

First Grade ELA Reading, Writing, and Phonics Power Targets

	Timeline	Reading	Writing	Phonics
Q1	<p>Sept 5th-13th (7 days)</p> <p>Sept 13 - Spelling Inventory</p>	<p>Back to School Stories - focus on Kindness and Friendship: 1R1, 1R4, 1R9, 1SL1 You Are Special by Max Lucado Stand Tall Molly Lou Melon Mean Jean the Recess Queen A Weekend with Wendell Enemy Pie Ordinary Mary's Extraordinary Deed Last Stop on Market Street</p> <p>HF Words: than, about, back, after</p>	<p><i>Unit 1: Our pictures tell a story (Launching the writing workshop)</i> <i>W3 Write narratives which recount real or imagined experiences or events or a short sequence of events (Introduction during this unit; students go deeper in unit 2)</i> Lessons 1-4 of writing workshop:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Getting started <input type="checkbox"/> Building writing stamina (ELA practice) <input type="checkbox"/> Teaching procedures for the workshop <input type="checkbox"/> Language for sharing: <ul style="list-style-type: none"> <input type="checkbox"/> S&L1 (see anchor chart) 	<p>Unit 1 -Review 1RF2, 1RF3 Review all letters</p> <ul style="list-style-type: none"> ● Review 5 short vowels: a, i, o, u, e (taught in this order) ● CVC review: <ul style="list-style-type: none"> ○ Skills Strand Unit 1 ○ Lessons 1-5 ○ Harcourt 7-12 ○ Harcourt 1-3 = a, i ○ Harcourt 7= e ○ Harcourt 5= o ○ Harcourt 9=u
Q1	<p>Sept 16-20th (5 days)</p> <p>Benchmarking</p> <p>20th -Assess CVC</p>	<p>Fables & Stories (L &L Domain 1) 1R7, 1R3, 1SL2</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Boy who cried wolf <input type="checkbox"/> The maid and the milk pail <input type="checkbox"/> The wolf in sheep's clothing <input type="checkbox"/> The fox and the grapes <input type="checkbox"/> The little half chick <p>I can identify the lesson in the story.</p>	<p>Lessons 5-7 of writing workshop</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choosing a topic (W3) 	<p>CVC review continued: Skills Strand Unit 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lessons 11-16

		HF Words: I'm, been, who		
Q1	Sept 23rd-27th (5 days)	<input type="checkbox"/> The crowded noisy house <input type="checkbox"/> The tale of Peter Rabbit <input type="checkbox"/> All stories are Anansi I can identify the lesson in the story. HF Words: came, away, your	Lessons 8-9 of writing workshop <input type="checkbox"/> Noticing details in writing (R3)	Digraphs (ck, ch, th, sh, wh*, -ng, -qu) 1RF2, 1RF3 Digraphs: <input type="checkbox"/> Units 1, lessons 17-20 <input type="checkbox"/> Harcourt 8= th <input type="checkbox"/> Harcourt 4= ck <input type="checkbox"/> Harcourt 12= sh <input type="checkbox"/> Harcourt 13: ch, tch <input type="checkbox"/> Harcourt 15= qu/wh <input type="checkbox"/> Harcourt 10= ng
Q1	Sept 30th -Oct 4th Oct. 4th - Assess Digraphs OCTOBER26 -30	Incorporate writing mentor texts from the writing workshop materials I can notice details in a story. HF Words: when, them, because	Lessons 10-11 of writing workshop <input type="checkbox"/> Zooming in on your story (clarify and elaborate)	Digraphs cont'd: Unit 5, lessons 4-6, 10, 16, 18-19 *See Unit 1, lesson 11 for sister sounds
Q1	Oct 7th -11th	Incorporate writing mentor texts from the writing workshop materials I can notice details in a story. HF Words: from, have, there	Lessons 12-14 of writing workshop <input type="checkbox"/> Establish partnerships for sharing	Blends (initial and endings) l-blends, s-blends, r-blends Unit 1
Q1	Oct 15th-18th (4 days) Oct. 18th - Assess	Different Lands Similar Stories (Domain 3) 1R2, 1R8, 1L4, 1L5 <input type="checkbox"/> Cinderella	Celebration & On-demand writing from Our Pictures Tell a Story Lessons 15-19 of writing workshop	Blends (initial and endings) l-blends, s-blends, r-blends

