.</td>
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<td>For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.</td>
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<tr>
<td>ANCHOR TEXT: Jack and the Wolf</td>
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<tr>
<td>Leveled Readers: The Pigs, Turtle and Hare, Fox and Crow, and Go Turtle! Go Hare</td>
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<td>Vocabulary Reader: Reading</td>
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<tr>
<td>Connected Text: The Three Little Pigs (Fairy Tale)</td>
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<tr>
<td>Essential Question: What lessons can you learn from story characters?</td>
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<td>NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.</td>
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<td>SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.</td>
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<td>“DAY 1”</td>
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<td>Teacher Read Aloud (including Classroom Collaboration) TE pp. TT14-15 (SL.1.1a, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)</td>
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<td>Phonemic Awareness/Phonics: Words with Short a, Double Final Consonants, and ck T16-T17 (RF.1.2c, RF.1.3a, RF.1.3b, RF.1.3g, SL.1.6) (See documents and online links #4)</td>
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<td><strong>Practice ELL6.1-ELL 6.4 (see EL resources - link D)</strong></td>
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<td>• Leveled Reader: <em>Go Turtle! Go Hare!</em> T89 (see EL resources - link E)</td>
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### “DAY 2”

- **Phonemic Awareness/Phonics: Words with Short a, Double Final Consonants** TE p. T38 (RF.1.2b, L.1.2e, RF.1.3a, RF.1.3b, L.1.2d)
- **Dig Deeper: How to Analyze the Text** TE pp. T40-T41 (RL.1.2, RL.1.3) [ELD- 1.1.B.8] (see documents and online links #6)
- **Second Read: Analyze the Text** TE p. T41 (T27 & T31) (RL.1.2, RL.1.3)[ELD- 1.1.B.8] (see documents and online links #6)
- **Your Turn** TE p. TT42 (RL.1.2, RL.1.3, RL.1.7, SL.1.1a, SL.1.1b) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3]
- **Write About Reading (Performance Task)** TE p. TT43 (L.1.1f, RL.1.2, RL.1.3) [ELD- 1.1.B.7]
- **Grammar:** Complete Sentences TE p. TT44 (RF.1.1a, L.1.1)) [ELD- 1.2.A.1, 1.12.A.2]
- **Informative Writing:** Focus Trait: Ideas TE p. T45 (L.1.1f, L.1.1)) [ELD- 1.1.A.1, 1.1.C.10]
- **Leveled Readers:** *The Pigs, Turtle and Hare, Fox and Crow, and Go Turtle! Go Hare*
- **Vocabulary Reader:** *Reading*
- **Small Group:** Differentiate Comprehension (Focus on Target Skill and Target Strategy) (SL.1.2, RL.1.2 and RL.1.3) [ELD 1.1.B.6]
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

### “DAY 3”

- **Phonemic Awareness/Phonics: Words with Short a, Double Final Consonants, and ck** TE pp. T48-T49 (RF.1.2c, RF.1.3a, RF.1.3b, RF.1.3g, L.1.2d, L.1.2e)
- **Readers Guide** TE p. T52 (RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, RF.1.4a) [ELD-1.1.B.6, 1.1.B.7]
- **Apply Vocabulary Knowledge** TE p. T54 (L.1.5c)
- **Grammar:** Complete Sentences TE p. T56 (RF.1.1a) [ELD- 1.2.A.1]
**UNIT 2, LESSON 7**

**ANCHOR TEXT:** How Animals Communicate (Informational)

For general resources for this week see documents and online links #3-8.

For Unit Performance Task see Assess and Reteach week.

**UNIT 2, LESSON 7**

**DAY 4**

- Informative Writing: Prewriting TE p. T57 (W.1.2, W.1.5, L.1.1f) [ELD-1.1.C.12]
- Small Group: Differentiate Phonics and Fluency (Leveled Readers)
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links #2)

**DAY 5**

- Phonemic Awareness/Phonics: Review Short a, Double Final Consonants, ck, and Short u TE p. T60 (RF.1.2c, RF.1.3a, RF.1.3b, L.1.2d)
- Compare Texts TE p. T63 (RL.1.2, RL.1.9, W.1.8, L.1.6) [ELD-1.1.B.6, 1.1.B.7, 1.1.B.8]
- Vocabulary Strategies: Shades of Meaning TE pp. T64-T65 (L.1.5d) [ELD-1.1.C.12]
- Grammar: Spiral Review: Adjectives TE p. T66 (L.1.1f, SL.1.6) [ELD-1.1.A.1]
- Informative Writing: Drafting TE p. T67 (W.1.2, W.1.5, SL.1.6, L.1.1) [ELD-1.1.C.10]
- Small Group: Differentiate Vocabulary Strategies (RI.1.5)
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links #2)

**ENGLISH LANGUAGE DEVELOPMENT**

For direct links to EL support resources, first click on Documents and Online Links #1 below, then click the specific lettered link that is
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| **DAY 1** | Teacher Read Aloud (including Classroom Collaboration) TE pp. T112-T113  
(SL.1.1b, SL.1.1c, SL.1.2) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7) |                                                                                         |
|           | Phonemic Awareness/Phonics: Words with Short i and Blends with r TE pp. T114-T115  
(RF.1.2b, RF.1.2d, RF.1.3b, SL.1.6) (See documents and online links #4) |                                                                                         |
|           | Introduce Words to Know TE pp. T118-T119 (RF.1.3g) (see documents and online links #3, 5) |                                                                                         |
|           | First Read: Think Through the Text (Use Text Evidence) TE pp. T122-T130  
(Rl.1.1, RI.1.2, RI.1.5, RI.1.7, RI.1.10, RF.1.3b, RF.1.4a) [1.1.B.6, 1.1.B.7] (See documents and online links #8) |                                                                                         |
|           | Grammar: Introduce Commas in a Series TE p. T132 (L.1.2c)                |                                                                                         |
|           | Informative Writing: Introduce the Model TE p. T133 (W.1.1, SL.1.6, L.1.1e) [ELD-1.1.C.10] |                                                                                         |
|           | Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader    |                                                                                         |
|           | Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2) |                                                                                         |
| **DAY 2** | Phonemic Awareness/Phonics: Words with Short i and Blends with r TE p. T136  
(RF.1.2b, RF.1.3b, L.1.2d)                                                                                             |                                                                                         |
|           | Dig Deeper: How to Analyze the Text TE pp. T138-T139  
(RI.1.2, RI.1.5, RI.1.7) [ELD-1.1.B.6, 1.1.B.7] |                                                                                         |
|           | Second Read: Analyze the Text TE p. T139 (T125 & T127)  
(RI.1.2, RI.1.5, RI.1.7) [ELD-1.1.B.8] (see documents and online links #6) |                                                                                         |
### Unit Text Support

- **Your Turn T140** *(RI.1.2, RI.1.3, RI.1.7, SL.1.1b, SL.1.6)* [ELD- 1.1.B.7]
- **Write About Reading (Performance Task)** TE p. T141 *(L.1.1j)* [ELD- 1.1.C.10]
- **Grammar: Commas in a Series** TE p. T142 *(L.1.2c)*
- **George Leveled Readers:** Curious George Finds Out About School, Curious George’s Day at School, Curious George at the Library, and Curious Visits School
- **Vocabulary Reader:** Curious About School
- **Small Group:** Differentiate Comprehension *(Focus on Target Skill and Target Strategy)* (SL.1.2, RL.1.2 and RL.1.3) [ELD- 1.1.B.6]
- **Small Group:** Literacy Centers *(Flip Charts)* *(See Documents and Online Links # 2)*

### Documents and Online Links

- **E 20** *(Compare Texts/ Build Academic Sentence Structures)*
- **Leveled Reader:** Busy Animals at Night T187 *(see EL resources - link F)*

### “DAY 3”

- **Phonemic Awareness/Phonics: Words with Short i and Blends with r** TE pp. T146-T147 *(RF.1.2b, RF.1.2d, RF.1.3b, RF.1.3g, L.1.2d, L.1.2e)*
- **Readers Guide T150** *(RI.1.1, RI.1.2, RI.1.8, RI.1.10, SL.1.1a, SL.1.1b, SL.1.1c)* [ELD- 1.1.B.6, 1.1.B.7]
- **Apply Vocabulary Knowledge** TE p. T152 *(L.1.5c)*
- **Grammar: Commas in a Series** TE p. T154 *(SL.1.6, L.1.1b, L.1.1f, L.1.1e)* [ELD- 1.1.C.12]
- **Informative Writing: Prewriting** TE p. T155 *(W.1.2, W.1.5, L.1.1f, L.1.1e)* [ELD- 1.1.C.12]
- **Small Group:** Differentiate Phonics and Fluency *(Leveled Readers)*
- **Small Group:** Literacy Centers *(Flip Charts)* *(See Documents and Online Links # 2)*

### “DAY 4”

- **Phonemic Awareness/Phonics: Review Short i, Blends with r, and Short a** TE p. T158 *(RF.1.3b, L.1.2d)*
- **Connect to the Topic: Informational Text** TE p. T160 *(RI.1.5, RI.1.9, RI.1.10)* [ELD- 1.2.A.1, 1.1.B.6]
- **Compare Texts** TE p. T161 *(RI.1.9, SL.1.4, RI.1.3, SL.1.1a)* [ELD- 1.1.A.1, 1.1.A.3]
- **Vocabulary Strategies: Using a Glossary** TE pp. T162-T163 *(RI.1.5)* [ELD- 1.1.B.8]
- **Informative Writing: Drafting** TE p. T165 *(W.1.2, W.1.5)* [ELD- 1.1.C.10]
- **Small Group:** Differentiate Vocabulary Strategies *(RI.1.5)*
- **Small Group:** Literacy Centers *(Flip Charts)* *(See Documents and Online Links # 2)*
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<td>• Extend the Topic: Domain Specific Vocabulary TE p. T168 (L.1.5c, L.1.6) [ELD-1.1.A.1]</td>
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<td>• Speaking and Listening: Discuss Informational Text: Compare and Contrast TE p. T169 (RL.1.9, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.6) [ELD-1.1.A.1, 1.1.B.6, 1.1.A.3]</td>
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<td>• Grammar: Weekly Review: Commas in a Series TE pp. T170-T171 (L.1.1j, L.1.2c) [ELD-1.2.C.6]</td>
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<td>• Informative Writing: Revising and Proofreading TE pp. T172-T173 (W.1.2, W.1.6, L.1.1f, L.1.1j) [ELD-1.2.A.1, 1.2.A.2, 1.2.B.5]</td>
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<td>• Small Group: Reteach as needed</td>
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<td>• Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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**UNIT 2, LESSON 8**  
(Week 10, 1 Week)

**ENGLISH LANGUAGE DEVELOPMENT**

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: *Music* T281 (see EL resources - link A)
- Language Support Card 8 (see EL resources - link B)
- Vocab Context Cards 43-48 (see EL resources - link C)
- Differentiate Words to Know T279
- Differentiate Comprehension T283
- Differentiate Vocabulary Strategies: Define Words T291
- Audio: *A Musical Day, Audio of Drums* Leveled Practice ELL8.1-8.4 (see EL resources - link D)

For general resources for this week see documents and online links #3-9.

For Unit Performance Task see Assess and Reteach week.

**ANCHOR TEXT:** A Musical Day (Realistic Fiction)

**Leveled Readers:** Dress Up, Nana’s House, The Beach, and Our Day at Nana’s House

**Vocabulary Reader:** Music

**Connected Text:** Drums (Informational)

**Essential Question:** How is music part of your everyday life?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP:** Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T210-T211 (SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3) [ELD-1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)
Unit | Text Support | Resources
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- **Phonemic Awareness/Phonics: Words with Short o and Blends with l** TE pp. T212-T213 (RF.1.2c, RF.1.3b, RF.1.3g, SL.1.6) (See documents and online links #4)
- **Introduce Words to Know** TE pp. T216-T217 (RF.1.3g) (see documents and online links #3, 5)
- **First Read: Think Through the Text (Use Text Evidence)** TE pp. T220-T228 (RL.1.1, RL.1.3, RL.1.7, RL.1.10, RF.1.3b, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #8 - 9)
- **Grammar: Introduce Statements** TE p. T230 (RF.1.1a, SL.1.6, L.1.2e) [ELD- 1.1.A.2]
- **Informative Writing: Introduce the Model** TE p. T231 (W.1.2, W.1.5, RF.1.1a) [ELD- 1.1.C.10]
- **Small Group: Differentiate Phonics & Words to Know**
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links # 2)

“**DAY 2**”

- **Phonemic Awareness/Phonics: Words with Short o and Blends with l** TE p. T234 (RF.1.2b, L.1.2e, L.1.2d)
- **Dig Deeper: How to Analyze the Text, TE p. T236 (RL.1.3, RL.1.6, RL.1.7) [ELD- 1.1.B.8]
- **Second Read: Analyze the Text TE p. T237 (T223 & T227) (RL.1.3, RL.1.6, RL.1.7) [ELD- 1.1.B.8] (see documents and online links #6)
- **Your Turn TE p. T238 (RL.1.1, RL.1.2, RL.1.3, RL.1.7, SL.1.1a, SL.1.2) [ELD- 1.1.A.1, 1.1.A.2, 1.1.A.3]
- **Write About Reading (Performance Task) TE p. T239 (W.1.1, L.1.1f) [ELD- 1.1.C.11]
- **Grammar: Statements TE p. T240 (RF.1.1a, L.1.1) [ELD- 1.1.C.12]
- **Informative Writing: Focus Trait: Word Choice TE p. T241 (L.1.1f, L.1.1) [ELD- 1.1.C.12]
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RL.1.3 and RL.1.7)
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RL.1.3 and RL.1.7)
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links # 2)

“**DAY 3**”

- **Phonemic Awareness/Phonics: Words with Short o and Blends with l** TE pp. T244-T245 (RF.1.2c, RF.1.3b, RF.1.3g, L.1.2e)
- **Apply Vocabulary Knowledge TE p. T250 (L.1.5c, L.1.6)

- **Video Clip: Duke Ellington** (see EL resources - link E)

English Language Learners Tab:

- E 22 (Speaking and Listening/ Develop Words to Know)
- E23 (Scaffold Comprehension: A Musical Day)
- E 24 (Phonemic Awareness Warm-Up/ Scaffold Comprehension: A Musical Day)
- E25 (Analyze/Evaluate)
- E26 (Phonemic Awareness Warm-Up/ Practice Words to Know)
- E 27 (Define Words)
- E 28 (Scaffold Informational Text: Drums)
- E29 (Short o, Cluster with l)
- E 30 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: *Our Day at Nana's House* T285 (see EL resources - linkF)

Documents and Online Links

1. EL Resources 1.2.8.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling list v2
4b. Mystery Words Blends with l & -ock
5. High Frequency Word Cards
6. Collaboration Lesson Plan- Sequence of Events
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<td>9. Analyze/Evaluate strategy poster</td>
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**“DAY 4”**

- **Phonemic Awareness/ Phonics:** Review Short o, Blends with l, and Short i TE p. T256 (RF.1.3b, RF.1.2c, L.1.2d)
- **Connect to the Topic: Informational Text** TE p. T258 (RL.1.1, RL.1.5, RL.1.3, RL.1.7, RL.1.10) [ELD- 1.1.B.6, 1.1.B.7]
- **Compare Texts** TE p. T259 (RL.1.1, RL.1.3, SL.1.1a, SL.1.4) [ELD- 1.1.B.6]
- **Vocabulary Strategies:** Define Words TE pp. T260-T261 (L.1.5b) [ELD- 1.1.C.12]
- **Grammar:** Spiral Review: Action Verbs TE p. T262 (L.1.1e) [ELD- 1.2.B.3]
- **Informative Writing:** Drafting TE p. T263 (RF.1.1a, W.1.2, W.1.5, SL.1.6, L.1.1j) [ELD- 1.2.B.3, 1.2.B.4, 1.2.C.6]
- **Small Group:** Differentiate Vocabulary Strategies (L.1.5b)
- **Small Group:** Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

**“DAY 5”**

- **Extend the Topic:** Domain Specific Vocabulary TE p. T266 (L.1.5c, L.1.6)
- **Research and Media Literacy:** How to Make a Musical Instrument TE p. T267 (RL.1.5, W.1.2, W.1.7, W.1.8) [ELD- 1.1.C.9]
- **Grammar:** Weekly Review: Statements TE pp. T268-T269 (RF.1.1a, L.1.1j, L.1.2b) [ELD- 1.1.C.10]
- **Informative Writing:** Revising and Proofreading TE pp. T270-T271 (W.1.2, W.1.5, L.1.1f, L.1.1j, L.1.2b) [ELD- 1.2.A.1, 1.2.A.2, 1.2.B.5]
- **Small Group:** Reteach as needed
- **Small Group:** Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

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**UNIT 2, LESSON 9**

For general resources for this week see documents and online links #3-9.

*For Unit Performance Task see Assess and Reteach week.*
**Unit Text Support**

| ANCHOR TEXT: Dr. Seuss |
| Leveled Readers: *(Drawing, Jim Henson, the Puppet Man, Margret and Hans Rey, and The Man Who Made Puppets)* |
| Vocabulary Reader: *Reading Together* |
| Connected Text: Two Poems from Dr. Seuss |
| Essential Question: What makes a story or poem funny? |
| NOTE: The “days” below refer to the location in the Teacher Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional. |

**SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.**

**“DAY 1”**

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T308-T309** *(RL.1.2, SL.1.1c, SL.1.2) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)*
- **Phonemic Awareness/Phonics: Words with Short e and Blends with s TE pp. T310-T311** *(RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, SL.1.6) (see documents and online links #4)*
- **Introduce Words to Know TE pp. T314-T315** *(RF.1.3g) (See documents and online links #3, 5)*
- **First Read: Think Through the Text (Use Text Evidence) TE p. TE pp. T318-T326** *(RI.1.1, RI.1.5, RI.1.6, RI.1.7, RI.1.10, RF.1.3b, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #8 - 9)*
- **Grammar: Introduce Singular and Plural Nouns TE p. T328** *(SL.1.6, L.1.1b, L.1.1c) [ELD- 1.2.B.4]*
- **Informative Writing: Introduce the Model TE p. T329** *(W.1.2, W.1.5, RI.1.5)*
- **Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts)/(See Documents and Online Links # 2)**

**“DAY 2”**

- **Phonemic Awareness/Phonics: Words with Short e and Blends with s TE p. T332** *(RF.1.2c, RF.1.3b, L.1.2d, L.1.2e)*
- **Dig Deeper: How to Analyze the Text TE p. T334** *(RI.1.2, RI.1.5, RI.1.6, RI.1.7) [ELD-1.1.B.8]*
- **Second Read: Analyze the Text TE p. T335 (T321 & 323)** *(RI.1.2, RI.1.5, RI.1.6, RI.1.7) [ELD- 1.1.B.8] (see documents and online links #6)*

**For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.**

- **Vocab Reader: Reading Together T379** *(see EL resources - link A)*
- **Language Support Card 9** *(see EL resources - link B)*
- **Vocab Context Cards 49-54** *(see EL resources - link C)*
- **Differentiate Words to Know T377**
- **Differentiate Comprehension T381**
- **Differentiate Vocabulary Strategies: Antonyms T389**
- **Audio: Dr. Seuss, Two Poems from Dr. Seuss** *(see EL resources - link D)*

**English Language Learner Tab:**

- **E 32 (Speaking and Listening/ Develop Words to Know)**
- **E33 (Scaffold Comprehension: Dr. Seuss)**
- **E33 (Short e)**
- **E34 (Phonemic Awareness Warm-Up/ Scaffold Comprehension: Dr. Seuss)**
- **E35 (Question)**
- **E36 (Phonemic Awareness Warm-Up/ Practice Words to Know)**
- **E 37 (Antonyms)**
- **E 38 ( Scaffold Poetry: Two Poems From Dr. Seuss)**
### Unit Text Support

