



Monday 08/08/2022	Tuesday 08/09/2022	Wednesday 08/10/2022	Thursday 08/11/2022	Friday 08/12/2022
Morning Work 7:45am - 8:00am	Morning Work 7:45am - 8:00am	Morning Work 7:45am - 8:00am	Morning Work 7:45am - 8:00am	Morning Work 7:45am - 8:00am
Morning Meeting 8:00am - 8:30am	Morning Meeting 8:00am - 8:30am	Morning Meeting 8:00am - 8:30am	Morning Meeting 8:00am - 8:30am	Morning Meeting 8:00am - 8:30am
K- Ready Math 8:30am - 9:10am	K- Ready Math 8:30am - 9:10am	K- Ready Math 8:30am - 9:10am	K- Ready Math 8:30am - 9:10am	K- Ready Math 8:30am - 9:10am
Lesson 1 Understand Counting	Lesson 1 Understand Counting	Lesson 1 Understand Counting	Lesson 1 Understand Counting	Lesson 1 Understand Counting
<p>I Can:</p> <ul style="list-style-type: none"> I can understand that counting tells how many. I can understand that the last number said tells how many in the whole group. I can practice counting one-by-one. I can practice strategies for keeping track of count objects. 	<p>I Can:</p> <ul style="list-style-type: none"> I can understand that counting tells how many. I can understand that the last number said tells how many in the whole group. I can practice counting one-by-one. I can practice strategies for keeping track of count objects. 	<p>I Can:</p> <ul style="list-style-type: none"> I can understand that counting tells how many. I can understand that the last number said tells how many in the whole group. I can practice counting one-by-one. I can practice strategies for keeping track of count objects. 	<p>I Can:</p> <ul style="list-style-type: none"> I can understand that counting tells how many. I can understand that the last number said tells how many in the whole group. I can practice counting one-by-one. I can practice strategies for keeping track of count objects. 	<p>I Can:</p> <ul style="list-style-type: none"> I can understand that counting tells how many. I can understand that the last number said tells how many in the whole group. I can practice counting one-by-one. I can practice strategies for keeping track of count objects.
Essential Question:	Essential Question:	Essential Question:	Essential Question:	Essential Question:
How does learning how to count help me to understand math?	How does learning how to count help me to understand math?	How does learning how to count help me to understand math?	How does learning how to count help me to understand math?	How does learning how to count help me to understand math?
Bellringer:	Bellringer:	Bellringer:	Bellringer:	Bellringer:



Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW invite students to unmute one at a time to count to 5 starting at 1. Then the TTW lead the class to count from 1 to 5 together.

Modeling/Guided Practice:

TTW complete Lesson 1 Session 1 in the Ready Math Books. TTW ask students where people count at home and why is it important to know how to count. TTW show students different scenes where counting is needed and ask them why its important or what would they count there. TTW ask the students what are some ways they can count. TTW introduce the math manipulative counters to the students.

Asynchronous Work:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW ask students to look at the objects in the picture and share what they could count. TTW ask students to think of something they could count at home.

Modeling/Guided Practice:

TTW complete Lesson 1 Session 2 in the Ready Math Books. TTW ask students to draw a picture of something they might want to count and share with the class. TTW guide students thru the connect in on page 10 in workbook.

Asynchronous Work:

TSW complete page 11 and 12 in their workbook and upload a photo of their work on Google Classroom.

Standards

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW ask students to take out 6 counters and match the picture displayed on the slide. TTW have students draw a line to match each red counter to a yellow counter.

Modeling/Guided Practice:

TTW complete Lesson 1 Session 3 in the Ready Math Books. TTW write and say number 1-4 on the slide. TTW have the students repeat after her. TTW students match counters with the number tiles to find how many in all. TTW repeat this process with real life object that might be found at home or in the classroom.

Asynchronous Work:

TSW complete page 15 and 14 in their workbook and upload a photo of

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW display a slide with a solve problem. TTW ask students think about the steps of counting and decide if the solution is correct or not. If it is not, how could it be corrected?

Modeling/Guided Practice:

TTW complete Lesson 1 Session 4 in the Ready Math Books. TTW have students count the number of objects in each group and circle the number that tells how many objects.

Asynchronous Work:

TSW complete page 18 in their workbook and upload a photo of their work on Google Classroom.

Standards

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TTW display a slide with a solve problem. TTW ask students think about the steps of counting and decide if the solution is correct or not. If it is not, how could it be corrected?

Modeling/Guided Practice:

TTW review with students how to count objects up to the number 4. If the class is showing understanding, TTW move on to number 5-10.

Asynchronous Work:

TSW complete Math Daily Grade 1.1 with teacher support.

Standards

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0- 20 (with 0 representing a count of no objects).



TSW use counters to identify different numbers.

Standards

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0- 20 (with 0 representing a count of no objects).

1-Ready Math 9:10am - 9:50am

Lesson 3 Add in Any Order

I Can:

- I can demonstrate fluency for addition within 10 using strategies.
- I can use the strategy of applying properties of operations.
- I can determine the unknown addend that makes the addition equation true for sums of 10.
- I can add numbers in any order to find the same total.

