

**SAVVAS**

**SCOPE & SEQUENCE**  
Detailed

# myview

L I T E R A C Y



**Create Your Story!**

**GRADE 1**



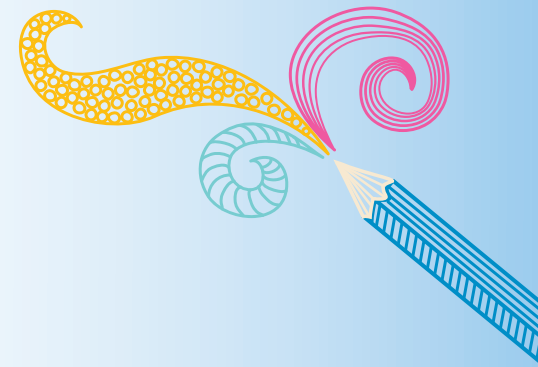


# myView

## L I T E R A C Y



## Grade 1



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# Grade 1, Unit 1

**Unit Theme:** SOCIAL STUDIES: EXPLORATION  
(Geography) My Neighborhood

**Essential Question:** What is a neighborhood?  
**Genre:** Realistic Fiction

READING Unit Reading Goal: I can read realistic fiction.											
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	<b>Question:</b> How can neighbors help each other? <b>Text:</b> Infographic	check quiet listen mutters	I can read realistic fiction.	<b>Spotlight on Genre:</b> Realistic Fiction	<b>Shared Read:</b> <i>The Blackout</i> by Zetta Elliott <b>Book Club:</b> <i>Neighborhoods Around the World</i> by Traci Sorrell	Describe Characters Use Text Evidence	<b>Talk About It:</b> Retell <b>Respond to the Weekly Question:</b> Written Response	At a Mat	Day 1: Medial /a/ Day 3: Recognize Alliteration Day 5: Segment and Blend Phonemes	Skill 1: Short a Skill 2: Mm /m/, Ss /s/, Tt /t/	I, see, a, his, is
Week 2	<b>Question:</b> What can I see in a neighborhood? <b>Text:</b> Infographic	sand block street corner	I can read realistic fiction.	<b>Spotlight on Genre:</b> Realistic Fiction	<b>Shared Read:</b> from <i>Everything Goes</i> : Henry on Wheels by Brian B.B. Bourne <b>Book Club:</b> <i>Neighborhoods Around the World</i> by Traci Sorrell	Describe Setting Ask and Answer Questions	<b>Write to Sources:</b> Response to literature <b>Respond to the Weekly Question:</b> Oral Response	Tip the Cat	Day 1: Medial /i/ Day 3: Recognize Alliteration Day 5: Segment and Blend Phonemes	Skill 1: Short i Skill 2: Cc /c/, Pp /p/, Nn /n/	we, like, the, one, do
Week 3	<b>Question:</b> How do signs in our neighborhood help us? <b>Text:</b> Diagram	left right guard crosswalk	I can read about a neighborhood.	<b>Genre:</b> Informational Text	<b>Shared Read:</b> <i>Look Both Ways!</i> by Janet Klausner <b>Book Club:</b> <i>Neighborhoods Around the World</i> by Traci Sorrell	Use Text Features Use Text Evidence	<b>Talk About It:</b> Retell <b>Respond to the Weekly Question:</b> Written Response	Big Biff	Day 1: Medial /o/ Day 3: Recognize Alliteration Day 5: Add Phonemes	Skill 1: Short o Skill 2: Ff /f/, Bb /b/, Gg /g/	look, you, was, by, are
Week 4	<b>Question:</b> How can I get to know my neighbors? <b>Text:</b> Infographic	plant help meet join	I can read realistic fiction.	<b>Spotlight on Genre:</b> Realistic Fiction	<b>Shared Read:</b> <i>Garden Party</i> by Charles R. Smith Jr. <i>Click, Clack, Click!</i> by F. Isabel Campoy <b>Book Club:</b> <i>Neighborhoods Around the World</i> by Traci Sorrell	Describe Characters Visualize Details	<b>Talk About It:</b> Response to literature <b>Respond to the Weekly Question:</b> Written Response	Fill the Pen	Day 1: Medial /e/ Day 3: Initial /d/, /l/, /h/ Day 5: Segment and Blend Phonemes	Skill 1: Short e Skill 2: Dd /d/, Ll /l/, Hh /h/	have, they, that, two, up
Week 5	<b>Question:</b> What does a neighborhood look like? <b>Text:</b> Infographic	buildings stores school library	I can read about a neighborhood.	<b>Genre:</b> Procedural Text	<b>Shared Read:</b> <i>Making a Map</i> by Gary Miller <b>Book Club:</b> <i>Neighborhoods Around the World</i> by Traci Sorrell	Use Graphics Make and Confirm Predictions	<b>Write to Sources:</b> Respond to informational text <b>Respond to the Weekly Question:</b> Oral Response	Three Will Run	Day 1: Medial /u/ Day 3: Initial /r/, /w/, /j/, /k/ Day 5: Segment and Blend Phonemes	Skill 1: Short u Skill 2: Rr /r/, Ww /w/, Jj /j/, Kk /k/	he, as, to, with, three

READING-WRITING BRIDGE Reading-Writing Bridge Goal: I can make and use words to read and write realistic fiction. Academic Vocabulary: settle, various, group, type							
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 1	I can make and use words to read and write realistic fiction.	<b>Strategy:</b> Related Words	First-person text	Short a	1. mat 2. sat 3. am 4. at	1. I 2. see	Nouns for people, animals, and things
Week 2	I can make and use words to read and write realistic fiction.	<b>Strategy:</b> Synonyms/Antonyms	Word Choice	Short i	1. sit 2. it 3. mitt 4. miss	1. the 2. one	Verbs (present)