- **Your Turn T336** (RI.1.1, RI.1.7, RI.1.8, W.1.8, SL.1.2) [ELD- 1.1.A.1, 1.1.B.5]
- **Write About Reading** (Performance Task) **TE p. T337** (RI.1.1, RI.1.7, RI.1.8, SL.1.2, W.1.8, L.1.1) [1.1.C.10, 1.2.C.6]
- **Grammar: Singular and Plural Nouns** **TE p. T338** (RF.1.3f, L.1.1b, L.1.1c) [ELD-1.2.B.4]
- **Informative Writing: Focus Trait: Ideas** **TE p. T339** (W.1.2, W.1.5, L.1.1f) [ELD- 1.1.A.1, 1.1.C.10]
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RI.1.5, RI.1.6 and RL.1.7) [ELD- 1.1.B.6, 1.1.B.7]
- **Small Group: Literacy Centers (Flip Charts)**

### Resources

- **E 40** (Compare Texts/ Build Academic Sentence Structures)
- **Leveled Reader: The Man Who Made Puppets** T387 (see EL resources - link E)

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### “DAY 3”

- **Foundational Skills Phonics/Spelling** **TE pp. 342-343** (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, L.1.2e)
- **Readers Guide** **TE p. T346** (RI.1.1, RI.1.2, RI.1.8, RI.1.10, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.6) [ELD- 1.1.A.1, 1.1.A.2, 1.1.A.3]
- **Apply Vocabulary Knowledge** **TE p. T348** (L.1.5c, L.1.6)
- **Grammar: Singular and Plural Nouns** **TE p. T350** (L.1.1b, L.1.1c, L.1.1j) [ELD- 1.2.B.4]
- **Informative Writing: Prewriting** **TE p. T351** (W.1.2, W.1.5, RI.1.5) [ELD- 1.1.C.12]
- **Small Group: Differentiate Phonics and Fluency (Leveled Readers)**
- **Small Group: Literacy Centers (Flip Charts)**

### “DAY 4”

- **Phonemic Awareness/Phonics: Review Short e, Blends with s, and Short o** **TE p. T354** (RF.1.2c, RF.1.2d)
- **Connect to the Topic: Poetry** **TE p. T356** (RL.1.4, RL.1.10) [ELD- 1.1.B.8]
- **Compare Texts** **TE p. T357** (RI.1.9, SL.1.4, RL.1.4, L.1.6) [ELD- 1.1.B.8]
- **Vocabulary Strategies: Antonyms** **TE pp. T358-359** (L.1.4a)
- **Grammar: Spiral Review: Complete Sentences** **TE p. T360** (RF.1.1a, SL.1.6, L.1.1j, L.1.2c) [ELD- 1.2.B.3, 1.2.B.4]
- **Informative Writing: Drafting** **TE p. T361** (W.1.2, W.1.5, L.1.1f) [ELD- 1.1.C.12]
- **Small Group: Differentiate Vocabulary Strategies (L.1.4a)**
- **Small Group: Literacy Centers (Flip Charts)**

### “DAY 5”

- **E 40 (Compare Texts/ Build Academic Sentence Structures)**
- **Leveled Reader: The Man Who Made Puppets** T387 (see EL resources - link E)
- Extend the Topic: Domain Specific Vocabulary TE p. T364 (L.1.5c, L.1.6)
- Research and Media Literacy: Ask and Answer Questions Using Information from Media TE p. T365 (SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.6) [ELD- 1.1.A.1, 1.1.A.2, 1.1.A.3]
- Informative Writing: Revising and Proofreading TE p. T368-T369 (W.1.2, SL.1.6, L.1.1b, L.1.1c, L.1.1f) [ELD - 1.2.C.7, 1.2,B,5]
- Small Group: Reteach as needed
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

UNIT 2, LESSON 10

For general resources for this week see documents and online links #3-9.
For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: A Cupcake Party (Fantasy)
Leveled Readers: Trip to the Rock, Toad’s Birthday, Chipmunk’s New Home, and Happy Birthday, Toad
Vocabulary Reader: Happy Birthday!
Connected Text: Happy Times (Poetry)
Essential Question: How can you show a friend that you care about him or her?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T406-407 (RL.1.2, SL.1.1a, SL.1.1c, SL.1.2) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] see documents and online links #7
- Phonemic Awareness/Phonics: Words with Short u and Final Blends TE pp. T408-T409 (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3g, SL.1.6) (See documents and online links #4)
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<td><strong>Video Clip: Playground Fun</strong> (see EL resources - link E)</td>
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<td><strong>First Read: Think Through the Text (Use Text Evidence)</strong> TE pp. T416-T424 (RL.1.1, RL.1.3, RL.1.7, RL.1.10, RF.1.3b, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (See documents and online links #9)</td>
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<td><strong>Grammar: Introduce Articles</strong> TE p. T426 (L.1.1h) [ELD- 1.2.B.4]</td>
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<td><strong>Informative Writing: Drafting</strong> TE p. T427 (W.1.2, W.1.6, L.1.1f) [ELD- 1.2.C.6, 1.1.A.1]</td>
<td>- E43 (Scaffold Comprehension: A Cupcake Party)</td>
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<td><em>Small Group: Differentiate Phonics &amp; Words to Know, Vocabulary Reader</em></td>
<td>- E44 (Phonemic Awareness Warm-Up/ Scaffold Comprehension: A Cupcake Party)</td>
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<td><em>Small Group: Literacy Centers (Flip Charts)</em> (See Documents and Online Links # 2)</td>
<td>- E45 (Visualize)</td>
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<td><strong>Phonemic Awareness/Phonics: Words with Short u and Final Blends</strong> TE p. T430 (RF.1.2b, RF.1.2c, RF.1.3b, L.1.2e) (See documents and online links #8)</td>
<td><strong>E46 (Phonemic Awareness Warm-Up/Practice Words to Know)</strong></td>
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<td><strong>Dig Deeper: How to Analyze the Text</strong> TE pp. T432-T433 (RL.1.3, RL.1.6, RL.1.7) [ELD- 1.1.B.8]</td>
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<td><strong>Second Read: Analyze the Text</strong> TE p. T433 (T419 &amp; 421) (RL.1.3, RL.1.6, RL.1.7) [ELD- 1.1.B.8] (see documents and online links #6)</td>
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<td><strong>Your Turn</strong> TE p. T434 (RL.1.3, RL.1.4, RL.1.5, RL.1.7, SL.1.1a, SL.1.1b) [ELD- 1.1.A.1, 1.1.A.2, 1.1.A.3]</td>
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<td><strong>Write About Reading (Performance Task)</strong> TE p. T435 (RL.1.7, SL.1.4, W.1.1) [ELD- 1.1.C.11]</td>
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<td><strong>Informative Writing: Focus Trait: Organization</strong> TE p. T437 (W.1.2, L.1.1f) [ELD- 1.1.C.12, 1.1.C.10]</td>
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<td><em>Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)</em> (RL.1.3 and RL.1.7) [ELD- 1.1.B.6, 1.1.B.7]</td>
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- Phonics: Double Consonants and ck TE p. S2 & S4 (RF.1.3b)
- Words to Know TE p. S3 (RF.1.3g) *(See documents and online links #A)*
- Phonics: Phonogram-ack TE p. S8 (RF.1.3a, RF.1.3b)
- Fluency: Expression TE p. S9 (RF.1.4b)

### Unit 2 Lesson 7 Day 1 - Day 4

- Phonics: Short i, Clusters with r TE p. S12 & S16 (RF.1.2d, RF.1.3b)
- Words to Know TE p. S13 (RF.1.3g)
- Phonics: Phonogram-ip TE p. S18 (RF.1.3b)
- Fluency: Rate TE p. S19 (RL.1.1)

### Unit 2 Lesson 8 Day 1 - Day 4

- Phonics: Short o, Clusters with l TE p. S22 & S26 (RF.1.3b)
- Words to Know TE p. S23 (RF.1.3g)
- Phonics: Phonogram-ock TE p. S28 (RF.1.3a, RF.1.3b)
- Fluency: Phrasing TE p. S29 (RL.1.1)

### Unit 2 Lesson 9 Day 1 - Day 4

- Phonics: Short e, Clusters with s TE p. S32 & S36 (RF.1.3b)
- Words to Know TE p. S33 (RF.1.3g)
- Phonics: Phonogram-ell TE p. S38 (RF.1.3b)
- Fluency: Word Recognition TE p. S39 (RF.1.4b, RF.1.4c)

### Unit 2 Lesson 10 Day 1 - Day 4

- Phonics: Short u, Final Clusters TE p. S42, S44, S46 (RF.1.3b)
- Words to Know TE p. S43 (RF.1.3g)
- Phonics: Phonogram-ump TE p. S48 (RF.1.3b)
- Fluency: Stress TE p. S49 (RF.1.4a)

**TE Small Group Tab**

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### Unit 3, Lesson 11
(Week 14, 2 Weeks)

**UNIT 3, LESSON 11**

For general resources for this week see documents and online links #3-10.

*For Unit Performance Task see Assess and Reteach week.*

**ANCHOR TEXT:** At Home in the Ocean (Informational Text)

**Leveled Readers:** In the Sea, Coral Reefs, The Amazing Octopus, and Life in the Coral Reefs

**Vocabulary Reader:** Shark

**Connected Text:** Water (Informational Text)

**Essential Question:** What kinds of plants and animals would you find in the ocean?

**NOTE:** The “days” below refer to the location in the Teacher Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP** - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

#### “DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T14-15** (RL.1.2, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)
- **Phonemic Awareness/Phonics: Words with Digraph th** TE pp.T16-17 (RF.1.2b, RF.1.2d, RF.1.3a, RF.1.3b, RF.1.3g, SL.1.6) (see documents and online links #4)
- **Introduce Words to Know** TE pp. T20-21 (RF.1.3g) (see documents and online links #3, 5)
- **First Read: Think Through the Text (Use Text Evidence)** TE pp. T24-32 (RL.1.1, RL.1.2, RL.1.5, RL.1.6, RL.1.7, RL.1.8, RL.1.10, RF.1.3b, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #9 - 10)
- **Grammar:** Introduce proper nouns TE p. T34 (L.1.1b, L.1.2a) [ELD- 1.2.B.4]
- **Informative Writing:** Introduce the Model TE p. T35 (W.1.2, W.1.5, SL.1.6, L.1.1e) [ELD- 1.1.C.10, 1.1.C.12]
- **Small Group:** Differentiate Phonics & Words to Know, Vocabulary Reader
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

#### “DAY 2”

**ENGLISH LANGUAGE DEVELOPMENT**

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- **Vocab Reader:** Shark T85 (see EL resources - link A)
- **Language Support Card 11** (see EL resources - link B)
- **Vocab Context Cards 61-68** (see EL resources - link C)
- **Differentiate Words to Know** T83
- **Differentiate Comprehension** T87
- **Differentiate Vocabulary Strategies:** Classify and Categorize T95
- **Audio:** *At Home in the Ocean, Water* Leveled Practice ELL 1.1-1.6 (see EL resources - link D)
- **Video Clip:** Snorkeling (see EL resources - link E)

**English Language Learners Tab:**

- **E2** *(Speaking and Listening/ Develop Words to Know)*
- **E4** *(Phonemic Awareness Warm-Up/ Scaffold Comprehension: At Home in the Ocean)*
- **E6** *(Phonemic Awareness Warm-Up)*
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<td><strong>Phonemic Awareness/Phonics: Words with Digraph</strong> TE p. <strong>T38</strong> (RF.1.2b, RF.1.3a, RF.1.3b, L.1.2e)</td>
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<td><strong>Dig Deeper: How to Analyze the Text</strong> pp. <strong>T40-41</strong> (RI.1.2, RI.1.7, RI.1.8) [ELD-1.1.B.8] (see documents and online links #6)</td>
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<td><strong>Second Read: Guided Practice/Apply</strong> TE p. <strong>T41</strong> (RI.1.2, RI.1.7, RI.1.8) [ELD-1.1.B.7, 1.1.B.8]</td>
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<td><strong>Your Turn</strong> TE p. <strong>T42</strong> (RI.1.2, RI.1.8, SL.1.1b, SL.1.4) [ELD-1.1.A.1, 1.1.A.2, 1.1.A.3]</td>
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<td><strong>Write About Reading Performance Task</strong> TE p. <strong>T43</strong> (RI.1.7, W.1.2, W.1.5) [ELD-1.1.C.12, 1.1.C.10]</td>
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<td><strong>Grammar: Proper Nouns</strong> TE p. <strong>T44</strong> (L.1.1b, L.1.2a) [ELD-1.2.B.4]</td>
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<td><strong>Informative Writing: Focus Trait – Ideas</strong> TE p. <strong>T45</strong> (W.1.2, SL.1.6) [ELD-1.2.B.3, 1.2.C.6]</td>
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<td><strong>Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)</strong> (RI.1.8) [ELD-1.1.B.7]</td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> (See Documents and Online Links # 2)</td>
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**“DAY 3”**

|      | **Phonemic Awareness/Phonics: Base Words with Endings** TE pp. **T48-49** (RF.1.2b, RF.1.2d, RF.1.3b, RF.1.3f, RF.1.3g, L.1.2e) |
|      | **Readers Guide** TE p. **T52** (RI.1.1, RI.1.2, RI.1.8, RI.1.10, SL.1.1c, SL.1.6) [ELD-1.1.B.6, 1.1.B.7] |
|      | **Apply Vocabulary Knowledge** TE p. **T54** (L.1.1c) |
|      | **Grammar: Proper Nouns TE p. T56** (L.1.1b, L.1.2a) [ELD-1.2.B.4] |
|      | **Informative Writing: Prewriting TE p. T57** (W.1.2, W.1.5) [ELD-1.1.C.11] |
|      | **Small Group: Differentiate Phonics and Fluency (Leveled Readers)** (see documents and online links #8) |
|      | **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links # 2) |

**“DAY 4”**

|      | **Phonemic Awareness/Phonics: Review Digraph; Base Words with Endings** TE p. **T60** (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3f, RF.1.3g) |
|      | **Connect to the Topic: Informational text** TE p. **T62** (RI.1.3, RI.1.5, RI.1.10) [ELD-1.1.B.7, 1.1.B.8] |
|      | **Compare Texts** TE p. **T63** (RI.1.3, RI.1.7, RI.1.9, SL.1.4, SL.1.5) [ELD-1.1.B.7, 1.1.B.8] (see documents and online links #6) |
|      | **Vocabulary Strategies: TE p. T64-65** (L.1.1a) |
|      | **Grammar: Spiral Review : Possessives** TE p. **T66** (L.1.1b, L.1.2a) [ELD-1.2.B.4] |

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<td><strong>E10 (Compare Texts/ Build Academic Sentence Structures)</strong></td>
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<tr>
<td><strong>Leveled Reader: <em>Life in the Coral Reefs</em> T 93 (see EL resources - link F)</strong></td>
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**Documents and Online Links**

1. EL_Resources 1.3.11.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling list v2
4b. mystery words digraph and endings
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Oral Vocabulary ppt.
7a. Oral Vocabulary ppt. v2
8. Compare Texts
9. Endangered Ocean: Manatees
10. Analyze/Evaluate strategy poster
G1.L11 Deconstruct the Prompt
G1.L11 IEW Lesson
Retelling Cards - Unit 3
Retelling card summary sheet.pdf
First Grade Journeys Planner Unit 3.pdf
- Informative Writing: Drafting TE p. T67 (W.1.2, W.1.5, L.1.1) [ELD- 1.1.A.1, 1.1.A.2, 1.1.C.11]
- Small Group: Differentiate Vocabulary Strategies (L.1.5a)
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 5”

- Extend the Topic: Domain-Specific Vocabulary TE p. T70 (L.1.5c, L.1.6)
- Research and Media Literacy: TE p. T71 (W.1.7, W.1.8, W.1.2, SL.1.1c) [ELD- 1.1.C.9, 1.1.C.10]
- Informative Writing: Revising and Proofreading TE p. T74-75 (W.1.2, W.1.5, W.1.6, L.1.1j) [ELD- 1.2.A.1, 1.2.A.2, 1.2.B.5]
- Small Group: Reteach as needed
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)
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<td><strong>Teacher Read Aloud (including Classroom Collaboration)</strong> TE pp. T112-113 (SL.1.1a, SL.1.1b, SL.1.2) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)</td>
<td><strong>Audio:</strong> <em>How Leopard Got His Spots, The Rain Forest</em> Leveled Practice ELL12.1-12.4 (see EL resources - link D)</td>
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<td><strong>Phonemic Awareness/Phonics: Digraphs ch, tch TE pp. T114-115 (RF.1.2b, RF.1.2d, RF.1.3a, RF.1.3b, RF.1.3g, SL.1.6) (see documents and online links #4)</strong></td>
<td><strong>Video Clip:</strong> <em>Rainforest Animals</em> (see EL resources - link E)</td>
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<td><strong>Introduce Vocabulary TE pp. T118-119 (RF.1.3g) (see documents and online links #3, 5)</strong></td>
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<td><strong>First Read: Think Through the Text (Use Text Evidence) TE pp. T122-131 (RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, RF.1.3b, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #9)</strong></td>
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<td><strong>Grammar: Introduce commands TE p. 34 (L.1.1j) [ELD- 1.1.A.1]</strong></td>
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<td><strong>Informative Writing: Introduce the Model TE p. 135 (W.1.2, W.1.5, SL.1.6, L.1.1f) [ELD- 1.1.C.10, 1.1.C.12]</strong></td>
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<td><strong>Small Group: Differentiate Phonics &amp; Words to Know, Vocabulary Reader</strong></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</strong></td>
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<td><strong>Phonemic Awareness/Phonics: Digraphs Ch, tch TE p. 138 (L.1.2d, L.1.2e, RF.1.3a, RF.1.3b)</strong></td>
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<td><strong>Dig Deeper: How to Analyze the Text TE pp. 140-141 (RL.1.2, RL.1.3, RL.1.7) [ELD- 1.1.B.8] (see documents and online links #6, 8)</strong></td>
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<td><strong>Second Read: Guided Practice/Apply TE p. 141 (RL.1.3, RL.1.7, RL.1.2) [ELD- 1.1.B.6]</strong></td>
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<td><strong>Your Turn TE p. 142 (RL.1.1, RL.1.2, RL.1.7, SL.1.1a, SL.1.1b, SL.1.5) [ELD- 1.1.A.1, 1.1.A.2, 1.1.A.3]</strong></td>
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<td><strong>Write About Reading Performance Task TE p. 143 (W.1.3) [ELD- 1.1.C.10]</strong></td>
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<td><strong>Grammar: Commands TE p. 144 (L.1.1h, L.1.1j) [ELD- 1.1.A.2]</strong></td>
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<td><strong>Informative Writing: Focus Trait – Sentence Fluency TE p. 145 (W.1.2, SL.1.5, SL.1.6) [ELD- 1.2.C.6]</strong></td>
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<td><strong>Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RL.1.3)</strong></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</strong></td>
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<td><strong>Phonemic Awareness/Phonics: Possessives with ’s TE pp. 148-149 (RF.1.3a, RF.1.3b, RF.1.3f, RF.1.3g, L.1.2e) [ELD- 1.2.B.4]</strong></td>
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<td><strong>Readers Guide TE p. 152 (RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, SL.1.1a, SL.1.1b) [ELD- 1.1.B.6, 1.1.A.1]</strong></td>
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<td><strong>Apply Vocabulary Knowledge TE p. 154 (L.1.5b, L.1.5c)</strong></td>
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<td><strong>Grammar TE p. T156 (L.1.1j) [ELD- 1.1.A.2]</strong></td>
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<td>1. EL_Resources 1.3.12.pdf</td>
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<td>3. Vocab Context Cards</td>
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<td>4. Sound Spelling List</td>
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<td>4a. Sound Spelling list v2</td>
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<td>4b. mystery words digraphs and -atch</td>
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<td>5. High Frequency Word Cards</td>
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<td>7. Oral Vocabulary ppt.</td>
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<td>7a. Oral Vocabulary ppt. v2</td>
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<td>8. Sequencing Lesson</td>
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**“DAY 4”**

- **Phonemic Awareness/Phonics: Review Possessives and Digraphs TE p. T160** (RF.1.2c, RF.1.3a, L.1.2d) [ELD- 1.2.B.4]
- **Connect to the Topic: Informational text TE p. T162** (RL.1.3, RI.1.5, RI.1.10) [ELD- 1.1.B.6]
- **Compare Texts TE p. T163** (RL.1.3, RL.1.3, RI.1.5, W.1.3) [ELD- 1.1.A.1, 1.2.C.6]
- **Vocabulary Strategies: TE pp. T164-165** (L.1.4a)
- **Grammar: Spiral Review : Complete Sentences TE p. T166** (L.1.1c, L.1.1j) [ELD- 1.2.B.3, 1.2.B.4]
- **Informative Writing: Drafting TE p. T167** (W.1.2, W.1.5) [ELD- 1.1.C.10, 1.1.C.12]
- **Small Group: Differentiate Vocabulary Strategies** (L.1.5d)
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 5”**