Essential Question:

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0- 20 (with 0 representing a count of no objects).

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Essential Question:

What is the difference between a doubles and a near doubles?

Bellringer:

their work on Google Classroom.

Standards

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0- 20 (with 0 representing a count of no objects).

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Essential Question:

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Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use connecting cubes to choose the best



What is the difference between a doubles and a near doubles?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use connecting cubes to review solving addition equations with number partners up to 5.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 1 in the Ready Math Books. TSW use counters and draw pictures of dominos to show 6 and 7

Asynchronous Work:

TSW complete page 56 in the math workbook.

Standards

1.OA.3 Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use connecting cubes to reinforce how the same 2 number partners for a number have the same total regardless of order.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 2 in the Ready Math Books. TSW use counter or connecting cubes to practice adding a word problem in any order results in the same answer.

Asynchronous Work:

TSW complete page 61-62 in the math workbook.

Standards

1.OA.3 Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$,

What is the difference between a doubles and a near doubles?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW activate prior knowledge of doubles fact by matching a equation to the correct domino.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 3 in the Ready Math Books. TSW use counters, connecting cubes, 10-frames, and number bonds to practice adding in any order near doubles.

Asynchronous Work:

TSW complete page 67-68 in the math workbook.

Standards

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use connecting cubes to choose the best method to find the missing addend to complete addition equations.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 4 in the Ready Math Books. TSW use counters, connecting cubes, 10-frames, and number bonds to practice adding in any order.

Asynchronous Work:

TSW complete page 71-72 in the math workbook.

Standards

1.OA.3 Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so 2

method to find the missing addend to complete addition equations.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 5 in the Ready Math Books. TSW use counters, connecting cubes, 10-frames, and number bonds to practice adding in any order.

Asynchronous Work:

TSW complete Lesson 3 Quiz on Edulastic.

Standards

1.OA.3 Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown



(Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.
(Associative property of addition.)

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = D - 3$, $6 + 6 = D$.

2- Ready Math 9:50am - 10:30am

Lesson 3 Solve One- Step Word Problems

I Can:

- I can analyze one-step addition and subtraction word problems and write equations to represent the problems.
- I can draw a tape diagram to represent and solve a word problem.
- I can write an addition or subtraction fact to

the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.
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2- Ready Math 9:50am - 10:30am

Lesson 3 Solve One- Step Word Problems

I Can:

- I can analyze one-step addition and subtraction word problems and write equations to represent the problems.
- I can draw a tape diagram to represent and solve a word problem.
- I can write an addition or subtraction fact to represent a word problem.

Essential Question:

number that makes the equation true in each of the equations $8 + ? = 11$, $5 = D - 3$, $6 + 6 = D$.

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I Can:

- I can analyze one-step addition and subtraction word problems and write equations to represent the problems.
- I can draw a tape diagram to represent and solve a word problem.
- I can write an addition or subtraction fact to represent a word problem.

Essential Question:

How can the CUBES method help me to solve word problems?

Bellringer:



represent a word problem.

Essential Question:

How can the CUBES method help me to solve word problems?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use counters to show 14 as the sum of any two addends.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 1 in the Ready Math Books. TTW introduce students to the CUBES method to analyze and solve word problems. TSW use counters and 10-frames to solve one-step word problems.

Asynchronous Work:

Essential Question:

How can the CUBES method help me to solve word problems?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use counters to show 10 as the sum of any two of its addends.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 2 in the Ready Math Books. TSW use counters, tens frame, and bar models to solve take-apart word problems.

Asynchronous Work:

TSW complete a additional practice pages 61-62.

Standards

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word

and solve a word problem.

- I can write an addition or subtraction fact to represent a word problem.

Essential Question:

How can the CUBES method help me to solve word problems?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use counters to find 4 more and 4 less than 7.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 3 in the Ready Math Books. TSW use counters, tens frame, and bar models to solve comparison word problems.

Asynchronous Work:

How can the CUBES method help me to solve word problems?

Bellringer:

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use counters and a tens frame to solve for missing addend in addition equations.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 4 in the Ready Math Books. TSW use counters, tens frame, and bar models to solve comparison and take-apart word problems.

Asynchronous Work:

TSW complete a additional practice pages 71-72.

Standards

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word

Students will answer grade level questions based on Google Forms.

Anticipatory Set:

TSW use counters and a tens frame to solve for missing addend in addition equations.

Modeling/Guided Practice:

TTW complete Lesson 3 Session 5 in the Ready Math Books. TSW use counters, tens frame, and bar models to solve comparison and take-apart word problems.

Asynchronous Work:

TSW complete Lesson 3 Quiz on Edulastic.

Standards

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for



TSW complete a additional practice pages 56.

