



	Lesson 1	Day 2	Day 3	Day 4	Day 5
Read Aloud	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.
Reading Workshop	Difference between fiction and nonfiction *use <u>Frog and Toad</u> compared to an informational text about frogs * <i>make a t-chart comparing the two genres</i> - IR - GR groups - share VSC: 2.2.A.3.a	Characteristics of Informational Text * print features <i>(How do they help us? What do they tell us?)</i> - IR - GR groups - share VSC: 2.2.A.3.a	Characteristics of Informational Text * graphic aids <i>(How do they help us? What do they tell us?)</i> - IR - GR groups - share VSC: 2.2.A.3.b	Characteristics of Informational Text * informational aids <i>(How do they help us? What do they tell us?)</i> - IR - GR groups - share VSC: 2.2.A.3.c	Characteristics of Informational Text * organizational aids <i>(How do they help us? What do they tell us?)</i> - IR - GR groups - share VSC: 2.2.A.3.d
Word Study	Word Wall Words: use, stopped, kicked, enjoy, smaller -introduce diphthongs (oi, oy)	- diphthongs (oi, oy) -making words: sailboats	- diphthongs (oi, oy) * collect student product	- diphthongs (oi, oy)	- diphthongs (oi, oy) * teacher created/selected assessment
Writers' Workshop	All About... (research/report) * choosing a topic (list things you are interested in learning more about) * conferences * share	All About... * thinking about your topic (what do you want to know? List questions for your report.) * conferences * share	All About... * How to gather/collect information (Lucy Calkins lesson 11) * conferences * share	All About... * How to gather/collect information (Lucy Calkins lesson 11) * conferences * share	All About... * How to gather/collect information (Lucy Calkins lesson 11) * conferences * share
Notes	The OC "Fossils" Unit could serve as a text resource for this unit.	The writing lessons in this unit reference Unit 6: Nonfiction Writing: Procedures and Reports from the Lucy Calkins <i>Primary Kit</i> .			

Fund for Educational Excellence: Scope and Sequence

	Day 6	Day 7	Day 8	Day 9	Day 10
Read Aloud	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.
Reading Workshop VSC: 2.2.A.4.a-h	Characteristics of Informational Text * review and do a selected response assessment - IR - GR groups - share	Understanding Organizational Structures * identify sequential/chronological structure * identify words and phrases associated with the structure <i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i> - IR - GR groups - share	Understanding Organizational Structures * identify sequential/chronological structure * identify words and phrases associated with the structure <i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i> - IR - GR groups - share *collect teacher created product	Understanding Organizational Structures * identifying cause/effect structure * identify words and phrases associated with the structure <i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i> - IR - GR groups - share	Understanding Organizational Structures * identifying cause/effect structure * identify words and phrases associated with the structure <i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i> - IR - GR groups - share *collect teacher created product
Word Study	Word Wall Words: crashed, mailing, those, really, leaves - introduce diphthongs (ou, ow)	- diphthongs (ou, ow) - making words: playground	- diphthongs (ou, ow) * collect student product)	- diphthongs (ou, ow)	diphthongs (ou, ow) * teacher created/selected assessment
Writers' Workshop	All About... * Organizing information (Lucy Calkins Lessons 9-10) * conferences * share	All About... * Organizing information (Lucy Calkins Lessons 9-10) * conferences * share	All About... * Organizing information (Lucy Calkins Lessons 9-10) * conferences * share	All About... * Using text features/characteristics to support writing * conferences * share	All About... * Drafting * Establish rubric with students for completed product * conferences * share
Notes					

Fund for Educational Excellence: Scope and Sequence

	Day 11	Day 12	Day 13	Day 14	Day 15
Read Aloud	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.
Reading Workshop VSC: 2.2.A.4.a-h VSC: 2.2.A.6.a-d	Understanding Organizational Structures * identifying compare and contrast (similarities and differences) structure * identify words and phrases associated with the structure * (What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?) - IR - GR groups - share	Understanding Organizational Structures * identifying compare and contrast (similarities and differences) structure * identify words and phrases associated with the structure * (What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?) - IR - GR groups - share *collect teacher created product	Understanding Organizational Structures * descriptive structure (What is this telling about/describing? What does the author want us to know?) * identify words and phrases associated with the structure * (What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?) - IR - GR groups - share	Understanding Organizational Structures * descriptive structure (What is this telling about/describing? What does the author want us to know?) * identify words and phrases associated with the structure * (What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?) - IR - GR groups - share *collect teacher created product	Understanding Organizational Structures *main idea and supporting details structure (What is this mostly about? What is the author trying to tell us about?) * identify words and phrases associated with the structure * (What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?) - IR - GR groups - share
Word Study	Word Wall Words: look, too, house, gnaw, caught - introduce diphthongs (aw, au, al)	- diphthongs (aw, au, al) * collect student product)	- diphthongs (aw, au, al) making words: snowballs	- diphthongs (aw, au, al)	- diphthongs (aw, au, al) * teacher created/selected assessment
Writers' Workshop	All About... * Drafting * Establish rubric with students for completed product * conferences * share	All About... * Revising (Lucy Calkins lessons 12-13) * conferences * share	All About... * Revising (Lucy Calkins lessons 12-13) * conferences * share	All About... * Revising (Lucy Calkins lessons 12-13) * conferences * share	All About... * Editing (Lucy Calkins lesson 6) * conferences * share
Notes					

Fund for Educational Excellence: Scope and Sequence

	Day 16	Day 17	Day 18	Day 19	Day 20
Read Aloud	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.
Reading Workshop VSC: 2.2.A.3.a-g	Understanding Organizational Structures *main idea and supporting details structure (<i>What is this mostly about? What is the author trying to tell us about?</i>) * identify words and phrases associated with the structure * (<i>What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?</i>) - IR - GR groups - share	Determining Importance * identifying main idea and supporting details (<i>What is this mostly about? How do we know? </i>) *using text features to support finding main idea (<i>What helped us find the main idea?</i>) * use graphic organizers to track the information - IR - GR groups - share	Determining Importance * identifying main idea and supporting details (<i>What is this mostly about? How do we know? </i>) *using text features to support finding main idea (<i>What helped us find the main idea?</i>) * use graphic organizers to track the information - IR - GR groups - share	Determining Importance * identifying main idea and supporting details (<i>What is this mostly about? How do we know? </i>) *using text features to support finding main idea (<i>What helped us find the main idea?</i>) * use graphic organizers to track the information - IR - GR groups - share *teacher created/selected main idea assessment	Determining Importance * summarizing important information (<i>what do we include? Why do we include it?</i>) * what’s important vs. what’s interesting (<i>use coding strategies from <u>Strategies that Work</u></i>) - IR - GR groups - share
Word Study	Word Wall Words: school, choose, found, crawl, shook - introduce sound of oo (look, moon)	- sound of oo (look, moon)	- sound of oo (look, moon) - making words: chocolate * collect student product	- sound of oo (look, moon)	- sound of oo (look, moon) * teacher created/selected assessment
Writers’ Workshop	All About... * Editing/Publishing (Lucy Calkins lesson 6) * conferences * share	All About... * Editing/Publishing * conferences * share	All About... * Authors’ Celebration	All About... * Authors’ Celebration	“How-to”... (book, manual) * choosing a topic (Lucy Calkins lesson 2) * conferences * share
Notes					

Fund for Educational Excellence: Scope and Sequence

	Day 21	Day 22	Day 23	Day 24	Day 25
Read Aloud	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.
Reading Workshop	Determining Importance * summarizing important information (<i>what doe we include? Why do we include it?</i>) * what’s important vs. what’s interesting (<i>use coding strategies from <u>Strategies that Work</u></i>) - IR - GR groups - share	Determining Importance * summarizing important information (<i>what doe we include? Why do we include it?</i>) * what’s important vs. what’s interesting (<i>use coding strategies from <u>Strategies that Work</u></i>) - IR - GR groups - share *teacher created/selected summarizing assessment	Determining Importance *author’s purpose (<i>How would someone use this text? Did it meet that purpose? What would make it easier to understand?</i>) * fact and opinion (<i>What is the author’s opinion on ____? How do you know?</i>) - IR - GR groups - share	Determining Importance *author’s purpose (<i>How would someone use this text? Did it meet that purpose? What would make it easier to understand?</i>) * fact and opinion (<i>What is the author’s opinion on ____? How do you know?</i>) - IR - GR groups - share	Determining Importance *author’s purpose (<i>How would someone use this text? Did it meet that purpose? What would make it easier to understand?</i>) * fact and opinion (<i>What is the author’s opinion on ____? How do you know?</i>) - IR - GR groups - share *teacher created/selected author’s purpose assessment
Word Study	Word wall words: can’t, don’t, light, write, snowflake - contractions	- contractions	- contractions * collect student product	- contractions	- contractions * teacher created/selected assessment
Writers’ Workshop	“How-to”... * Organizing ideas (Lucy Calkins lesson 2) * conferences * share	“How-to”... * Organizing ideas (Lucy Calkins lesson 2) * conferences * share	“How-to”... * Drafting (Lucy Calkins lesson 4) * conferences * share	“How-to”... * Drafting (Lucy Calkins lesson 4) * conferences * share	“How-to”... * Revising (Lucy Calkins lesson 5) * conferences * share
Notes					

Fund for Educational Excellence: Scope and Sequence

	Day 26	Day 27	Day 28	Day 29	Day 30
Read Aloud	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.	Author Study: Gail Gibbons Read short informational pieces.
Reading Workshop	Using Functional Documents * how to read and use * what helps us understand? - IR - GR groups - share	Using Functional Documents * how to read and use * what helps us understand? - IR - GR groups - share	Using Functional Documents * how to read and use * what helps us understand? - IR - GR groups - share	Using Functional Documents * how to read and use * what helps us understand? - IR - GR groups - share	*teacher created/selected functional documents assessments
Word Study	Word Wall Words: it's, quitter, snowball, weatherman, stopped - compound words	- compound words * collect student product	- compound words - making words: strawberry	- compound words	- compound words * teacher created/selected assessment
Writers' Workshop	“How-to”... * Revising (Lucy Calkins lesson 5) * conferences * share	“How-to”... * Editing (Lucy Calkins lesson 6) * conferences * share	“How-to”... * Editing/Publishing * conferences * share	“How-to”... * Publishing * conferences * share	“How-to”... * Authors' Celebration
Notes	See the VSC for the list of recommended functional documents.				