- **Extend the Topic: Domain- Specific Vocabulary TE p. T170** (L.1.5c, L.1.6) [ELD- 1.1.C.12]
- **Speaking and Listening: Giving Clear Descriptions TE p. T171** (RL.1.3, SL.1.4, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.2.B.5, 1.1.A.3, 1.2.A.2]
- **Grammar: Weekly Review: Commands TE pp. T172-173** (L.1.1h, L.1.1j, L.1.2b) [ELD- 1.1.C.10, 1.1.C.12]
- **Informative Writing: Revising and Proofreading TE pp. T174-175** (W.1.2, W.1.5) [ELD- 1.2.A.1, 1.2.A.2, 1.2.B.5]
- **Small Group: Reteach as needed**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**UNIT 3, LESSON 13**

*For general resources for this week see documents and online links #3-9. For Unit Performance Task see Assess and Reteach week.*

**ANCHOR TEXT:** Seasons (Informational Text)
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<td><strong>Vocabulary Reader:</strong> Ducks</td>
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<td><strong>Connected Text:</strong> Four Seasons for Animals</td>
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<td>Essential Question: What changes do the different seasons cause?</td>
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**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP** - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T212-213 (SL.1.1a, SL.1.1c, SL.1.2, SL.1.3, SL.1.6) [ELD-1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)
- Phonemic Awareness/Phonics: Digraphs sh, wh, ph TE pp. T214-215 (RF.1.2b, RF.1.2d, RF.1.3a, RF.1.3b, RF.1.3g, SL.1.6) (see documents and online links #4)
- Introduce Vocabulary TE pp. T218-219 (RF.1.3g) (see documents and online links #3,5)
- First Read: Think Through the Text (Use Text Evidence) TE pp. T222-232 (RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.8, RI.1.10, RF.1.3b, RF.1.3g, RF.1.4a, L.1.4a) [ELD-1.1.B.6, 1.1.B.7] (see documents and online links #9)
- Grammar: Introduce subjects and verbs TE p. T234 (SL.1.6, L.1.1c, L.1.1) [ELD-1.2.B.3, 1.2.B.4]
- Informative Writing: Introduce the Model TE p. T235 (W.1.2, W.1.5, SL.1.6) [ELD-1.2.B.3, 1.2.B.4, 1.1.C.10]
- Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links #2)

**“DAY 2”**

- Phonemic Awareness/Phonics: Digraphs sh, wh, ph TE p. T238 (RF.1.2b, RF.1.3a, RF.1.3b, L.1.2e)
- Dig Deeper: How to Analyze the Text TE pp. T240-241 (RI.1.3, RI.1.4, L.1.4a) [ELD-1.1.B.8] (see documents and online links #6, 8)
- Second Read: Guided Practice/Apply TE p. T241 (RI.1.3, RI.1.4) [ELD-1.1.B.7, 1.1.B.8]
- Your Turn TE p. T242 (RI.1.1, RI.1.3, SL.1.1a, SL.1.1b) [ELD-1.1.A.1, 1.1.A.2, 1.1.A.3]

**English Language Learner Tab:**

- E 22 (Speaking and Listening/Develop Words to Know)
- E 24 (Scaffold Comprehension: Seasons)
- E 27 (Words Ending in -ed, -ing, or -s)
- E 28 (Scaffold Informational Text: Four Seasons for Animals)
- E 30 (Compare Texts/Build Academic Sentence Structures)
- Leveled Reader: In the Fall T297 (see EL resources - link F)
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<td>Write About Reading Performance Task TE p. T243 (W.1.1) [ELD- 1.1.C.10, 1.1.C.11, 1.1.C.12]</td>
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<td>Grammar: Subjects and verbs TE p. T244 (SL.1.6, L.1.1c, L.1.1j) [ELD- 1.2.B.3, 1.2.B.4]</td>
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<td>Informative Writing: Focus Trait – Ideas TE p. T245 (W.1.2, W.1.5, W.1.8) [ELD- 1.1.C.12, 1.2.C.6]</td>
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<td>Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.1.3)</td>
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<td>7. Oral Vocabulary ppt.</td>
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<tr>
<td>7a. Oral Vocabulary ppt. v2</td>
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<td>8. Let's Learn About Seasons video</td>
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<td>9. Visualize strategy poster</td>
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<td>G1.L13 Deconstruct the Prompt</td>
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<td>Readers Guide TE p. T252 (RI.1.1, RI.1.2, RI.1.3, RI.1.7, RI.1.10, SL.1.1a, SL.1.1b) [ELD- 1.1.B.6, 1.1.B.7, 1.1.A.1]</td>
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<tr>
<td>Apply Vocabulary Knowledge TE p. T254 (L.1.5c, L.1.6) [ELD- 1.2.C.6]</td>
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<tr>
<td>Grammar: Subjects and Verbs TE p. T256 (L.1.1c, L.1.1) [ELD- 1.2.B.3, 1.2.B.4]</td>
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<td>Informative Writing: Prewriting TE p. T257 (W.1.2, W.1.5, W.1.8, L.1.1, SL.1.6) [ELD- 1.1.C.10, 1.1.C.12, 1.2.A.1]</td>
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<tr>
<td>Small Group: Differentiate Phonics and Fluency (Leveled Readers)</td>
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<tr>
<td>Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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### “DAY 4”

<table>
<thead>
<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>Phonemic Awareness/Phonics: Review Digraphs and Contractions TE p. T260 (RF.1.2c, RF.1.3b)</td>
</tr>
<tr>
<td>Connect to the Topic: Informational Text TE p. T262-266 (RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10) [ELD- 1.2.A.1, 1.1.B.6]</td>
</tr>
<tr>
<td>Compare Texts TE p. T267 (RI.1.9, SL.1.4) [ELD- 1.1.B.6, 1.1.C.11, 1.2.C.6]</td>
</tr>
<tr>
<td>Vocabulary Strategies: TE pp. T268-269 (RF.1.3f, L.1.4c)</td>
</tr>
<tr>
<td>Grammar: Spiral Review : Statements TE p. T270 (L.1.1j, L.1.2b) [ELD- 1.2.B.5]</td>
</tr>
<tr>
<td>Informative Writing: Drafting TE p. T271 (W.1.2, W.1.5, L.1.6) [ELD- 1.1.C.12, 1.1.C.10]</td>
</tr>
<tr>
<td>Small Group: Differentiate Vocabulary Strategies (L.1.4a)</td>
</tr>
<tr>
<td>Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
</tr>
</tbody>
</table>

#### “DAY 5”
### UNIT 3, LESSON 14

**For general resources for this week see documents and online links #3-8.**

**For Unit Performance Task see Assess and Reteach week.**

**ANCHOR TEXT:** The Big Race (Fantasy)

**Leveled Readers:** Izzy’s Move, The Treasure Map, Cam the Camel, and The Map and the Treasure

**Vocabulary Reader:** Desert Animals

**Connected Text:** Rules and Laws (Informational Text)

**Essential Question:** Why is it important to have rules?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP**- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**
- **Teacher Read Aloud (including Classroom Collaboration)** TE pp. T316-317 *(RL.1.2, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)*
- **Phonemic Awareness/Phonics: Words with Long a** TE pp. T318-319 *(RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3g, SL.1.6) (see documents and online links #4)*
- **Introduce Vocabulary TE pp. T322-323 (RF.1.3g) (see documents and online links #3,5)*
- **First Read: Think Through the Text (Use Text Evidence)** TE pp. T326-336 *(RL.1.1, RL.1.3, RL.1.7, RL.1.10, RF.1.3b, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #8)*
- **Grammar: Introduce verbs and time** TE p. T338 *(SL.1.6, L.1.1e, L.1.4e) [ELD- 1.2.B.3]*
- **Informative Writing: Introduce the Model** TE p. T339 *(W.1.2, W.1.5, L.1.1j) [ELD- 1.1.A.2, 1.2.C.6]*
- **Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**

**“DAY 2”**

- **Phonemic Awareness/Phonics: Words from Long a** TE p. T342 *(RF.1.2c, RF.1.3b, RF.1.3c, L.1.2e)*
- **Dig Deeper: How to Analyze the Text** TE pp. T344-345 *(RL.1.3, RL.1.7) [ELD- 1.1.B.8] (see documents and online links #6)*
- **Second Read: Guided Practice/Apply** TE p. T345 *(RL.1.3, RL.1.7) [ELD- 1.1.B.7, 1.1.B.8]*
- **Your Turn** TE p. T346 *(RL.1.7, SL.1.1b, SL.1.4, SL.1.6) [ELD- 1.1.A.1, 1.1.A.2, 1.1.A.3] *
- **Write About Reading Performance Task** TE p. T347 *(W.1.1, L.1.6) [ELD- 1.1.C.10, 1.1.C.11]*
- **Grammar: Verbs and Time** TE p. T348 *(L.1.1e, L.1.1j) [ELD- 1.2.B.3]*
- **Informative Writing: Focus Trait – Ideas** TE p. T349 *(W.1.2, W.1.8) [ELD- 1.1.C.10]*
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** *(RL.1.3 and RL.1.7) [ELD- 1.1.B.6, 1.1.B.7]*
- **Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**

**“DAY 3”**

- **Phonemic Awareness/Phonics: Words with Soft c, g, dge** TE pp. T352-353 *(RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3g, L.1.2e)*
- **Apply Vocabulary Knowledge** TE p. T358 *(L.1.5c)*

**Documents and Online Links**

1. EL_Resources_1.3.14.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4a. Sound Spelling List
4b. Mystery words - Long a (VCe) - soft c and g
5. High Frequency Word Cards
6. Collaboration Lesson Plan

**English Language Learner Tab:**

- E32 (Speaking and Listening/Develop Words to Know)
- E34 (Phonemic Awareness/Scaffold Comprehension: The Big Race)
- E35 (Infer/Predict)
- E36 (Phonemic Awareness Warm-Up/Practice Words to Know)
- E37 (Shades of Meaning)
- E38 (Scaffold Informational Text: Rules and Laws)
- E40 (Compare Texts/Build Academic Sentence Structures)
- Leveled Reader: *The Map and the Treasure* T399 (see EL resources - link E)
### Unit 3, Lesson 15

**UNIT 3, LESSON 15**

**For general resources for this week see documents and online links #3-8.**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Text Support</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Small Group: Differentiate Phonics and Fluency (Leveled Readers)</strong></td>
<td>![8. Infer/Predict strategy poster](8. Infer/Predict strategy poster)</td>
</tr>
<tr>
<td></td>
<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> <em>(See Documents and Online Links # 2)</em></td>
<td>![G1.L14.P1 Deconstruct the Prompt](G1.L14.P1 Deconstruct the Prompt)</td>
</tr>
</tbody>
</table>

### “DAY 4”

- **Phonemic Awareness/Phonics: Review Long a and Soft c, g, dge TE p. T364** *(RF.1.2c, RF.1.2d, RF.1.3b, L.1.2d)*
- **Connect to the Topic: Informational Text TE pp. T366-368** *(RI.1.2, RI.1.3, RI.1.5, RI.1.7, RI.1.8, RI.1.10)* [ELD- 1.1.B.7, 1.1.B.8]
- **Compare Texts TE p. T369** *(RL.1.5, SL.1.1a, SL.1.1b, W.1.2)* [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.2, 1.1.C.10, 1.2.A.1]
- **Vocabulary Strategies: TE pp. T370-371** *(L.1.5d)*
- **Informative Writing: Prewriting TE p. T373** *(W.1.2, W.1.5, W.1.6, W.1.8)* [ELD- 1.1.C.10]
- **Small Group: Differentiate Vocabulary Strategies** *(L.1.5d)*
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

### “DAY 5”

- **Extend the Topic: Domain- Specific Vocabulary TE p. T376** *(L.1.5c, L.1.6)*
- **Speaking and Listening: Speaking About a Topic TE p. T377** *(RI.1.2, RI.1.3, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.6)*
- **Informative Writing: Prewriting TE pp. T380-381** *(W.1.2, W.1.5, W.1.6, W.1.8)* [ELD- 1.1.C.10, 1.1.C.12, 1.1.C.9]
- **Small Group: Reteach as needed**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

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**ENGLISH LANGUAGE DEVELOPMENT**
<table>
<thead>
<tr>
<th>Unit</th>
<th>Text Support</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>(Week 19, 1 Week)</td>
<td>For Unit Performance Task see Assess and Reteach week.</td>
<td>For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.</td>
</tr>
<tr>
<td><strong>ANCHOR TEXT:</strong> Animal Groups (Informational Text)</td>
<td></td>
<td>• Vocab Reader: <em>Animals</em> T 495 (see EL resources - link A)</td>
</tr>
<tr>
<td><strong>Leveled Readers:</strong> <em>Making a Home, All About Bats, Bald Eagles, and Many Kinds of Bats</em></td>
<td></td>
<td>• Language Support Card 15 (see EL resources - link B)</td>
</tr>
<tr>
<td><strong>Vocabulary Reader:</strong> Ani</td>
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<td>• Vocab Context Cards 93-100 (see EL resources - link C)</td>
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<tr>
<td><strong>Connected Text:</strong> Animal Picnic (Play)</td>
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<td>• Differentiate Words to Know T 493</td>
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<tr>
<td><strong>Essential Question:</strong> What makes birds different from mammals?</td>
<td></td>
<td>• Differentiate Comprehension T497</td>
</tr>
<tr>
<td><strong>NOTE:</strong> The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.</td>
<td></td>
<td>• Differentiate Vocabulary Strategies: Suffixes -er, -est, T505</td>
</tr>
<tr>
<td><strong>SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.</strong></td>
<td></td>
<td>• Audio: <em>Animal Groups, Animal Picnic</em> Leveled Practice ELL 15.1-15.6 (see EL resources - link D)</td>
</tr>
<tr>
<td><strong>“DAY 1”</strong></td>
<td></td>
<td>• Video Clip: <em>Colorful Birds</em> (see EL resources - link E)</td>
</tr>
<tr>
<td>• Teacher Read Aloud (including Classroom Collaboration) TE pp. T418-419 (SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)</td>
<td></td>
<td><strong>English Language Learner Tab:</strong></td>
</tr>
<tr>
<td>• Phonemic Awareness/Phonics: Words with Long i TE pp. T420-421 (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3g, SL.1.6) [ELD- 1.1.A.1] (see documents and online links #4)</td>
<td></td>
<td>• E42 (Speaking and Listening/ Develop Words to Know)</td>
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<tr>
<td>• Introduce Vocabulary TE pp. T424-425 (RF.1.3g) (see documents and online links #3, 5)</td>
<td></td>
<td>• E44 (Scaffold Comprehension: Animal Groups)</td>
</tr>
<tr>
<td>• First Read: Think Through the Text (Use Text Evidence) TE pp. T428-438 (RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.10, RF.1.3b, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #8)</td>
<td></td>
<td>• E47 (Suffix -er, -est)</td>
</tr>
<tr>
<td>• Grammar: Introduce the verb “be” TE p. T440 (SL.1.6, L.1.1c, L.1.1e, L.1.1j) [ELD- 1.2.B.3]</td>
<td></td>
<td>• E48 (Scaffold Play: Animal Picnic)</td>
</tr>
<tr>
<td>• Informative Writing: Drafting TE p. T441 (W.1.2, W.1.5, W.1.6, W.1.8, L.1.1e) [ELD- 1.2.B.3, 1.1.C.10]</td>
<td></td>
<td>• E50 (Compare Texts/Build Academic Sentence Structures)</td>
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<tr>
<td>• Small Group: Differentiate Phonics &amp; Words to Know, Vocabulary Reader</td>
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<tr>
<td>• Small Group: Literacy Centers (Flip Charts)</td>
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</table>

**“DAY 2”**

<p>| Phonemic Awareness/Phonics: Words with Long i TE p. T444 (RF.1.2c, RF.1.3b, RF.1.3c, L.1.2d) | |
| Dig Deeper: How to Analyze the Text TE pp. T446-447 (RI.1.3, RI.1.5, RI.1.7) [ELD- 1.1.B.8] (see documents and online links #6) | |</p>
<table>
<thead>
<tr>
<th>Unit</th>
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<tbody>
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<td>Second Read: Guided Practice/Apply TE p. T447 (RI.1.3, RI.1.5, RI.1.7) [ELD- 1.1.B.7, 1.1.B.8]</td>
<td>• Leveled Reader: Many Kinds of Bats T503 (see EL resources - link F)</td>
</tr>
<tr>
<td></td>
<td>Your Turn TE p. T448 (RI.1.3, RI.1.7, SL.1.1b, SL.1.1c, SL.1.3) [ELD- 1.1.A.1, 1.1.A.2, 1.1.A.3]</td>
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<td>Write About Reading Performance Task TE p. T449 (W.1.8, L.1.2b) [ELD- 1.1.A.1, 1.1.C.10, 1.1.C.12]</td>
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<td>Grammar: Verb “be” TE p. T450 (L.1.1c, L.1.1e, L.1.1j) [ELD- 1.2.B.3]</td>
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<td>Informative Writing: Focus Trait – Word Choice TE p. T451 (W.1.2, W.1.5, W.1.6, W.1.8, L.1.1f, L.1.1j) [ELD- 1.2.B.5, 1.1.C.10]</td>
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<td>Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.1.3 and RI.1)</td>
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<td>Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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<td><strong>“DAY 3”</strong></td>
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<td>Phonemic Awareness/Phonics: Words with Digraphs TE pp. T454-455 (RF.1.2b, RF.1.3a, RF.1.3b, RF.1.3g, L.1.2d, L.1.2e)</td>
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<td>Readers Guide TE p. T458 (RI.1.1, RI.1.2, RI.1.7, RI.1.10, SL.1.1a, SL.1.1b) [ELD- 1.1.B.6, 1.1.B.7, 1.1.A.1]</td>
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<td>Apply Vocabulary TE p. T460 (L.1.5a, L.1.5c, L.1.6) [ELD- 1.2.C.6]</td>
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<td>Grammar: Verb “be” TE p. T462 (SL.1.6, L.1.1c, L.1.1e, L.1.1j) [ELD- 1.2.B.3]</td>
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<td>Informative Writing: Drafting TE p. T463 (W.1.2, W.1.5, W.1.6, W.1.8) [ELD- 1.1.C.10]</td>
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<td>Small Group: Differentiate Phonics and Fluency (Leveled Readers)</td>
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<td>Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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<td>Foundational Skills Phonics/Spelling TE p. T466 (RF.1.2c, RF.1.3b, RF.1.3c)</td>
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<td>Connect to the Topic: Play TE p. T468 (RL.1.10) [ELD- 1.1.B.6]</td>
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<td>Compare Texts TE p. T469 (RI.1.1, RI.1.9, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.6, W.1.8) [ELD- 1.2.B.5, 1.2.C.6, 1.1.C.10, 1.1.A.1]</td>
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<td>Vocabulary Strategies: TE pp. T470-471 (L.1.4b)</td>
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<td>Grammar: Spiral Review : Articles and Demonstratives TE p. T472 (SL.1.6, L.1.1h) [ELD- 1.2.B.4, 1.1.A.1, 1.1.A.2]</td>
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<td>Informative Writing: Drafting and Revising TE p. T473 (W.1.5, W.1.2, W.1.8) [ELD- 1.2.B.3, 1.2.C.2, 1.2.B.5]</td>
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<td></td>
<td>Small Group: Differentiate Vocabulary Strategies (L.1.4b)</td>
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Documents and Online Links
1. EL_Resources 1.3.15.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling list v2
4b. Mystery Words - Long i; Silent letter digraphs
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Oral Vocabulary ppt.
7a. Oral Vocabulary ppt. v2
8. Monitor/Clarify strategy poster
G1.L15 Deconstruct the Prompt
G1.L15 IEW Lesson
Retelling Cards - Unit 3
Retelling card summary sheet.pdf
First Grade Journeys Planner Unit 3.pdf
### Unit 3, Assess and Reteach