Standards
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

Lunch/Recess Break
10:30am - 11:30am

K ELA Block 11:30am - 12:20pm

Mod. 1 Lesson 11

- I Can:**
- I can ask and answer questions about unfamiliar words and phrases.
 - I can identify characteristics of poetry.
 - I can identify the meanings of poems.
 - I can identify rhyming words.

problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

Lunch/Recess Break
10:30am - 11:30am

K ELA Block 11:30am - 12:20pm

Mod. 1 Lesson 12

- I Can:**
- I can pronounce and use academic words.
 - I can monitor comprehension and reread text when understanding breaks down.
 - I can identify rhyming words.
 - I can recite and retell a nursery rhyme poem.
 - I can identify and name uppercase and lowercase Tt and Uu.
 - I can identify singular present-tense verbs.

TSW complete a additional practice pages 67-68.

Standards
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

Lunch/Recess Break
10:30am - 11:30am

K ELA Block 11:30am - 12:20pm

Mod. 1 Lesson 13

- I Can:**
- I can identify rhythm and rhyme in poetry.
 - I can actively listen to a story read aloud to develop comprehension.
 - I can identify environmental print in a story.
 - I can discuss responses to questions about a story.

problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

Lunch/Recess Break
10:30am - 11:30am

K ELA Block 11:30am - 12:20pm

Mod. 1 Lesson 14

- I Can:**
- I can engage in group reading activities with purpose and understanding.
 - I can identify the front and back cover and title page of a book.
 - I can use pictures in a story to support understanding.
 - I can recognize letters Aa-Ll.
 - I can identify syllables in spoken words.
 - I can identify and number uppercase and lowercase Yy and Zz.
 - I can read predocodable text.

the unknown number to represent the problem.1

Lunch/Recess Break
10:30am - 11:30am

K ELA Block 11:30am - 12:20pm

Mod. 1 Lesson 15

- I Can:**
- I can answer questions and make connections using text evidence.
 - I can respond to text by drawing and writing.
 - I can use academic words in complete sentences.
 - I can use picture and word clues to determine the meaning of unknown words.
 - I can ask and answer questions about unfamiliar words and phrases.
 - I can identify rhyming words.
 - I can identify syllables in spoken words.
 - I can sing the alphabet song.
 - I can identify upper and lowercase letters.



- I can identify and name uppercase and lowercase Qq, Rr, and Ss.

Essential Question:

How can being a good citizen make a difference to others?

Guided Practice:

TSW follow along with annotated lesson plans for HMH Intro into Reading Module 1 Lesson 10.

- Reading and Vocabulary Introduce Genre: Poetry; Read Aloud: *Kindergarten Kids*, Listening Comprehension; Engage and Respond: Identify Meaning
- Phonological Awareness Segment Syllables; Blend Syllables; Blend Phonemes; Identify Rhymes

Essential Question:

How can being a good citizen make a difference to others?

Guided Practice:

TSW follow along with annotated lesson plans for HMH Intro into Reading Module 1 Lesson 11.

- Reading and Vocabulary Oral Language/ Vocabulary: *clue, mistake, puzzled*; Interactive Reading: *Kindergarten Kids*
- Phonological Awareness Blend Syllables; Add Syllables; Add Phonemes; Identify Rhymes
- Alphabet Knowledge Identify and Form Letters *Tt, Uu*

- I can identify characters, setting, and main events in fiction.
- I can identify syllables in spoken words.
- I can identify and name uppercase and lowercase Vv, Ww, and Xx.

Essential Question:

How can being a good citizen make a difference to others?

Guided Practice:

TSW follow along with annotated lesson plans for HMH Intro into Reading Module 1 Lesson 13.

- Reading and Vocabulary Rhythm and Rhyme: *Kindergarten Kids*; Read Aloud: Big Book *School Bus*, Listening Comprehension; Engage and Respond:

- I can read high-frequency words in context.
- I can identify the front and back cover of a book.
- I can answer questions about a text using complete sentences.
- I can identify plural present-tense verbs.

Essential Question:

How can being a good citizen make a difference to others?

Guided Practice:

TSW follow along with annotated lesson plans for HMH Intro into Reading Module 1 Lesson 14.

- Reading and Vocabulary Print Concepts: Book Parts; Reading the Pictures: Big Book *School Bus*; Foundational Skills in Context: Letter Recognition A–L

- I can identify and form letters.
- I can write uppercase and lowercase letters from memory.
- I can read and write high-frequency words.

Essential Question:

How can being a good citizen make a difference to others?

Guided Practice:

TSW follow along with annotated lesson plans for HMH Intro into Reading Module 1 Lesson 15.

- Reading and Vocabulary Response to Text: Connect Reading and Writing; Oral Language/ Vocabulary: *clue, mistake, puzzled*; Determine Word Meaning: *Meaning Clues*
- Phonological Awareness Isolate



- Word to Know *see*
- Alphabet Knowledge Identify and Form Letters *Qq, Rr, Ss*

Standards

- K.L.1a** Print many upper- and lowercase letters.
- K.RF.1a** Follow words from left to right, top to bottom, and page by page.
- K.RF.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
- K.RF.1c** Understand that words are separated by spaces in print.
- K.RF.1d** Recognize and name all upper- and lowercase letters of the alphabet.
- K.RF.2a** Recognize and produce rhyming words.
- K.RF.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- K.RL.1** With prompting and support, ask and answer questions about key details in a text.

