2nd Grade-Unit 5

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| T W T F Economics & Physical Sciences Scien | Ш | _ | - | ᇫ | 귙 | | | | Su | 0 0 | , L. Z. 4 | RL.2.5 | RL.2.10 |
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| M M M 28 29 21 19 19 26 26 26 26 | | | T | 15 | 22 | | _ | 29 | 9 | 13 | 20 | 27 | |
| | | | Σ | 14 | 21 | | Σ | 28 | 5 | 12 | 19 | 26 | |

Grade 2 Unit 9

Strategies and Skills to Build Knowledge

| | | Week | Week 2 | Week | Assessed Skills |
|-----------|--|---|--|--|---|
| RF.K.2d* | PA: Substitute Medial Vowel Sounds | • | | • | |
| RF.K.2e* | PA: Substitute Initial and Final Sounds | | • | | |
| RF.1.3e* | PA: Blend and Segment Multisyllabic Words by Syllable | | • | | |
| RF.1.2c* | PA: Add Initial and Final Sounds | • | • | • | |
| RF.2.4d | Word Study: Endings -y, -ly (suffixes) | • | | | 1 |
| RF.2.3 | Phonics: Schwa | | • | | 1 |
| RF.2.3e | Phonics: Silent Letters /n/ gn, kn; /r/ wr; /m/ mb | | | • | 1 |
| RF.2.4 | Fluency: Inflection/Intonation—Stress | • | | | |
| RF.2.4 | Fluency: Phrasing—Units of Meaning in Complex Sentences | | • | | |
| RL/RI2.10 | Apply Strategies | • | • | • | |
| RL/RI2.10 | Fix-Up: Read On to Clarify or Confirm Understanding | • | 250000000000000000000000000000000000000 | | |
| RL/RI2.10 | Fix-Up: Stop and Think About the Author's Purpose | | | | |
| RI.2.3 | Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps | • | • | | ¥ |
| RI.2.7 | Explain How Images Contribute to and Clarify a Text | • | • | | V |
| RL.2.7 | Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot | • | | • | 1 |
| RL.2.3 | Describe How Characters Respond to Major Events and Challenges | • | | • | 7 |
| RI.2.9 | Compare and Contrast the Most Important Points in Two Texts on the Same Tonic | | • | | ~ |
| RL.2.4 | | | | • | |
| L.2.4d | Determine the Meaning of Compound Words | • | | | 1 |
| L.2.4b | Determine the Meaning of Words with Prefixes | | | | 1 |
| L.2.4a | Determine the Meaning of Words and Phrases in a Text | | | • | 1 |
| C.2.4 | Multimedia Presentation C. 2.2 | | • | • | 1 |
| L.2.1e | Use Adjectives and Adverbs | • | | | |
| L.2.1d | Use Irregular Past-Tense Verbs | | • | | |
| L.2.3a | Compare Formal and Informal Language | | | • | |
| ILP 4 | Engage Effectively in Whole-Class, Small-Group, and Partner Discussions | • | • | • | |
| ILP 4 | State, Clarify, Support, Evaluate, and Compare Ideas in a | | | | |
| | RF.K.2e* RF.1.3e* RF.1.3e* RF.2.4d RF.2.3e RF.2.3e RF.2.4 RF.2.4 RL/RI2.10 RL/RI2.10 RL/RI2.10 RL.2.3 RI.2.7 RL.2.7 RL.2.7 RL.2.4 L.2.4d L.2.3e | RF.K.2e* PA: Substitute Initial and Final Sounds RF.1.3e* PA: Blend and Segment Multisyllabic Words by Syllable RF.1.2c* PA: Add Initial and Final Sounds RF.2.4d Word Study: Endings -y, -ly (suffixes) RF.2.3 Phonics: Schwa RF.2.3e Phonics: Silent Letters /n/ gn, kn; /r/ wr; /m/ mb RF.2.4 Fluency: Inflection/Intonation—Stress RF.2.4 Fluency: Phrasing—Units of Meaning in Complex Sentences RL/RI2.10 Apply Strategles RL/RI2.10 Fix-Up: Read On to Clarify or Confirm Understanding RL/RI2.10 Fix-Up: Stop and Think About the Author's Purpose RI.2.3 Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps RI.2.7 Explain How Images Contribute to and Clarify a Text RL.2.7 Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot RL.2.3 Describe How Characters Respond to Major Events and Challenges RI.2.9 Compare and Contrast the Most Important Points in Two Texts on the Same Topic RL.2.4 Read a Poem: Analyze Humor and Rhythm L.2.4d Determine the Meaning of Compound Words L.2.4b Determine the Meaning of Words with Prefixes L.2.4a Determine the Meaning of Words and Phrases in a Text C.2.4 Multimedia Presentation C.2.2 L.2.1e Use Adjectives and Adverbs L.2.1d Use Irregular Past-Tense Verbs L.2.3a Compare Formal and Informal Language ILP 4 Engage Effectively in Whole-Class, Small-Group, and Partner | RF.K.2d* PA: Substitute Medial Vowel Sounds RF.K.2e* PA: Substitute Initial and Final Sounds RF.1.3e* PA: Blend and Segment Multisyllabic Words by Syllable RF.1.2c* PA: Add Initial and Final Sounds RF.2.4d Word Study: Endings -y, -ly (suffixes) RF.2.3 Phonics: Schwa RF.2.3e Phonics: Silent Letters /n/ gn, kn; /r/ wr; /m/ mb RF.2.4 Fluency: Inflection/Intonation—Stress RF.2.4 Fluency: Phrasing—Units of Meaning in Complex Sentences RL/RI2.10 Apply Strategies RL/RI2.10 Fix-Up: Read On to Clarify or Confirm Understanding RL/RI2.10 Fix-Up: Stop and Think About the Author's Purpose RI.2.3 Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps RI.2.7 Explain How Images Contribute to and Clarify a Text RL.2.7 Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot RL.2.3 Describe How Characters Respond to Major Events and Challenges RI.2.9 Compare and Contrast the Most Important Points in Two Texts on the Same Topic RL.2.4 Read a Poem: Analyze Humor and Rhythm L.2.4d Determine the Meaning of Compound Words L.2.4b Determine the Meaning of Words with Prefixes L.2.4a Determine the Meaning of Words and Phrases in a Text C.2.4 Multimedia Presentation C.2.2 L.2.1e Use Adjectives and Adverbs L.2.1d Use Irregular Past-Tense Verbs L.2.3a Compare Formal and Informal Language ILP 4 Engage Effectively in Whole-Class, Small-Group, and Partner | RF.K.2d* PA: Substitute Medial Vowel Sounds RF.K.2e* PA: Substitute Initial and Final Sounds RF.1.3e* PA: Blend and Segment Multisyllabic Words by Syllable RF.1.2c* PA: Add Initial and Final Sounds RF.2.4d Word Study: Endings -y, -ly (suffixes) RF.2.3 Phonics: Schwa RF.2.3e Phonics: Silent Letters /n/ gn, kn; /r/ wr; /rm/ mb RF.2.4 Fluency: Inflection/Intonation—Stress RF.2.4 Fluency: Inflection/Intonation—Stress RF.2.4 Fluency: Phrasing—Units of Meaning in Complex Sentences RL/RI2.10 Apply Strategies RL/RI2.10 Fix-Up: Read On to Clarify or Confirm Understanding RL/RI2.10 Fix-Up: Stop and Think About the Author's Purpose RI.2.3 Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps RI.2.7 Explain How Images Contribute to and Clarify a Text RL.2.7 Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot RL.2.3 Describe How Characters Respond to Major Events and Challenges RI.2.9 Compare and Contrast the Most Important Points in Two Texts on the Same Topic RL.2.4d Determine the Meaning of Compound Words L.2.4d Determine the Meaning of Words with Prefixes L.2.4a Determine the Meaning of Words and Phrases in a Text C.2.4 Multimedia Presentation (| RF.K.2d* PA: Substitute Medial Vowel Sounds RF.K.2e* PA: Substitute Initial and Final Sounds RF.1.3e* PA: Blend and Segment Multisyllabic Words by Syllable RF.1.2c* PA: Add Initial and Final Sounds RF.2.4d Word Study: Endings -y, -ly (suffixes) RF.2.3 Phonics: Schwa RF.2.3 Phonics: Silent Letters /n/ gn, kn; /n/ wr; /m/ mb RF.2.4 Fluency: Inflection/Intonation—Stress RF.2.4 Fluency: Phrasing—Units of Meaning in Complex Sentences RI.ZR.10 Apply Strategies RI.ZR.10 Fix-Up: Read On to Clarify or Confirm Understanding RI.ZR.10 Fix-Up: Read On to Clarify or Confirm Understanding RI.ZR.2.10 Fix-Up: Stop and Think About the Author's Purpose RI.2.2.1 Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps RI.2.7 Explain How Images Contribute to and Clarify a Text RI.2.7 Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot RI.2.3 Describe How Characters Respond to Major Events and Challenges RI.2.9 Compare and Contrast the Most Important Points in Two Texts on the Same Topic RI.2.4d Determine the Meaning of Compound Words L.2.4d Determine the Meaning of Words with Prefixes L.2.4a Determine the Meaning of Words with Prefixes L.2.4b Determine the Meaning of Words and Phrases in a Text C.2.4 Multimedia Presentation C.2.2 L.2.1d Use Irregular Past-Tense Verbs L.2.3a Compare Formal and Informal Language ILP 4 Engage Effectively in Whole-Class, Small-Group, and Partner |