**Assess and Reteach (Week 20, 1 Week)**

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<td><strong>Administer Common Assessment 3</strong></td>
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<td><em>Formative Assessment Performance Tasks: Middle of the Year End of Unit 3: Research Task</em></td>
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<tr>
<td><em>(See documents and online resources links #1)</em></td>
</tr>
</tbody>
</table>

**Choose 3 days of lessons from the following choices based on student needs:**

**TE Intervention Tab**

#### Unit 3 Lesson 11 Day 1- Day 4
- Phonics: Digraph th TE p. S2 & S4 (RF.1.3a)
- Words to Know TE p. S3 (RF.1.3g)
- Phonics: Inflected Endings TE p. S6 (RF.1.3f)
- Phonics: Phonogram TE p.S8(RF.1.3b)
- Fluency: Commas TE p.S9 (RF.1.4a)

#### Unit 3 Lesson 12 Day 1- Day 4
- Phonics: Digraphs ch,tch TE p.S12 & S14 (RF.1.3a)
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<td><strong>Words to Know TE p.S13</strong> (RF.1.3g)</td>
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<td><strong>Phonics: Possessive’s TE p.S16</strong> (RF.1.3g)</td>
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<td><strong>Phonics: Phonogram-atch TE p. S18</strong> (RF.1.3b)</td>
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<td><strong>Fluency:Rate TE p.S19</strong> (RF.1.4b)</td>
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<td><strong>Unit 3 Lesson 13 Day 1- Day 4</strong></td>
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<td><strong>Phonics:Digraphs sh,wh,ph TE p. S22</strong> (RF.1.3a)</td>
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<td><strong>Words to Know TE p. S23</strong> (RF.1.3g)</td>
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<td><strong>Phonics:Contractions’s and n’t TE p. S26</strong> (RF.1.3g)</td>
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<td><strong>Phonics:Phonogram-ash TE p.S28</strong> (RF.1.3b)</td>
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<td><strong>Fluency:Word Recognition TE p. S29</strong> (RF.1.4b)</td>
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<td><strong>Unit 3 Lesson 14 Day 1- Day 4</strong></td>
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<td><strong>Phonics:Long a TE p. S32 &amp; S34</strong> (RF.1.2c, RF.1.3b, RF.1.3c)</td>
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<td><strong>Words to Know TE p. S33</strong> (RF.1.3g)</td>
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<td><strong>Phonics:Soft c, Soft g, and dge TE p. S36</strong> (RF.1.2b, RF.1.3g)</td>
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<td><strong>Unit 3 Lesson 15 Day 1 - Day 4</strong></td>
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<td><strong>Phonics:Long i TE p. S42 &amp; S44</strong> (RF.1.2b, RF.1.2c, RF.1.3c)</td>
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<td><strong>Words to Know TE p.S43</strong> (RF.1.3g)</td>
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<td><strong>Phonics:Digraphs kn,wr,gn,and mb TE p.S46</strong> (RF.1.2b, RF.1.3a, RF.1.3b)</td>
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<td><strong>Phonics: Phonograms-ine and -ite TE p.S48</strong> (RF.1.2b, RF.1.3b)</td>
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<td><strong>Fluency:Intonation TE p.S49</strong> (RL.1.1)</td>
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**TE Small Group Tab**

**Day 5 Options for Reteaching**

**Unit 3 Lesson 11**

|          | **Phonics:Digraph th TE p. T96** (RF.1.2b, RF.1.2d) |          |
|          | **Phonics: Base Words and -s,-es,-ed,-ing TE p.T96** (RF.1.2b, RF.1.2d) |          |
|          | **Classify and Categorize Color Words TE p. T97** (L.1.5a) |          |
|          | **Author's Purpose TE p. T97** (RI.1.8) |          |

**Unit 3 Lesson 12**
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<td>Phonics: Digraphs sh, wh, ph TE p. T300 (RF.1.2a)</td>
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<td>Contractions with ’s, n’t TE p. T300 (RF.1.2b, RF.1.2d)</td>
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<td>Word Endings -ed, -ing, -s TE p. T301 (RF.1.3f)</td>
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<td>Cause and Effect TE p. T301 (RL.1.3)</td>
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<td>Phonics: Long a TE p. T402 (RF.1.2a)</td>
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<td>Shades of Meaning TE p. T403 (L.1.5d)</td>
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<td>Comprehension: Conclusion TE p. T403 (RL.1.3, RL.1.7)</td>
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<tr>
<td>Phonics: Long i TE p. T506 (RF.1.2a)</td>
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<td>Suffixes -er, -est TE p. T507 (RF.1.2b)</td>
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<td>Compare and Contrast TE p. T507 (RL.1.3)</td>
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**UNIT 4, LESSON 16**

*Week 21, 1 Week*

**For general resources for this week see documents and online links #3-9. For Unit Performance Task see Assess and Reteach week.**

**ANCHOR TEXT:** Let's Go to the Moon (Informational)

**Leveled Readers:** The Sun, Seasons, Living and Working in Space, and The Seasons of the Year

**Vocabulary Reader:** In the Sky

**Connected Text:** Mae Jemison (Biography)

**Essential Question:** What do astronauts do?
NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration) TE p. T14-15** (SL.1.1b, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #8)
- **Phonemic Awareness/Phonics: Words with Long o TE pp. T16-17** (RF.1.2a, RF.1.2b, RF.1.3b, RF.1.3c, RF.1.3g, SL.1.6) [ELD- 1.1.A.1] (see documents and online links #4)
- **Introduce Vocabulary TE p. T20-21** (RF.1.3g) (see documents and online links #3, 5)
- **First Read: Think Through the Text (Use Text Evidence) TE p. T24-35** (RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.8, RI.1.10) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #9)
- **Grammar: Introduce Questions TE p. T38** (SL.1.6, L.1.2a, L.1.2b) [ELD- 1.1.A.1]
- **Narrative Writing: Introduce the Model TE p. T39** (W.1.3, W.1.5, L.1.1j) [ELD- 1.1.A.1, 1.1.A.2]
- **Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links # 2)

“DAY 2”

- **Phonemic Awareness/Phonics: Words with Long o TE p. T42** (RF.1.2c, RF.1.3b, RF.1.3c, L.1.2a, L.1.2d)
- **Dig Deeper: How to Analyze the Text TE pp. T44-45** (RI.1.2, RI.1.8, RI.1.10) [ELD- 1.1.B.8] (see documents and online links #6)
- **Second Read: Guided Practice/Apply TE p. T45** (RI.1.2, RI.1.8) [ELD- 1.1.B.7, 1.1.B.8]
- **Your Turn TE pp. T46-47** (RI.1.1, RI.1.2, SL.1.1a, SL.1.1b, SL.1.4, L.1.6) [ELD- 1.1.A.1, 1.1.A.2, 1.1.A.3]
- **Write About Reading TE p. T47** (L.1.1j, L.1.2b) [ELD- 1.2.C.6, 1.1.C.10] (see documents and online links #7-7.5)
- **Grammar: Questions TE p. T48** (RF.1.1a, L.1.1j, L.1.2b) [ELD- 1.2.B.5]
- **Narrative Writing: Focus Trait: Ideas TE p. T49** (W.1.3, W.1.5) [ELD- 1.1.C.10, 1.1.A.1]
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RI.1.2)

English Language Learner Tab:

- E2 (Speaking and Listening/Develop Words to Know)
- E4 (Scaffold Comprehension: Let's Go to the Moon!)
- E5 (Main Idea and Details)
- E7 (Suffixes -y, -ful)
- E8 (Scaffold Biography: Mae Jemison)
- E10 (Compare Text/Build Academic Sentence Structures)
- Leveled Reader: *The Seasons of the Year* T97 (see EL resources - link F)

Documents and Online Links

- 1. **EL_Resources 1.4.16.pdf**
- 2. **Literacy Centers Resources**
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<td><strong>Phonemic Awareness/Phonics:</strong> Words with Long u TE pp. T52-53</td>
<td>(RF.1.2a, RF.1.2b, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3g, L.1.2d, L.1.2e)</td>
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<td><strong>Readers Guide TE p. T56</strong></td>
<td>(RI.1.1, RI.1.2, RI.1.5, RI.1.7, RI.1.10)</td>
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<td><strong>Apply Vocabulary Knowledge TE p. T58</strong></td>
<td>(L.1.5c, L.1.6)</td>
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<td><strong>Grammar:</strong> Questions TE p. T60</td>
<td>(RF.1.1a, L.1.1j, L.1.2b)</td>
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<td><strong>Narrative Writing:</strong> Prewriting TE p. T61</td>
<td>(W.1.3, W.1.5, L.1.1f)</td>
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<td><strong>Small Group:</strong> Differentiate Phonics and Fluency (Leveled Readers)</td>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts)</td>
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<td><strong>Phonemic Awareness/Phonics:</strong> Review Long o and Long u TE p. T64</td>
<td>(RF.1.3b, RF.1.3c)</td>
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<td><strong>Connect to the Topic:</strong> Informational Text TE p. T66</td>
<td>(RI.1.2, RI.1.3, RI.1.5, RI.1.10)</td>
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<td><strong>Compare Texts TE p. T67</strong></td>
<td>(RI.1.9, RI.1.2, SL.1.4)</td>
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<td><strong>Vocabulary Strategies:</strong> Suffixes -y, -ful TE pp. T68-69</td>
<td>(SL.1.6, L.1.4b)</td>
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<td><strong>Grammar:</strong> Spiral Review: Proper Nouns TE p. T70</td>
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<td><strong>Narrative Writing:</strong> Drafting TE p. T71</td>
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<td><strong>Small Group:</strong> Differentiate Vocabulary Strategies (L.1.4b)</td>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts)</td>
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<td><strong>DAY 5</strong></td>
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<td><strong>Extend the Topic:</strong> Domain Specific Vocabulary TE p. T74</td>
<td>(L.1.4a, L.1.5c, L.1.6)</td>
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<td><strong>Research and Media:</strong> Using Text Features TE p. T75</td>
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<td><strong>Grammar:</strong> Weekly Review: Questions TE pp. T76-77</td>
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<td><strong>Narrative Writing:</strong> Revising and Proofreading TE p. T78</td>
<td>(W.1.3, W.1.5, L.1.2b)</td>
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<td><strong>Small Group:</strong> Reteach as needed</td>
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Unit 4, Lesson 17
(Week 22, 1 Week)

UNIT 4, LESSON 17

For general resources for this week see documents and online links #3-8
For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: The Big Trip (Fantasy)
Leveled Readers: Bear Swims, Flying, The Mountain, and Flying in an Airplane
Vocabulary Reader: Going to School
Connected Text: Lewis and Clark's Big Trip (Informational)
Essential Question: What are some different ways to travel?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration) TE p. T116-117 (RL.1.1, SL.1.1a, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)
- **Phonemic Awareness/Phonics: Words with Long e TE pp. T118-119 (RF.1.2a, RF.1.2b, RF.1.3b, RF.1.3c, RF.1.3g, SL.1.6, L.1.2e) (see documents and online links #4)
- **Introduce Vocabulary TE p. T122-123 (RF.1.3g) (see documents and online links #3, 5)
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T126-137 (RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.9, RL.1.10, RF.1.3b, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links # 8)
- **Grammar: Compound Sentences TE p. T140(SL.1.6, L.1.1j, L.1.2b) [ELD- 1.1.C.12, 1.1.A.1, 1.2.C.7]
- **Narrative Writing: Introduce the Model TE p. T141 (W.1.3, W.1.5, L.1.1j) [ELD- 1.1.C.12]
- **Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader
- **Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

ENGLISH LANGUAGE DEVELOPMENT

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: Going to School T191 (see EL resources - link A)
- Language Support Card 17 (see EL resources - link B)
- Vocab Context Cards 109-116 (see EL resources - link C)
- Differentiate Words to Know T 189
- Differentiate Comprehension T193
- Differentiate Vocabulary Strategies: Define Words T201
- Audio: The Big Trip, Lewis and Clark's Big Trip Leveled Practice ELL 17.1-17.6 (see EL resources - link D)
- Video Clip: Lewis and Clark (see EL resources - link E)

English Language Learners Tab:

- E12 (Speaking and Listening/ Develop Words to Know)
- E14 (Scaffold Comprehension: The Big Trip) ELL 17.6
“DAY 2”

- **Phonemic Awareness/Phonics: Words with Long e** TE p. T144 (RF.1.2b, RF.1.3c, L.1.2e)
- **Dig Deeper: How to Analyze the Text** TE pp. T146-147 (RL.1.3, RL.1.6, RL.1.9) [ELD-1.1.B.8] (see documents and online links #6)
- **Second Read: Guided Practice/Apply** TE p. T141 (RL.1.3, RL.1.6, RL.1.9) [ELD-1.1.B.7, 1.1.B.8]
- **Your Turn** pp. T148-149 (RL.1.3, SL.1.1a, SL.1.1b, SL.1.4, SL.1.5) [ELD-1.1.A.1, 1.1.A.3]
- **Write About Reading Performance Task** TE p. T149 (W.1.1, L.1.6) [ELD-1.1.C.10, 1.1.C.11, 1.1.C.12]
- **Grammar: Compound Sentences** TE p. T150 (SL.1.6, L.1.1j) [ELD-1.2.B.5, 1.1.A.1, 1.2.C.6]
- **Narrative Writing: Focus Trait: Ideas** TE p. T151 (W.1.3, W.1.5, L.1.1j) [ELD-1.1.C.10, 1.1.A.1]
- **Small Group:** Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RL.1.3 and RL.1.9) [ELD-1.1.B.6, 1.1.B.7]
- **Small Group:** Literacy Centers (Flip Charts) (See Documents and Online Links #2)

“DAY 3”

- **Phonemic Awareness/Phonics: Words Enging with ng, nk** TE pp. T154-155 (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3g, L.1.2d, L.1.2e)
- **Readers Guide TE p. T158** (RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, RF.1.4a) [ELD-1.1.B.6, 1.1.B.7, 1.1.A.1]
- **Apply Vocabulary Knowledge** TE p. T160 (L.1.6, L.1.4c, L.1.5c) [ELD-1.2.C.6]
- **Grammar: Compound Sentences** TE p. T162 (SL.1.6, L.1.1j) [ELD-1.1.A.1, 1.1.C.12]
- **Narrative Writing: Prewriting** TE p. T163 (W.1.3, W.1.5) [ELD-1.1.C.10]
- **Small Group:** Differentiate Phonics and Fluency (Leveled Readers)
- **Small Group:** Literacy Centers (Flip Charts) (See Documents and Online Links #2)

“DAY 4”

- **Phonemic Awareness/Phonics: Review Words Ending with ng, nk** TE p. T166 (RF.1.2d)
- **Connect to the Topic: Informational Text** TE p. T168 (RL.1.3, RL.1.5, RL.1.7, RL.1.10) [ELD-1.2.A.1, 1.1.B.6]

Documents and Online Links

- [EL Resources 1.4.17.pdf](#)
- [Literacy Centers Resources](#)
- [Vocab Context Cards](#)
- [Sound Spelling List](#)
- [Sound Spelling list v2](#)
- [Mystery Words - Long e; Final ng/nk](#)
- [High Frequency Word Cards](#)
- [Collaboration Lesson Plan](#)
- [Oral Vocabulary ppt.](#)
- [Oral Vocabulary ppt. v2](#)
- [Visualize strategy poster](#)
- [Retelling Cards - Unit 4](#)
- [Retelling card summary sheet.pdf](#)
- [First Grade Journeys Planner Unit 4.pdf](#)
## Unit 4, Lesson 18
### For general resources for this week see documents and online links #3-8.

**UNIT 4, LESSON 18**

**ANCHOR TEXT**: Where Does Food Come From? (Informational)

**Leveled Readers**: Apples, Food for You, A World of Food and How We Get Food

**Vocabulary Reader**: My Favorite Foods

**Connected Text**: Jack and the Beanstalk (Fairy Tale)

**Essential Question**: What do farmers need to grow food?

**NOTE**: The “days” below refer to the location in the Teacher Edition, **not** to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in **bold** are required. Lessons in non-bold/italics are optional.

**SMALL GROUP-** Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of

### “DAY 5”

- **Extend the Topic: Domain-Specific Vocabulary TE p. T176** (L.1.6) [ELD- 1.2.C.6]
- **Speaking and Listening TE p. T177** (SL.1.1a, SL.1.1b, SL.1.1c, SL.1.3, SL.1.4, SL.1.6) [ELD- 1.1.C.9, 1.1.B.5, 1.1.A.1]
- **Grammar: Weekly Review: Compound Sentences TE pp. T178-179** (L.1.1g, L.1.1j, L.1.2b) [ELD- 1.1.A.3]
- **Narrative Writing: Revising and Proofreading TE pp. T180-181** (W.1.3, W.1.5, L.1.1j, L.1.2b) [ELD- 1.2.B.5, 1.2.C.7, 1.2.A.2]
- **Small Group**: Reteach as needed
- **Small Group**: Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

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**ENGLISH LANGUAGE DEVELOPMENT**

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- **Vocab Reader**: My Favorite Foods T293 *(see EL resources - link A)*
- **Language Support Card 18** *(see EL resources - link B)*
- **Vocab Context Cards 117-124** *(see EL resources - link C)*
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your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**

- **Teacher Read Aloud (including Classroom Collaboration)** TE p. T218-219 (SL.1.1a, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)
- **Phonemic Awareness/Phonics: Words with ai, ay** TE pp. T220-222 (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3g, SL.1.6, L.1.2d, L.1.2e) (see documents and online links #4)
- **Introduce Vocabulary** TE p. T224-225 (RF.1.3g) (see documents and online links #3, 5)
- **First Read: Think Through the Text** (Use Text Evidence) TE p. T230-T238 (RI.1.1, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, RI.1.10, RF.1.3b, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #8)
- **Grammar: Introduce Names of Months, Days, Holidays** TE p. T242 (SL.1.6, L.1.2a) [ELD- 1.2.B.4, 1.1.A.1]
- **Narrative Writing: Introduce the Model** TE p. T243 (W.1.3, W.1.5, L.1.2a, L.1.2c) [ELD-1.2.A.1]
- **Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links #2)

**“DAY 2”**

- **Phonemic Awareness/Phonics: Words with ai, ay** TE p. T246 (RI.1.2, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b, L.1.2d, L.1.2e)
- **Dig Deeper: How to Analyze the Text** TE p. T248 (RI.1.7, RI.1.8, RI.1.10) [ELD- 1.1.B.8] (see documents and online links #6)
- **Second Read: Guided Practice/Apply** TE p. T228-T239 (RI.1.7, RI.1.8) [ELD- 1.1.B.7, 1.1.B.8]
- **Your Turn TE p. T250 (RI.1.7, RI.1.8, W.1.1, SL.1.2) [ELD- 1.1.A.1, 1.1.A.3]
- **Write About Reading Performance Task** TE p. T251 (RI.1.1, RI.1.7, RI.1.8, W.1.1, SL.1.2) [ELD- 1.1.C.10, 1.1.C.11]
- **Grammar: Names of Months, Days, and Holidays** TE p. T252 (L.1.1b, L.1.1j, L.1.2a) [ELD- 1.2.B.4]
- **Narrative Writing: Focus Trait: Sentence Fluency** TE p. T253 (SL.1.3, SL.1.4, W.1.3, L.1.1j, L.1.2c) [ELD- 1.1.B.5, 1.1.A.3]
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RI.1.8)
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links #2)

**English Language Learner Tab:**

- E22 (Speaking and Listening/Develop Words to Know)
- E24 (Scaffold Comprehension: Where Does Food Come From?)
- E25 (Author's Purpose) ELL 18.6
- E27 (Multiple-Meaning Words)
- E28 (Scaffold Fairy Tale: Jack and the Beanstalk)
- E30 (Compare Texts/Build Academic Sentence Structures)
- Leveled reader: *How We Get Food* T301 (see EL resources - linkF)