- Read Predecodable Text Start Right Reader: *Qq-Uu*
- Grammar: Action Verbs

Standards

- K.L.1a** Print many upper- and lowercase letters.
- K.RF.1a** Follow words from left to right, top to bottom, and page by page.
- K.RF.1d** Recognize and name all upper- and lowercase letters of the alphabet.
- K.RF.2a** Recognize and produce rhyming words.
- K.RF.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- K.RL.1** With prompting and support, ask and answer questions about key details in a text.
- K.L.2c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- K.RL.4** Ask and answer questions about unknown words in a text.
- K.RL.9** With prompting and support, compare and

The William Hoy Story
Biography
Read Aloud, pp. T88-T89

- Connect and Teach: Central Idea
- Apply to Text: The William Hoy Story
- Engage and Respond: Writing

Standards

- Phonemes; Delete Syllables; Identify Syllables
- Alphabet Knowledge Identify and Form Letters *Vv, Ww, Xx*
- Grammar: Action Verbs

Standards

- K.L.1a** Print many upper- and lowercase letters.
- K.L.2c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- K.RF.1d** Recognize and name all upper- and lowercase letters of the alphabet.
- K.RF.2a** Recognize and produce rhyming words.
- K.RF.2b** Count, pronounce, blend, and segment syllables in spoken words.
- K.RF.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or

- Phonological Awareness Blend Phonemes; Add Phonemes; Add Syllables; Identify Syllables
- Alphabet Knowledge Identify and Form Letters *Yy, Zz*
- Read Predecodable Text Start Right Reader: *Vv-Zz*
- Grammar: Action Verbs

Standards

- K.L.1a** Print many upper- and lowercase letters.
- K.L.1b** Use frequently occurring nouns and verbs.
- K.L.2c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- K.L.4b** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- K.RF.1** Demonstrate understanding of the

- Phonemes; Change Phonemes; Blend Syllables; Review Identifying Rhymes and Syllables
- Alphabet Knowledge Review Letters *Qq-Zz*
- Words to Know *the, a, see*
-

Standards

- K.L.1a** Print many upper- and lowercase letters.
- K.L.5c** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- K.RF.1a** Follow words from left to right, top to bottom, and page by page.
- K.RF.2a** Recognize and produce rhyming words.
- K.RF.2b** Count, pronounce, blend, and segment syllables in spoken words.
- K.RF.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- K.RL.1** With prompting and support, ask and answer questions about key details in a text.



K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

K.RL.4 Ask and answer questions about unknown words in a text.

K.RL.5 Recognize common types of texts (e.g., storybooks, poems).

K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

1 ELA Block 12:20pm - 1:10pm

Mod. 1 Lesson 11

I Can:

- I can identify and read high-frequency words.
- I can recognize, recite, and write basic sight vocabulary.
- I can recognize spoken alliteration.
- I can segment spoken one-syllable words into individual phonemes.
- I can blend phonemes to say one-syllable words.
- I can learn the sound-spelling for short i and

contrast the adventures and experiences of characters in familiar stories.

K.L.1b Use frequently occurring nouns and verbs.

K.L.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

K.RF.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

K.RL.2 With prompting and support, retell familiar stories, including key details.

1 ELA Block 12:20pm - 1:10pm

Mod. 1 Lesson 12

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- I can identify and read high-frequency words.
- I can recognize, recite, and write basic sight vocabulary.
- I can recognize spoken alliteration.
- I can segment spoken one-syllable words into individual phonemes.

many of the most frequent sound for each consonant.

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.2 With prompting and support, retell familiar stories, including key details.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

K.RL.5 Recognize common types of texts (e.g., storybooks, poems).

K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

1 ELA Block 12:20pm - 1:10pm

Mod. 1 Lesson 13

I Can:

- I can identify and read high-frequency words.

organization and basic features of print.

K.RF.1a Follow words from left to right, top to bottom, and page by page.

K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet.

K.RF.2a Recognize and produce rhyming words.

K.RF.2b Count, pronounce, blend, and segment syllables in spoken words.

K.RF.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what

K.RL.4 Ask and answer questions about unknown words in a text.

1 ELA Block 12:20pm - 1:10pm

Mod. 1 Lesson 15

I Can:

- I can identify and read high-frequency words.
- I can recognize, recite, and write basic sight vocabulary.
- I can recognize spoken alliteration.
- I can segment spoken one-syllable words into individual phonemes.
- I can blend phonemes to say one-syllable words.
- I can isolate medial vowel sounds in spoken one-syllable words.
- I can spell words with short i (closed syllables).
- I can explain and use academic vocabulary words.
- I can use newly acquired vocabulary to identify real-life



- consonants r, f, and final s.
- I can recognize sound-letter relationships and use them to decode words.
- I can blend and decode regularly spelled one-syllable words with i, r, f, and final s.
- I can spell words with short i (closed syllables).
- I can answer questions and discuss meanings to develop vocabulary.
- I can identify real-life connections between words and their use.
- I can recognize characteristics of realistic fiction.
- I can identify and explain descriptive language about characters and the reasons for their actions.
- I can listen actively during discussions about a text.
- I can write the reason for a

- I can blend phonemes to say one-syllable words.
- I can recognize sound-letter relationships and use them to decode words.
- I can blend, build, decode, and encode regularly spelled one-syllable words with i, r, f, and final s.
- I can spell words with short i (closed syllables).
- I can answer questions and discuss meanings to develop vocabulary.
- I can identify real-life connections between words and their use.
- I can identify the features of fairy tales.
- I can ask questions about a text before, during, and after reading.
- I can ask and answer questions about key ideas in a text.
- I can listen carefully and add to what others say.