### READING-WRITING BRIDGE

**Reading-Writing Bridge Goal:** I can make and use words to read and write realistic fiction.

**Academic Vocabulary:** settle, various, group, type

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
<b>Week 3</b>	I can make and use words to connect reading and writing.	<b>Strategy:</b> Context Clues	Text Features	Short o	1. not 2. got 3. cot 4. pot	1. look 2. you	Simple Sentences
<b>Week 4</b>	I can make and use words to read and write realistic fiction.	<b>Strategy:</b> Word Parts	Word Choice	Short e (alphabetize, first letter)	1. set 2. met 3. pet 4. net	1. have 2. they	Adjectives and Articles
<b>Week 5</b>	I can make and use words to connect reading and writing.	<b>Strategy:</b> Oral Language	Word Choice	Short u	1. hug 2. bug 3. tug 4. dug	1. to 2. with	Sentences with Nouns, Verbs, and Adjectives

### WRITING

**Unit Writing Goal:** I can write a story.

**Unit Writing Focus:** Launching Writing Workshop

Writing Genre	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
<b>Week 1</b>	Introduce and Immerse	Meet the Author	Meet the Author	What Good Writers Do	What Good Writers Do	Writing Club
<b>Week 2</b>	Develop Elements	Where Authors Get Ideas	Where Authors Get Ideas	Digital Tools We Can Use (to produce writing)	Digital Tools We Can Use (to produce writing)	Digital Tools We Can Use Together
<b>Week 3</b>	Develop Structure	Features of a Fiction Book	Features of a Fiction Book	Features of a Nonfiction Book	Features of a Nonfiction Book	Making and Responding to Suggestions
<b>Week 4</b>	Writer's Craft	Adding Details to Illustrations	Adding Details to Illustrations	Adding Details to Words	Adding Details to Words	Asking and Answering Questions
<b>Week 5</b>	Publish, Celebrate, Assess	Choose a Book to Publish	Edit for Illustrations and Words	Prepare for Celebration	How to Celebrate	Assessment

### WEEK 6 INQUIRY and RESEARCH

**Theme Goal:** I can talk with others about my neighborhood.

**Writing Mode:** Informational Text

	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Spelling High-Frequency Words	Leveled Research Articles	Day 1 Inquire Introduce the Project, Academic Vocabulary, Generate Questions, Research Plan	Day 2 Collaborate and Discuss Writing Genre Anchor Chart	Day 3 Collaborate and Discuss Student Model Refine Research	Day 4 Extend Research/ Collaborate and Discuss	Day 5 Reflect and Share
<b>Week 6</b>	Quinn the Vet	Day 1: Initial /kw/ Day 3: Initial /v/, /l/, /z/; Final /z/ Day 5: Change Phonemes	Skill 1: Qu, qu /kw/ Skill 2: Vv /v/, Yy /y/, Zz /z/	where, here, for, me, go	Qu, qu /kw/	1. quit 2. bit 3. quill 4. will	1. where 2. go	<b>Title:</b> Workers in the Neighborhood <b>Title:</b> Walking to School <b>Title:</b> All Aboard the Bus	Look Back at Weekly Questions Use text evidence to answer Essential Question People in my neighborhood. What do people in my neighborhood do? Choose a worker in your neighborhood and explain what he/she does.	Anchor Chart: General overview of informational Choose source	Student model that explains a job someone does, such as what a mom or dad does Look at the cover, title, and images to see if it is about your topic	Draw a life-size version of the worker you chose. Revise for mode of writing Edit: Adding details	Share the group's picture with the class, with each student reading his/her sentence. Then add the picture to the class mural People in Our Neighborhood.

# Grade 1, Unit 2

**Unit Theme:** SCIENCE: PATTERNS  
(Life Science) I Spy

**Essential Question:** How do living things grow and change?  
**Genre:** Informational Text

READING											
Unit Reading Goal: I can read informational text.											
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	<b>Question:</b> How do animals grow and change? <b>Text:</b> How Big Is the Baby?	eggs frog gills tadpole	I can read informational text.	<b>Spotlight on Genre:</b> Informational Text	<b>Shared Read:</b> <i>The Life of a Frog</i> by Rene Saldana, Jr. <b>Book Club:</b> <i>Red-Tailed Hawks at Big Bend</i> by Frances E. Ruffin	Identify Main Idea Find Important Details	<b>Talk About It:</b> Respond to Informational Text <b>Respond to the Weekly Question:</b> Written Response	Big Fox, Little Fox	Day 1: Segment and Blend Phonemes Day 3: Final /ks/ Day 5: Change Phonemes	Skill 1: Initial Consonant Blends Skill 2: Xx /ks/	help, little, come, my, saw
Week 2	<b>Question:</b> How do plants grow and change? <b>Text:</b> Parts of a Plant (Diagram)	buds soil stems leaves	I can read informational text.	<b>Spotlight on Genre:</b> Informational Text	<b>Shared Read:</b> <i>The Life Cycle of a Sunflower</i> by Linda Tagliaferro <b>Book Club:</b> <i>Red-Tailed Hawks at Big Bend</i> by Frances E. Ruffin	Use Text Structure Make Inferences	<b>Talk About It:</b> Respond to Informational Text <b>Respond to the Weekly Question:</b> Written Response	The Stems	Day 1: Produce Rhyming Words Day 3: Add Phonemes Day 5: Remove Phonemes	Skill 1: Consonant Pattern -ck Skill 2: Plural -s and Consonant s /z/	walk, she, what, take, jump
Week 3	<b>Question:</b> How are baby animals different from their parents? <b>Text:</b> Baby Animal Names (Diagram)	kangaroo penguin polar bear	I can read informational text.	<b>Spotlight on Genre:</b> Informational Text	<b>Shared Read:</b> <i>How Do Baby Animals Grow?</i> by Caroline Hutchinson <b>Book Club:</b> <i>Red-Tailed Hawks at Big Bend</i> by Frances E. Ruffin	Discuss Author's Purpose Ask and Answer Questions	<b>Write to Sources:</b> Response to Informational Text <b>Respond to the Weekly Question:</b> Oral Response	Little Ducks	Day 1: Segment and Blend Phonemes Day 3: Add Phonemes Day 5: Remove Phonemes	Skill 1: Final Consonant Blends Skill 2: Inflected Ending -s (last page for the skill will focus on identifying the meaning of the words with inflected ending -s)	this, use, from, think, blue
Week 4	<b>Question:</b> How do animals change with the seasons? <b>Text:</b> Changing with the Seasons (Timeline)	eat dig sleep burrow	I can read about how living things grow and change.	<b>Genre:</b> Poetry	<b>Shared Read:</b> "The Long Sleep" by Chitra Divakaruni "Changes" by Chitra Divakaruni <b>Book Club:</b> <i>Red-Tailed Hawks at Big Bend</i> by Frances E. Ruffin	Describe Elements of Poetry Create New Understandings	<b>Talk About It:</b> Response to Literature <b>Respond to the Weekly Question:</b> Written Response	Beth and Nash	Day 1: Produce Rhyming Words Day 3: Produce Rhyming Words Day 5: Manipulate Phonemes	Skill 1: Consonant Digraphs sh, th Skill 2: Inflected Ending -ing (last page of the skill will focus on identifying the meaning of the words with inflected ending -ing)	goes, make, her, too, all
Week 5	<b>Question:</b> How do people grow and change? <b>Text:</b> Growing Older (Poem)	big new fast small	I can read about how living things grow and change.	<b>Genre:</b> Drama (Play)	<b>Shared Read:</b> <i>Bigger Shoes for the Big Race</i> by Wade Hudson <b>Book Club:</b> <i>Red-Tailed Hawks at Big Bend</i> by Frances E. Ruffin	Identify Elements of a Drama (Play) Make Inferences	<b>Write to Sources:</b> Opinion <b>Respond to the Weekly Question:</b> Oral Response	Brave Jane	Day 1: Change Phonemes Day 3: Medial /au/ Day 5: Distinguish Between /a/ and /ā/	Skill 1: Long a: a_e Skill 2: Vowel Sound in ball: a, al, aw	four, five, ride, your, part