**Documents and Online Links**

1. EL_Resources 1.4.18.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling list v2
**“DAY 3”**

- **Phonemic Awareness/Phonics: Contractions 'll, 'd TE p. T256** (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3g, L.1.2d, L.1.2e)
- **Readers Guide TE p. T260** (RI.1.1, RI.1.2, RI.1.7, RI.1.8, RI.1.10, RF.1.4a, RF.1.4b) [ELD- 1.1.B.6, 1.1.B.7]
- **Apply Vocabulary Knowledge TE p. T262** (L.1.5c, L.1.6) [ELD- 1.2.C.6]
- **Grammar: Names of Months, Days, Holidays TE p. T264** (L.1.1b, L.1.2a, L.1.2c) [ELD- 1.2.B.4]
- **Narrative Writing: Prewriting TE p. T265** (W.1.3, W.1.5) [ELD- 1.1.C.12, 1.1.C.10]
- **Small Group: Differentiate Phonics and Fluency (Leveled Readers)**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links #2)*

**“DAY 4”**

- **Phonemic Awareness/Phonics: Review ai, ay, ee, ea and Contractions TE p. T268** (RF.1.2d, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b, SL.1.6)
- **Connect to the Topic TE p. T270** (RL.1.3, RL.1.4, RL.1.5, RL.1.10, RI.1.3, W.1.8, SL.1.4, SL.1.5) [ELD- 1.1.B.7, 1.1.B.8]
- **Compare Texts TE p. T271** (RL.1.3, W.1.8, SL.1.4, SL.1.5) [ELD- 1.1.C.12, 1.1.C.10, 1.1.A.1]
- **Vocabulary Strategies: Multiple-Meaning Words TE p. T272-273** (L.1.4a)
- **Grammar: Spiral Review: Subjects and Verbs TE p. T274** (L.1.1c) [ELD- 1.2.B.3, 1.2.B.4]
- **Narrative Writing: Drafting TE p. T275**(W.1.3, W.1.5, L.1.1j, L.1.2a, L.1.2c) [ELD- 1.2.B.5, 1.1.C.10, 1.2.A.1]
- **Small Group: Differentiate Vocabulary Strategies** (L.1.4a)
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links #2)*

**“DAY 5”**

- **Extend the Topic: Domain Specific Vocabulary TE p. T278** (L.1.5c, L.1.6) [ELD- 1.2.C.6]
- **Speaking and Listening: Using Visuals TE p. T279** (SL.1.5) [ELD- 1.1.C.9]
- **Grammar: Weekly Review: Names of Months, Days, and Holidays TE p. T280** (L.1.1b, L.1.1j, L.1.2a, L.1.2c) [ELD- 12.B.4]
- **Narrative Writing: Revising and Proofreading TE p. T282** (W.1.3, W.1.5, L.1.1j, L.1.2a, L.1.2c) [ELD- 1.2.B.5, 1.2.C.7, 1.2.A.1]
- **Small Group: Reteach as needed**
## Unit 4, Lesson 19

**(Week 24, 1 Week)**

### UNIT 4, LESSON 19

**For general resources for this week see documents and online links #3-8.**  
**For Unit Performance Task see Assess and Reteach week.**

**ANCHOR TEXT:** Tomas Rivera (Biography)  
**Leveled Readers:** Working in the Park, Our Bakery, What I Want to Be, and Our Day at the Bakery  
**Vocabulary Reader:** People in the Town  
**Connected Text:** Life Then and Now (Informational)  
**Essential Question:** Why is it important to learn about people from the past?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.**

### “DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration) TE p. T320-321 (SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)**
- **Phonemic Awareness/Phonics: Words with oa, ow, TE pp. T322-T324 (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3g, L.1.2d, L.1.2e, SL.1.6) (see documents and online links #4)**
- **Introduce Vocabulary TE p. T326-327 (RF.1.3g) (see documents and online links #3, 5)**
- **First Read: Think through the Text (Use Text Evidence) TE p. T330-338 (RI.1.1, RI.1.3, RI.1.4, RI.1.7, RF.1.3b, RF.1.3g, RF.1.4a, L.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #8)**
- **Grammar: Introduce Future Tense TE p. T340 (SL.1.6, L.1.1e) [ELD- 1.2.B.3, 1.1.A.1]**
- **Narrative Writing: Introduce the Model TE p. T341 (W.1.3, W.1.5, L.1.1j) [ELD- 1.2..A.1, 1.1.C.10]**
- **Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader**

### ENGLISH LANGUAGE DEVELOPMENT

For direct links to EL support resources, first click on Documents and Online Links #1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- **Vocab Reader: People in the Town T391 (see EL resources - link A)**
- **Language Support Card 19 (see EL resources - link B)**
- **Vocab Context Cards 125-132 (see EL resources - link C)**
- **Differentiate Words to Know T389**
- **Differentiate Comprehension T393**
- **Differentiate Vocabulary Strategies: Synonyms T401**
- **Audio: Thomas Rivera, Life Then and Now Leveled Practice ELL 19.1-19.6 (see EL resources - link D)**

**English Language Learner Tab:**

- **E32 (Speaking and Listening/ Develop Words to Know)**
- **E34 (Scaffold Comprehension: Tomas Rivera)**
- **E35 (Sequence of Events: Tomas Rivera) ELL 19.6**
- **E36 (Practice Words to Know) ELL 19.5**
Unit | Text Support | Resources
--- | --- | ---

- **Small Group:** *Literacy Centers (Flip Charts)* *(See Documents and Online Links #2)*

**“DAY 2”**

- **Phonemic Awareness/Phonics:** Words with *oa, ow* TE p. T344 *(RF.1.2a, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b, L.1.2e)*
- **Dig Deeper:** How to Analyze the Text TE p. T346-T347 *(RI.1.3, RI.1.4, RI.1.10) [ELD-1.1.B.8] (see documents and online links #6)*
- **Second Read:** Guide Practice/Apply TE p. T347 *(RI.1.3, RI.1.4, L.1.4a) [ELD-1.1.B.6, 1.1.B.7]*
- **Your Turn** TE p. T348 *(RI.1.1, RI.1.3, RI.1.7, W.1.2, SL.1.1b) [ELD-1.1.A.1, 1.1.A.3]*
- **Write About Reading Performance Task** TE p. T349 *(W.1.2, RI.1.1, RI.1.3, RI.1.7, SL.1.1b) [ELD-1.2.A.1, 1.1.C.10]*
- **Grammar:** Future Tense TE p. T350 *(L.1.1e, L.1.1j) [ELD-1.2.B.3]*
- **Narrative Writing:** Focus Trait: Organization TE p. T351 *(W.1.3, W.1.5, L.1.1j) [ELD-1.1.A.1, 1.1.C.10, 1.2.A.1]*
- **Small Group:** Differentiate Comprehension *(Focus on Target Skill and Target Strategy)* *(RI.1.3)*
- **Small Group:** *Literacy Centers (Flip Charts)* *(See Documents and Online Links #2)*

**“DAY 3”**

- **Phonemic Awareness/Phonics:** Contractions *'ve, 're* pp. T354-T355 *(RF.1.2b, RF.1.3b, RF.1.3g, L.1.2d, L.1.2e)*
- **Readers Guide** TE p. T358 *(RI.1.1, RI.1.2, RI.1.3, RI.1.10, RF.1.4b) [ELD-1.1.B.6, 1.1.B.7]*
- **Apply Vocabulary Knowledge** TE p. T360 *(L.1.5c, L.1.6) [ELD-1.2.C.6]*
- **Grammar:** Future Tense TE p. T362 *(L.1.1e, L.1.1j) [ELD-1.2.B.3]*
- **Narrative Writing:** Prewriting TE p. T363 *(W.1.3, W.1.5, SL.1.1c) [ELD-1.1.A.1, 1.2.B.4]*
- **Small Group:** Differentiate Phonics and Fluency *(Leveled Readers)*
- **Small Group:** *Literacy Centers (Flip Charts)* *(See Documents and Online Links #2)*

**“DAY 4”**

- **Phonemic Awareness/Phonics:** Review *oa, ow, ai, ay* and Contractions TE p. T366 *(RL.1.2, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b, SL.1.6)*
- **Connect to the Topic:** *Informational Text* TE p. T368 *(RL.1.2, RL.1.3, RL.1.5, RL.1.6, RL.1.8, RI.1.10, SL.1.1a) [ELD-1.1.B.6, 1.1.B.7]*

**Documents and Online Links**

1. EL_Resources 1.4.19.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling list v2
4b. Mystery Words - Long o (oa/ow Patterns)
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Oral Vocabulary ppt.
7a. Oral Vocabulary ppt. v2
8. Monitor/Clarify strategy poster
Retelling Cards - Unit 4
Retelling card summary sheet.pdf
G1.L19 Deconstruct the Prompt
First Grade Journeys Planner Unit 4.pdf
UNIT 4, LESSON 20

For general resources for this week see documents and online links #3-8. For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: Little Rabbit’s Tale
Leveled Readers: Putting Frosting on the Cake, Polar Bear Pete, Bobcat Tells a Tale and Polly’s Pet Polar Bear
Vocabulary Reader: The Weather
Connected Text: Silly Poems (Poetry)
Essential Question: How can you help a friend who feels sad?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of

ENGLISH LANGUAGE DEVELOPMENT

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: The Weather (see EL resources - link A)
- Language Support Card 20 (see EL resources - link B)
- Vocab Context Cards 133-140 (see EL resources - link C)
- Differentiate Words to Know T493
your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration) TE p. T418-419** (RL.1.2, SL.1.1a, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)
- **Phonemic Awareness/Phonics: Compound Words TE pp. T420-T422** (RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3g, SL.1.6, L.1.2d, L.1.2e) (see documents and online links #4)
- **Introduce Vocabulary TE p. T424-425** (RF.1.3g) (see documents and online links #3, 5)
- **First Read: Think Through the Text (Use Text Evidence) TE p. T428-T438** (RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.9, RL.1.10, RF.1.3b, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #8)
- **Grammar: Prepositions and Prepositional Phrases TE p. T440** (SL.1.6, L.1.1j) [ELD- 1.1.A.1]
- **Narrative Writing: Drafting TE p. T441** (W.1.3, W.1.5, W.1.6, L.1.1i) [ELD- 1.2.B.5, 1.2.A.1, 1.1.C.10, 1.1.C.12]
- **Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links # 2)

“DAY 2”

- **Phonemic Awareness/Phonics: Compound Words T444** (RF.1.3c, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, L.1.2d, L.1.2e)
- **Dig Deeper: How to Analyze the Text TE p. T446-T477** (RL.1.2, RL.1.3, RL.1.7, RL.1.10) [ELD- 1.1.B.8] (see documents and online links #6)
- **Second Read: Guided Practice/Apply TE p. T447** (RL.1.2, RL.1.3) [ELD- 1.1.B.7, 1.1.B.8, 1.2.A.1]
- **Your Turn TE p. T448** (RL.1.3, RL.1.7, W.1.5, SL.1.4) [ELD- 1.1.A.1, 1.1.A.3]
- **Write About Reading Performance Task TE p. T449** (RL.1.3, RL.1.7, W.1.5, SL.1.4) [ELD- 1.1.C.10, 1.1.A.1]
- **Grammar: Prepositions and Prepositional Phrases TE p. T450** (L.1.1i, L.1.1j)
- **Narrative Writing: Focus Trait: Word Choice TE p. T451** (L.1.1i, W.1.5, L.1.1f) [ELD- 1.2.B.5, 1.1.C.10]
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RL.1.3 and RL.1.7)
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links # 2)

“DAY 3”

- **Differentiate Comprehension T497**
- **Differentiate Vocabulary Strategies: Compound Words T505**
- **Audio: Little Rabbit’s Tale, Silly Poem Leveled Practice ELL 20.1-20.6** (see EL resources - link D)

English Language Learners Tab:
- E42 (Speaking and Listening/ Develop Words to Know)
- E43 (Compound Words)
- E44 (Scaffold Comprehension: Little Rabbit’s Tale)
- E45 (Cause and Effect) ELL 20.6
- E47 (Compound Words)
- E48 (Scaffold Poetry: Silly Poems)
- E50 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: *Polly’s Pet Polar Bear* T503 (see EL resources - link E)

Documents and Online Links
- 1. EL_Resources 1.4.20.pdf
- 2. Literacy Centers Resources
- 3. Vocab Context Cards
- 4. Sound Spelling List
- 4a. Sound Spelling list v2
- 4b. Mystery Words - Compound words
- 5. High Frequency Word Cards
- 6. Collaboration Lesson Plan
### Unit 4

- **Phonemic Awareness/Phonics:** Words with Short Vowel ea TE pp. T454-T455 (RF.1.2b, RF.1.3b, RF.1.3g, L.1.2d, L.1.2e)
- **Readers Guide TE p. T458** (RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, RF.1.4b, RF.1.4c, L.1.4a) [ELD- 1.1.B.6, 1.1.B.7, 1.1.A.1]
- **Apply Vocabulary Knowledge TE p. T460** (L.1.4a, L.1.5c, L.1.6) [ELD- 1.2.C.6]
- **Grammar:** Prepositions and Prepositional Phrases TE p. T462 (SL.1.6, L.1.1i, L.1.1j) [ELD- 1.1.A.1, 1.1.C.12]
- **Narrative Writing:** Drafting TE p. T463 (W.1.3, W.1.5, W.1.6, L.1.1j) [ELD- 1.1.C.10, 1.1.C.12]
- **Small Group:** Differentiate Phonics and Fluency (Leveled Readers)
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

#### “DAY 4”

- **Phonemic Awareness/Phonics:** Review Compound Words and Words with ea TE p. T466 (RF.1.2a, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b)
- **Connect to the Topic:** Poetry TE p. T468 (RL.1.2, RL.1.3, RL.1.4, RL.1.10) [ELD- 1.1.B.8]
- **Compare Texts TE p. T469** (RL.1.3, RL.1.4, RL.1.9, L.1.1j, W.1.7, W.1.8) [ELD- 1.1.A.1, 1.1.C.10]
- **Vocabulary Strategies:** Compound Words TE p. T470-471 (RF.1.3e)
- **Grammar:** Spiral Review: The Verb be TE p. T472 (L.1.1c, L.1.1e) [ELD- 1.2.B.3]
- **Narrative Writing:** Drafting and Revising TE p. T473 (W.1.3, W.1.5, W.1.6, L.1.1j, L.1.5d) [ELD- 1.1.C.10, 1.1.C.12, 1.2.C.6]
- **Small Group:** Differentiate Vocabulary Strategies (RF.1.3e)
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

#### “DAY 5”

- **Extend the Topic:** Domain Specific Vocabulary TE p. T476 (L.1.5c, L.1.6) [ELD- 1.2.C.6]
- **Speaking and Listening:** Using Sensory Words and Words about Feelings TE p. T477 (RL.1.4, SL.1.4, L.1.6) [ELD- 1.1.A.1, 1.1.C.12, 1.1.C.10]
- **Grammar:** Weekly Review: Prepositional Phrases TE p. T478 (L.1.1i, L.1.1j)
- **Narrative Writing:** Revising and Proofreading TE p. T480 (W.1.3, W.1.5, W.1.6, L.1.1b) [ELD- 1.2.B.5, 1.2.C.7, 1.2.A.2]

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7. Oral Vocabulary ppt.
7a. Oral Vocabulary ppt. v2
8. Infer/Predict strategy poster
Retelling Cards - Unit 4
Retelling card summary sheet.pdf
G1.L20 IEW Prompt
First Grade Journeys Planner Unit 4.pdf
### Unit 4 Assess and Reteach

**Administer Common Assessment 4**

*Unit 4 Research and Media Performance Task TE p. xxiv-xxv (W1.2, W1.7, W1.8)*

Choose 3 days of lessons from the following choices based on student needs:

#### TE Intervention Tab

**Unit 4 Lesson 16 Day 1- Day 4**

- Phonics: Long o, u TE p. S2, S4, & S6 (RF.1.2a, RF.1.3b, RF.1.3c)
- Words to Know TE p. S3 (RF.1.3g)
- Phonics: Phonogram-ose TE p. S8 (RF.1.3b, RF.1.3c)
- Fluency: Stress TE p. S9 (RF.1.4a)

**Unit 4 Lesson 17 Day 1-Day 4**

- Phonics: Long e TE p. S12 & S14 (RF.1.3b, RF.1.3c)
- Words to Know TE p. S13 (RF.1.3g)
- Phonics: Final ng and nk TE p. S16 (RF.1.2c, RF.1.3c, RF.1.3b)
- Phonics: Phonograms -ean, -ink, and -ing TE p. S18 (RF.1.2c, RF.1.3b)
- Fluency: Punctuation TE p. S19 (RF.1.4a)

**Unit 4 Lesson 18 Day 1- Day 4**

- Phonics: Vowel Pairs ai and ay TE p. S22 S24 (RF.1.3b, RF.1.3c)
- Words to Know TE p. S23 (RF.1.3g)
- Phonics: Contraction TE p. S26 (RF.1.3g)
- Phonics: Phonogram TE p. S28 (RF.1.3c)
- Fluency: Expression TE p. S29 (RF.1.4b)
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<td>• Phonics: Contractions ’ve,’re TE p. T402 (RF.1.3b, RF.1.3g)</td>
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<td>• Vocabulary: Synonyms TE p. T403 (L.1.5d)</td>
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<td>• Comprehension: Sequence of Events TE p. T403 (RL.1.3)</td>
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<td>• Phonics: Short /e/ea TE p. T506 (RF.1.2a, RF.1.3b, RF.1.3g)</td>
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<td>• Vocabulary: Compound Words TE p. T507 (RF.1.3e)</td>
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<td>• Comprehension: Cause and Effect TE p. T507 (RL.1.3, RL.1.7)</td>
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**UNIT 5, LESSON 21**

- **For general resources for this week see documents and online links # 3-8.**
- **For Unit Performance Task see Assess and Reteach week.**

**ANCHOR TEXT:** "The Garden" from Frog and Toad Together (Fantasy)

**Leveled Readers:** A Seed for Sid, Forest Stew, Lena’s Garden, and Skunk Cooks Soup

**Vocabulary Reader:** Trees

**Connected Text:** Garden Good Guys (Informational Text)

**Essential Question:** What grows in a garden?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.
SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T14-15 (SL.1.1a, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)
- Phonemic Awareness/Phonics: Words with R-Controlled Vowel ar TE pp. T16, T17, T18 (RF.1.2b, RF.1.3b, RF.1.3g, SL.1.6, L.1.2e, L.1.2d) (see documents and online links #4)
- Introduce Vocabulary TE pp. T20 (RF.1.3g) (see documents and online links #3, 5)
- First Read: Think Through the Text (Use Text Evidence) TE pp. T24-32 (RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, RF.1.3b, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7, 1.2.A.1, 1.1.B.8] (see documents and online links #8)
- Grammar: Introduce subject pronouns TE p. T34 (SL.1.6, L.1.1d) [ELD- 1.2.B.4, 1.1.A.1, 1.1.C.12]
- Narrative Writing: Introduce the Model TE p. T35 (W.1.3, L.1.1d) [ELD- 1.2.B.4, 1.2.A.1]
- Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 2”

- Phonemic Awareness/Phonics: Words with r-Controlled Vowel ar TE pp. T38 (L.1.2e, RF.1.3b)
- Dig Deeper: How to Analyze the Text TE pp. T40-41 (RL.1.3) [[ELD- 1.1.B.8] (see documents and online links #6)
- Second Read: Guided Practice/Apply TE p. T41 (RL.1.3, RL.1.4, RL.1.7) [ELD- 1.1.B.7, 1.1.B.8, 1.2.A.1]
- Your Turn TE p. T42 (RL.1.1, RL.1.3, SL.1.1a, SL.1.4) [ELD- 1.1.A.1, 1.1.A.3, 1.1.B.7]
- Write About Reading Performance Task TE p. T43 (W.1.1) [ELD- 1.1.C.11, 1.1.C.10, 1.1.A.1]
- Grammar: Subject Pronouns TE p. T44 (L.1.1d, L.1.1j) [ELD- 1.2.B.4, 1.1.C.12, 1.1.A.1]
- Narrative Writing: Focus Trait – Voice TE p. T45 (W.1.1, W.1.5) [ELD- 1.1.C.10, 1.1.A.1, 1.1.C.121.2.C.6]
- Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RL.1.3 and RL.1.7) [ELD- 1.1.B.6, 1.1.B.7]

English Language Learner Tab:

- E2 (Speaking and Listening/Develop Words to Know) ELL 21.5
- E4 (Scaffold Comprehension: The Garden ELL 21.6)
- E5 (Story Structure ELL 21.6)
- E7 (Words with the Prefix re-)
- E8 (Scaffold Informational Text: Garden Good Guys)
- E10 (Compare Texts/Build Academic Sentence Structures)
- Leveled reader: Skunk Cooks Soup T93 (see EL resources - link F)

Documents and Online Links

1. EL_Resources 1.5.21.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
<table>
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**“DAY 3”**

- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*
- **Phonemic Awareness/Phonics:** Words with r-controlled vowels or, ore TE pp. T48-49 (RF.1.3b, L.1.2d, L.1.2e)
- **Readers Guide TE p. T52** (RL.1.2, RL.1.3, RL.1.1, **RL.1.7**, RL.1.10) [ELD- 1.1.B.6, 1.1.B.7, 1.1.A.1]
- **Apply Vocabulary Knowledge TE p. T54** (L.1.5c, L.1.6) [ELD- 1.2.C.6]
- **Grammar: Subject Pronouns TE p. T56** (L.1.1d, L.1.1j) [ELD- 1.2.B.4]
- **Narrative Writing: Prewriting TE p. T57** (W.1.3, W.1.5, SL.1.6) [ELD- 1.1.C.10, 1.1.A.1, 1.2.C.6]
- **Small Group:** Differentiate Phonics and Fluency (Leveled Readers)
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

**“DAY 4”**

- **Phonemic Awareness/Phonics:** Review R-Controlled Vowels and Compound Words TE p. T60 (RF.1.3b, RF.1.3e)
- **Connect to the Topic:** Informational Text TE p. T62 (RL.1.2, RL.1.3, RL.1.5, **RL.1.10**) [ELD- 1.1.B.7, 1.1.B.6]
- **Compare Texts TE p. T63** (RL.1.1, RL.1.2, RL.1.2, RL.1.3, W.1.8, SL.1.1a) [ELD- 1.1.C.12, 1.1.A.1]
- **Vocabulary Strategies:** TE pp. T64-65 (L.1.4b)
- **Grammar:** Spiral Review: Questions TE p. T66 (L.1.1j, L.1.2b) [ELD- 1.1.A.1, 1.2.C.7]
- **Narrative Writing: Drafting TE p. T67** (W.1.3, W.1.5) [ELD- 1.1.C.10, 1.1.C.11, 1.1.A.1, 1.2.A.2]
- **Small Group:** Differentiate Vocabulary Strategies (L.1.4b)
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

**“DAY 5”**

- **Extend the Topic:** Domain-Specific Vocabulary TE p. T70 (L.1.5c, L.1.6) [ELD- 1.2.C.6]
- **Speaking and Listening:** Giving Clear Explanations TE p. T71 (SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.6) [ELD- 1.1.C.9, 1.1.A.1, 1.2.B.5]
- **Grammar:** Weekly Review: Subject Pronouns TE pp. T72-73 (L.1.1d, L.1.1j) [ELD- 1.2.B.4]
UNIT 5, LESSON 22
(Week 28, 1 Week)

For general resources for this week see documents and online links #3-8.
For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: Amazing Animals (Informational Text)
Vocabulary Reader: Baby Birds
Small Group: Differentiate Vocabulary Strategies (RI.1.5)
Connected Text: The Ugly Duckling (Folktale)
Essential Question: Why do some animals have spots or stripes?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE p. T112-113 (SL.1.1a, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)
- Phonemic Awareness/Phonics: Words with R-Controlled Vowels er, ir, ur TE pp. T114-115(RF.1.2b, RF.1.3b, RF.1.3d, RF.1.3g, SL.1.6, L.1.2e) (see documents and online links #4)
- Introduce Vocabulary TE p. T118-119 (RF.1.3f, RF.1.3g) (see documents and online links #3,5)
Unit | Text Support | Resources
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**First Read: Think Through the Text (Use Text Evidence) TE pp. T122-132** *(RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, RI.1.8, RI.1.10, RF.1.3b, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #8)*
**Grammar: Introduce Pronouns *I* and *Me* TE p. T134** *(SL.1.6, L.1.1d)*
**Narrative Writing: Introduce the Model TE p. T135** *(W.1.3, W.1.5)*
**Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader**
**Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**

**“DAY 2”**

- **Phonemic Awareness/Phonics: Words with r-Controlled Vowels *er, ir, ur* TE pp. T138-141 *(RF.1.3b, L.1.2d, L.1.2e)*
- **Dig Deeper: How to Analyze the Text TE pp. T140-141** *(RI.1.4, RI.1.7) [ELD- 1.1.B.8] (see documents and online links #6)*
- **Second Read: Analyze the Text TE p. T141** *(RI.1.4, RI.1.7, L.1.4a) [ELD- 1.1.B.8]*
- **Your Turn TE pp. T142-143** *(RI.1.1, RI.1.7, SL.1.3, SL.1.4) [ELD- 1.1.A.1, 1.1.B.3] *
- **Write About Reading Performance Task TE p. T143** *(W.1.1, W.1.5) [ELD- 1.1.C.11, 1.1.C.10, 1.1.A.1, 1.2.B.5] *
- **Grammar: Pronouns *I* and *Me* TE p. T144** *(SL.1.6, L.1.1d) [ELD- 1.2.B.4]*
- **Narrative Writing: Focus Trait: Ideas TE p. T145** *(W.1.3, W.1.5, SL.1.4) [ELD- 1.2.B.3, 1.1.A.1, 1.1.C.10]*
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.1.7) [ELD- 1.1.B.6]*
- **Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**

**“DAY 3”**

- **Phonemic Awareness/Phonics: Words with r-Controlled Vowels *er, ir, ur* TE pp. T148-149 *(RF.1.3b, RF.1.3g, L.1.2d, L.1.2e)*
- **Readers Guide TE p. T152** *(RI.1.1, RI.1.2, RI.1.5, RI.1.7, RI.1.10, SL.1.1a, SL.1.1b) [ELD- 1.1.B.6, 1.1.B.7, 1.1.A.1]*
- **Apply Vocabulary Knowledge Task TE p. T154** *(L.1.5b, L.1.5c)*
- **Grammar: Pronouns *I* and *Me* TE p. T156** *(L.1.1d) [ELD- 1.2.B.4]*
- **Narrative Writing: Prewriting TE p. T157** *(W.1.3, W.1.5) [ELD- 1.2.A.1, 1.2.B.3, 1.1.C.12]*
- **Small Group: Differentiate Phonics and Fluency (Leveled Readers)**
- **Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**
UNIT 5, LESSON 23

**UNIT 5, LESSON 23**

For general resources for this week see documents and online links #3-8.
*For Unit Performance Task see Assess and Reteach week.*

**ANCHOR TEXT:** Whistle for Willie (Realistic Fiction)
**Leveled Readers:** Amy’s Airplane, Len’s Tomatoes, The Lemonade Stand, and Len’s Tomato Plant
**Vocabulary Reader:** So Many Sounds
**Connected Text:** Pet Poems (Poetry)
**Essential Question:** How can you take good care of a pet?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP** - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

"DAY 1"

- **Phonemic Awareness/Phonics: Words with Vowel Digraph oo** TE pp. T214-216 (RF.1.2b, RF.1.3b, RF.1.3g, SL.1.6, L.1.2e, L.1.2d) (see documents and online links #4)
- **Teacher Read Aloud (including Classroom Collaboration)** TE pp. T212-213 (SL.1.1a, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1,1.1.A.3] (see documents and online links #7)
- **Introduce Vocabulary** TE pp. T218-219 (RF.1.3g) (see documents and online links #3, 5)
- **First Read: Think Through the Text (Use Text Evidence)** TE pp. T222-233 (RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10, RF.1.3b, RF.1.3g, RF.1.4a, L.1.4a) [ELD-1.1.B.6, 1.1.B.7] (see documents and online links #8)
- **Grammar: Introduce possessive pronouns** TE p. T236 (SL.1.6, L.1.1d) [ELD- 1.2.B.4, 1.1.A.1]
- **Narrative Writing: Introduce the Model** TE p. T237 (W.1.3, W.1.5, SL.1.4, L.1.1j) [ELD-1.1.A.1]
- **Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links # 2)

"DAY 2"

- **Phonemic Awareness/Phonics: Vowel Digraph oo** TE pp. T240 (L.1.2e, RF.1.3b)
- **Dig Deeper: How to Analyze the Text** TE pp. T242-243 (RL.1.3) [ELD- 1.1.B.8] (see documents and online links #6)
- **Second Read: Guided Practice/Apply** TE p. T243 (RL.1.3, RL.1.4, RL.1.7, L.1.4a) [ELD-1.1.B.8]
- **Your Turn** TE p. T244 (RL.1.1, RL.1.2, RL.1.3, SL.1.1a, SL.1.1b) [ELD- 1.1.A.1, 1.1.A.3]
- **Write About Reading Performance Task** TE p. T245 (W.1.3) [ELD- 1.1.C.10, 1.1.A.1, 1.2.A.1, 1.2.A.2]

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**English Language Learner Tab:**

- E22 (Speaking and Listening/Develop Words to Know)
- E24 (Scaffold Comprehension: Whistle for Willie ELL23.6)
- E25 (Cause and Effect)
- E27 (Define Words)
- E28 (Scaffold Poetry: Pet Poems)
- E30 (Compare Text/Build Academic Sentence Structures)
- Leveled reader: *Len's Tomato Plants* T295 (see EL resources - link F)

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**Resources**

- Vocab Reader: *So Many Sounds* T287 (see EL resources - link A)
- Language Support Card 23 (see EL resources - link B)
- Vocab Context Cards 157-164 (see EL resources - link C)
- Differentiate Words to Know T285
- Differentiate Comprehension T289
- Differentiate Vocabulary: Define Words T297
- Audio: *Whistle for Willie, Pet Poems* Leveled Practice ELL 23.1 - 23.6 (see EL resources - link D)
- Video Clip: *Pets, What Do They Need?* (see EL resources - link E)

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**Documents and Online Links**
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- **Grammar: Possessive Pronouns TE p. T246** (SL.1.6, L.1.1d, L.1.1j) [ELD- 1.2.B.4, 1.1.A.1]
- **Narrative Writing: Focus Trait – Organization TE p. T247** (W.1.3, SL.1.4, L.1.1j) [ELD-1.2.A.1, 1.2.A.2, 1.2.C.6]
- **Small Group: Differentiate Comprehension** (Focus on Target Skill and Target Strategy) (RL1.1, RL.1.3, **RL.1.7**) [ELD- 1.1.B.6, 1.1.B.7]
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 3”**

- **Phonemic Awareness/Phonics: Words with Syllable Pattern CVC TE pp. T250-251** (RF.1.3b, RF.1.3d, RF.1.3e, RF.1.3g, L.1.2d, L.1.2e)
- **Readers Guide TE p. T254** (RL.1.1, RL.1.2, RL.1.3, **RL.1.7**, RL.1.10) [ELD- 1.1.B.6, 1.1.B.7, 1.1.A.1]
- **Apply Vocabulary Knowledge TE p. T256** (L.1.4c, L.1.5c)
- **Grammar: Possessive Pronouns TE p. T258** (SL.1.6, L.1.1d, L.1.1j) [ELD- 1.2.B.4, 1.1.A.1]
- **Narrative Writing: Prewriting TE p. T259** (W.1.3, W.1.5) [ELD- 1.1.A.1, 1.1.A.3, 1.2.B.5]
- **Small Group: Differentiate Phonics and Fluency (Leveled Readers)**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 4”**

- **Phonemic Awareness/Phonics: Review Vowel Digraph oo and Syllable Pattern CVC TE p. T262** (RF.1.3d, RF.1.3e, SL.1.6, RF.1.2c, L.1.2d)
- **Connect to the Topic: Poetry TE p. 264** (RL.1.10, L.1.6) [ELD- 1.1.C.10]
- **Compare Texts TE p. T265** (RL.1.3, RL.1.4, RL.1.9, SL.1.4, L.1.6, W.1.7) [ELD- 1.1.C.12, 1.1.A.1, 1.1.C.10]
- **Vocabulary Strategies: TE p. T266-267** (L.1.5b)
- **Grammar: Spiral Review : Names of months, days & holidays TE p. T268** (L.1.2a, L.1.2c) [ELD- 1.2.B.4]
- **Narrative Writing: Drafting TE p. T269** (W.1.3, W.1.5) [ELD- 1.1.A.1, 1.2.B.4, 1.1.C.10]
- **Small Group: Differentiate Vocabulary Strategies (L.1.5b)**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 5”**
UNIT 5, LESSON 24

For general resources for this week see documents and online links #3-8.
For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: A Tree is a Plant (Informational Text)
Leveled Readers: An Acorn Grows, From Pit to Plum, The Story of a Rose, and A Plum Grows
Vocabulary Reader: Worms
Connected Text: Grow Apples, Grow!
Essential Question: What happens to a tree as it grows?

NOTE: The “days” below refer to the location in the Teacher Edition, not a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T314-315 (SL.1.1a, SL.1.1c, SL.1.2, SL.1.3) [ELD- 11.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)
- Phonemic Awareness/Phonics: Words with Vowel Digraphs/Spelling Patterns: oo, ou, ew TE pp. T316-318 (RF.1.2b, RF.1.3b, RF.1.3g, SL.1.6, L.1.2e, L.1.2d) (see documents and online links #4)
• Introduce Vocabulary TE pp. 320-321 (RF.1.3f, RF.1.3g) (see documents and online links #3, 5)
• First Read: Think Through the Text (Use Text Evidence) TE pp. T324-338 (RI.1.1, RI.1.2, RI.1.3, RI.1.4, RL.1.5, RI.1.7, RF.1.3b, RF.1.3g, RF.1.4a, L.1.4a) [ELD- 1.1.B.6, 1.1.B.7 (see documents and online links #8)]
• Grammar: Introduce indefinite pronouns TE p. T340 (SL.1.6, L.1.1d) [ELD- 1.2.B.4, 1.1.A.1]
• Narrative Writing: Introduce the Model TE p. T341 (W.1.3, W.1.5, SL.1.6) [ELD- 1.1.A.1, 1.2.B.5, 1.1.C.12]
• Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader
• Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 2”

• Phonemic Awareness/Phonics: Vowel Digraphs oo, ou, ew TE p. T344 (L.1.2e, RF.1.3b)
• Dig Deeper: How to Analyze the Text TE pp. T346-347 (RI.1.3, RI.1.4) [ELD- 1.1.B.8] (see documents and online links #6)
• Second Read: Guided Practice/Apply TE p. T347 (RI.1.3, RI.1.4) [ELD- 1.1.B.7]
• Your Turn TE p. T48 (RI.1.1, RI.1.3, RI.1.7, SL.1.1b, SL.1.4) [ELD- 1.1.A.1, 1.1.A.3]
• Write About Reading Performance Task TE p. T349 (W.1.8, RI.1.5, RI.1.7) [ELD- 1.1.C.10, 1.1.C.12, 1.1.A.1]
• Grammar: Indefinite Pronouns TE p. T350 (SL.1.6, L.1.1d) [ELD- 1.2.B.4]
• Narrative Writing: Focus Trait – Ideas TE p. T351 (W.1.3, W.1.5, SL.1.6, L.1.1j) [ELD- 1.1.A.1, 1.2.B.5, 1.1.C.10]
• Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.1.3)
• Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 3”

• Phonemic Awareness/Phonics: Words with Vowel Digraphs/Spelling Patterns ue, u e TE pp. T354-355 (RF.1.2b, RF.1.3b, RF.1.3g, L.1.2e)
• Readers Guide TE p. T358 (RI.1.1, RI.1.2, RI.1.3, RI.1.7, RI.1.10) [ELD- 1.1.B.6, 1.1.B.7, 1.1.A.1]
• Apply Vocabulary Knowledge TE p. T360 (L.1.5c, L.1.6) [ELD- 1.2.C.6]
• Grammar: Indefinite Pronouns TE p. T362 (L.1.1d, L.1.1j) [ELD- 1.2.B.4, 1.1.A.1]
• Narrative Writing: Prewriting TE p. T363 (W.1.3, W.1.5, L.1.1d) [ELD- 1.1.A.1, 1.2.B.4]
• Small Group: Differentiate Phonics and Fluency (Leveled Readers)

English Language Learner Tab:
• E32 (Speaking and Listening/Develop Words to Know)
• E33 (Scaffold Comprehension: A Tree Is a Plant)
• E35 (Sequence of Events) ELL 24.6
• E37 (Multiple-Meaning Words)
• E38 (Scaffold Informational Text: Grow, Apples, Grow!)
• E40 (Compare Texts/Build Academic Sentence Structures)
• Leveled Reader: A Plum Grows T399 (see EL resources - link E)

Documents and Online Links
1. EL_Resources 1.5.24.pdf
2. Literacy Center Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling list v2
4b. Mystery Words - Moon Card (oo, ou, ew)
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Oral Vocabulary ppt.
7a. Oral Vocabulary ppt. v2
8. Question strategy poster
Retelling Cards - Unit 5
G1.L24 Informative Prompt 1
G1.L24 Informative Prompt 2.docx
G1.L24 Informative Prompt 3
**“DAY 4”**

- Phonemic Awareness/Phonics: Review Vowel Digraphs/Spelling Patterns oo, ou TE p. T366 (RF.1.3b, RF.1.3g, RF.1.2c)
- Connect to the Topic: Informational Text TE p. T368 (RL.1.5, RL.1.3, RL.1.9, RL.1.10) [ELD- 1.1.B.7]
- Compare Texts TE p. T369 (RL.1.1, RL.1.7, RI.1.9, W.1.3, W.1.7) [ELD- 1.1.B.7, 1.1.C.10, 1.1.C.12, 1.1.A.1]
- Vocabulary Strategies: TE p. 370-371 (L.1.4a)
- Grammar: Spiral Review: Future tense TE p. T372 (SL.1.6, L.1.1e, L.1.1j) [1.2.B.3]
- Narrative Writing: Prewriting TE p. T373 (W.1.3, W.1.5, W.1.6) [ELD- 1.2.A.1]
- Small Group: Differentiate Vocabulary Strategies (L.1.4a)
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

**“DAY 5”**

- Extend the Topic: Domain- Specific Vocabulary TE p. T376 (L.1.5c, L.1.6) [ELD- 1.2.C.6]
- Narrative Writing: Prewriting TE pp. T380-381 (W.1.3, W.1.5, W.1.6) [ELD- 1.1.A.1, 1.1.C.10, 1.2.B.5]
- Small Group: Reteach as needed
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)
### Vocabulary Reader: Moving
Connected Text: Symbols of Our Country

**Essential Question:** What can you learn from someone who is from another country?

**NOTE:** The “days” below refer to the location in the Teacher Edition, **not** to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

#### SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**

- **Phonemic Awareness/Phonics: Words with Vowel Combinations ou, ow** TE pp. T420-421 (RF.1.2b, RF.1.3b, RF.1.3g, SL.1.6) *(see documents and online links #4)*
- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T418-419** (SL.1.1a, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] *(see documents and online links #7)*
- **Introduce Vocabulary TE pp. T424-425** (RF.1.3g) *(see documents and online links #3, 5)*
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T428-437** (RL.1.1, RL.1.3 RF.1.3b, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] *(see documents and online links #8)*
- **Grammar:** Introduce contractions TE p. T440 (L.1.2e) [ELD- 1.1.A.1]
- **Narrative Writing:** Drafting TE p. T441 (W.1.3, W.1.5, L.1.1j) ELD- 1.1.A.1, 1.2.A.1, 1.1.C.10
- **Small Group:** Differentiate Phonics & Words to Know, Vocabulary Reader
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

**“DAY 2”**

- **Phonemic Awareness/Phonics: Words with Vowel Combinations ou, ow** TE p. T444 (RF.1.3b, L.1.2d)
- **Dig Deeper:** How to Analyze the Text TE pp. T446-447 (RL.1.3, RL.1.6, RL.1.7) *(see documents and online links #6)*
- **Second Read:** Analyze the Text TE p. T447 (RL.1.3, RL.1.6, RL.1.7) [ELD- 1.1.B.8, 1.2.A.1]
- **Your Turn TE p. T448** (RL.1.1, RL.1.3, RL.1.7, SL.1.1a, SL.1.4) [ELD- 1.1.A.1, 1.2.C.6]
- **Write About Reading Performance Task TE p. T449** *(RL.1.7, W.1.1) [ELD- 1.1.C.10, 1.1.C.11, 1.1.A.1]*