- I can recognize, recite, and write basic sight vocabulary.
- I can segment spoken one-syllable words into individual phonemes.
- I can isolate medial vowel sounds in spoken one-syllable words.
- I can read aloud fluently and with appropriate phrasing (prosody).
- I can learn the sound-spelling for short i and consonants r, f, and final s.
- I can recognize sound-letter relationships and use them to decode words.
- I can blend and decode regularly spelled one-syllable words with i, r, f, and final s.
- I can recognize inflection -s and use it to decode words.
- I can blend and decode regularly spelled one-syllable words with inflection -s.

moment in a story an illustration depicts).

1 ELA Block 12:20pm - 1:10pm

Mod. 1 Lesson 14

I Can:

- I can identify and read high-frequency words.
- I can recognize, recite, and write basic sight vocabulary.
- I can segment spoken one-syllable words into individual phonemes.
- I can isolate medial vowel sounds in spoken one-syllable words.
- I can blend and decode regularly spelled one-syllable words with i, r, f, and final s.
- I can blend and decode regularly spelled one-syllable words with inflection -s.
- I can spell words with short i (closed syllables).
- I can identify and determine the meaning of verbs with the inflection -ed.

- connections between word and their use.
 - I can identify and determine the meaning of verbs with the inflection -ed.
 - I can compare and contrast texts about the same topic.
 - I can discuss texts about the same topic.
- Essential Question:**
- How can making new friends and learning new things help us?
- Guided Practice:**
- TSW follow along with annotated HMH Intro into Reading Module 1 Lesson 14.
- Word Work: High-Frequency Words (*and, find, for, just, many, one, she, then*)



character's action
citing text evidence.

Essential Question:

How can making new friends and learning new things help us?

Guided Practice:

TSW follow along with annotated HMH Intro into Reading Module 1 Lesson 11.

- Word Work: High-Frequency Words (*and, find, for, just, many, one, she, then*)
- Phonological Awareness: Delete Initial Phonemes; Delete Final Phonemes; Isolate Phonemes; Alliteration; Segment Phonemes; Blend Phonemes
- Phonics: Consonants *r, f, s /z/*; Short *i*

Essential Question:

How can making new friends and learning new things help us?

Guided Practice:

TSW follow along with annotated HMH Intro into Reading Module 1 Lesson 12.

- Word Work: High-Frequency Words (*and, find, for, just, many, one, she, then*)
- Phonological Awareness: Isolate Initial Phonemes; Isolate Final Phonemes; Segment Syllables; Alliteration; Segment Phonemes; Blend Phonemes
- Phonics: Consonants *r, f, s /z/*; Short *i*
- Academic Vocabulary: Power

The William Hoy Story
Biography
Read Aloud, pp. T88–T89

- Connect and Teach: Central Idea
- Apply to Text: The William Hoy Story
- Engage and Respond: Writing to Develop Vocabulary:
 - I can identify real-life connections between words and their use.
 - I can describe characters and the reasons for their actions.
 - I can explain the reasons for a character's actions.
 - I can write a description of a character using evidence to support ideas.

Essential Question:

How can making new friends and learning new things help us?

Guided Practice:

TSW follow along with annotated HMH Intro into

- I can read and write verbs that tell about actions in the past.
- I can identify the features of songs.
- I can identify, describe, and compare characters.
- I can share information about characters.
- I can listen carefully and politely.

Essential Question:

How can making new friends and learning new things help us?

Guided Practice:

TSW follow along with annotated HMH Intro into Reading Module 1 Lesson 14.

- Word Work: High-Frequency Words (*and, find, for, just, many, one, she, then*)

- Phonological Awareness: Change Phonemes; Delete Phonemes; Isolate Phonemes; Alliteration; Blend Phonemes; Segment Phonemes
- Spelling: Spelling Assessment
- Academic Vocabulary: Cumulative Vocabulary Review
- Reading: Module Wrap-Up (Wrap Up the Topic, Synthesize)
- Writing: Oral Story, Sharing
- Grammar: Connect to Writing: Using Action Verbs, Lesson 3.1.5

Standards

- 1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- 1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 1.RF.2d Segment spoken single-syllable words into their complete sequence of



- Spelling: Short *i*
- Academic Vocabulary: Oral Language (*approve, weird, copied, quivered, flutter, folds, swayed, grumbled*)
- Reading: *Suki's Kimono*, Characters
- Writing: Oral Story, Revising I: Adding Detail
- Grammar: Action Verbs, Lesson 3.1.1
-

Standards

- 1.L.1a** Print all upper- and lowercase letters.
- 1.L.1c** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- 1.L.1e** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- 1.L.1g** Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- 1.L.1j** Produce and expand complete simple and

- Words (*ugly, paddled, chilly, beautiful, changed*)
- Reading: *Big Dilly's Tale*, Ask and Answer Questions
 - Formative Assessment: *Big Dilly's Tale* selection quiz
 - Writing: Oral Story, Revising II: Finding the Right Words
 - Grammar: Action Words in the Present, Lesson 3.1.2

Standards

- 1.L.1e** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- 1.L.1j** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 1.L.5c** Identify real-life connections between words and their use (e.g., note places at home that are cozy).