ILP- Interdisciplinary Literacy Practices

*Not a grade level skill.

^{• =} Strategy or skill introduced for the first time

^{• =} Previously taught strategy or skill

^{✓=} Strategy and skill assessed on the Unit Assessment

Grade 2 Unit 10

Strategies and Skills to Build Knowledge

| | | | Week | Week 2 | Week 3 | Assessed Skills |
|--|----------------|---|------|--------|-----------|--------------------|
| | RF.K.2d* | PA: Substitute Medial Vowel Sounds | • | | | |
| Foundational | RF.K.2e* | PA: Substitute Initial and Final Sounds | • | | | |
| Skills: • Phonological Awareness (PA) • Phonics & Word Study • Fluency | RF.1.3e* | PA: Blend and Segmenting Multisyllabic Words by Syllable | | • | • | |
| | RF.1.2c* | PA: Add Initial and Final Sounds | | • | • | |
| | RF.2.3 | Word Study: Possessives: Singular, Plural | • | | | 1 |
| | RF.2.3d | Word Study: Prefixes un-, re-, dis- | | • | | V |
| | RF.2.3d | Word Study: Suffixes -ful, -less | | | • | V |
| | RF.2.4 | Fluency: Confirm or Correct Word Recognition and Understanding | • | | | |
| | RF.2.4 | Fluency: Inflection/Intonation—Volume | | • | | |
| M-4 | RI.2.10 | Apply Strategies | • | • | • | |
| Metacognitive & Fix-Up | RI.2.10 | Fix-Up: Read Out Loud to Support Comprehension | • | | | |
| р | RI.2.10 | Fix-Up: Read More Slowly and Think About the Words | | | • | |
| Comprehension to Build Knowledge | RI.2.3 | Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps | • | • | | ~ |
| | RI.2.7 | Explain How Images Contribute to and Clarify a Text | | • | | 1 |
| | RI.2.1 | Ask and Answer Questions to Demonstrate Understanding of Key Details | X. | • | | ~ |
| | RI.2.7 | Use Text Features to Locate Key Facts or Information | • | • | • | / |
| Vocabulary | L.2.4c | Use a Known Root Word as a Clue to the Meaning of an Unknown Word | • | • | | ~ |
| | L.2.4 | Identify Real-Life Connections Between Words and Their Uses | | | • | 1 |
| 18/-14! | C.2.3 | Process Writing: Acrostic Poem | • | • | | V |
| Writing | C.2.3f | Reflect on Writing | | | • | |
| | L.2.1f | Produce Complete Simple Sentences | • | | | |
| Grammar & Language | L.2.1f | Produce Complete Compound Sentences | | • | | |
| Lunguage | L.2.1b | Irregular Plural Nouns | | | • | |
| Speaking & Listening to | ILP 4 | Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions | • | • | • | |
| Demonstrate Knowledge | ILP 4 | State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation | • | | • | |
| II D. Interdisciplinan | Literacy Proof | I Hann | | 1 | R | 1 |

ILP- Interdisciplinary Literacy Practices

*Not a grade level skill.

^{• =} Strategy or skill introduced for the first time

^{• =} Previously taught strategy or skill • = Strategy and skill assessed on the Unit Assessment

Week Learning Goals

Skills and Strategies to Build Knowledge

| Metacognitive & Fix-Up | Apply Strategies RLIRI, 2, 10 | |
|--|---|---|
| metatoginare a rix op | Fix-Up: Read On to Clarify or Confirm Understanding $RLRI.2.10$ | |
| | Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps $R_{1}, 2, 3$ | 1 |
| Comprehension | Explain How Images Contribute to and Clarify a Text RI. 2.7 | 1 |
| to Build Knowledge | Describe How Characters Respond to Major Events and Challenges Q_{L} , Q , S | 1 |
| | Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot $RL,Q.7$ | 1 |
| Vocabulary | Determine the Meaning of Compound Words | 1 |
| Writing | Multimedia Presentation C. 2. 4 C. 2. 2 | 1 |
| Grammar & Language | Use Adjectives and Adverbs | |
| | PA: Substitute Medial Vowel Sounds * RF, K, Q | |
| Foundational Skills: Phonological | | |
| Awareness (PA), Phonics & Word Study, and Fluency | Word Study: Endings -y, -ly (suffixes) | 1 |
| | Fluency: Inflection/Intonation—Stress | |
| Speaking & Listening | Engage Effectively in Whole-Class, Small-Group, and Partner Discussions | |
| to Demonstrate Knowledge | State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation | |
| | 1 | |

Strategies and skills in red are introduced for the first time.

--
Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

* not grade level

Spelling Words

| | shiny |
|------------------|----------|
| | slowly |
| Words with | lucky |
| | neatly |
| | sunny |
| | likely |
| Suffixes -y, -ly | messy |
| | quickly |
| | rainy |
| | friendly |

Vocabulary

| | "From Tree to Baseball Bat" | "Goat and Bear in Business" |
|---------------------------------|--|---|
| General Academic (Tier 2) | trimmed (4) shipped (5) ballpark (4) sawmill (4) baseball (4) national (4) major leagues (4) seasoned (5) aged (5) sanded (5) weigh (5) measured (5) cylinders (4) | purchased (6) pleased (8) business (6) earn (6) market (6) planned (6) sale (7) goods (6) customers (6) delighted (7) celebrate (7) counted (8) puzzled (8) |
| Domain- Specific (Tier 3) | "From Tree to Baseball Bat" ash trees (4) billets (4) varnish (5) | |

To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.

| Word | My Definition | My Sentence | | |
|------|---------------|-------------|--|--|
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"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week I Comprehensive Literacy Planner

Essential Question: How do the goods we make, buy, and sell connect us?

Phonics and Word Study Comprehension Writing & Language

| | | | | L | willing & Language | | | |
|--|---|--|---|---|---|--|--|--|
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | | | |
| Read-Aloud (10 min.) | Choose a recommended trade book or a selection from the Read-Aloud Handbook. | | | | | | | |
| | 1. Introduce the Knowledge Focus: Buyers and Sellers | 5. Phonics & Word Study: Suffixes -y, -ly | 9. Phonics & Word Study: Suffixes -y, -ly | 13. Phonics & Word Study: Suffixes -y, -ly | 17. Phonics & Word Study: Review and Assess | | | |
| | Introduce the Blueprint | RF. 2.4 | RF.2.4 | RF.2.4 | | | | |
| Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics & Word Study Lessons | 2. Phonics & Word 6. "From Tree to Study: Suffixes -vly Baseball Bat" | | 10. "From Tree to Baseball Bat" Explain How Images Contribute to and Clarify a Text | 14. "Goat and Bear in Business" First Reading: Apply Metacognitive and Fix-Up Strategies to | 18. "Goat and Bear in Business" Describe How Characters Respond to Major Events and | | | |
| | | R1, 2, 3 | Begin the Blueprint | Learn About Buyers and Sellers RL. 2.10 | Challenges RL, 2, 3 | | | |
| | 3. "From Tree to | 7. "From Tree to | 11. "From Tree to | 15. "Goat and Bear in | 20. Build Knowledge | | | |
| (30-40 min.) | Baseball Bat" First Reading: Apply | | | Use Illustrations and | Discuss the Blueprin | | | |
| | Metacognitive and Fix-Up Strategies to Learn About Buyers and Sellers | Determine the Meaning of Compound Words | Adjectives and Adverbs し、2. | Words to Demonstrate Understanding of Characters, Setting, or Plot | and Build Toward the Culminating Task | | | |
| | RT.2.10 | | | Add to the Blueprint | | | | |
| Small-Group Reading Independent | Build fluency using the re Revisit complex texts in To | rs and strategies using small-gr eader's theater scripts and Read exts for Close Reading. suggestions on the Unit Foldo | roup texts and teacher's guides der's Theater Handbook lesson ut. | | | | | |
| Reading & Conferring | Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | | | | |
| | Set Personal Learning | Read Independently | Begin the Blueprint | Add to the Blueprint | Make a Product | | | |
| | Goals Read Independently | | Read Independently | Read the Vocabulary Practice Text | Advertisement: Step 1, p. 10 Read Independently | | | |
| Writing and Language Lessons | 4. Multimedia Presentation: View a Mentor Presentation | 8. Multimedia Presentation: Brainstorm the Topic | 12. Multimedia Presentation: Recall Facts and Details | 16. Multimedia Presentation: Organize Your Ideas | 19. Multimedia Presentation: Make a Storyboard | | | |
| (15 MIN.) | C.2.2 C.2.4 | (1.2.2° (2.4° | C.2.4 | C. 2. 4 | C. 2. 42 | | | |
| Independent Writing & Conferring | Provide time for independe | ent writing and conferring duri | ng the small-group reading blo | ck. | | | | |
| Accessment A | Monitor students' progress | using the informal assessmen | t opportunities in each lesson. | | | | | |

Monitor students' progress using the informal assessment opportunities in each lesson Administer the Week 1 Assessment at the end of the week.

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

| Metacognitive & Fix-Up | Apply Strategies RL1R1.2.10 | | | | | |
|-------------------------------------|---|---|--|--|--|--|
| _ | Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps | 1 | | | | |
| Comprehension to Build Knowledge | Explain How Images Contribute to and Clarify a Text | 1 | | | | |
| • | Compare and Contrast the Most Important Points in Two Texts on the Same Topic R_1, R_2, R_3 | | | | | |
| Vocabulary | Determine the Meaning of Words with Prefixes | 1 | | | | |
| Writing | Multimedia Presentation C. Q. 4 | 1 | | | | |
| Grammar & Language | Use Irregular Past-Tense Verbs | | | | | |
| | PA: Blend and Segment Multisyllabic Words by Syllable \star RF. 1. 3 | | | | | |
| Foundational Skills: Phonological | PA: Substitute Initial and Final Sounds *RF, K, Q | | | | | |
| Awareness (PA), Phonics & Word | PA: Add Initial and Final Sounds & RF 1. 2 | | | | | |
| Study, and Fluency | Phonics: Schwa RF. 2. 3 | 1 | | | | |
| | Fluency: Phrasing-Units of Meaning in Complex Sentences RF.2.4 | | | | | |
| Speaking & Listening | Engage Effectively in Whole-Class, Small-Group, and Partner Discussions | | | | | |
| to Demonstrate Knowledge | State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation | | | | | |

Strategies and skills in red are introduced for the first time. Strategies and skills in red are introduced for the first time. The strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Words

| | above |
|---------------------|--|
| Words with Schwa | above ago about ahead away alone alike awake |
| | along again |

| General Academic | "From Pine Tree to Pizza Box" provide (12) soggy (14) protect (15) careful (16) products (12) | To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week. | | | | |
|---------------------------------|--|--|----------------|-------------------------------|---|--|
| (Tier 2) | steps (13) layers (14) shaped (14) printed (14) pressed (14) packaged (15) disappear (16) | | Waking word | Meaning With My Definition | Words My Sentence | |
| Domain- Specific (Tier 3) | "From Pine Tree to Pizza Box" bark (13) logs (13) pine trees (12) planks (13) wood chips (13) pulp (14) natural resources (12) | Voc | abulary | | ords" and other n be found online te Library. | |

Week 2 Comprehensive Literacy Planner

Essential Question: How do the goods we make, buy, and sell connect us?