READING-WRITING BRIDGE							
Reading-Writing Bridge Goal: I can make and use words to read and write informational text.							
Academic Vocabulary: settle, various, group, type							
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling List	Foundational Skills: Spelling List	Foundational Skills: Spelling High-Frequency Words	Language & Conventions
Week 1	I can make and use words to read and write informational text.	<b>Strategy:</b> Related Words	Word Choice	Initial Consonant Blends	1. stop 2. step 3. stem 4. snap 5. trip 6. snug 7. snip 8. trap	1. little 2. come	Simple Sentences
Week 2	I can make and use words to read and write informational text.	<b>Strategy:</b> Synonyms/ Antonyms	Word Choice	Consonant Pattern -ck	1. black 2. stack 3. sick 4. sack 5. tack 6. back 7. stuck 8. luck	1. walk 2. what	Declarative Sentences

### READING-WRITING BRIDGE

**Reading-Writing Bridge Goal:** I can make and use words to read and write informational text.

**Academic Vocabulary:** settle, various, group, type

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling List	Foundational Skills: Spelling List	Foundational Skills: Spelling High-Frequency Words	Language & Conventions
<b>Week 3</b>	I can make and use words to read and write informational text.	<b>Strategy:</b> Context Clues	Text Structure	Final Consonant Blends	1. ask 2. mask 3. went 4. pond 5. ramp 6. held 7. felt 8. and	1. use 2. from	Interrogative Sentences
<b>Week 4</b>	I can make and use words to read and write informational text.	<b>Strategy:</b> Word Parts	Word Choice (sensory details)	Consonant Digraphs sh, th	1. ship 2. shop 3. fish 4. thin 5. trash 6. thick 7. bath 8. crash	1. goes 2. all	Exclamatory Sentences
<b>Week 5</b>	I can make and use words to read and write informational text.	<b>Strategy:</b> Oral Language	Word Choice	Long a: a_e	1. came 2. same 3. name 4. make 5. take 6. bake 7. cake 8. shake	1. four 2. your	Imperative Sentences

### WRITING

**Unit Writing Goal:** I can write an informational text.

**Unit Writing Focus:** Informational Book

Writing Genre	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
<b>Week 1</b>	Introduce and Immerse	Informational Book	Informational Book	Informational Book	Brainstorm a Topic and Main Idea	Plan Your Informational Book
<b>Week 2</b>	Develop Elements	Main Idea	Facts and Details	Facts and Details	Simple Graphics	Simple Graphics
<b>Week 3</b>	Develop Structure	Organize with Structure	Features and Simple Graphics	Features and Simple Graphics	Introduction and Conclusion	Introduction and Conclusion
<b>Week 4</b>	Writer's Craft	Edit for Capitalization	Edit for Nouns	Edit for Nouns	Edit for Complete Sentences with Subject-Verb Agreement	Edit for Complete Sentences with Subject-Verb Agreement
<b>Week 5</b>	Publish, Celebrate, Assess	Edit for Capitalization	Edit for Commas	Prepare for Celebration	Celebrate	Assessment