The William Hoy Story
Biography

Read Aloud, pp. T88–T89

- Connect and Teach: Central Idea
- Apply to Text: The William Hoy Story
- Engage and Respond: Writing Questions (*and, into, for, just, many, one, she, then*)
- Phonological Awareness: Change Phonemes; Add Phonemes; Blend Phonemes; Segment Phonemes; Isolate Phonemes: Identify Vowel
- Fluency: Phrasing
- Phonics: Inflection (-s)
- Academic Vocabulary Review Power Words (*ugly, paddled, chilly, beautiful, changed*)
- Reading: *Big Dilly's Tale*, Characters
- Writing: Oral Story, Editing: Capitalizing Proper Nouns
- Grammar: Using Action Words, Lesson 3.1.3

Standards

- Phonological Awareness: Add Initial Phonemes; Add Final Phonemes; Blend Phonemes; Segment Phonemes; Isolate Phonemes: Identify Vowel
- Phonics: Phonics Review
- Generative Vocabulary: Inflection -ed
- Reading: *I'm Me*, Characters
- Writing: Oral Story, Publishing
- Grammar: Review Possessive Pronouns, Lesson 2.8.4
-

Standards

- 1.RF.2b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- 1.RF.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- individual sounds (phonemes).
- 1.RF.3b** Decode regularly spelled one-syllable words.
 - 1.RL.1** Ask and answer questions about key details in a text.
 - 1.RL.3** Describe characters, settings, and major events in a story, using key details.
 - 1.RL.7** Use illustrations and details in a story to describe its characters, setting, or events.
 - 1.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
 - 1.RF.3f** Read words with inflectional endings.
 - 1.RF.3g** Recognize and read grade-appropriate irregularly spelled words.
 - 1.L.1e** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - 1.L.2d** Use conventional spelling for words with common spelling patterns



compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.

1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

1.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1.RF.2d Segment spoken single-syllable words into their complete sequence of

1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1.RF.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.

1.RF.3b Decode regularly spelled one-syllable words.

1.RF.4a Read on-level text with purpose and understanding.

1.RL.1 Ask and answer questions about key details in a text.

1.RL.3 Describe characters, settings, and major events in a story, using key details.

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

1.L.1b Use common, proper, and possessive nouns.

1.L.2a Capitalize dates and names of people.

1.L.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

1.L.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

1.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1.RF.2d Segment spoken single-syllable words into their complete sequence of

1.RF.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

1.RF.3b Decode regularly spelled one-syllable words.

1.RF.4a Read on-level text with purpose and understanding.

1.RL.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

1.RL.1 Ask and answer questions about key details in a text.

1.RL.3 Describe characters, settings, and major events in a story, using key details.

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

1.RF.3f Read words with inflectional endings.

and for frequently occurring irregular words.

1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

1.RL.9 Compare and contrast the adventures and experiences of characters in stories.

1.L.1b Use common, proper, and possessive nouns.

1.L.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

1.L.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).



individual sounds (phonemes).

1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.

1.RF.3b Decode regularly spelled one-syllable words.

1.RF.4a Read on-level text with purpose and understanding.

1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

1.RL.1 Ask and answer questions about key details in a text.

1.RL.3 Describe characters, settings, and major events in a story, using key details.

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

2 ELA Block 1:10pm - 2:00pm

Mod. 1 Lesson 11

I Can:

1.RF.3g Recognize and read grade-appropriate irregularly spelled words.

1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

2 ELA Block 1:10pm - 2:00pm

Mod. 1 Lesson 12

I Can:

- I can identify and read high-frequency words.
- I can recognize, recite, and write basic sight vocabulary.
- I can isolate initial and final phonemes in spoken one-syllable words.
- I can isolate vowel sounds in spoken one-syllable words.
- I can identify patterns in words using the terms consonant, long vowel, VCe pattern, and silent e.
- I can blend and decode regularly spelled one-syllable words with the

individual sounds (phonemes).

1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.

1.RF.3b Decode regularly spelled one-syllable words.

1.RF.4a Read on-level text with purpose and understanding.

1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

1.RL.1 Ask and answer questions about key details in a text.

1.RL.3 Describe characters, settings, and major events in a story, using key details.

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

1.L.1b Use common, proper, and possessive nouns.

1.L.1f Use frequently occurring adjectives.

1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring

1.RF.3g Recognize and read grade-appropriate irregularly spelled words.

1.L.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

1.L.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.

1.L.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

1.RL.9 Compare and contrast the adventures and experiences of characters in stories.