	<p>Initial and Final Blends</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The Girl With Red Slippers <input type="checkbox"/> Billy Beg <input type="checkbox"/> Tom Thumb <p>I can make connections to the story.</p> <p>HF Words: any, into, little</p>	<p>Rest of the week is a cushion week -review/reteach</p>	
Q1	<p>Oct 21st -25th</p> <p>Celebration- Oct 21st</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Thumbelina <input type="checkbox"/> Issun Boshi - One Inch Boy <input type="checkbox"/> Little Red Riding Hood <input type="checkbox"/> Hu Gu Po <p>I can make connections to the story.</p> <p>HF Words: make, before, two</p>	<p>Lesson 20-celebration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selecting a piece of writing to make public 	<p>Double consonants (l, f, s, z) (new)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit 1, lessons 23-24 <input type="checkbox"/> Unit 5 lesson 1, 3, 7 <input type="checkbox"/> Harcourt 6 = all
Q1	<p>Oct 28th -Nov 1st</p> <p>Nov. 1st - Assess double consonants</p> <p>Spelling Inventory</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tselane <p>Fractured Fairy Tales to extend learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cinderella Skeleton <p>I can make connections between stories.</p> <p>Watch motion picture "Thumbelina"</p> <p>HF Words: four, mother, where</p>	<p>Writing Prompts/Journals</p> <p>I can write about a focused topic.</p>	<p>Double consonants (l, f, s, z) (new)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit 5 lessons 11-13, 16, 19

<p>Q1</p>	<p>Nov 4th-8th</p> <p>Nov 7th - Cumulative Spelling Assessment</p> <p>OnDemand Writing Assessment</p>	<p>Fractured Fairy Tales to extend learning</p> <p>I can make connections between stories.</p> <p>HF Words: very, could, were</p>	<p>Begin Narrative Writing Unit</p> <p><u>W3 - Write narratives which recount real or imagined experiences or events or a short sequence of events.</u></p> <p>Lessons 1- 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Making books <input type="checkbox"/> Adding the next page <input type="checkbox"/> Introduce Story Hand 	<p>Inflectional endings (s, ing).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit 1, lesson 25 (s)
<p>Q1</p>	<p>Writing Priority Skills:</p> <ul style="list-style-type: none"> ● <i>Maintains attention to writing</i> ● <i>Pictures and words tell a story</i> ● <i>Generates topic independently</i> ● <i>Consistently uses lowercase letters unless capital letters are required</i> ● <i>Spells grade words appropriately using knowledge of code</i> <p><i>Students will select writing goals</i></p> <p><u><i>Prerequisite Skills:</i></u></p> <p><i>Spaces between words</i></p> <p><i>Basic punctuation</i></p> <p><i>Legible letter formation</i></p> <p><i>Capital at beginning of sentence</i></p> <p>Final Process Writing Piece: Students will write a narrative which they will make public</p> <p>Final culminating task: On demand writing to determine independence</p>		<p>Writing Workshop Text Options:</p> <p>Mentor texts:</p> <p>What do authors do? By Eileen Christellow (For the writing process)</p> <p>For telling a story vs naming the parts:</p> <p>Pancakes for breakfast by Tommie DePaola</p> <p>Good Dog Carl by Alexandria Day</p> <p>No David by David Shannon</p> <p>Books for Ideas:</p> <p>The Best Story Ever by Eileen Spinelli</p> <p>Arthur Writes a Story by Marc Brown</p> <p>Mr Putter and Tabby Write a book by Cynthia Rylant</p> <p>The Crayon Box That Talked by Shane Derolf</p> <p>Ish by Peter Reynolds</p> <p>Harold and the Purple Crayon</p> <p>Night of the Veggie Monster by G McClemons</p>	