### WEEK 6 INQUIRY and RESEARCH

**Theme Goal:** I can talk with others about how living things grow and change.

**Writing Mode:** Persuasive/Opinion Text

	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Spelling High-Frequency Words	Leveled Research Articles	Day 1 Inquire Introduce the Project, Academic Vocabulary, Generate Questions, Research Plan	Day 2 Collaborate and Discuss Writing Genre Anchor Chart	Day 3 Collaborate and Discuss Student Model Refine Research	Day 4 Extend Research/ Collaborate and Discuss	Day 5 Reflect and Share
<b>Week 6</b>	Too Many Pups!	Day 1: Change Phonemes Day 3: Distinguish Between /i/ and /i/ Day 5: Segment and Blend Phonemes	Skill 1: Long i: i_e Skill 2: Consonants c /s/ and g /j/	know, many, after, into, don't	Long i: i_e	1. ride 2. like 3. side 4. bike 5. hike 6. hide 7. fine 8. dine	1. know 2. don't	<b>Title:</b> Animals in Zoos <b>Title:</b> Schools Need Bird-Watching Clubs <b>Title:</b> Safari Adventure	Look Back at Weekly Questions Use text evidence to answer Essential Question New at the Zoo! Write a letter to zookeeper about the new animal the zoo should get.	Anchor Chart: General overview of persuasive/ opinion Library database: How to access and find a book for research	Student Model of an opinion letter (friendly letter) with callouts pointing to parts of an opinion: opinion, reason, facts Skim and scan the book's heads, sidebars, and images to evaluate whether it is useful for your research	Draw a picture of your animal or cut one out of a magazine to include with your letter Revise: Check for opinion, reason, facts Edit: Check for spelling, punctuation, capital letters	Present



# Grade 1, Unit 3

**Unit Theme:** HUMANITIES: EXPRESSIONS  
(Arts and Literature) Imagine That

**Essential Question:** How can we use our imaginations?  
**Genre:** Traditional Stories

READING Unit Reading Goal: I can read traditional stories.											
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	<b>Question:</b> Why is it important to plan ahead? <b>Text:</b> Planning Your Visit to the Zoo (Website)	stored begged gathered prepared	I can read traditional stories.	<b>Spotlight on Genre:</b> Fable	<b>Shared Read:</b> <i>The Ant and the Grasshopper</i> by Mark White <b>Book Club:</b> <i>Imagination at Work</i> by Jennifer Torres	Describe Plot Make and Confirm Predictions	<b>Write to Sources:</b> Response to literature <b>Respond to the Weekly Question:</b> Oral Response	Can Phil Help?	Day 1: Segment and Blend Phonemes Day 3: Segment and Blend Phonemes Day 5: Manipulate Phonemes	Skill 1: Consonant Digraphs wh, ch, - ph and Trigraph -tch Skill 2: Contractions	round, good, said, no, put
Week 2	<b>Question:</b> How do tricky characters use their imaginations? <b>Text:</b> What Is a Tricky Character? (Draw and Write)	sadly fairly exactly carefully	I can read traditional stories.	<b>Spotlight on Genre:</b> Folktale	<b>Shared Read:</b> <i>The Clever Monkey</i> as told by Rob Cleveland <b>Book Club:</b> <i>Imagination at Work</i> by Jennifer Torres	Discuss Author's Purpose Make Connections	<b>Talk About It:</b> Retell <b>Respond to the Weekly Question:</b> Written Response	The Race	Day 1: Remove Phonemes Day 3: Medial /ū/ Day 5: Distinguish Between /u/ and /ū/	Skill 1: Long o: o_e Skill 2: Long u: u_e; Long e: e_e	could, be, old, why, of
Week 3	<b>Question:</b> How can imagination lead to a new idea? <b>Text:</b> New Ideas! (Infographic)	draw doodle decorate scribble	I can read about using my imagination.	<b>Genre:</b> Poetry	<b>Shared Read:</b> "Poodle Doodles" by Jean Hansen-Novak "The Box" by Sharon Wooding "Sandcastle" by Carol A. Grund from <i>Ladybug, Ladybug</i> <b>Book Club:</b> <i>Imagination at Work</i> by Jennifer Torres	Elements of Poetry Make Connections	<b>Talk About It:</b> Opinion <b>Respond to the Weekly Question:</b> Written Response	A Deep Sleep	Day 1: Remove Phonemes Day 3: Segment and Blend Phonemes Day 5: Distinguish Between /e/ and /ē/	Skill 1: Long e: e, ee Skill 2: Inflected Ending -ed (include identifying the meaning of the words)	or, live, work, who, out
Week 4	<b>Question:</b> How can stories help us learn lessons? <b>Text:</b> Stories Tell About... (Poem)	sad angry happy surprised	I can read traditional stories.	<b>Spotlight on Genre:</b> Fable	<b>Shared Read:</b> <i>The Cow and the Tiger</i> by Sudha Ramaswami <b>Book Club:</b> <i>Imagination at Work</i> by Jennifer Torres	Describe Plot and Setting Visualize Details	<b>Write to Sources:</b> Response to literature <b>Respond to the Weekly Question:</b> Oral Response	The Picnic	Day 1: Final /ī/ and /ē/ Day 3: Segment and Blend Phonemes Day 5: Manipulate Phonemes	Skill 1: Vowel Sounds of y Skill 2: Syllable Pattern VCCV	there, down, drink, now, together
Week 5	<b>Question:</b> Why are art and music classes important? <b>Text:</b> Creative Expression (Turn and Talk)	think learn remember concentrate	I can read about using my imagination.	<b>Genre:</b> Persuasive Text	<b>Shared Read:</b> <i>Thumbs Up for Art and Music!</i> by Greg Leitch Smith <b>Book Club:</b> <i>Imagination at Work</i> by Jennifer Torres	Identify Persuasive Text Make Connections	<b>Talk About It:</b> Retell <b>Respond to the Weekly Question:</b> Written Response	Sing!	Day 1: Final /nk/ and /ng/ Day 3: Final /ī/, /ō/, and /ē/ Day 5: Add Phonemes	Skill 1: Consonant Patterns ng, nk Skill 2: Open Syllables (Syllable Pattern CV)	grow, full, around, find, under

READING-WRITING BRIDGE Reading-Writing Bridge Goal: I can make and use words to read and write about imagination. Academic Vocabulary: imagine, suppose, create, possible											
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List			Foundational Skills: Spelling High-Frequency Words		Language & Conventions	
Week 1	I can make and use words to connect reading and writing.	<b>Strategy:</b> Related Words	Third-person text	Consonant Digraphs wh, ch, - ph and Trigraph -tch	1. whale 2. chin 3. catch	4. which 5. graph 6. match	7. inch 8. check	1. good 2. said		Nouns: Singular and Plural	
Week 2	I can make and use words to connect reading and writing.	<b>Strategy:</b> Synonyms and Antonyms	Word Choice (details that describe)	Long o: o_e	1. stone 2. joke 3. broke	4. bone 5. rope 6. rose	7. those 8. hope	1. could 2. why		Nouns: Common and Proper	