2 ELA Block 1:10pm - 2:00pm

1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

2 ELA Block 1:10pm - 2:00pm

Mod. 1 Lesson 15

I Can:

- I can identify and read high-frequency words.
- I can recognize, recite, and write basic sight vocabulary.
- I can write sentences using basic sight vocabulary.
- I can isolate initial and final phonemes in spoken one-syllable words.
- I can isolate medial vowel sounds in spoken one-syllable word.
- I can spell words with long a, i with VCe syllables.
- I can explain the meaning of academic vocabulary words.
- I can use newly acquired vocabulary to identify real-life



- I can identify and read high-frequency words.
- I can recognize, recite, and write basic sight vocabulary.
- I can isolate initial and final phonemes in spoken one-syllable words.
- I can isolate vowel sounds in spoken one-syllable words.
- I can learn the VCe pattern for long vowels a and i
- I can identify patterns in words using the terms consonant, long vowel, VCe pattern, and silent e.
- I can blend and decode regularly spelled one-syllable words with the VCe pattern for long a and i.
- I can use knowledge of syllable patterns to decode longer words.
- I can spell words with long a, i with VCe syllables.
- I can identify relationships between sounds and letters.

- VCe pattern for long a and i.
- I can answer questions and discuss meanings to develop vocabulary.
 - I can identify real-life connections between words and their use.
 - I can recognize characteristics of realistic fiction.
 - I can create mental images to remember what you read.
 - I can discuss mental images using words pictures, sounds, tastes, and smells.
 - I can ask questions to clarify information.

Essential Question:

How can being a good citizen make a difference to others?

Guided Practice:

TSW follow along with annotated HMH Intro into Reading Module 1 Lesson

conjunctions to signal simple relationships (e.g., because).

1.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words.

1.RF.3f Read words with inflectional endings.

1.RF.3g Recognize and read grade-appropriate irregularly spelled words.

1.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

2 ELA Block 1:10pm - 2:00pm

Mod. 1 Lesson 13

I Can:

- I can identify and read high-frequency words.
- I can recognize, recite, and write basic sight vocabulary.
- I can isolate final phonemes in spoken one-syllable words.
- I can compare final phonemes across spoken one-syllable words.
- I can read aloud fluently with

Mod. 1 Lesson 14

I Can:

- I can identify and read high-frequency words.
- I can recognize, recite, and write basic sight vocabulary.
- I can write sentences using basic sight vocabulary.
- I can identify final phonemes in spoken one-syllable words.
- I can compare final phonemes across spoken one-syllable words.
- I can blend, decode, and build regularly spelled one-syllable words with the VCe pattern for long a and i.
- I can blend, build, and decode regularly spelled one-syllable words with soft c and g, dge.
- I can use knowledge of syllable patterns to decode longer words.

connections between words and their use.

- I can answer questions using multi-word responses.
- I can synthesize information from multiple texts about the same topic.

Essential Question:

How can being a good citizen make a difference to others?

Guided Practice:

TSW follow along with annotated HMH Intro into Reading Module 1 Lesson 15 and Ready Reading Lesson 2 Main Topic.

- Word Work: High-Frequency Words (*do, give, he, line, said, set, seven, sure, upon, walk*)
- Phonological Awareness: Blend Phonemes; Change Phonemes; Isolate Phonemes



- I can answer questions and discuss meanings to develop vocabulary.
- I can identify real-life connections between words and their use.
- I can recognize characteristics of a fantasy.
- I can describe the internal and external traits of characters including feelings and behavior.
- I can respond to a text thru writing.
- I can learn to listen actively.

Essential Question:

How can being a good citizen make a difference to others?

Guided Practice:

TSW follow along with annotated HMH Intro into Reading Module 1 Lesson 11 and Ready Reading Lesson 2 Main Topic.

12 and Ready Reading Lesson 2 Main Topic.

- **Word Work:** High-Frequency Words (*do, give, he, line, said, set, seven, sure, upon, walk*)
- **Phonological Awareness:** Add Phonemes; Delete Phonemes; Segment Phonemes; Isolate Phonemes
- **Phonics:** Long *a, i* (VCe)
- **Academic Vocabulary:** Power Words (*planned, perfect, hamper, disaster, scowl, mood, queasy, fiddled*)
- **Reading:** *Picture Day Perfection*, Create Mental Images
- **Formative Assessment:** *Picture Day Perfect* selection quiz
- **Writing:** Personal Narrative, Editing I:

appropriate expression (prosody).

- I can learn the sound-spellings for soft *c /s/*, soft *g /j/*, and (trigraph) *dge /j/*.
- I can blend and decode regularly spelled one-syllable words with the sound-spellings for soft *c, g, and dge*.
- I can use knowledge of syllable patterns to decode longer words.
- I can respond to questions using multi-word responses.
- I can identify real-life connections between words and their use.
- I can describe the internal and external traits of characters.
- I can describe a character's perspective.
- I can describe internal and external traits for a character using specific, descriptive words.
- I can write to explain a character's actions

- I can read and use words with the affixes -ed, -ing.
- I can explain the meanings of and spell words with inflectional endings.
- I can identify the feature of videos.
- I can identify the topic, describe the central idea, and use relevant details and other evidence to support understanding.
- I can share information and ideas in cooperative learning interactions.