	See early writer rubric			
Q2	Nov. 12th - 15th	<p>L&L Early World Civilizations</p> <p>1R1, 1R5, 1R7, 1R9, 1SL1, 1SL2</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Father and His Son in Mesopotamia <input type="checkbox"/> Writing in Mesopotamia <input type="checkbox"/> The Religion of Babylon <p>I can make connections between the past and the present.</p> <p>HF Words: over, ride</p>	<p>Narrative Writing Unit</p> <p>Lessons 4-5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stretching a story across pages <input type="checkbox"/> Rereading 	<p>Inflectional endings (ed).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus on the three sounds represented by -ed <input type="checkbox"/> Discuss how it changes the meaning of the word to something that happened in the past <input type="checkbox"/> Practice adding ending
Q2	Nov. 18th - 22th <i>Assess -ed endings</i>	<p>L&L Early World Civilizations</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Hanging Gardens of Babylon <input type="checkbox"/> People of the Nile <input type="checkbox"/> Writing in Ancient Egypt <p>I can make connections between two early civilizations.</p> <p>HF Words: don't, said, that</p>	<p>Narrative Writing Unit</p> <p>Lessons 6 - 8</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make your story come alive <input type="checkbox"/> Stretching the sounds through words <input type="checkbox"/> Practice telling your story to a friend 	<p>VCE - Unit 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1 ee <input type="checkbox"/> Lesson 2 ee, proper nouns <input type="checkbox"/> Lesson 3 a_e <input type="checkbox"/> Lesson 4 a_e, nouns <input type="checkbox"/> Lesson 5 a_e
Q2	Nov. 25th - 26th	<p>L&L Early World Civilizations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Approaching the Great Pyramid <input type="checkbox"/> Amon-Ra and the Gods of Ancient Egypt 		<p>VCE - Unit 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 6 i_e, proper nouns <input type="checkbox"/> Lesson 7 i_e, proper nouns

		<p>I can remember events from stories.</p> <p>HF Words: one</p>		
Q 2	Dec. 2th - 6th	<p>L&L Early World Civilizations</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Sphinx <input type="checkbox"/> The Story of Hapshepsut <input type="checkbox"/> Tutankhamun, The Golden Pharaoh Part 1 <input type="checkbox"/> Tutankhamun, The Golden Pharaoh Part 2 <p>I can summarize a story.</p> <p>HF Words: with, five, their</p>	<p>Narrative Writing Unit Lessons 9 - 11</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rereading and pointing where the words go <input type="checkbox"/> Drawing people and animals from different points of view Part 1 & 2 	<p>VCE - Unit 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 8 o_e <input type="checkbox"/> Lesson 9 VcE review, nouns <input type="checkbox"/> Lesson 11 VcE review, nouns <input type="checkbox"/> Lesson 12 u_e <input type="checkbox"/> Lesson 13 - practice reading CVC vs. CVCe (PP 13.3, 13.4)
Q 2	Dec. 9th - 13th	<p>L&L Early World Civilizations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Three World Religions <input type="checkbox"/> Judaism <input type="checkbox"/> Christianity <input type="checkbox"/> Islam <p>I can make personal connections between religions I know and the religions in the stories.</p> <p>HF Words: what, but, here</p>	<p>Narrative Writing Unit Lessons 12 & 13</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adding speech bubbles 	<p>VCE - Unit 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 8 o_e <input type="checkbox"/> Lesson 9 VcE review, nouns <input type="checkbox"/> Lesson 11 VcE review, nouns <input type="checkbox"/> Lesson 12 u_e <input type="checkbox"/> Lesson 13 - practice reading CVC vs. CVCe (PP 13.3, 13.4)
Q 2	Dec. 16th - 20th <i>Assess VCE</i>	<p>Literature and Informational texts about upcoming holidays</p> <ul style="list-style-type: none"> <input type="checkbox"/> Too Many Tamales 	<p>Narrative Writing Unit Lessons 14 & 15</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using the word wall 	