READING-WRITING BRIDGE									
<b>Reading-Writing Bridge Goal:</b> I can make and use words to read and write about imagination.									
<b>Academic Vocabulary:</b> imagine, suppose, create, possible									
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List			Foundational Skills: Spelling High-Frequency Words	Language & Conventions
<b>Week 3</b>	I can make and use words to connect reading and writing.	<b>Strategy:</b> Context Clues	Elements of Poetry (rhyme)	Long e: e, ee	1. be 2. me 3. he	4. we 5. she 6. see	7. tree 8. three	1. live 2. work	Pronouns
<b>Week 4</b>	I can make and use words to connect reading and writing.	<b>Strategy:</b> Word Parts	Dialogue (words that convey feelings)	Vowel Sounds of y (alphabetize, first letter)	1. my 2. by 3. try	4. fly 5. why 6. cry	7. silly 8. puppy	1. there 2. now	Pronouns I and Me
<b>Week 5</b>	I can make and use words to connect reading and writing.	<b>Strategy:</b> Oral Language	Word Choice (persuasive words)	Consonant Patterns ng, nk	1. ring 2. bring 3. pink	4. sing 5. song 6. think	7. thing 8. rink	1. grow 2. around	Capitalize I and Proper Names

WRITING						
<b>Unit Writing Goal:</b> I can write poetry.						
<b>Unit Writing Focus:</b> Poetry						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
<b>Week 1</b>	Introduce and Immerse	Poetry	Poetry	Poetry	Generate Ideas	Plan Your Poetry
<b>Week 2</b>	Develop Elements	The Five Senses	Compose Imagery	Compose Imagery	Word Choice	Word Choice
<b>Week 3</b>	Develop Structure	Line Breaks and White Space	Sound Words	Sound Words	Rhyme	Rhyme
<b>Week 4</b>	Writer's Craft	Edit for Pronouns	Edit for Spelling	Edit for Spelling	Edit for Adverbs that Convey Time	Edit for Adverbs that Convey Time
<b>Week 5</b>	Publish, Celebrate, Assess	Edit for Nouns	Edit for Complete Sentences with Subject-Verb Agreement	Prepare for Celebration	Publish and Celebrate	Assessment

WEEK 6 INQUIRY and RESEARCH													
Theme Goal: I can talk with others about using my imagination.													
Writing Mode: Persuasive/Opinion Text													
	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Spelling High-Frequency Words	Leveled Research Articles	Day 1 Inquire Introduce the Project, Academic Vocabulary, Generate Questions, Research Plan	Day 2 Collaborate and Discuss Writing Genre Anchor Chart	Day 3 Collaborate and Discuss Student Model Refine Research	Day 4 Extend Research/ Collaborate and Discuss	Day 5 Reflect and Share
Week 6	What Now?	Day 1: Segment and Blend Phonemes Day 3: Segment and Blend Phonemes Day 5: Add Phonemes	Skill 1: r-Controlled Vowels or, ore Skill 2: Compound Words	eat, play, so, their, some	r-Controlled Vowels or, ore (use dictionary)	1. store 2. more 3. sore 4. or 5. form 6. storm 7. torn 8. score	1. their 2. some	<b>Title:</b> Folktales <b>Title:</b> Dance On! <b>Title:</b> Use Your Imagination	Look Back at Weekly Questions Use text evidence to answer Essential Question New at the Zoo! Choose a folktale: Explain why the moral/lesson from the folktale is important.	Anchor Chart: Persuasive/ Opinion Audio and video recordings	Student model of an opinion essay Use your notes to determine the central message/ lesson of the folktale you listened to or watched	Draw an illustration to go with your favorite part of the folktale Revise for mode of writing Edit: subject-verb agreement; singular, plural, common, proper nouns	Present