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**English Language Learner Tab:**

- **E42** (Speaking and Listening/Develop Words to Know)
- **E44** (Scaffold Comprehension: The New Friend)
- **E45** (Understanding Characters: The New Friend)
- **E47** (Synonyms and Thesaurus)
- **E48** (Scaffold Informational Text: Symbols of Our Country)
- **E50** (Compare Texts/ Build Academic Sentence Structures)

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*referenced with each individual resource listed in this section.*
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<th>Unit</th>
<th>Text Support</th>
<th>Resources</th>
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<td>- <strong>Grammar:</strong> Contraction TE p. T450 (L.1.1j, L.1.2) [ELD- 1.1.A.1]</td>
<td>• <strong>Leveled Reader:</strong> First Day of Second Grade T505(see EL resources - link F)</td>
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<td>- <strong>Narrative Writing:</strong> Focus Trait – Sentence Fluency TE p. T451 (W.1.3, W.1.6, L.1.1j, L.1.6) [ELD- 1.1.C.10, 1.2.C.6]</td>
<td><strong>Documents and Online Links</strong></td>
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<td>- <strong>Small Group:</strong> Differentiation Comprehension (Focus on Target Skill and Target Strategy) (RL.1.3) [ELD- 1.1.B.6]</td>
<td>1. EL_Resources 1.5.25.pdf</td>
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<td>- <strong>Small Group:</strong> Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
<td>2. Literacy Centers Resources</td>
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<td><strong>“DAY 3”</strong></td>
<td>3. Vocab Context Cards</td>
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<td>- <strong>Phonemic Awareness/Phonics:</strong> Words with Vowel Combinations oi, oy, au, aw TE p. T454-455 (RF.1.2b, RF.1.3b, RF.1.3g, L.1.2d, L.1.2e)</td>
<td>4. Sound Spelling List</td>
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<td>- <strong>Apply Vocabulary Knowledge TE p. T460</strong> (RL.1.5, L.1.4b, L.1.5c, L.1.6) [ELD- 1.2.C.6]</td>
<td>4b. Mystery Words - Owl, Boy, and Saw Cards</td>
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<td>- <strong>Grammar:</strong> Contraction TE p. T462 (L.1.1j) [ELD- 1.1.C.10, 1.1.C.12]</td>
<td>5. High Frequency Word Cards</td>
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<td>- <strong>Narrative Writing:</strong> Drafting TE p. T463 (W.1.3, W.1.5, W.1.6, L.1.1j, L.1.6) [ELD- 1.1.C.12, 1.1.C.10, 1.2.B.5]</td>
<td>6. Collaboration Lesson Plan</td>
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<td>- <strong>Small Group:</strong> Differentiation Phonics and Fluency (Leveled Readers)</td>
<td>7. Oral Vocabulary ppt.</td>
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<td>- <strong>Small Group:</strong> Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
<td>7a. Oral Vocabulary ppt.</td>
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<td><strong>“DAY 4”</strong></td>
<td>8. Summarize strategy poster</td>
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<td>- <strong>Phonemic Awareness/Phonics:</strong> Review Words with Vowel Combinations ou, ow, oi, oy, au, aw TE p. T466 (RF.1.2c, RF.1.3b)</td>
<td>Retelling Cards - Unit 5</td>
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<td>- <strong>Connect to the Topic:</strong> Informational Text TE p. T468-470 (RI.1.5, RI.1.10) [ELD- 1.1.B.6, 1.1.B.8]</td>
<td>Retelling card summary sheet.pdf</td>
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<td>- <strong>Compare Texts TE p. T471</strong> (RI.1.1, RI.1.3, W.1.8, SL.1.1b, SL.1.4) [ELD- 1.1.C.10, 1.1.A.1, 1.1.B.7]</td>
<td>G1.L25 Informative Prompt 1.docx</td>
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<td>- <strong>Vocabulary Strategies:</strong> TE p. T472-473 (L.1.5d) [ELD- 1.1.A.1, 1.1.C.12, 1.1.B.8]</td>
<td>G1.L25 Informative Prompt 2</td>
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<td>- <strong>Grammar:</strong> Spiral Review : Prepositional Phrases TE p. T474 (SL.1.6, L.1.1i, L.1.1j) [ELD- 1.2.C.6, 1.2.B.5]</td>
<td>First Grade Journeys Planner Unit 5.pdf</td>
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<td>- <strong>Narrative Writing:</strong> Drafting and Revising TE p. T475 (W.1.3, W.1.5, L.1.1j) [ELD- 1.2.A.2, 1.2.B.5, 1.1.A.1, 1.1.A.3]</td>
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<td>- <strong>Small Group:</strong> Differentiate Vocabulary Strategies (RL.1.5 and L.1.5d)</td>
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<td>- <strong>Small Group:</strong> Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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<td><strong>“DAY 5”</strong></td>
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<td><strong>Administer Common Assessment 5</strong></td>
<td><strong>A. High Frequency Go Fish Unit 5</strong></td>
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<td>Formative Assessment Performance Tasks: End of the Year End of Unit 5: Opinion Task <strong>(See documents and online resources links #1)</strong></td>
<td><strong>1. EoY Performance Task (6 day)</strong></td>
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<td><strong>Choose 3 days of lessons from the following choices based on student needs:</strong></td>
<td><strong>2. EoY Performance Task (3 day)</strong></td>
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<td><strong>Unit 5 Lesson 21</strong></td>
<td><strong>3. Sound Spelling list review lessons 21-25</strong></td>
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<td>- Phonics: Vowel -r TE p. S2, S4, S6 (RF.1.3b)</td>
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<td>- Words to Know TE p. S3 (RF.1.3g)</td>
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<td>- Phonics: Phonograms-ar, and -ore TE p. S8 (RF.1.3f)</td>
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<td>- Fluency: Natural Pauses TE p. S9 (RF.1.4b)</td>
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<td>- Phonics: Vowel -r TE p. S12, S14, S16 (RF.1.3b)</td>
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<td>- Words to Know TE p. S13 (RF.1.3f, RF.1.3g)</td>
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<td>- Phonics: Phonogram-irt TE p. S18 (RF.1.3b)</td>
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<td>- Fluency: Connected Text TE p. S19 (RF.1.4a, RF.1.4b)</td>
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<td>• Phonics: Syllable Pattern VCCV TE p. T298 (RF.1.3b, RF.1.3d)</td>
<td>Unit 5 Lesson 24</td>
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<td>• Vocabulary: Define Words TE p. T299 (RI.1.5)</td>
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<td>• Comprehension: Cause and Effect TE p. T299 (RL.1.1, RL.1.3, RL1.7)</td>
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<td>• Phonics: Vowel Digraphs/Spelling Patterns: ue, u, u_e TE p. T402 (RF.1.3g)</td>
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<td>• Vocabulary: Multiple-Meaning Words TE p. T403 (L.1.4a)</td>
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<td>• Comprehension: Sequence of Events TE p. T403 (RL.1.1, RI.1.3)</td>
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<td>• Phonics: Vowel Combinations ou, ow, oi, au, aw TE p. T508 (RF.1.2b)</td>
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<td>• Vocabulary: Synonyms TE p. T509 (RL.1.5)</td>
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<td>• Comprehension: Understanding Characters TE p. T426 (RL.1.2, RL.1.7)</td>
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<td>Lesson 26</td>
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<td>For direct links to EL support resources, first click on Documents and</td>
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<td>Online Links # 1 below, then click the specific lettered link that is</td>
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<td>referenced with each individual resource listed in this section.</td>
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<td><strong>UNIT 6, LESSON 26</strong></td>
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<td><strong>ANCHOR TEXT:</strong> The Dot (Realistic Fiction)</td>
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<td><strong>Leveled Readers:</strong> Our School, Paco’s Snowman, A Surprise for Ms. Green, and The Bumpy Snowman</td>
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<td><strong>Vocabulary Reader:</strong> Kamala’s Art</td>
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<td><strong>Connected Text:</strong> Artists Create Art! (Biography)</td>
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<td><strong>Essential Question:</strong> What are some different ways to make art?</td>
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<td><strong>NOTE:</strong> The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of</td>
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<td>pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/</td>
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<td>**SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction.</td>
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your student population. Literacy centers resources may be used in conjunction with leveled-readers.

### “DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration) TE p. T14-15** (SL.1.1a, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] *(see documents and online links #7)*
- **Phonemic Awareness/Phonics: Base Words (CVCe, CVC with -ed, -ing Endings T16-T18** (RF.1.2b, RF.1.3b, RF.1.3f, RF.1.3g, SL.1.6, L.1.2e, L.1.2d) [ELD- 1.1.A.1] *(see documents and online links #4)*
- **Introduce Vocabulary TE p. T20-21** (RF.1.2b, RF.1.3f, RF.1.3g) [ELD- 1.1.A.1] *(see documents and online links #3, 5)*
- **First Read: Think Through the Text (Use Text Evidence) TE p. T24-T34** (RL.1.1, RL.1.3, RL.1.4, RL.1.9, RF.1.3f, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] *(see documents and online links #8)*
- **Grammar: Introduce Exclamations TE p. T36** (SL.1.6, L.1.1j) [ELD- 1.1.A.1]
- **Opinion Writing: Introduce the Model TE p. T37** (W.1.1, W.1.5) [ELD- 1.1.C.11, 1.1.A.3, 1.2.B.4]
- **Small Group:** *Differentiate Phonics & Words to Know, Vocabulary Reader*
- **Small Group:** *Literacy Centers (Flip Charts)* *(See Documents and Online Links # 2)*

### “DAY 2”

- **Phonemic Awareness/Phonics: Base Words (CVCe, CVC with -ed, -ing Endings TE p. T40** (RL.1.2, RF.1.3f, L.1.2d) [ELD- 1.1.A.1]
- **Dig Deeper: How to Analyze the Text TE p. T42-T43** (RL.1.3, RL.1.4, RL.1.9) [ELD- 1.1.B.8, 1.1.C.12] *(see documents and online links #6)*
- **Second Read: Guided Practice/Apply TE p. T43** (RL.1.3, RL.1.4, RL.1.9) [ELD- 1.1.B.7, 1.1.B.8]
- **Your Turn TE p. T44** (RL.1.1, RL.1.3, RL.1.7, RL.1.9, SL.1.4, L.1.1j) [ELD- 1.1.A.1, 1.1.A.3]
- **Write About Reading Performance Task TE p. T45** (W.1.5, RL.1.1, RL.1.9, L.1.1j) [ELD- 1.1.C.10, 1.1.A.3, 1.2.B.5]
- **Grammar: Exclamations TE p. T46** (RF.1.1a, L.1.1j, L.1.2b) [ELD- 1.2.B.5]
- **Small Group:** *Differentiate Comprehension (Focus on Target Skill and Target Strategy)* (RL.1.9)
- **Small Group:** *Literacy Centers (Flip Charts)* *(See Documents and Online Links # 2)*

### Documents and Online Links
- **1. EL_Resources 1.6.26.pdf**
- **2. Literacy Centers Resources**
- **3. Vocab Context Cards**
- **4. Sound Spelling List**
- **4a. Sound Spelling list v2**
- **4b. Mystery Words -ed, -ing**

### English Language Learner Tab:
- **E2 (Speaking and Listening/Develop Words to Know)**
- **E4 (Scaffold Comprehension: The Dot)**
- **E5 (Compare and Contrast)**
- **E7 (Figurative Language: Idioms)**
- **E8 (Scaffold Biography: Artists Create Art!)**
- **E10 (Compare Texts/Build Academic Sentence Structures)**
- **Leveled Reader:** *The Bumpy Snowman* T95 *(see EL resources - link F)*
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<th>Unit</th>
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<td><strong>“DAY 3”</strong></td>
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<td>Phonemic Awareness/Phonics: Words with Long e Spelling Patterns y, ie TE pp. T50-T51 (RF.1.2b, RF.1.3b, RF.1.3c, RF.1.3f, RF.1.3g, L.1.2e)</td>
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<td>Readers Guide TE p. T54 (RL.1.2, RL.1.3, RL.1.1, RL.1.7, RL.1.10) [ELD- 1.1.B.6, 1.1.B.7, 1.1.A.1]</td>
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<td>Apply Vocabulary Knowledge TE p. T56 (L.1.5c, L.1.6) [ELD- 1.2.C.6]</td>
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<td>Grammar: Exclamations TE p. T58 (RF.1.1a, L.1.1g, L.1.1h, L.1.1j, L.1.2b) [ELD-1.1.C.10, 1.2.C.6]</td>
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<td>Opinion Writing: Prewriting TE p. T59 (W.1.1, W.1.5) [ELD-1.1.C.11, 1.1.A.3, 1.1.A.1]</td>
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<td>Small Group: Differentiate Phonics and Fluency (Leveled Readers)</td>
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<td>Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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<td><strong>“DAY 4”</strong></td>
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<td>Phonemic Awareness/Phonics: Review -ed, -ing, and y, ie TE p. T62 (RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3f, L.1.2d)</td>
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<td>Connect to the Topic: Biography TE p. T64 (RL.1.5, RL.1.10) [ELD- 1.1.B.7, 1.1.B.8]</td>
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<td>Compare Texts TE p. T65 (RL.1.3, RL.1.3, RL.1.9, SL.1.4, SL.1.1a) [ELD- 1.1.B.7, 1.1.A.1, 1.1.C.12]</td>
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<td>Opinion Writing: Drafting TE p. T69 (W.1.1, W.1.5) [ELD- 1.1.C.11, 1.1.C.10]</td>
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<td>Vocabulary Strategies: Figurative Language (Idioms) TE p. T66-67 (L.1.4a, L.1.6) [ELD- 1.1.B.8, 1.1.A.1, 1.1.A.3]</td>
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<td>Grammar: Spiral Review: Subject Pronouns TE p. T68 (L.1.1d, L.1.1j) [ELD- 1.1.A.1, 1.2.B.4, 1.1.C.10]</td>
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<td>Small Group: Differentiate Vocabulary Strategies (L.1.4a)</td>
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<td>Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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<td><strong>“DAY 5”</strong></td>
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<td>Extend the Topic: Domain Specific Vocabulary TE p. T72 (L.1.5c, L.1.6) [ELD- 1.2.C.6]</td>
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<td>Research and Media Literacy: Ask and Answer Questions: Using Information from Media TE p. T73 (W.1.8, SL.1.2, SL.1.1c, SL.1.3) [ELD- 1.1.A.1, 1.1.C.9, 1.1.A.3]</td>
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<td>Grammar: Weekly Review: Exclamations TE p. T74 (L.1.1h, L.1.1j, L.1.2b)</td>
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<td>Opinion Writing: Revising and Proofreading TE p. T76 (W.1.1, W.1.5, L.1.1j, L.1.2b) [ELD- 1.1.A.1, 1.1.A.3, 1.2.C.7, 1.2.B.5]</td>
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<td>Small Group: Reteach as needed</td>
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**Resources:**
- endings/Long e
- 5. High Frequency Word Cards
- 6. Collaboration Lesson Plan
- 7a. Oral Vocabulary ppt. v2
- 8. Monitor/Clarify strategy poster
- Retelling Cards - Unit 6
- Retelling card summary sheet.pdf
- IEW Prompt
- IEW Prompt The Dot
- First Grade Journeys Planner Unit 6.pdf
UNIT 6, LESSON 27

For general resources for this week see documents and online links # 3-8.

ANCHOR TEXT: What Can You Do? (Informational Text)
Leveled Readers: Our Class, The Baseball Game, Always Learning, and A Fun Baseball Game
Vocabulary Reader: Helping at Home
Connected Text: The Wind and the Sun (Fable)
Essential Question: Why is it important to try your best?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE p. T114-115 (SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)
- Phonemic Awareness/Phonics: Base Words with Inflections -er, -est TE pp. 116-T118 (RF.1.3f, RF.1.3g, SL.1.6, L.1.2e, L.1.2d) [ELD- 1.1.A.1] (see documents and online links #4)
- Introduce Vocabulary TE p. T120-121 (RF.1.3g) (see documents and online links #3, 5)
- First Read: Think Through the Text (Use Text Evidence) TE p. T124-T134 (RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.8, RL.1.10, RF.1.3f, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #8)
- Grammar: Kinds of Sentences TE p. T136 (SL.1.6, L.1.1j, L.1.2b) [ELD- 1.1.A.1]
- Opinion Writing: Introduce the Model TE p. T137 (W.1.1, W.1.5, W.1.6) [ELD- 1.1.C.11, 1.1.C.12, 1.2.A.1]
- Small Group: Differentiate Phonics & Words to Know
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)
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<tr>
<td><strong>“DAY 2”</strong></td>
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<tr>
<td>• Phonemic Awareness/Phonics: Base Words with Inflections -er, -est TE p. T140 (L.1.2d, L.1.2e, RF.1.3f) [ELD- 1.1.A.1]</td>
<td>• E14 (Scaffold Comprehension: What Can You Do?)</td>
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<td>• Dig Deeper: How to Analyze the Text TE p. T142-143 (RI.1.4, RI.1.8, L.1.4a) [ELD- 1.1.B.8] (see documents and online links #6)</td>
<td>• E15 (Author’s Purpose)</td>
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<td>• Second Read: Guided Practice/Apply TE p. T143 (RI.1.8, RI.1.4, L.1.4a) [ELD- 1.1.B.7, 1.1.B.8]</td>
<td>• E18 (Scaffold Fable: The Wind and the Sun)</td>
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<td>• Your Turn TE p. T144 (RI.1.1, RI.1.3, RI.1.7, SL.1.1a, SL.1.1b) [ELD- 1.1.A.1]</td>
<td>• E 20 (Compare Texts/Build Academic Sentence Structures)</td>
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<tr>
<td>• Write About Reading Performance Task TE p. T145 (RI.1.1, RI.1.7, W.1.2, W.1.8, SL.1.1b) [ELD- 1.1.C.10, 1.1.A.1]</td>
<td>• Leveled Reader: A Fun Baseball Game T195 (see EL resources - link E)</td>
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<td>• Grammar: Kinds of Sentences TE p. T146 (L.1.1j, L.1.2b) [ELD- 1.1.C.10]</td>
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<td>• Opinion Writing: Focus Trait: Sentence Fluency TE p. T147 (W.1.1, W.1.5, SL.1.4, L.1.6) [ELD- 1.1.C.11, 1.1.A.1, 1.1.A.3]</td>
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<td>• Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.1.8)</td>
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<td>• Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links #2)</td>
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<td><strong>“DAY 3”</strong></td>
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<td>• Phonemic Awareness/Phonics: Words with Syllable -le TE pp. 150-151 (RF.1.3d, RF.1.3e, RF.1.3g, L.1.2e)</td>
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<td>• Readers Guide TE p. T154 (RI.1.2, RI.1.3, RI.1.1, RI.1.7, RI.1.10) [ELD- 1.1.B.6, 1.1.B.7, 1.1.A.1]</td>
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<tr>
<td>• Apply Vocabulary Knowledge TE p. T156 (RI.1.5, L.1.5c, L.1.6) [ELD- 1.2.C.6]</td>
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<td>• Grammar: Kinds of Sentences TE p. T158 (SL.1.6, L.1.1g, L.1.1j, L.1.2b) [ELD- 1.2.C.6]</td>
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<td>• Opinion Writing: Prewriting TE p. T159 (W.1.1, W.1.5, L.1.6, SL.1.6) [ELD- 1.1.A.1, 1.2.B.5, 1.1.C.10]</td>
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<td>• Small Group: Differentiate Phonics and Fluency (Leveled Readers)</td>
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<td>• Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links #2)</td>
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<td><strong>“DAY 4”</strong></td>
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<td>• Phonemic Awareness/Phonics: Review Inflections -er, -est, Syllable -le, Long e Spelled y TE p. T162 (RF.1.3d, RF.1.3e, SL.1.6) [ELD- 1.1.A.1]</td>
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<td>• Connect to the Topic: Fable TE p. T164 (RF.1.4b, RL.1.2, RL.1.3, RL.1.10) [ELD- 1.2.A.1, 1.1.B.6, 1.1.A.1]</td>
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<td>• Compare Texts TE p. T165 (RL.1.9, L.1.1f, L.1.1j, W.1.2) [ELD- 1.1.B.6, 1.1.A.1, 1.2.C.6, 1.1.C.10]</td>
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<td>• Vocabulary Strategies: Classify and Categorize Emotional Words TE p. T166-167 (RL.1.4, L.1.5a) [ELD- 1.1.B.8]</td>
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**Documents and Online Links**

1. **EL_Resources 1.6.27.pdf**
2. **Literacy Centers Resources**
3. **Vocab Context Cards**
4. **Sound Spelling List**
4a. **Sound Spelling list v2**
4b. **Mystery Words -er, -est ending/-le**
5. **High Frequency Word Cards**
6. **Collaboration Lesson Plan**
7. **Oral Vocabulary ppt.**
7a. **Oral Vocabulary ppt. v2**
8. **Analyze/Evaluate strategy poster**
   Retelling Cards - Unit 6
   Retelling card summary sheet.pdf
9. **IEW Prompt**
10. **IEW Prompt 2**
11. **First Grade Journeys Planner Unit 6.pdf**
Unit 6, Lesson 28
(Week 35, 1 Week)

For general resources for this week see documents and online links # 3-8.