Essential Question:

How can being a good citizen make a difference to others?

Guided Practice:

TSW follow along with annotated HMH Intro into Reading Module 1 Lesson 13 and Ready Reading Lesson 2 Main Topic.

- **Word Work:** High-Frequency Words (*do,*

- **Spelling:** Spelling Assessment
- **Academic Vocabulary:** Cumulative Vocabulary Review
- **Reading:** Module Wrap-Up (Wrap Up the Topic, Synthesize)
- **Writing:** Personal Narrative, Sharing a Personal Narrative
- **Grammar:** Connect to Writing: Using Different Kinds of Sentences, Lesson 1.3.5

Standards

2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.W.8 Recall information from experiences or gather information from provided



- Word Work: High-Frequency Words (*do, give, he, line, said, set, seven, sure, upon, walk*)
- Phonological Awareness: Blend Phonemes; Segment Phonemes; Change Phonemes; Isolate Phonemes
- Phonics: Long *a, i* (VCe)
- Spelling: Long *a, i* (VCe)
- Academic Vocabulary: Oral Language (*mechanical, reassemble, tinkering, obnoxious, jubilantly, praise*)
- Reading: *Violet the Pilot*, Characters
- Writing: Personal Narrative, Revising II: Conferencing
- Grammar: Statements and Questions, Lesson 1.3.1

Standards

Possessives and Contractions

- Grammar: Commands, Lesson 1.3.2

Standards

2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b Know spelling-sound correspondences for additional common vowel teams.

2.RF.3c Decode regularly spelled two-syllable words with long vowels.

2.RF.3f Recognize and read grade-appropriate irregularly spelled words.

2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.W.8 Recall information from experiences or gather information from provided

using text evidence to support explanations.

Essential Question:

How can being a good citizen make a difference to others?

Guided Practice:

TSW follow along with annotated HMH Intro into Reading Module 1 Lesson 13 and Ready Reading Lesson 2 Main Topic.

- Word Work: High-Frequency Words (*do, give, he, line, said, set, seven, sure, upon, walk*)
- Phonological Awareness: Blend Phonemes; Change Phonemes; Segment Phonemes; Isolate Phonemes
- Fluency: Expression
- Phonics: Soft *c* and *g*
- Academic Vocabulary: Review

give, he, line, said, set, seven, sure, upon, walk)

- Phonological Awareness: Add Phonemes; Delete Phonemes; Segment Phonemes; Isolate Phonemes
- Phonics: Phonics Review
- Generative Vocabulary: Inflection *s -ed, -ing*
- Reading: *Get Involved: Be Awesome!*, Central Idea
- Writing: Personal Narrative, Publishing a Personal Narrative
- Grammar: Review Subjects and Predicates, Lesson 1.1.4

Standards

2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b Know spelling-sound correspondences for

sources to answer a question.

2.RF.4a Read on-level text with purpose and understanding.

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RL.3 Describe how characters in a story respond to major events and challenges.

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2.L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.



2.L.1a Use collective nouns (e.g., group).

2.L.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

2.L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

2.L.2a Capitalize holidays, product names, and geographic names.

2.L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b Know spelling-sound correspondences for additional common vowel teams.

2.RF.3c Decode regularly spelled two-syllable words with long vowels.

sources to answer a question.

2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.

2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.

2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

2.RF.4a Read on-level text with purpose and understanding.

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.RL.3 Describe how characters in a story respond to major events and challenges.

Power Words (*planned, perfect, hamper, disaster, scowl, mood, queasy, fiddled*)

- Reading: *Picture Day Perfection*, Characters
- Writing: Personal Narrative, Editing II: Peer Proofreading
- Grammar: Exclamation s, Lesson 1.3.3

Standards

2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b Know spelling-sound correspondences for additional common vowel teams.

2.RF.3c Decode regularly spelled two-syllable words with long vowels.

2.RF.3f Recognize and read grade-appropriate irregularly spelled words.

2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal

additional common vowel teams.

2.RF.3c Decode regularly spelled two-syllable words with long vowels.

2.RF.3f Recognize and read grade-appropriate irregularly spelled words.

2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

2.RF.4a Read on-level text with purpose and understanding.

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RL.3 Describe how characters in a story respond

2.L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b Know spelling-sound correspondences for additional common vowel teams.

2.RF.3c Decode regularly spelled two-syllable words with long vowels.

2.RF.3f Recognize and read grade-appropriate irregularly spelled words.

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate



2.RF.3f Recognize and read grade-appropriate irregularly spelled words.

2.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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event order, and provide a sense of closure.

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.

2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

2.RF.4a Read on-level text with purpose and understanding.

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.RL.3 Describe how characters in a story respond to major events and challenges.

to major events and challenges.

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

2.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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understanding of key details in a text.

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2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

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2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2.RF.3e Identify words with inconsistent but common spelling-sound correspondences.

2.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Activity 2:00pm - 2:45pm



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Period