# Grade 1, Unit 4

**Unit Theme:** SOCIAL STUDIES:  
CONNECTIONS (History) Making History

**Essential Question:** Why is the past important?  
**Genre:** Biography

READING											
Unit Reading Goal: I can read a biography.											
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	<b>Question:</b> How do artists of the past help us see the world differently? <b>Text:</b> Frida Kahlo: Artist (Timeline)	amaze memory wonder discovers	I can read a biography.	<b>Spotlight on Genre:</b> Biography	<b>Shared Read:</b> <i>Through Georgia's Eyes</i> by Rachel Rodriguez <b>Book Club:</b> <i>Old Ways and New Ways</i> by Ching Yeung Russell	Describe Connections Ask and Answer Questions	<b>Talk About It:</b> Retell <b>Respond to the Weekly Question:</b> Written Response	Star Art	Day 1: Segment and Blend Phonemes Day 3: Final /es/ Day 5: Change Phonemes	Skill 1: r-Controlled Vowel ar Skill 2: Ending -es, Plural -es	new, thank, always, found, please
Week 2	<b>Question:</b> How can a person's actions change the world? <b>Text:</b> Martin Luther King, Jr. (Website)	loved cheered admired allowed	I can read a biography.	<b>Spotlight on Genre:</b> Biography	<b>Shared Read:</b> <i>Jackie Robinson</i> by Wil Mara <b>Book Club:</b> <i>Old Ways and New Ways</i> by Ching Yeung Russell	Use Text Structure Create New Understandings	<b>Write to Sources:</b> Response to Informational <b>Respond to the Weekly Question:</b> Oral Response	Kurt Can Help	Day 1: Segment and Blend Phonemes Day 3: Segment and Blend Phonemes Day 5: Change Phonemes	Skill 1: r-Controlled Vowels er, ir, ur Skill 2: Adding Endings	were, pull, every, any, very
Week 3	<b>Question:</b> How can technology change the world? <b>Text:</b> Technology in Our Lives (Infographic)	drive ranch cattle railroad	I can read about people who have made history.	<b>Genre:</b> Historical Fiction	<b>Shared Read:</b> <i>Before the Railroad Came</i> by Jerry Craft <b>Book Club:</b> <i>Old Ways and New Ways</i> by Ching Yeung Russell	Determine Theme Make Connections	<b>Talk About It:</b> Opinion <b>Respond to the Weekly Question:</b> Written Response	Cars by Bob	Day 1: Final /er/ and /est/ Day 3: Final /dj/ Day 5: Remove Phonemes	Skill 1: Comparative Endings Skill 2: Consonant Trigraph -dge	away, our, light, never, pretty
Week 4	<b>Question:</b> Why is it important to learn about our country's past? <b>Text:</b> What Is America? (Poem)	stars field patch stripes	I can read about people who have made history.	<b>Genre:</b> Informational Text	<b>Shared Read:</b> <i>The First American Flag</i> by Kathy Allen <i>What Is the Story of Our Flag?</i> by Janice Behrens <b>Book Club:</b> <i>Old Ways and New Ways</i> by Ching Yeung Russell	Compare and Contrast Texts Find Important Details	<b>Talk About It:</b> Response to Informational <b>Respond to the Weekly Question:</b> Written Response	Raise the Flag	Day 1: Medial and Final /ou/ Day 3: Distinguish Between /a/ and /ā/ Day 5: Change Phonemes	Skill 1: Diphthongs ow, ou Skill 2: Vowel Digraphs ai, ay	again, how, read, soon, both
Week 5	<b>Question:</b> What can people from the past teach us about helping others? <b>Text:</b> Helpful Heroes (Infographic)	vote views rights leaders	I can read a biography.	<b>Spotlight on Genre:</b> Biography	<b>Shared Read:</b> <i>Eleanor Roosevelt</i> by Mathangi Subramanian <b>Book Club:</b> <i>Old Ways and New Ways</i> by Ching Yeung Russell	Identify Main Idea Ask and Answer Questions	<b>Write to Sources:</b> Response to Informational <b>Respond to the Weekly Question:</b> Oral Response	Nurse Joy	Day 1: Final /oi/ Day 3: Initial and Final /ē/ Day 5: Distinguish Between /o/ and /ō/	Skill 1: Diphthongs oi, oy Skill 2: Vowel Digraph ea	carry, going, been, words, does

READING-WRITING BRIDGE									
Reading-Writing Bridge Goal: I can make and use words to read and write about imagination.									
Academic Vocabulary: experience, supply, necessary, record									
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary Words:	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List			Foundational Skills: Spelling High-Frequency Words	Language & Conventions
Week 1	I can make and use words to read and write narrative nonfiction.	<b>Strategy:</b> Related Words	Word Choice	r-Controlled Vowel ar (dictionary activity)	1. car 2. star 3. far	4. card 5. jar 6. hard	7. dark 8. sharp	1. always 2. please	Action Verbs
Week 2	I can make and use words to read and write narrative nonfiction.	<b>Strategy:</b> Synonyms/Antonyms	Graphic Features (photographs)	r-Controlled Vowels er, ir, ur	1. her 2. girl 3. bird	4. turn 5. hurt 6. birth	7. term 8. dirt	1. were 2. very	Verbs (past)

### READING-WRITING BRIDGE

**Reading-Writing Bridge Goal:** I can make and use words to read and write about imagination.

**Academic Vocabulary:** experience, supply, necessary, record

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary Words:	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List			Foundational Skills: Spelling High-Frequency Words	Language & Conventions
<b>Week 3</b>	I can make and use words to connect reading and writing.	<b>Strategy:</b> Context Clues	First-person text	Comparative Endings	1. faster 2. fastest 3. slow	4. slower 5. slowest 6. short	7. shorter 8. shortest	1. away 2. pretty	Verbs (future)
<b>Week 4</b>	I can make and use words to connect reading and writing.	<b>Strategy:</b> Word Parts	Print Features (bold words, labels)	Diphthongs ow, ou (alphabetize)	1. cow 2. how 3. chow	4. out 5. loud 6. owl	7. sound 8. ground	1. again 2. soon	Verbs (am, is, are, was, and were)
<b>Week 5</b>	I can make and use words to read and write narrative nonfiction.	<b>Strategy:</b> Oral Language	Third-person text	Diphthongs oi, oy (dictionary activity)	1. boy 2. toy 3. joy	4. boil 5. coin 6. join	7. soil 8. spoil	1. going 2. been	Compound Sentences

### WRITING

**Unit Writing Goal:** I can write a personal narrative.

**Unit Writing Focus:** Personal Narrative

	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
<b>Week 1</b>	Introduce and Immerse	Personal Narrative	Personal Narrative	Personal Narrative	Generate Ideas	Plan Your Personal Narrative
<b>Week 2</b>	Develop Elements	Setting	The Narrator: You	The Narrator: You	Problem and Resolution	Problem and Resolution
<b>Week 3</b>	Develop Structure	What Happens First	What Happens Next	What Happens Next	What Happens Last	What Happens Last
<b>Week 4</b>	Writer's Craft	Capitalization	Punctuation Marks	Punctuation Marks	Verbs	Verbs
<b>Week 5</b>	Publish, Celebrate, Assess	Edit for Pronouns	Edit for Descriptive Adjectives and Articles	Prepare for Celebration	Celebrate	Assessment