ANCHOR TEXT: "The Kite" from Days with Frog and Toad (Fantasy)
Vocabulary Reader: Kite Flying
Connected Text: Measuring Weather (Informational Text)
Essential Question: How can weather change your day?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP: Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of students.

ENGLISH LANGUAGE DEVELOPMENT

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: Kite Flying T285 (see EL resources - link A)
- Language Support Card 28 (see EL resources - link B)
- Vocab Context Cards 197-204 (see EL resources - link C)
your student population. Literacy centers resources may be used in conjunction with leveled-readers.

### “DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration) TE p. T214-215** (SL.1.1a, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)
- **Phonemic Awareness/Phonics: Words with Long i Spelling Patterns igh, y, ie TE pp. T216-T218** (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3g, SL.1.6, L.1.2e, L.1.2b, L.1.2d) [ELD- 1.1.A.1] (see documents and online links #4)
- **Introduce Vocabulary TE p. T220-221** (RF.1.3f, RF.1.3g) (see documents and online links #3, 5)
- **First Read: Think Through the Text (Use Text Evidence) TE p. T224-T232** (RL.1.1, RL.1.3, RL.1.5, RL.1.7, RL.1.10, RF.1.3b, RF.1.3g, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #8)
- **Grammar: Introduce Adjectives TE p. T234(SL.1.6, L.1.1f, L.1.1j) [ELD- 1.1.A.1]
- **Opinion Writing: Introduce the Model TE p. T235 (W.1.1, W.1.5) [ELD- 1.1.B.6, 1.1.B.7] (see documents and online links #8)
- **Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**

**“DAY 2”**

- **Phonemic Awareness/Phonics: Long i Spelling Patterns igh, y, ie TE p. T238 (L.1.2e, RF.1.3c, L.1.2d)** [ELD- 1.1.A.1]
- **Dig Deeper: How to Analyze the Text TE p. T240-T241 (RL.1.3, RL.1.5, RL.1.7)** [ELD-1.1.B.8, 1.2.A.1, 1.1.B.7] (see documents and online links #6)
- **Second Read: Guided Practice/Apply TE p. T241 (RL.1.3, RL.1.7, RL.1.5)** [ELD- 1.1.B.7, 1.1.B.8]
- **Your Turn TE p. T242 (RL.1.1, RL.1.3, RL.1.7, SL.1.4) [ELD- 1.1.A.1, 1.1.A.3, 1.1.B.7]
- **Write About Reading Performance Task TE p. T243 (RL.1.3, RL.1.7, W.1.5, SL.1.4, L.1.1g) [ELD- 1.1.C.10, 1.1.A.1, 1.1.A.3, 1.2.B.5]
- **Grammar: Adjectives TE p. T244 (L.1.1f, L.1.1j, L.1.2c)**
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RL.1.3 and RL.1.5)**
- **Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**

### English Language Learners Tab:

- E22 (Speaking and Listening/Develop Words to Know) ELL 28.5
- E23 (Scaffold Comprehension: The Kite) ELL 28.6
- E24 (Scaffold Comprehension: The Kite)
- E25 (Story Structure: The Kite) ELL 28.6
- E27 (Homographs)
- E28 (Scaffold Informational Text: Measuring Weather)
- E30 (Compare Texts/Build Academic Sentence Structures)
- Leveled Reader: The Boat Race T293 (see EL resources - link F)

### Documents and Online Links

1. EL_Resources 1.6.28.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling Cards
“DAY 3”

- Phonemic Awareness/Phonics: Base Words/Inflections -ed, -ing, -er, -est, -es TE pp. T248-T249 (RF.1.2b, RF.1.3f, RF.1.3g, L.1.2e, L.1.4c)
- Readers Guide TE p. T252 (RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10) [ELD- 1.1.B.6, 1.1.B.7, 1.1.A.1]
- Apply Vocabulary Knowledge TE p. T254 (RL.1.5, L.1.5c, L.1.6) [ELD- 1.2.C.6]
- Grammar: Adjectives TE p. T 256 (L.1.1f, L.1.2c) [ELD- 1.1.C.12]
- Small Group: Differentiate Phonics and Fluency (Leveled Readers)
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 4”

- Phonemic Awareness/Phonics: Review -ed, -ing, -er, -est, -es, and Long i igh, y, ie TE p. T260 (RF.1.3c, RF.1.3f) [ELD- 1.1.A.1]
- Connect to the Topic: Informational Text TE p. T262 (RL.1.3, RL.1.5, RL.1.7, RL.1.10) [ELD- 1.2.A.1, 1.1.B.7]
- Compare Texts TE p. T263 (RL.1.3, SL.1.4, RL.1.7, RL.1.9) [ELD- 1.1.A.1, 1.1.B.6, 1.1.C.10]
- Vocabulary Strategies: Homographs TE p. T264-265 (SL.1.6, L.1.4a) [ELD- 1.1.A.1]
- Grammar: Spiral Review: Possessive Pronouns TE p.T266 (L.1.1d, L.1.1j) [ELD- 1.2.B.4, 1.1.C.10]
- Opinion Writing: Drafting TE p. T267 (W.1.1, W.1.5, L.1.1f) [ELD- 1.1.C.11, 1.1.A.1, 1.1.C.10]
- Small Group: Differentiate Vocabulary Strategies (L.1.4a)
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 5”

- Extend the Topic: Domain Specific Vocabulary TE p. T270 (L.1.5c, L.1.6) [ELD- 1.2.C.6]
- Speaking and Listening: Compare and Contrast Stories TE p. T271 (RL.1.9, SL.1.1a, SL.1.4, SL.1.1b, SL.1.1c, SL.1.2, L.1.6) [ELD- 1.1.A.1, 1.1.B.6, 1.1.A.3]
- Opinion Writing: Revising and Proofreading TE p. T274 (W.1.1, W.1.5, L.1.1j, L.1.2d) [ELD- 1.2.C.7, 1.2.A.2, 1.1.A.1, 1.1.A.3, 1.2.B.5]
- Small Group: Reteach as needed
### UNIT 6, LESSON 29

**For general resources for this week see documents and online links #3-8.**

**ANCHOR TEXT:** Hi! Fly Guy (Chapter Book)

**Leveled Readers:** Let’s Play Ball, More Than One Bird, A Cat Trick, and Birds

**Vocabulary Reader:** Butterflies

**Connected Text:** Busy Bugs (Poetry)

**Essential Question:** How can insects be helpful?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

### SMALL GROUP - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

#### “DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration) TE p. T312-313 (SL.1.1a, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)**
- **Phonemic Awareness/Phonics: Words with Suffixes -ful, -ly, and -y TE pp. T314-T316 (RF.1.3d, RF.1.3e, RF.1.3g, SL.1.6, L.1.4b, L.1.2d, L.1.2b) [ELD- 1.1.A.1] (see documents and online links #4)**
- **Introduce Vocabulary TE p. T318-319 (RF.1.3g) (see documents and online links #3, 5)**
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T322-T334 (RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.9, RL.1.10, RF.1.3e, RF.1.3g, RF.1.4a) [ELD-1.1.B.6, 1.1.B.7] (see documents and online links #8)**
- **Grammar: Introduce Adverbs TE p. T336 (SL.1.6, L.1.1) [ELD- 1.1.A.1, 1.2.B.3]**
- **Opinion Writing: Introduce the Model TE p. T337 (W.1.1, W.1.5) [ELD- 1.2.A.1, 1.1.C.11, 1.1.C.10, 1.2.B.4]**
- **Small Group: Differentiate Phonics & Words to Know, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**

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### ENGLISH LANGUAGE DEVELOPMENT

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- **Vocab Reader: Butterflies T387 (see EL resources - link A)**
- **Language Support Card 29 (see EL resources - link B)**
- **Vocab Context Cards 205-212 (see EL resources - link C)**
- **Differentiate Words to Know T385**
- **Differentiate Comprehension T389**
- **Differentiate Vocabulary Strategies: Prefix un- T397**
- **Audio: Hi! Fly Guy, Busy Bugs**

Leveled Practice ELL 29.1-29.6 (see EL resources - link D)

- **Video Clip: A Pet Show (see EL resources - link E)**

### English Language Learners Tab:

- **E32 (Speaking and Listening/ Develop Words to Know)**
- **E33 (Scaffold Comprehension: Hi! Fly Guy)**
- **E33 (Suffixes -ful, -ly, -y)**
“DAY 2”

- Phonemic Awareness/Phonics: Words with Suffixes -ful, -ly, and -y TE p. T340 (L.1.2e, RF.1.3e, L.1.2d)
- Dig Deeper: How to Analyze the Text TE p. T342-T343 (RL.1.3, RL.1.4, RL.1.7) [ELD-1.1.B.8] (see documents and online links #6)
- Second Read: Guided Practice/Apply TE p. T343 (RL.1.3, RL.1.4, RL.1.7) [ELD-1.1.B.6, 1.1.B.7]
- Your Turn TE p. T344 (RL.1.1, RL.1.3, RL.1.7, SL.1.1a, SL.1.4) [ELD-1.1.B.7, 1.1.A.1, 1.1.A.3]
- Write About Reading Performance Task TE p. T345 (RL.1.1, RL.1.7, W.1.1, SL.1.4, L.1.1g) [ELD-1.1.C.10, 1.1.C.11, 1.2.A.1]
- Grammar: Adverbs TE p. T346 (SL.1.6) [ELD-1.1.C.10, 1.1.C.12]
- Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RL.1.3 and RL.1.7)
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links #2)

“DAY 3”

- Phonemic Awareness/Phonics: Words with Long Vowel Spelling Patterns a, e, i, o, u TE pp. T350-T351 (RF.1.2a, RF.1.2c, RF.1.3b, RF.1.3g, L.1.2e)
- Apply Vocabulary Knowledge TE p. T356 (L.1.5c, L.1.6) [ELD-1.2.C.6]
- Grammar: Adverbs TE p. T358 (SL.1.6, L.1.1j) [ELD-1.1.C.12]
- Opinion Writing: Prewriting TE p. T359 (W.1.1, W.1.5) [ELD-1.1.C.10, 1.1.C.11, 1.1,A.1]
- Small Group: Differentiate Phonics and Fluency (Leveled Readers)
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links #2)

“DAY 4”

- Phonemic Awareness/Phonics: Review Long Vowels a, e, i, o, u and Suffixes -ful, -ly, and -y TE p. T362 (RF.1.3b) [ELD-1.1.A.1]
- Connect to the Topic: Poetry TE p. T364 (RL.1.10, RL.1.4, L.1.6) [ELD-1.1.B.6, 1.1.B.7]
- Compare Texts TE p. T365 (RL.1.4, L.1.6, L.1.1j, W.1.7) [ELD-1.1.C.10, 1.1.A.1]
- Vocabulary Strategies: Prefix un- TE p. T366-367 (L.1.4b)

Documents and Online Links

1. EL_Resources 1.6.29.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling list v2
4b. Mystery Words Suffixes -ly, -y & Long Vowels
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Oral Vocabulary ppt.
7a. Oral Vocabulary ppt. v2
8. Visualize strategy poster
Retelling Cards - Unit 6
Retelling card summary sheet.pdf
IEW Prompt
First Grade Journeys Planner Unit 6.pdf
<table>
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<th>Unit 6, Lesson 30</th>
<th>UNIT 6, LESSON 30</th>
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<tr>
<td><strong>For general resources for this week see documents and online links # 3-9.</strong></td>
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**ANCHOR TEXT:** Winners Never Quit! (Narrative Nonfiction)

**Leveled Readers:** Michelle Wie, The Williams Sisters, Lance Armstrong, and Two Sisters Play Tennis

**Vocabulary Reader:** Soccer

**Connected Text:** Be a Team Player (Informational Text)

**Essential Question:** Why is teamwork important in school or sports?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP-** Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.
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<tr>
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<td><strong>“DAY 1”</strong></td>
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<tr>
<td>• Teacher Read Aloud (including Classroom Collaboration) TE p. T414-415 (SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3) [ELD- 1.1.B.5, 1.1.A.1, 1.1.A.3] (see documents and online links #7)</td>
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<tr>
<td>• Phonemic Awareness/Phonics: Words with Syllable Pattern CV TE 416-418 (RF.1.3d, RF.1.3e, RF.1.3g, SL.1.6, L.1.2e, L.1.2b, L.1.2d) [ELD- 1.1.A.1] (see documents and online links #4)</td>
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<tr>
<td>• Introduce Vocabulary TE p. T420-421 (RF.1.3f, RF.1.3g) (see documents and online links #3, 5)</td>
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<tr>
<td>• First Read: Think Through the Text (Use Text Evidence) TE p. T426-434 (RI.1.2, RI.1.7, RI.1.8, RI.1.1, RI.1.3, RF.1.3, RF.1.3g, RF.1.3e, RF.1.4a) [ELD- 1.1.B.6, 1.1.B.7, 1.2.A.1] (see documents and online links #9)</td>
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<tr>
<td>• Grammar: Introduce Adjectives That Compare TE p. T436 (SL.1.6, L.1.1f, L.1.1j, L.1.4b) [ELD- 1.1.A.1, 1.1.C.12]</td>
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<tr>
<td>• Opinion Writing: Drafting TE p. T437 (W.1.1, W.1.5, W.1.6)</td>
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<td>• Small Group: Differentiate Phonics &amp; Words to Know, Vocabulary Reader</td>
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<tr>
<td>• Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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| **“DAY 2”** | | |
| • Phonemic Awareness/Phonics: Words with Syllable Pattern CV TE p. T440 (L.1.2d, L.1.2e, RF.1.3e) | | |
| • Dig Deeper: How to Analyze the Text TE p. T442 (RI.1.2, RI.1.8) (see documents and online links #6) | | |
| • Second Read: Guided Practice/Apply TE p. T429, 434, 443 (RI.1.2, RI.1.8) | | |
| • Your Turn TE p. T444 (RI.1.1, RI.1.2, RI.1.7, SL.1.1b) | | |
| • Write About Reading Performance Task TE p. T445 (W.1.5, L.1.1j) | | |
| • Grammar: Adjectives that Compare TE p. T446 (L.1.1f, L.1.1j, L.1.4b) | | |
| • Opinion Writing: Focus Trait: Organization TE p. T447 (W.1.1, W.1.5, W.1.6) [ELD- 1.1.C.11, 1.1.C.10, 1.2.C.6] | | |
| • Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.1.2 and RI.1.8) | | |
| • Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2) | | |

| **“DAY 3”** | | |
| • Phonemic Awareness/Phonics: Words with Prefixes un-, re- TE pp. 450-451 (RF.1.3e, RF.1.3g, SL.1.6, L.1.2d, L.1.4b) [ELD- 1.1.A.1] | | |

**Documents and Online Links**

1. EL_Resources 1.6.30.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling list v2
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Oral Vocabulary ppt.
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<td><strong>Apply Vocabulary Knowledge TE p. T456</strong> (L.1.5c, L.1.6) [ELD- 1.2.C.6]</td>
<td><img src="#" alt="8. First Grade Unit 6 High Frequency Word Go Fish" /></td>
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<td><strong>Grammar: Adjectives that Compare TE p. T458</strong> (L.1.1f, L.1.1j, L.1.4b) [ELD- 1.1.C.12, 1.1.C.10]</td>
<td><img src="#" alt="9. Summarize strategy poster" /></td>
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<td><strong>Opinion Writing: Drafting TE p. T459</strong> (W.1.1, W.1.5, W.1.6, L.1.6) [ELD- 1.1.C.12, 1.1.C.10]</td>
<td><img src="#" alt="Retelling Cards - Unit 6" /></td>
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<td><strong>Small Group: Differentiate Phonics and Fluency (Leveled Readers)</strong></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong></td>
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<td><img src="#" alt="Mystery Words syllable pattern CV/prefix un-, re-" /></td>
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<td><em>(See Documents and Online Links # 2)</em></td>
<td><img src="#" alt="First Grade Journeys Planner Unit 6.pdf" /></td>
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**“DAY 4”**

|      | **Phonemic Awareness/Phonics: Review Syllable Pattern CV and un-, re- TE 462** (L.1.4b, RF.1.3d, RF.1.3e) [ELD- 1.1.A.1] | ![7a. Oral Vocabulary ppt. v2](#) |
|      | **Connect to the Topic: Informational Text TE p. T464** (RI.1.2, RI.1.3, RI.1.5, RI.1.7, RI.1.10) [ELD- 1.2.A.1, 1.1.B.8] | ![8. First Grade Unit 6 High Frequency Word Go Fish](#) |
|      | **Compare Texts TE p. T465** (RI.1.2, SL.1.4, RL.1.4, L.1.1f, SL.1.5) [ELD- 1.1.C.10, 1.1.A.1, 1.1.C.12] | ![9. Summarize strategy poster](#) |
|      | **Opinion Writing: Drafting and Revising TE p. T469** (W.1.1, W.1.5, W.1.6, L.1.1f, L.1.2b, L.1.6) [ELD- 1.1.C.10, 1.1.A.1, 1.1.A.3] | ![Retelling Cards - Unit 6](#) |
|      | **Vocabulary Strategies: Suffix "ly" TE p. T466-467** (L.1.4b) | ![Retelling card summary sheet.pdf](#) |
|      | **Grammar: Spiral Review: Adjectives that Compare TE p. T468** (L.1.1d) [ELD- 1.1.C.10, 1.2.B.4] | ![IEW Prompt](#) |
|      | **Small Group: Differentiate Vocabulary Strategies** | ![Mystery Words syllable pattern CV/prefix un-, re-](#) |
|      | **Small Group: Literacy Centers (Flip Charts)** | ![First Grade Journeys Planner Unit 6.pdf](#) |
|      | *(See Documents and Online Links # 2)* | |

**“DAY 5”**

<p>|      | <strong>Extend the Topic: Domain Specific Vocabulary TE p. T472</strong> (L.1.5c, L.1.6) [ELD- 1.2.C.6] | <img src="#" alt="7a. Oral Vocabulary ppt. v2" /> |
|      | <strong>Speaking and Listening: Ask and Answer Questions: Informational Texts TE p. T473</strong> (RI.1.1, RI.1.4, SL.1.1c, SL.1.2) [ELD- 1.1.A.1, 1.1.A.3, 1.1.C.10] | <img src="#" alt="8. First Grade Unit 6 High Frequency Word Go Fish" /> |
|      | <strong>Opinion Writing: Revising and Proofreading TE p. T476</strong> (W.1.1, W.1.5, W.1.6) [ELD- 1.2.A.2, 1.2.C.7, 1.2.A.1, 1.2.B.5] | <img src="#" alt="Retelling Cards - Unit 6" /> |
|      | <strong>Small Group: Reteach as needed</strong> | <img src="#" alt="Retelling card summary sheet.pdf" /> |
|      | <strong>Small Group: Literacy Centers (Flip Charts)</strong> | <img src="#" alt="IEW Prompt" /> |
|      | <em>(See Documents and Online Links # 2)</em> | <img src="#" alt="Mystery Words syllable pattern CV/prefix un-, re-" /> |
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