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | | | |
|--|---|--|---|---|---|--|--|--|
| Read-Aloud (10 min.) | Choose a recommended tr | ade book or a selection fron | n the Read-Aloud Handbook. | | | | | |
| | 1. Phonics & Word Study: Schwa | 4. Phonics & Word Study: Schwa | 8. Phonics & Word Study: Schwa RF. Q. 3 | 12. Phonics & Word Study: Schwa RF. Q. 3 | 15. Phonics & Word Study: Review and Assess | | | |
| Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics & Word Study Lessons | 2. "From Pine Tree to Pizza Box" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Buyers and Sellers | 5. "From Pine Tree to Pizza Box" Describe a Connection Between a Series of Steps | 9. "From Pine Tree to Pizza Box" Close Reading: Explain How Images Contribute to and Clarify a Text | 13. "From Pine Tree to Pizza Box" Close Reading: Describe a Connection Between a Series of Steps Add to the Blueprint | 16. "From Pine Tree to Pizza Box" Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic R 1. 2 | | | |
| (30-40 min.) | | 6. "From Pine Tree to | 10. "From Pine Tree | | 18. Build Knowledge: | | | |
| | | Pizza Box" Build Vocabulary: | to Pizza Box" Grammar in Context: | | Discuss the Blueprint | | | |
| | | Determine the Meaning of Words with Prefixes | Irregular Past-Tense Verbs | | and Build Toward the Culminating Task | | | |
| | Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. | | | | | | | |
| Independent Reading & Conferring | During independent time: Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | | | | |
| | Read Independently | Read the Vocabulary | Read Independently | Add to the Blueprint | Make a Product | | | |
| | | Practice Text Read Independently | | Read Independently | Advertisement: Step 2, p. 18 | | | |
| | | Read independently | | | Read Independently | | | |
| Writing and Language Lessons (15 MIN.) | 3. Multimedia Presentation: Draft an Introduction C. Q. 4 2.2 | 7. Multimedia Presentation: Recount a Sequence of Events | 11. Multimedia Presentation: Draft the Conclusion C. Q. U | 14. Multimedia Presentation: Add Drawings to Clarify Your Ideas | 17. Multimedia Presentation: Add Visual Elements to Clarify Your Ideas | | | |
| Independent Writing & Conferring | Provide time for independent | C.2.2 | | | | | | |
| Assessment 🗸 | | s using the informal assessmessment at the end of the w | ent opportunities in each les | sson. | | | | |

Week Learning Goals

Skills and Strategies to Build Knowledge

| Metacognitive & Fix-Up | Apply Strategies RLIRI. 2.10 | |
|-----------------------------------|---|---|
| metatognitive & rix-op | Fix-Up: Stop and Think About the Author's Purpose $RLRLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL$ | |
| Comprehension | Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot $RL, 2.7$ | 1 |
| to Build Knowledge | Describe How Characters Respond to Major Events and Challenges RL. 2. 3 | 1 |
| Poetry | Read a Poem: Analyze Humor and Rhythm RL. 2. 4 | |
| Vocabulary | Determine the Meaning of Words and Phrases in a Text | 1 |
| Writing | Multimedia Presentation (. Q. 4 | 1 |
| Grammar & Language | Compare Formal and Informal Language $L.2.3$ | |
| Foundational Skills: Phonological | PA: Substitute Medial Vowel Sounds * RF. K. Q | |
| Awareness (PA), Phonics & Word | PA: Add Initial and Final Sounds & RF. 1.2 | |
| Study, and Fluency | Phonics: Silent Letters /n/ gn, kn; /r/ wr; /m/ mb QF. Q. 3 | 1 |
| Speaking & Listening | Engage Effectively in Whole-Class, Small-Group, and Partner Discussions | |
| to Demonstrate Knowledge | State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation $\bot P \downarrow$ | |

Spelling Words

| | sign know |
|------------------------------|---|
| Words with Silent Letters | write thumb comb gnat knock knife wrong |
| | climb |

| | "Cherokee Art Fair" annual (20) sorted (20) | "Turtle Soup" rich (28) tureen (28) | To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add |
|---------------------------------|---|---|--|
| | designs (20) pattern (23) | stoop (28) dainties (28) | these to words you teach each week. |
| | remained (20) | | Making Meaning With Words Word My Definition My Sentence |
| General | artwork (20) | | |
| Academic | traditional (20) | | |
| (Tier 2) | generation (20) | | |
| | supply (21) | | |
| | threading (21) | | |
| | goofed (22) | | |
| | remembered (23) | | |
| | represent (23) | | |
| | greeted (24) | | |
| Domain- Specific (Tier 3) | "Cherokee Art Fair" Cherokee (20) | | "Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library. |

Strategies and skills in red are introduced for the first time.

Strategies and skills in red are introduced for the first time.

The strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Week 3 Comprehensive Literacy Planner

Essential Question: How do the goods we make, buy, and sell connect us?

| · | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | |
|---|---|--|---|--|---|--|
| Read-Aloud (10 MIN.) | Choose a recommended tra | ade book or a selection from th | ne Read-Aloud Handbook. | | | |
| | 1. Phonics & Word Study: Silent Letters RF. 2. 3 | 4. Phonics & Word Study: Silent Letters RF. 2. 3 | 8. Phonics & Word Study: Silent Letters RF. Q. 3 | 11. Phonics & Word Study: Silent Letters RF. Q. 3 | 15. Phonics & Word Study: Review and Assess | |
| Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics & Word Study Lessons | 2. "Cherokee Art Fair" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Buyers and Sellers RL, Q. ID | 5. "Cherokee Art Fair" Close Reading: Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot | 9. "Cherokee Art Fair" Close Reading: Determine the Meanings of Words and Phrases in a Text Add to the Blueprint | 12. "Cherokee Art Fair" Close Reading: Describe How Characters Respond to Events and Challenges RL. Q. 3 | 16. "Turtle Soup" Read a Poem: Analyzo Humor and Rhythm ピレ、 Q. リ | |
| (30-40 min.) | | 6. "Cherokee Art Fair" | λ. α. 1 | 13. Build Knowledge: | 18. Unit Wrap-Up: | |
| , | | Language in Context: Compare Formal | | Discuss the Blueprint | Demonstrate Knowledge and | |
| | | and Informal Uses of English L , Q , 3 | | and Build Toward the Culminating Task | Share Real-World Perspectives | |
| Independent | Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. | | | | | |
| Reading & Conferring | Confer with a few student | ad independently to build volu s on their text selections, applic | ime and stamina. cation of strategies, and knowled search and Inquiry Project) on th | | | |
| | Read Independently | Read the Vocabulary Practice Text Read Independently | Add to the Blueprint Read Independently | Make a Product Advertisement: Step 3, p. 26 Read Independently | Write to Demonstrate Knowledge | |
| Writing and Language Lessons | 3. Multimedia Presentation: Use Temporal Words to | 7. Multimedia Presentation: Revise and Create a Visual | 10. Multimedia Presentation: Rehearse the Presentation | 14. Multimedia Presentation: Present and Evaluate | 17. Multimedia Presentation: Present and Evaluate | |
| (15 MIN.) | Signal Event Order | Display C. Q. 4 | C.2.4 | C.2.4 | C.2.4 | |
| Independent Writing & Conferring | C-2.2 Provide time for independe | C. 2.2 nt writing and conferring durin | C. 2. 2 og the small-group reading block | C.2.2 | C.2.2 | |
| Assessment 🎺 | | using the informal assessment nent at the end of the week. | opportunities in each lesson. | | | |

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

| Metacognitive & Fix-Up | Apply Strategies R1. Q. 10 | |
|--|---|---|
| metatognitive a rix-op | Fix-Up: Read Out Loud to Support Comprehension | |
| | Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps | 1 |
| Comprehension | Explain How Images Contribute to and Clarify a Text | 1 |
| to Build Knowledge | Ask and Answer Questions to Demonstrate Understanding of Key Details | 1 |
| | Use Text Features to Locate Key Facts or Information $R_{1,2,7}$ | 1 |
| Vocabulary | Use a Known Root Word as a Clue to the Meaning of an Unknown Word | 1 |
| Writing | Process Writing: Acrostic Poem C. Q. 3 | 1 |
| Grammar & Language | Produce Complete Simple Sentences | |
| | PA: Substitute Medial Vowel Sounds * RF. K. Q | |
| Foundational Skills: Phonological | PA: Substitute Initial and Final Sounds * RF. K. Q | |
| Awareness (PA), Phonics & Word Study, and Fluency | Word Study: Possessives: Singular, Plural RF. 2.3 | 1 |
| | Fluency: Confirm or Correct Word Recognition and Understanding RF. 2. 4 | |
| Speaking & Listening | Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions | |
| to Demonstrate Knowledge | State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation | |

Strategies and skills in red are introduced for the first time.

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Strategies and skills in red are introduced for the first time.

The strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Words

| Words with Possessives | cat's Mom's house's sun's tree's boys' doctors' dogs' classes' children's |
|---------------------------|---|
| | |

| | "The Art of Origami" spread (4) origami (4) folding (4) create (4) | "Sand Sculpture" sculptors (6) competitions (6) compete (6) construction (6) creations (6) | To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week. |
|---------------------------------|---|--|--|
| General Academic | corner (4) point (4) | crumble (7) carve (8) | Making Meaning with Words |
| (Tier 2) | unfold (5) crease (5) bottom (5) | stunning (8) slippery (7) stack (8) smooth (8) scrapers (8) sculptures (8) | |
| Domain- Specific (Tier 3) | "The Art of Origami" triangle (4) angle (5) | | "Making Meaning with Words" and othe Vocabulary Resources can be found onli |

Week I Comprehensive Literacy Planner

Essential Question: How can matter change?

| *************************************** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | |
|---|---|--|--|---|--|--|
| Read-Aloud (10 min.) | Choose a recommended tr | ade book or a selection from | n the Read-Aloud Handbook. | | | |
| | 1. Introduce the Knowledge Focus: States of Matter | 5. Phonics & Word Study: Possessives | 9. Phonics & Word Study: Possessives | 13. Phonics & Word Study: Possessives | 17. Phonics & Word Study: Review and Assess | |
| | Introduce the Blueprint | RF.2.3 | RF. 2.3 | RF. 2.3 | RF. 2.3 | |
| Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics | 2. Phonics & Word Study: Possessives | 6. "The Art of Origami" Describe a Connection Between Procedural Steps | 10. "The Art of Origami" Explain How Images Contribute to and Clarify a Text | 14. "Sand Sculpture" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About States of Matter | 18. "Sand Sculpture" Use Text Features to Locate Key Facts or Information | |
| & Word Study | | R1. 2. 3 | RI. 2.7 | R1.2.10 | R1.2.7 | |
| Lessons (30–40 min.) | 3. "The Art of | 7. "The Art of | 11. "The Art of | 15. "Sand Sculpture" | 20. Build Knowledge | |
| (30-40 MIN.) | Origami" First Reading: Apply | Origami" Build Vocabulary: | Origami" Language in Context: | Ask and Answer Questions About Key | Discuss the Blueprin | |
| | Metacognitive and Fix-Up Strategies to | Use a Known Root Word to Determine | Complete Simple Sentences | Details Add to the Blueprint | and Build Toward the Culminating Task | |
| | Learn About States of Matter RI.Q.10 | Word Meaning L. Q. 4 | L.2.1 | R1.2.1 | | |
| Reading Independent Reading & | Build fluency using the re Revisit complex texts in To See additional small-group During independent time Ensure that all students re | eader's theater scripts and R exts for Close Reading. suggestions on the Unit Fol : ead independently to build | volume and stamina. | ssons. | | |
| Conferring | Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | | |
| | Set Personal | Read Independently | Begin the Blueprint | Add to the Blueprint | Create a Matter Still | |
| | Learning Goals Read Independently | | Read Independently | Read the Vocabulary Practice Text | Life: Step 1, p. 10 Read Independently | |
| Writing and Language Lessons | 4. Write an Acrostic Poem: Introduce the Genre | 8. Write an Acrostic Poem: Analyze the Acrostic Form | 12. Write an Acrostic Poem: Brainstorm Special Words to Start an Acrostic | 16. Write an Acrostic Poem: Evaluate Ideas and Narrow the | 19. Write an Acrostic Poem: Develop Your Ideas Through | |
| (15 MIN.) | C.2,3 | 0.2.3 | Poem (, 2, 3 | Focus C, Q, B | Freewriting C, Q. 3 | |
| Independent Writing & Conferring | | | uring the small-group reading | | | |
| Assessment 🗸 | Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Week 1 Assessment at the end of the week. | | | | | |

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

| Metacognitive & Fix-Up | Apply Strategies Q1. Q. 10 | |
|--|---|---|
| | Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps $2 \cdot 2 \cdot 3$ | 1 |
| Comprehension | Explain How Images Contribute to and Clarify a Text 2.7 | 1 |
| to Build Knowledge | Ask and Answer Questions to Demonstrate Understanding of Key Details Q_1, Q_2 | 1 |
| | Use Text Features to Locate Key Facts or Information $R1.2.7$ | 1 |
| Vocabulary | Use a Known Root Word as a Clue to the Meaning of an Unknown Word | 1 |
| Writing | Process Writing: Acrostic Poem C. 2. 3 | 1 |
| Grammar & Language | Produce Complete Compound Sentences L. 2. | |
| | PA: Blend and Segment Multisyllabic Words by Syllable x RF. 1.3 | |
| Foundational Skills: Phonological | PA: Add Initial and Final Sounds & RF. J. 2 | |
| Awareness (PA), Phonics & Word Study, and Fluency | Word Study: Prefixes un-, re-, dis- RF . Q . 3 | 1 |
| | Fluency: Inflection/Intonation—Volume RF. 2 4 | |
| Speaking & Listening | Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions | |
| to Demonstrate Knowledge | State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation | |

Spelling Words

| re-, dis- re-, dis- reread dislike disagree distrust | Words with Prefixes un-, re-, dis- | dislike disagree |
|--|--|---------------------|
|--|--|---------------------|

| General Academic (Tier 2) | "Matter Changes in Many Ways" divided (12) pumped (13) undergoes (14) exposed (15) properties (12) container (12) expand (13) mixture (13) states (12) exist (14) definite (14) space (14) boils (15) transformed (15) | To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week. Making Meaning with Words Word May Definition May Sentence |
|---------------------------------|--|---|
| Domain- Specific (Tier 3) | "Matter Changes in Many Ways" matter (12) solid (12) liquid (12) gas (12) temperature (14) pressure (14) | "Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library. |

Strategies and skills in red are introduced for the first time.

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Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Week 2 Comprehensive Literacy Planner

Essential Question: How can matter change?

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | |
|--|---|--|--|---|--|--|
| Read-Aloud (10 min.) | Choose a recommended to | rade book or a selection fron | n the Read-Aloud Handbook. | | | |
| | 1. Phonics & Word Study: Prefixes un-, re-, dis- RF.2, 3 | 4. Phonics & Word Study: Prefixes un-, re-, dis- RF. Q. 3 | 8. Phonics & Word Study: Prefixes un-, re-, dis- RF.2.3 | 12. Phonics & Word Study: Prefixes un-, re-, dis- RF. 2. 3 | 15. Phonics & Word Study: Review and Assess | |
| Metacognitive, Comprehension, Vocabulary, Grammar/ Language, | 2. "Matter Changes in Many Ways" First Reading: Apply Metacognitive and Fix-Up Strategies to | 5."Matter Changes in Many Ways" Use Text Features to Locate Key Facts or Information | 9. "Matter Changes in Many Ways" Close Reading: Explain How Images Contribute to and | 13. "Matter Changes in Many Ways" Close Reading: Ask and Answer Questions About Key Details | 16. "Matter Changes in Many Ways" Close Reading: Describe the Connection Between | |
| and Phonics & Word Study | Learn About States of Matter | R1. 2.7 | Clarify a Text | Add to the Blueprint | Scientific Concepts | |
| Lessons | R1, 2, 10 | 6. "Matter Changes | 10. "Matter Changes | R). Q. 1 | 18. Build Knowledge: | |
| (30-40 min.) | Tri arije | in Many Ways" Build Vocabulary: | in Many Ways" Grammar in Context: | | Discuss the Blueprint | |
| | | Use a Known Root Word to Determine Word Meaning | Complete Compound Sentences | | and Build Toward the Culminating Task | |
| | Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. | | | | | |
| Independent Reading & Conferring | Confer with a few studer | read independently to build was on their text selections, ap | volume and stamina. Oplication of strategies, and k Research and Inquiry Project | | | |
| | Read Independently | Read the Vocabulary | Read Independently | Add to the Blueprint | Create a Matter Still | |
| | Practice Text Read Independently Read Independently | | | | | |
| Writing and Language Lessons (15 MIN.) | 3. Write an Acrostic Poem: Draft an Acrostic Poem | 7. Write an Acrostic Poem: Use Poetic Devices | 11. Write an Acrostic Poem: Respond to and Revise an Acrostic Poem | 14. Write an Acrostic Poem: Use a Checklist to Edit Your Acrostic | 17. Write an Acrostic Poem: Publish an Acrostic Poem | |
| Independent Writing & Conferring | Provide time for independent writing and conferring during the small-group reading block. | | | | | |
| Assessment 🗸 | Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Week 2 Assessment at the end of the week. | | | | | |

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

| Metacognitive & Fix-Up | Apply Strategies R1. 2. 10 | | |
|--|---|----------|--|
| | Fix-Up: Read More Slowly and Think About the Words (2). 2. 10 | | |
| Comprehension to Build Knowledge | Ask and Answer Questions to Demonstrate Understanding of Key Details | | |
| | Use Text Features to Locate Key Facts or Information $R \setminus Q \setminus Q \setminus Q$ | 1 | |
| Vocabulary | Identify Real-Life Connections Between Words and Their Uses | 1 | |
| Writing | Reflect on Writing C. 2 3 | | |
| Grammar & Language | Irregular Plural Nouns | | |
| Foundational Skills: Phonological | PA: Blend and Segment Multisyllabic Words by Syllable & RF. 1.3 | | |
| Awareness (PA), Phonics & Word | PA: Add Initial and Final Sounds 🖟 RFI. 2 | | |
| Study, and Fluency | Word Study: Suffixes -ful, -less RF, Q. 3 | 4 | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions | | |
| | State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation $\bot P \lor$ | | |

Strategies and skills in red are introduced for the first time.

Spelling Words

Vocabulary

| Words with Suffixes -ful, -less | careful useful helpful colorful spoonful painless fearless spotless speechless priceless |
|---------------------------------------|--|
| | |

| AN TO LA COMPANY DE CONTRACTOR | | |
|--|--|--|
| General Academic (Tier 2) | "Crazy Horse Memorial" elder (21) honor (21) battle (21) permission (24) monuments (20) stoneworkers (20) planet (20) famous (21) project (22) models (22) measured (22) surveyor (22) presidents (24) | "It's All Water" mention (28) avoid (28) among (28) bog (28) variety (29) chill (29) except (28) |
| Domain- Specific (Tier 3) | "Crazy Horse Memorial" Mount Rushmore (20) Thunderhead Mountain (21) Crazy Horse Memorial (21) Native Americans (21) Oglala chief (21) | "It's All Water" weather (29) snow (28) rain (28) sleet (28) |

U.S. Army (21)

Statue of Liberty (24)

natural forces (20)

fog (28)

To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.

| Word | Mry Definition | My Sentence |
|------|----------------|-------------|
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"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Week 3 Comprehensive Literacy Planner

Essential Question: How can matter change?

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | | |
|--|---|--|--|--|---|--|--|
| Read-Aloud (10 MIN.) | Choose a recommended tr | ade book or a selection from | the Read-Aloud Handbook. | | | | |
| | 1. Phonics & Word Study: Suffixes -ful, -less | 4. Phonics & Word Study: Suffixes -ful, -less RF. 2. 3 | 8. Phonics & Word Study: Suffixes -ful, -less | 11. Phonics & Word Study: Suffixes -ful, -less | 15. Phonics & Word Study: Review and Assess | | |
| Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics & Word Study Lessons (30–40 MIN.) | 2. "Crazy Horse Memorial" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About States of Matter | 5. "Crazy Horse Memorial" Close Reading: Use Text Features to Locate Key Facts and Information | 9. "Crazy Horse Memorial" Close Reading: Identify Real-Life Connections Between Words and Their Uses | 12. "Crazy Horse Memorial" | 16. "It's All Weather" Alliteration and Regular Beats Rと、 こ、 ப | | |
| | | 6. "Crazy Horse Memorial" | | 13. Build Knowledge: | 18. Unit Wrap-Up: Demonstrate | | |
| | 194 | Grammar in Context: | | Discuss the Blueprint | Knowledge and | | |
| | | Irregular Plural Nouns L. 2. | | and Build Toward the Culminating Task | Share Real-World Perspectives | | |
| | Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. | | | | | | |
| Independent Reading & Conferring | During independent time: Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | | | |
| | Read Independently | Read the Vocabulary Practice Text Read Independently | Add to the Blueprint Read Independently | Create a Matter Still Life: Step 3, p. 26 Read Independently | Write to Demonstrate Knowledge | | |
| Writing and Language Lessons | 3. Reflect on Narrative Writing | 7. Reflect on Informative/ Explanatory Writing | 10. Reflect on Opinion Writing | 14. Share Writing | 17. Share Writing | | |
| (15 MIN.) | C.2.3 | C.2.3 | 0,2.3 | C.2.3 | c, 2.3 | | |
| Independent Writing & Conferring | Provide time for independent writing and conferring during the small-group reading block. | | | | | | |
| Assessment 🗸 | Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week. | | | | | | |