### WEEK 6 INQUIRY and RESEARCH

**Theme Goal:** I can talk with others about people who have made history.

**Writing Mode:** Informational Text

	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Spelling High-Frequency Words	Leveled Research Articles	Day 1 Inquire Introduce the Project, Academic Vocabulary, Generate Questions, Research Plan	Day 2 Collaborate and Discuss Writing Genre Anchor Chart	Day 3 Collaborate and Discuss Student Model Refine Research	Day 4 Extend Research/ Collaborate and Discuss	Day 5 Reflect and Share
<b>Week 6</b>	A Piece of the Past	Day 1: Segment and Blend Phonemes Day 3: Medial and Final /i/ and /i/	Skill 1: Adding Endings Skill 2: Vowel Digraph ie	other, right, may, give, number	Adding Endings	1. baby 2. babies 3. city 4. cities 5. baking 6. having 7. giving 8. living	1. right 2. give	<b>Title:</b> American Progress <b>Title:</b> A Moment of Truth <b>Title:</b> Technology Over Time	Look Back at Weekly Questions Use text evidence to answer Essential Question Interview an older person about somebody who was important to them.	Anchor Chart: Informational Interview: Choose interviewee. Generate questions to ask him/her. Also draw a picture of the person or ask him/her for a photo.	Informational essay about a person and what life was like when he/she was a child How to take simple notes during the interview	Draw an illustration to go with your favorite part of the folktale Revise for mode of writing Revise mode of writing Edit: descriptive adjectives; pronouns	Present



# Grade 1, Unit 5

**Unit Theme:** SCIENCE: OUR WORLD  
(Earth Science) Beyond My World

**Essential Question:** How do the seasons affect us?  
**Genre:** Informational Text

READING											
Unit Reading Goal: I can read informational text.											
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	<b>Question:</b> What happens during the seasons? <b>Text:</b> Seasons of an Apple Tree (Turn and Talk)	autumn spring summer winter	I can read informational text.	<b>Spotlight Genre:</b> Informational Text	<b>Shared Read:</b> <i>Every Season</i> by Shelley Rotner & Anne Love Woodhull <b>Book Club:</b> <i>Moving with the Seasons</i> by Christopher Cheng	Use Text Structure Make Connections	<b>Talk About It:</b> Response to Informational <b>Respond to the Weekly Question:</b> Written Response	Spring Is Here	Day 1: Medial and Final /ō/ Day 3: Segment and Blend Phonemes Day 5: Distinguish Between /o/ and /ō/	Skill 1: Long o: oa, ow, oe Skill 2: Three-Letter Consonant Blends	would, buy, people, about, write
Week 2	<b>Question:</b> What are seasons like around the world? <b>Text:</b> Seasons Here and There (Website)	dry rain snow sunlight	I can read informational text.	<b>Spotlight Genre:</b> Informational Text	<b>Shared Read:</b> <i>Seasons Around the World</i> by Ana Galan <b>Book Club:</b> <i>Moving with the Seasons</i> by Christopher Cheng	Use Text Features Correct and Confirm Predictions	<b>Write to Sources:</b> Opinion <b>Respond to the Weekly Question:</b> Oral Response	The Sailor	Day 1: Distinguish Between /u/ and /ū/ Day 3: Segment and Blend Phonemes Day 5: Segment and Blend Phonemes	Skill 1: Long i: igh Skill 2: Suffixes -er, -or	once, done, water, wash, upon
Week 3	<b>Question:</b> What do people like about the seasons? <b>Text:</b> Seasonal Activities (Interact by writing/drawing)	fawns worms squirrels	I can read about how the seasons.	<b>Genre:</b> Persuasive Text	<b>Shared Read:</b> <i>In Spring</i> by Angela Johnson <b>Book Club:</b> <i>Moving with the Seasons</i> by Christopher Cheng	Identify Persuasive Text Correct and Confirm Predictions	<b>Write to Sources:</b> Response to Informational <b>Respond to the Weekly Question:</b> Oral Response	Best Time of the Year	Day 1: Segment and Blend Phonemes Day 3: Segment and Blend Phonemes Day 5: Manipulate Phonemes	Skill 1: Vowel Teams ue, ew, ui Skill 2: Prefixes re-, un-	sentence, off, because, laugh, open
Week 4	<b>Question:</b> How do we know when the seasons are changing? <b>Text:</b> Season to Season (Poem)	crisp chilly breeze	I can read about the seasons.	<b>Genre:</b> Fiction	<b>Shared Read:</b> <i>My Autumn Book</i> by Wong Herbert Yee <b>Book Club:</b> <i>Moving with the Seasons</i> by Christopher Cheng	Determine Theme Find Important Details	<b>Talk About It:</b> Retell <b>Respond to the Weekly Question:</b> Written Response	Signs of Change	Day 1: Remove Phonemes Day 3: Segment and Blend Phonemes Day 5: Manipulate Phonemes	Skill 1: Long i: i and Long o: o Skill 2: Suffixes -ly, -ful	move, learn, eight, house, only
Week 5	<b>Question:</b> What do living things do in the winter? <b>Text:</b> Animals in Winter (Infographic)	seasons weather daylight temperature	I can read informational text.	<b>Spotlight Genre:</b> Informational Text	<b>Shared Read:</b> <i>Signs of Winter</i> by Colleen Dolphin <b>Book Club:</b> <i>Moving with the Seasons</i> by Christopher Cheng	Use Pictures Make Inferences	<b>Talk About It:</b> Opinion <b>Respond to the Weekly Question:</b> Written Response	In Winter	Day 1: Segment and Blend Phonemes Day 3: Manipulate Phonemes Day 5: Manipulate Phonemes	Skill 1: Open and Closed Teams oo, ou Skill 2: Vowel Teams oo, ou	today, warm, years, should, world

READING-WRITING BRIDGE									
Reading-Writing Bridge Goal: I can make and use words to read and write informational text.									
Academic Vocabulary: information, sense, expect, process									
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List			Foundational Skills: Spelling High-Frequency Words	Language & Conventions
Week 1	I can make and use words to read and write informational text.	<b>Strategy:</b> Related Words	Text Structure	Long o: oa, ow, oe	1. toe 2. boat 3. grow	4. doe 5. coat 6. snow	7. toast 8. yellow	1. would 2. about	Adverbs
Week 2	I can make and use words to read and write informational text.	<b>Strategy:</b> Synonyms/Antonyms	Graphic Features	Long i: igh	1. high 2. sight 3. light	4. might 5. flight 6. fright	7. bright 8. night	1. done 2. once	Use transitions and conjunctions