		I can identify similarities/differences between my family and the celebrations of other families.	<input type="checkbox"/> Checking your writing using a checklist <input type="checkbox"/> Writing Celebration	
Q2	<i>Jan 6th - 10th</i> On-Demand Writing Assessment	Literature Study: HF Words: going, our, three	Begin Informational Writing <u>W2 Write and informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.</u> Lessons 1 - 2 <ul style="list-style-type: none"> <input type="checkbox"/> Write about something you know a lot about <input type="checkbox"/> Generate ideas list 	Soft c and Soft g Unit 6 <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1 - soft c <input type="checkbox"/> Lesson 2 - soft c <input type="checkbox"/> Lesson 3 - soft c Unit 5 <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 8 - soft g <input type="checkbox"/> Lesson 9 - soft g Expose but do not expect mastery
Q2	<i>Jan. 13th - 17th</i> VCE Review Assessment	L&L Early American Civilizations 1R1, 1R5, 1R7, 1R9, 1SL1, 1SL2 <ul style="list-style-type: none"> <input type="checkbox"/> The Maya: A Harvest and a Hurricane <input type="checkbox"/> The Maya: Journey to Baakal <input type="checkbox"/> The Maya: The Festival of the First Star I can explain how land and nature are important to civilizations. HF Words: want, able, give	Informational Writing Lessons 3-4 <ul style="list-style-type: none"> <input type="checkbox"/> High Five - Tell 5 things about your topic <input type="checkbox"/> Staying focused 	Review Soft c and Soft g Begin Long Vowel Teams Unit 7 <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1 - ai, ay, verbs <input type="checkbox"/> Lesson 2 - ai, ay, verbs <input type="checkbox"/> Lesson 3 - Review, plural nouns <input type="checkbox"/> Lesson 11 - oa

Q 2	<p><i>Jan. 21st - 24th</i></p> <p>Assess long vowel teams</p> <p>Spelling Inventory</p>	<p>L&L Early American Civilizations</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Aztec: The Legend of the Eagle and the Serpent <input type="checkbox"/> The Aztec: The Floating Gardens of Xochimilco <input type="checkbox"/> The Aztec: In the Palace of an Emperor <input type="checkbox"/> The Aztec: Cortes's Letter <p>I can compare ancient civilizations.</p> <p>HF Words: today, week, something</p>	<p>Informational Writing</p> <p>Lessons 5 - 6</p> <ul style="list-style-type: none"> <input type="checkbox"/> What to include, what to leave out <input type="checkbox"/> Looking at and naming text features 	<p>Long Vowel Teams</p> <ul style="list-style-type: none"> <input type="checkbox"/> ea <p>Continue practicing reading words with various long vowels</p>

Q2	Jan. 27th - 31st	<p>L&L Early American Civilizations</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Inca: Who Were the Inca? <input type="checkbox"/> The Inca: The Runner <input type="checkbox"/> The Inca: Machu Picchu - A Lucky Discovery <p>I can explain why people began farming for their food.</p> <p>HF Words: year, can't, tell</p>	<p>Informational Writing</p> <p>Lessons 7-9</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text features - trying it out <input type="checkbox"/> Writing comparisons <input type="checkbox"/> Organize into categories 	Continue practicing reading words with various long vowels
Q2	<p>Writing Priority Skills:</p> <ul style="list-style-type: none"> ● <i>Maintains attention to writing</i> ● <i>Pictures and words tell a story</i> ● <i>Generates topic independently</i> ● <i>Consistently uses lowercase letters unless capital letters are required</i> ● <i>Spells grade words appropriately using knowledge of code</i> <p>Students will select writing goals</p> <p><u><i>Prerequisite Skills:</i></u> <i>Spaces between words</i> <i>Basic punctuation</i> <i>Legible letter formation</i> <i>Capital at beginning of sentence</i></p>		<p>Writing Workshop Narrative Text Options:</p> <p>Mentor texts: Bigmamas by Donald Crews Shortcut by Donald Crews Joshua's Night Whispers by Angela Johnson Snowy Day by Ezra Jack Keats Red Rubber Boot Day by Mary Lyn Ray Pigeon Finds a Hot Dog by Mo Willems How to Draw Animals by Barbara Soloff Levy (and similar titles by the same author)</p> <p>Writing Workshop Informative Text Options:</p> Ice Bear: In the Steps of the Polar Bear by Nicola Davies Just Ducks! By Nicola Davies Guess What is Growing Inside this Egg by Mia Posada A Seed is Sleepy by Dianna Hutts Aston The Statue of Liberty by Lloyd G. Douglas Arctic Foxes by Emily Rose Townsend Scholastic Vocabulary Readers How to Draw Books	