### READING-WRITING BRIDGE

**Reading-Writing Bridge Goal:** I can make and use words to read and write informational text.

**Academic Vocabulary:** information, sense, expect, process

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List			Foundational Skills: Spelling High-Frequency Words	Language & Conventions
<b>Week 3</b>	I can make and use words to connect reading and writing.	<b>Strategy:</b> Context Clues	Word Choice	Vowel Teams ue, ew, ui	1. new 2. crew 3. threw	4. blue 5. clue 6. glue	7. fruit 8. juice	1. because 2. laugh	Prepositions
<b>Week 4</b>	I can make and use words to connect reading and writing.	<b>Strategy:</b> Word Parts	Word choice	Long i: i and Long o: o	1. mild 2. kind 3. mind	4. most 5. host 6. old	7. hold 8. gold	1. move 2. learn	Prepositional Phrases
<b>Week 5</b>	I can make and use words to read and write informational text.	<b>Strategy:</b> Oral Language	Graphics	Open and Closed Syllables	1. melon 2. seven 3. cabin	4. topic 5. robot 6. label	7. hotel 8. begin	1. today 2. should	Use Commas in Dates and Sentences

### WRITING

**Unit Writing Goal:** I can write a how-to book.

**Unit Writing Focus:** How-To Book

	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
<b>Week 1</b>	Introduce and Immerse	How-To Book	How-To Book	How-To Book	Generate Ideas	Plan Your How-To Book
<b>Week 2</b>	Develop Elements	Compose an Introduction and Conclusion	Compose Instructions	Compose Instructions	Create Simple Graphics	Create Simple Graphics
<b>Week 3</b>	Develop Structure	Organize with Structure	Steps in a Process	Steps in a Process	Features and Simple Graphics	Features and Simple Graphics
<b>Week 4</b>	Writer's Craft	Edit for Prepositions	Edit for Adverbs that Convey Time	Edit for Adverbs that Convey Time	Edit for Punctuation Marks	Edit for Punctuation Marks
<b>Week 5</b>	Publish, Celebrate, Assess	Edit for Spelling	Edit for Prepositions	Prepare for Celebration	Publish and Celebrate	Assessment

### WEEK 6 INQUIRY and RESEARCH

**Theme Goal:** I can talk with others about the seasons.

**Writing Mode:** Persuasive/Opinion Text

	Foundational Skills: Decodable Text	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Spelling High-Frequency Words	Leveled Research Articles	Day 1 Inquire Introduce the Project, Academic Vocabulary, Generate Questions, Research Plan	Day 2 Collaborate and Discuss Writing Genre Anchor Chart	Day 3 Collaborate and Discuss Student Model Refine Research	Day 4 Extend Research/ Collaborate and Discuss	Day 5 Reflect and Share
<b>Week 6</b>	Spring Rain	Day 1: Segment and Blend Phonemes Day 3: Manipulate Phonemes Day 5: Segment and Blend Phonemes	Skill 1: Vowel Sound in foot: oo, u Skill 2: Final Stable Syllable -le	mother, father, another, through, picture	Vowel Sound in foot: oo, u	1. put 2. pull 3. full 4. push 5. good 6. stood 7. book 8. shook	1. another 2. through	<b>Title:</b> Summer and Winter Sports <b>Title:</b> Happy in Hawaii <b>Title:</b> Shine On, Sunshine!	Look Back at Weekly Questions Use text evidence to answer Essential Question Write and perform a short play to persuade the audience what the best season of the year is.	Anchor Chart: Persuasive/ Opinion Search online: Identify keywords for research	Student model of a play script Fact sheet	Add props, costumes, visuals Revise mode of writing Edit: past and present verbs; prepositions	Perform play for an audience

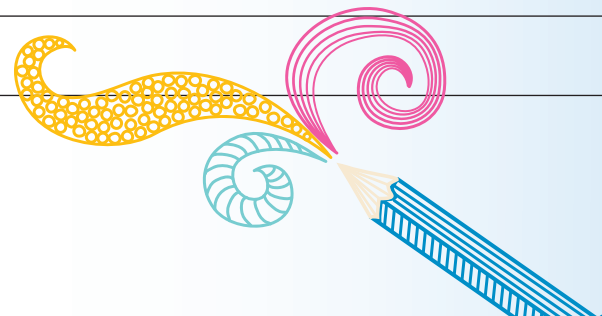


# Grade 1, Optional Opinion Writing

<b>WRITING</b> <b>Unit Writing Goal:</b> I can write an opinion piece. <b>Unit Writing Focus:</b> Opinion Book						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
<b>Week 1</b>	Introduce and Immerse	Identify Characteristics of Opinion Writing	Answer Questions about Important Details	Retell Important Details	Brainstorm Ideas	Plan Opinion Writing
<b>Week 2</b>	Develop Elements	Introduce a Topic	Explore State an Opinion	Apply State an Opinion	Explore Supply Reasons	Apply Supply Reasons
<b>Week 3</b>	Develop Structure	Organize Parts of the Page	Explore Organize Introduction	Apply Organize Introduction	Explore Write a Conclusion	Apply Write a Conclusion
<b>Week 4</b>	Writer's Craft	Use Capitalization	Explore Conjunctions	Apply Conjunctions	Explore Commas	Apply Commas
<b>Week 5</b>	Publish, Celebrate, Assess	Edit for Conjunctions	Edit for Commas	Prepare for Celebration	Celebration	Assessment

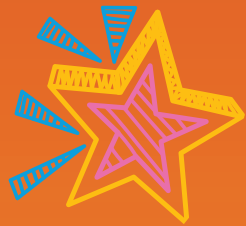


## Notes



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