		<p>Final Process Writing Piece: Students will write a narrative which they will make public</p> <p>Final culminating task: On demand writing to determine independence</p> <p>See early writer rubric</p>		
Q3	Feb. 3 - 7	<p>Literature Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dragons Love Tacos <p>I can make connections to characters and make inferences using information from the text and illustrations.</p> <p>HF Words: across, world, take</p>	<p>Informational Writing</p> <p>Lessons 10 -11</p> <ul style="list-style-type: none"> <input type="checkbox"/> Move Your Pages if You Need To <input type="checkbox"/> Creating a Table of Contents 	<p>Tricky oo</p> <p>Unit 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1 - oo (food) <input type="checkbox"/> Lesson 2 - oo (food) <input type="checkbox"/> Lesson 5 - oo (book) <input type="checkbox"/> Lesson 7 - oo
Q3	Feb. 10 - 13	<p>L&L Fairy Tales</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1: Sleeping Beauty <input type="checkbox"/> Lesson 2: Rumpelstiltskin <input type="checkbox"/> Lesson 3: Rapunzel <p>I can distinguish between fantasy and real life.</p> <p>HF Words: hide, almost, anything</p>	<p>Informational Writing</p> <p>Lessons 12-13</p> <ul style="list-style-type: none"> <input type="checkbox"/> Words we Use: Some, Many, Most, All and Few <input type="checkbox"/> Using Labels and Telling More 	<p>Review Week</p>
Q3	Feb. 18 - 21	<p>L&L Fairy Tales</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 4: The Frog Prince Part 1 <input type="checkbox"/> Lesson 5: The Frog Prince Part 2 	<p>Informational Writing</p> <p>Lessons 14 - 15</p> <ul style="list-style-type: none"> <input type="checkbox"/> What Questions Will A Reader Have? <input type="checkbox"/> Adding Closure 	<p>Begin R-Controlled</p> <p>Unit 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1 - er <input type="checkbox"/> Lessons 2-3 - review and contractions <input type="checkbox"/> Lesson 4 - ar

		<p>I can describe characters' ideas and feelings using details.</p> <p>HF Words: home, down, become</p>		
Q3	<i>Feb. 24 - 28</i>	<p>L&L Fairy Tales</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 6: Hansel & Gretel Part 1 <input type="checkbox"/> Lesson 7: Hansel & Gretel Part 2 <p>I can identify the problem in a story and the steps characters take to solve the problem.</p> <p>HF Words: end, behind, why</p>	<p>Informational Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prep for Publication <input type="checkbox"/> Writing Celebration 	<p>Unit 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lessons 5-6 - review er & ar <input type="checkbox"/> Lesson 7 - or <input type="checkbox"/> Lessons 8 - review
Q3	<p><i>Mar. 2 - 6</i></p> <p><i>Assess r-controlled</i></p>	<p>L&L Fairy Tales</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 8: Jack and the Beanstalk Part 1 <input type="checkbox"/> Lesson 9: Jack and the Beanstalk Part 2 <p>I can retell a story using detail.</p> <p>HF Words: car, books, good</p>	<p>Analyze the elements of Fairy Tales and have students start planning their own fairy tales</p>	<p>Unit 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lessons 9 - 12 review <input type="checkbox"/> Nouns - past, present, and future tense
Q3	<i>Mar. 9 - 11</i>	<p>Fairy Tale Literature Circles using The Elves and the Shoemaker</p> <p>I can make connections between similar texts and identify elements of fairy tales.</p>	<p>Continue writing own fairy tales</p>	<p>Unit 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lessons 9-11 /ou/ spelled ou <input type="checkbox"/> Identifying verbs

		HF Words: help, city, write		
Q3	<i>Mar. 17 - 20</i>	L&L A New Nation <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1: The New World <input type="checkbox"/> Lesson 2: A Taxing Time: The Boston Tea Party <input type="checkbox"/> Lesson 3: The Shot Heard Round the World <p>I can describe how our country has changed over time.</p> HF Words: room, under, hill	Begin Opinion Writing <ul style="list-style-type: none"> <input type="checkbox"/> Choose topic and introduce opinion writing <input type="checkbox"/> Follow up with a few days of concentrated effort to clearly write an opinion about a given topic <input type="checkbox"/> Add in an opinion writing piece regularly throughout the remainder of the year to keep students practicing 	Unit 3 <ul style="list-style-type: none"> <input type="checkbox"/> Lessons 12 - 14 /oi/ spelled oi <input type="checkbox"/> Present and past tense verbs
Q3	<i>Mar. 23 - 27</i> <i>Assess ou, oi, aw</i>	L&L A New Nation <ul style="list-style-type: none"> <input type="checkbox"/> Declaring Independence <input type="checkbox"/> The Legend of Betsy Ross <input type="checkbox"/> George Washington, Commander in Chief <p>I can describe how individuals were important to the changes happening in our country.</p> HF Words: room, under, know	Response to Reading Practice <ul style="list-style-type: none"> <input type="checkbox"/> Using the question to form response <input type="checkbox"/> Including details from reading 	Unit 3 <ul style="list-style-type: none"> <input type="checkbox"/> Lessons 15 - 18 /aw/ spelled aw
Q3	<i>Mar. 30 - Apr. 3</i> Spelling Inventory	L&L A New Nation <ul style="list-style-type: none"> <input type="checkbox"/> Will This War Never End? <input type="checkbox"/> A Young Nation is Born <input type="checkbox"/> Never Leave Until Tomorrow What You Can Do Today 	Independent Writing Choice <ul style="list-style-type: none"> <input type="checkbox"/> Work with students to fully develop ideas <input type="checkbox"/> Focus on cleaning up conventions <input type="checkbox"/> Note spelling patterns that could be revisited during 	Complete assessments for report cards

		<p>I can make inferences about how historical figures felt using details from the reading and personal experiences.</p> <p>HF Words: use, place, sleep</p>	<p>remainder of year</p>	
Q3	<p><i>Apr. 13 – Apr. 17</i></p> <p>On-Demand Writing piece</p>	<p>L&L A New Nation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building a Nation with Words and Ideas <input type="checkbox"/> Liberty and Justice for ALL? <input type="checkbox"/> What Do a Flag, a Bell, and an Eagle Have in Common? <p>I can compare historical events to today's world.</p> <p>HF Words: love, much, stay</p>	<p>Independent Writing Choice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work with students to fully develop ideas <input type="checkbox"/> Focus on cleaning up conventions <input type="checkbox"/> Note spelling patterns that could be revisited during remainder of year 	<p>Review</p>
Q3	<p>Writing Priority Skills:</p> <ul style="list-style-type: none"> ● <i>Generates topic independently</i> ● <i>Provides 4 or more facts on a topic and adds supporting details</i> ● <i>Correctly uses punctuation</i> ● <i>Spells many words conventionally</i> <p>Students will select writing goals</p> <p><u><i>Prerequisite Skills:</i></u> <i>Spaces between words</i></p>	<p>Writing Workshop Informative Text Options:</p> <p>Ice Bear: In the Steps of the Polar Bear by Nicola Davies Just Ducks! By Nicola Davies Guess What is Growing Inside this Egg by Mia Posada A Seed is Sleepy by Dianna Hutts Aston The Statue of Liberty by Lloyd G. Douglas Arctic Foxes by Emily Rose Townsend Scholastic Vocabulary Readers How to Draw Books</p> <p>Writing Workshop Opinion Mentor Text Options:</p>		

	<p><i>Basic punctuation</i> <i>Legible letter formation</i> <i>Capital at beginning of sentence</i></p> <p>Final Process Writing Piece: Students will write an informative piece which they will make public</p> <p>Final culminating task: On demand writing to determine independence</p> <p>See early writer rubric</p>		Earrings by Judith Viorst	
Q4	<i>Apr. 13 - Apr. 17</i>	L&L	Writing	Review
		HF Words:		

Assessment suggestions include: