

Back-to-School “Ramp-Up” Units – Scope and Sequence

Grade 1

Scope and Sequence			
	PHONICS WARM UP <i>BUILDING BLOCKS</i> (10-15 Mins)	READING WORKSHOP: <i>USING SOUND POWER TO READ</i> (45-60 Mins)	WRITING WORKSHOP: <i>WRITING INVITATIONS</i> (45-60 Mins)
Week One			
Day 1	<p>Phonological Awareness: Unit 3 Session 1 The lesson starts with isolating initial sounds where all the words start with a vowel. Students revisit the work of rhyming. Students next work on blending by adding a final phoneme to a word, and segmenting by breaking a word into its onset and rime. As they move onto manipulation, students work on adding a phoneme to a word part, then taking away a phoneme, and then finally substituting phonemes.</p> <p>High Frequency Words: Unit 1 Session 1: “Learning the Word ME”</p>	<p>Introduction for Students Today students will learn a bit about the unit they are about to dive into. They will also learn a bit about you, their teacher, and hopefully spend some time getting to know their classmates as well, working to build a welcoming and fun summer learning community.</p>	<p>Session 1: Invitation to Make Signs that Teach!</p>
Day 2	<p>Phonological Awareness: Unit 3 Session 2 Students read the alphabet chart in random order, reciting each letter’s name, keyword, and sound. Students next practice choosing rhyming words and isolating initial sounds. While blending and segmenting, students will work with final sounds and onset and rime. The</p>	<p>Session 1: Powering Up Letters and Sounds Today students will stretch out words to hear each sound, particularly the beginning sound. They will say each word slowly, stretching out each sound and then catch the first sound they hear. Then, students will use the Alphabet Chart to find the</p>	<p>Session 2: Writers Write All the Sounds They Hear Today students will make signs about things they love and care about. Students will draw pictures and write down the sounds/words they know</p>

	<p>lesson continues with manipulating sounds. Students will add an initial sound to a word part, delete a sound from a word, and substitute an initial sound.</p> <p>High Frequency Words: Unit 1 Session 2: “Learning the Word THE”</p>	<p>letter that matches that sound and write the letter(s) on a whiteboard. After doing this alongside you in the minilesson, students can do this in their own independent reading.</p>	<p>that go with those pictures.</p>
Day 3	<p>Phonological Awareness: Unit 3 Session 3</p> <p>The rhyme recognition game has a new challenge: One of the word choices is a rhyme, while the other has a matching initial sound. Students will have to listen and think carefully to figure out which one rhymes. The rest of the lesson continues isolating initial sounds, putting words together, and segmenting onset and rime.</p> <p>High Frequency Words: Unit 1 Session 3: “Learning the Word LIKE”</p>	<p>Session 2: Writing More Sounds in Words</p> <p>Today students will continue the work of stretching out words and hearing each sound. Today, they will pay close attention to hearing the middle sound in each word and matching that sound to a letter using their Alphabet Chart. After hearing more sounds, students will add more letters to their picture labels. Just as in the previous session, students will continue this work during their independent reading time.</p>	<p>Session 3: Partners Help Each Other Come Up with Ideas</p> <p>Today students will continue to make more signs or add more words to their signs from Session 1. Students will stretch the word they want to write, saying it slowly and recording down a letter for each sound.</p>
Day 4	<p>Phonological Awareness: Unit 3 Session 4</p> <p>Natalie begins this lesson by adding another level of challenge to the work of reading the alphabet chart. She points to letters and calls on students to call it out and “beat her” to saying it. Students then move through the familiar activities of isolating sounds, recognizing rhymes, counting the words in Mabel’s sentences, blending word parts with a final sound, and segmenting a word into its onset and rime. Students will add sounds, delete sounds from words, and finally manipulate sounds.</p> <p>High Frequency Words: Unit 1 Session 4: “Learning the Word MY”</p> <p>In this session your students will learn the word</p>	<p>Session 3: Hearing and Writing the End Sounds in Words</p> <p>Today students will work to hear the end sound as they stretch out each word. Students will watch you model this in a familiar mentor text and then try this in their own independent reading, by going back and rereading familiar texts or reading on in new texts using their Alphabet Chart and sticky notes to hear and write all sounds in words.</p>	<p>Session 4: Writers Draw One Part at a Time</p> <p>Today students will talk with a partner to come up with new ideas to make signs. After talking with their partner, they will go off, draw, and write the signs.</p>

	my and practice using it by labeling things around them.		
Day 5	<p>Phonological Awareness: Unit 3 Session 5</p> <p>There are several new challenges in this lesson. The first activity, rhyme recognition, now includes words with digraphs. Manipulation comes next, with some new variations. When adding sounds, students will now work with different word endings. Sound deletion now includes words with digraphs. Students work with different word parts in today's substitution activity. When isolating initial sounds, students will hear two words with the same initial sound, and they will figure out the initial sound in those two words. Some of those initial sounds will be digraphs. The lesson then moves onto blending and segmenting, and ends with counting the words in Mabel's sentences, some of which are now multisyllabic.</p> <p>High Frequency Words: Unit 2 Session 5: "Learning the Words AT and AN"</p> <p>In this session your students will learn two words: AN and AT. They will practice using these snap words to make new rhyming words.</p>	A second day for labeling a read aloud text and students' own books	Another day for making signs and celebrating! Today students will make new signs, drawing exactly what they want the reader to see. They will then label their signs.
Week Two			
Day 1	<p>Phonological Awareness: Unit 3 Session 6</p> <p>This lesson continues to add some new challenges, beginning with manipulation. Students will add sounds, continuing to work with varied word parts, delete sounds, this time</p>	<p>Session 4: Going on a Sound Hunt</p> <p>Today students will learn a game they can play with their reading partner: Going on a Sound Hunt. One partner can name the starting sound of something they see in the pictures and then the other partner finds</p>	<p>Session 5: Invitation to Make How-To Books</p> <p>Today students will plan with a partner how their how-to book will go. They will plan the materials you need and rehearse the steps.</p>

	<p>deleting some sounds that are digraphs, and substitute sounds, now with even more endings than before. Mabel again brings her writing. Now, she needs help filling in words, giving your students a chance to produce rhymes. Students will then isolate initial sounds, still with two-word sets. Finally, students will work on blending and segmenting, and, this time, the words that they work with will feature digraphs.</p> <p>High Frequency Words: Unit 2, Session 6: “Learning the Word LOOK” In this session your students will learn the word look.</p>	<p>the picture that starts with that sound. Today, after independent reading, students might choose to play Sound Hunt with a partner or continue adding labels to their independent texts.</p>	
Day 2	<p>Phonological Awareness: Unit 3 Session 7 In this lesson, students will isolate ending sounds, including some ending digraphs. Blending and segmenting activities are next, and digraphs are included. Segmenting also includes the new challenge of rimes that are also words. When adding sounds, students will work with many different word endings, and they will add digraphs to those word endings. Deletion work is next, followed by substitution. Students again work with varied word endings when they substitute sounds, but all of those word endings end with /t/, so kids will have to pay special attention to the vowel. A new game ends the lesson, and students will sing a special song and produce rhymes.</p> <p>High Frequency Words: Unit 2 Session 8: “Learning the Word SEE” In this session your students will learn the word</p>	<p>Session 5: Going on a Word Hunt Today students will learn another game they can play with their reading partner: Going on a Word Hunt. To play, one partner can name a word and the other partner can find and point to the word. Then partners check the letters and sounds to make sure they match. Or students might choose to play on their own. After independent reading today, students might continue to add more labels to their texts or play Sound Hunt or Word Hunt.</p>	<p>Session 6: Writers Check All Their Sounds in Words Today students will continue to make new signs, and label their pictures. They will pay close attention to the sounds in their words, saying the word, sliding their finger across the page and then writing down the sounds they hear.</p>

	see and engage in a shared reading using the words <i>I, see, a</i> .		
Day 3	<p>Phonological Awareness: Unit 3 Session 8 This lesson revisits many of the same challenges from previous lessons. It begins with the game introduced yesterday, ‘If You Know a Word That Rhymes With...’ The lesson moves onto isolation. Now, students will hear two words and call out the ending sound in both of those words. The next activities are blending, segmenting, and adding. Deleting follows, and students will this time delete digraphs. Natalie will also challenge their speed, having them try to beat her. The lesson moves onto substitution, and students will substitute digraphs. Finally, students will play <i>I Spy</i> on the alphabet chart.</p> <p>High Frequency Words: Unit 2 Session 9: “Shared Reading” In this session your students will engage in a shared reading of a song, using the words I, look, see, at, the.</p>	<p>Session 6: A Celebration! Readers Use Letters and Sounds to Build Words Today students will celebrate all they have learned about letters and sounds by making lots of words. Students will first make words using their ear, letter, and sound power and then they will create silly sentences with those words. Students might continue doing this after the minilesson with a reading partner or on their own. Then, students will spend time reading books independently.</p>	<p>Session 7: Writers Write a Letter for Each Sound Today students will continue to make new signs, and label their pictures. They will pay close attention to the sounds in their words, recording down a letter for each sound they hear.</p>
Day 4	<p>Phonological Awareness: Unit 3 Session 9 This lesson begins with the same work of blending sounds, this time with a new riddle. The lesson continues with segmenting, and students will work with more complex onsets with diphthongs and digraphs. The alphabet chart is used for the next two activities. Students first add sounds from the alphabet chart to a word part in order to make rhymes. The following game asks students to write the letter that matches the sound they isolate. Next,</p>	<p>Session 7: Leveling Up Sound Power Today students will use their Sound Power to read more words by pointing to each word, saying each sound, and then blending the sounds together. Students will first do this with snap words in isolation and then transfer this skill to a decodable text. Students will spend the first 10 minutes of independent reading time reading snap word cards. Then, students will transition into reading their independent texts.</p>	<p>A second day on writing more sounds in words.</p>

	<p>students will work on adding sounds, and the words this time include many different interesting sounds, such as r-controlled vowels, long vowels, and digraphs. Students will also delete sounds, and, at the end of the lesson, they will segment sounds. This time, though, they will move towards phonemic awareness, breaking a CVC word into all of its sounds.</p> <p>High Frequency Words: Unit 2 Session 11: “Learning the Word HERE”</p>		
Day 5	<p>High Frequency Words: Unit 2 Session 12: “Learning the Word IS” In this session your students will learn the word is and practice using it by building sentences using the words the, here, is.</p>	A second day for leveling up sound power.	Session 8: Turning Labels into Sentences Today students will use their snap words to plan the sentences they want to write. They will use their snap words and labels to form sentences that teach people the steps of their how-to book.
Week Three			
Day 1	<p>Phonological Awareness: Unit 4 Session 1 This first session introduces this unit’s teacher, Angela, who brings Mabel and Rasheed with her. Mabel and Rasheed are writing a How-To book, and your students help them by counting the words in their sentences. Today, students will work with both beginning sounds, isolating initial digraphs in two words, and middle sounds, isolating short vowels. The lesson moves onto blending and segmenting, where students are using Elkonin boxes to blend and segment two-sound words. Students next add, delete, and manipulate phonemes at the beginning of words. The lesson ends with a quick round of rhyme production, followed</p>	<p>Session 8: Readers Practice Sound Power in Many Ways Today students will warm up by writing snap words on a whiteboard. Then, students will continue to strengthen their Sound Power by reading, writing, and labeling a decodable text alongside you. Students will spend the first 10 minutes of reading time labeling new books with sticky notes. Then, students will read on their own or with a partner</p>	<p>Session 9: Writers Add Tips, Warnings, and Suggestions Today students will continue to make more how-to books and revise their how-to books they have made. Students will add tips and warnings for their readers. They will also continue to label pictures and write sentences that teach.</p>

	<p>by <i>Name It and Sound It</i>.</p> <p>High Frequency Words: Unit 3 Session 17: “Learning the word- CAN” In this session your students will learn the word <i>can</i>. This session teaches students that some snap words can help you build new snap words. Students will build the word <i>can</i>, using the word an.</p>		
Day 2	<p>Phonological Awareness: Unit 4 Session 2 Today’s lesson begins with another of Mabel and Rasheed’s How-To Books, and your students will count the words in each sentence. The next activities are sound isolation, starting with beginning sounds, where students will hear two words and isolate the beginning sound, and moving onto middle sound isolation. Students will next work on blending and segmenting using Elkonin boxes and two-sound words. The next activity is manipulation, and students will add, delete, and swap phonemes at the beginnings of words. Angela introduces a new song to begin rhyme production work, and she challenges students to come up with rhymes for a few different words.</p> <p>High Frequency Words: Unit 3 Session 18: “Learning the words TO and DO” In this session your students will learn the words <i>to</i> and <i>do</i>. Students will practice reading the words <i>to</i> and <i>do</i> many times.</p>	<p>Session 9: Readers Make Important Decisions Today students will decide when to use Sound Power and when to use Snap Word Power in their reading. Readers use Sound Power when they <i>don’t</i> know the word they are reading and they use Snap Word Power when they <i>do</i> know the word and can read it in a snap. After the minilesson, students will jump right into independent reading, applying their decision making skills of when to use Sound Power and Snap Word Power.</p>	Another day for writing how-to books.
Day 3	<p>Phonological Awareness: Unit 4 Session 3 Today Rasheed brings a piece of narrative</p>	<p>Session 10: Readers Check Through the Ends of Words Today students will practice reading all the</p>	Another day for writing how-to books.

	<p>writing that he is working on. The lesson moves onto isolation. Kids will begin by isolating initial sounds in words after hearing sets of two words, and they will then isolate middle short-vowel sounds. The next activities are blending and segmenting, and students will again work with Elkonin boxes and CVC words. Students will next practice manipulating phonemes in words by adding, deleting, and substituting sounds. This now-familiar work today includes some words that have digraphs at the beginning. The lesson then moves onto rhyme production, where Angela challenges students to come up with words that rhyme with a given word. The lesson ends with Name It and Sound It.</p> <p>High Frequency Words: Unit 3 Session 19: “Learning the words WE and BE” In this session your students will learn the words <i>we</i> and <i>be</i>. The session begins reviewing the snap word <i>me</i>, and teaching students that they can make new words by manipulating the first letter in <i>me</i>.</p>	<p>way through words, paying close attention to the middle and end of words to make sure they read words just right. Students will practice reading to the end of words, as well as all their other phonics skills, to read their books independently.</p>	
Day 4	<p>Phonological Awareness: Unit 4 Session 4 This lesson begins with counting the words in a spoken sentence, again in a piece of Rasheed’s narrative writing. Isolation is next, and students will again isolate both beginning and middle sounds. While segmenting and blending, students will continue their work with Elkonin boxes and CVC words. Manipulation comes next, and students will add, delete, and substitute phonemes at the beginning of words. Today, some of those words include digraphs at the</p>	<p>A second day of reading through the end of words.</p>	<p>Session 10: Writers Fix and Fancy Up Writing Today students will get ready to celebrate and teach others all about their how-to books. To do so, writers will choose a how-to book to share, and need to check their spelling, add color and details to their books.</p>

	<p>start. Students will next produce rhymes and play a round of Name It, Sound It.</p> <p>High Frequency Words: Unit 3 Session 20: “Learning the words GOT and WENT” In this session your students will practice the words <i>got</i> and <i>went</i> using their letter/sound correspondence to blend sounds together. Students begin by warming up reading the short vowel chart and then reading and writing got and went. (<i>Runtime 05:45</i>)</p>		
Day 5	<p>Phonological Awareness: Unit 4 Session 5 The first activity today focuses on word awareness, and students will count the words in the sentences of Mabel’s how-to book. The next activities focus on beginning and middle sound isolation, with some new challenges. All of the beginning sounds that students will catch today are digraphs, and Angela provides support by having students listen to sets of three words. When isolating middle sounds, Angela now channels students to name the sound before her, adding a new layer of challenge. Today’s blending and isolating work also adds some new challenges, as students will complete both of those activities without the added support of Elkonin boxes. The lesson ends with some now-familiar activities. Students will add, delete, and substitute phonemes, produce rhymes, and finally play a round of <i>Name It and Sound It</i>.</p> <p>High Frequency Words: Unit 3 Session 21: “Learning the word WAS” In this session your students will learn the</p>	<p>Session 11: Readers Use “Try it Again” Power Today students will learn that making mistakes is part of reading. When readers make mistakes, they don’t give up or just keep going, they use their Try It Again Power to fix up their mistakes and make their reading better. Students will spend their independent reading time reading on their own or with a partner.</p>	<p>Session 11: How-To Celebration Today you will hold a celebration for your students! There is a brief student-facing video to set students up. Students will read each other their how-to books, act them out and perform.</p>

	word was.		
Week Four			
Day 1	<p>Phonological Awareness: Unit 4 Session 6 This lesson begins with another How-To book from Mabel, and your students will again help by counting the words in each sentence. Beginning sound isolation comes next, and students will work with sets of three words, naming out their beginning sound. Students will then isolate middle sounds in CVC words. CVC work continues when students blend and segment the sounds in more words. Today, Angela models stretching words across her arm to scaffold this work. Angela then channels your students to produce rhymes, and the lesson ends with <i>Name It and Sound It</i>, featuring consonants, long and short vowels, and digraphs.</p> <p>High Frequency Words: Unit 4 Session 22: “Learning the words HE and SHE” In this session your students will learn the words <i>he</i> and <i>she</i>.</p>	<p>Session 12: Readers Think About Their Books Today students will practice growing their Stop and Think Power. As they read, they will pause and think, saying things such as “I’m noticing...” and “I’m wondering...” Students will do this work alongside you during the minilesson and then try it in their own texts during independent reading.</p>	<p>Session 12: Invitation to Make Songs that Teach Today students will pick a topic to write about, draw pictures to plan and then rehearse by singing a song, from their pictures. Writers will write a song that matches their pictures.</p>
Day 2	<p>Phonological Awareness: Unit 4 Session 7 This lesson begins with students helping Rasheed by counting the words in one of his stories. You’ll notice the sentences are getting longer and feature some multisyllabic words. Isolation comes next, with a new challenge. Today, students will isolate <i>ending</i> sounds in</p>	<p>Session 13: Characters Have Feelings Today students will learn another way to use their Stop and Think Power is to notice the way characters are feeling and use precise words to describe those feelings. After the minilesson, students will jump right into independent reading, applying all their Super Powers.</p>	<p>Session 13: Making Songs More Fun to Sing! Today students will add onto their song from Session 12 or start a new song. Students will continue to sing to rehearse and try to add a repeating line and add a clapping beat.</p>

	<p>three-word sets, before moving onto a familiar task, isolating middle sounds. The lesson continues with blending and segmenting CVC words. Manipulation is next, and students will add and delete beginning phonemes, but they will substitute middle sounds, another new challenge for today. The last two activities of the lesson are rhyme production and <i>Name It and Sound It</i>, today including long and short vowels and digraphs.</p> <p>High Frequency Words: Unit 4 Session 23: “Learning the Word HOW” In this session, your students will learn the word <i>how</i>.</p>		
Day 3	<p>Phonological Awareness: Unit 4 Session 8 Today’s isolation activity asks your students to isolate the ending sounds in some of Rasheed’s words. Many of those ending sounds are digraphs. Your students will then isolate middle sounds. Angela moves onto manipulation. Your students will add and delete initial phonemes, then substitute middle sounds. Rhyme production comes next, followed by the last activity of the lesson, <i>Name It and Sound It</i>, where your students will continue to practice with vowels and digraphs.</p> <p>High Frequency Words: Unit 4 Session 24: “Learning the Word YOU” In this session, your students will learn the word <i>you</i>.</p>	<p>Session 14: Characters Talk! Today students will work to imagine what the characters in their books are saying as a way to get to know their characters even more. Students will do this alongside you during the minilesson and then try on their own during their independent reading.</p>	<p>Session 14: Writers Use Snap Words Today students will create new songs, drawing pictures to plan and rehearse what they want to sing, by using their snap words. Students can have a personal snap word list or a chart hanging in the classroom.</p>
Day 4	<p>Phonological Awareness: Unit 4 Session 9</p>	<p>Session 15: Readers Bring Their Books to Life</p>	<p>Another day for writing songs.</p>

	<p>Today’s lesson begins with a How To book from Mabel, and, as always, your students will help her by counting the words in each sentence. Your students will next work on isolating final sounds. Today, Angela provides sets of three words, all of which have digraphs at the end. Your students will also isolate middle sounds. Students will next blend and segment the sounds in CVC words. Manipulation follows, and students will add and delete beginning phonemes, then substitute middle phonemes. Students will then produce rhyming words. The lesson ends with <i>Name It and Sound It</i>, featuring vowels and digraphs.</p> <p>High Frequency Words: Unit 4 Session 28: “Learning the Words DAY, SAY and PLAY” In this session, your students will learn the words <i>day</i>, <i>say</i>, and <i>play</i>.</p>	<p>Today students will bring their books to life by acting them out. Students will use their Stop and Think Power to consider what the characters are feeling and saying, and then they will act it out. Partners might spend a portion of reading time acting out the books they have read.</p>	
Day 5	<p>Phonological Awareness: Unit 4 Session 10 This lesson begins with a problem—Mabel and Rasheed have disappeared! Angela gives them a few minutes to return, and, while waiting, she leads your kids in a few phonological awareness activities. She begins with isolation of ending sounds and middle sounds. Blending and segmenting come next, and students work with CVC and CCVC words. Students will also practice manipulation, adding and deleting from the beginnings of words, and substituting the middles of words. Letter practice is included today with <i>Name It and Sound It</i>. At the end of the lesson, a written message appears from Mabel and Rasheed.</p>	<p>Session 16: A Celebration! Readers Go on Adventures Today students will celebrate their learning by going on an adventure with their reading partner. Students can use the unit charts <i>Playing with Letters and Sounds</i> and <i>Leveling Up Our Super Powers</i> to go on adventures in their books.</p>	<p>Session 15: Writers Hear All the Sounds in Words and Write Them Down Today students will continue to make songs, listening closely to words they want to write and finding the letters that match those sounds.</p>

	<p>High Frequency Words: Unit 4 Session 29: Learning the Word FOR. In this session, your students will learn the word <i>for</i>. Students will also review many of the snap words they have learned in this unit and previous units.</p>		
<p>Week Five</p>			
Day 1	<p>Phonological Awareness: Unit 5 Session 1 This first session serves as a welcome to a new unit of phonological awareness work. Your students may remember Ms Rebecca from a previous unit, and they will definitely remember Mabel and Rasheed. Rasheed becomes the star of the first activity, rhyme production. Your students will come up with rhymes for different parts of Rasheed’s body. Students will next practice listening for beginning blends and blending and segmenting words with four sounds. The words used for blending and segmenting include ending blends and digraphs and inflectional endings. Next, this lesson’s isolation work asks students to isolate middle sounds. At the end of the lesson, your students will return to manipulation by adding, deleting, and swapping blends in different words.</p> <p>High Frequency Words: Unit 5 Session 30: “Learning the Words COME and LOVE” In this session, your students will learn the word <i>come</i> and <i>love</i>.</p>	<p>A day to review Bend II.</p>	<p>Session 16: Writers Make New Words that Rhyme Today students will create silly songs using rhyming words. Students can have word parts displayed in the classroom to reference or a personal sheet or word parts. They will make lots of rhyming words and then try to write a silly song off them.</p>
Day 2	<p>Phonological Awareness:</p>	<p>Session 17: Readers Read Words with</p>	<p>Session 17: Writers Fix and Fancy Up</p>

	<p>Unit 5 Session 2 The session revisits many of the activities that students engaged in the previous lesson. Mabel and Rasheed are coloring during today’s rhyme production activity, and students are asked to name out words that rhyme with different colors. The lesson then moves onto identifying beginning sounds, again with beginning blends, and blending and segmenting. The blending and segmenting activities today make use of sound boxes to provide students with additional visual and tactile support. The lesson moves onto isolation, where students are asked to isolate middle sounds. The final activity of the day is manipulation, where students will add, delete, and swap sounds, all with different blends.</p> <p>High Frequency Words: Unit 5 Session 31: “Learning the Word ARE” In this session, your students will learn the word <i>are</i>.</p>	<p>Digraphs Today students will learn that some words have digraphs in the beginning or end of the word. A digraph is two consonants that come together to make one sound. During the minilesson, students will play Spot the Digraph first with words in isolation, and then within a poem. During reading time, students will play Spot the Digraph with word cards alone or with a partner. After 10 minutes, students will return to their independent books and poems. You will find additional poems students can read in the online resources.</p>	<p>Writing Today students will get ready to celebrate and perform their songs! To do so, writers will choose a song to share, and need to check their spelling, add color and details, make a title and practice performing their song. They can do so with a partner.</p>
Day 3	<p>Phonological Awareness: Unit 5 Session 3 Today’s session involves work already familiar to students. The lesson begins with rhyme production, this time asking students to produce words that rhyme with different parts of Mabel’s body. Students next revisit the work of isolating beginning sounds, again including blends, and blending and segmenting words with four sounds. The next activity, isolation, again asks students to isolate middle sounds, and many of the sounds they will isolate today are long vowels. Manipulation work comes next, and students will again add, delete and swap sounds with blends and, now, long vowels. The end of the session introduces a new activity.</p>	<p>A second day of reading words with digraphs.</p>	<p>Session 18: Song Celebration Today you will hold a celebration for your students! There is a brief teacher-facing video offering suggestions of how you might celebrate.</p>

	<p>Students will count the words in each line of a familiar song, <i>Twinkle Twinkle Little Star</i>.</p> <p>High Frequency Words: Unit 5 Session 32: “Learning the Word TOO” In this session, your students will learn the word <i>too</i>. Students will learn to distinguish meaning between <i>to</i> and <i>too</i>.</p>		
Day 4	<p>Phonological Awareness: Unit 5 Session 4 Today’s lesson begins with <i>Twinkle, Twinkle Little Star</i>. In today’s singing, students are invited to chime in and provide the rhyming words. Rebecca then calls out a word and invites students to name out words from the song that rhyme. The lesson then moves onto identifying beginning sounds, again focusing particularly on beginning blends. Students will next blend and segment words, supported today with Elkonin boxes. The final activity of the day is manipulation. As always, this portion of the lesson includes adding, deleting, and substituting, and students will work with blends across this entire part of the lesson.</p> <p>High Frequency Words: Unit 5 Session 33: “Learning the Words ALL and BALL” In this session, your students will learn the words <i>all</i> and <i>ball</i>. They will learn that all is also a word part and can help them read and write lots of words. Students will practice making new words with their knowledge of the word part all.</p>	<p>Session 18: Readers Read Words with Blends Today students will learn that some words have blends. A blend is when two consonants are at the beginning of a word, and they make both consonant sounds. Students will practice this using word cards and poems that contain words with blends for the first 10 minutes of reading time. Then, students will transition to independent reading. You will find additional poems students can read in the online resources.</p>	<p>Session 19: Invitation to Write Letters Today students will choose a person who is important to them that they want to write a letter to. They will think about why they are writing the letter to this person and then plan what they will say. Writers can draw pictures to plan and write their words.</p>

Day 5	<p>Phonological Awareness: Unit 5 Session 5 Today’s session begins with more rhyme riddles. Students will be asked to name a shape that rhymes with a given word. The lesson then moves through familiar work: Identifying beginning sounds (all with blends), blending sounds into words, segmenting words into sounds, and then isolating middle sounds. The lesson continues on to manipulation, though with an added challenge. Today, instead of adding, deleting, or substituting entire blends, students will work with a single phoneme. For example, they will take away /g/ from gloss and add /f/. By doing so, they are working with smaller units of sound and moving towards greater proficiency. At the end of the lesson, Rebecca introduces a new song, <i>One, Two, Buckle My Shoe</i>. After an initial read, students are invited to act it out.</p> <p>High Frequency Words: Unit 5 Session 34: “Learning the Word HAD” In this session, your students will read the word had, using their letter-sound knowledge to blend sounds together. Students warm up by revisiting the short vowel chart, and then read and write the word <i>had</i>.</p>	A second day of reading words with blends.	<p>Session 20: Writers Add Pictures to Say More Today students will continue writing letters and revising. Students can draw more pictures to think more about what they want to say. Students might start new letters today as well.</p>
Week Six			
Day 1	<p>Phonological Awareness: Unit 5 Session 6 Today’s lesson begins with rhyming work. Students are first asked to produce rhymes, this time naming out animals that rhyme with a certain word. Of course, Rasheed and Mabel join</p>	<p>Session 19: Readers Use Sound Power Carefully to Read Longer Words Today students will work to tackle words with more letters and sounds by using their Sound Power as they slide their finger under the word, capturing all the sounds in</p>	<p>Session 21: Writers Pay Close Attention to Parts of Words Today students will continue to practice stretching words slowly and recording down as many sounds as they hear.</p>

	<p>in for this part of the lesson! Students will also read <i>One, Two, Buckle My Shoe</i>, and call out the rhyming words. The lesson then moves onto blending and segmenting with Elkonin boxes. There is added work today, when Rebecca shows a word written out and asks students to blend the sounds. Your students will need to independently name out each sound, then blend them together. Students will next isolate middle sounds, and, then, finally, return to the work of manipulation. Today’s manipulating work is similar to yesterday’s, in that students will again add, delete, and substitute a phoneme, instead of an entire blend.</p> <p>High Frequency Words: Unit 5 Session 35: “Learning the Word WILL” In this session, your students will learn the word will. Students will read the word, using their letter-sound knowledge to blend sounds together and learn that the double // makes one sound.</p>	<p>the word. Readers will need to pay close attention to words with blends and digraphs. Students will practice this in a shared reading of <i>Mable and Fox Have Lunch</i> and then in their own independent texts.</p>	
Day 2	<p>Phonological Awareness: Unit 5 Session 7 Rebecca begins with identifying beginning sounds. This time, though, she only provides students with one word, forcing more careful listening. The next activity is isolating middle sounds, followed by rhyme riddles and a new song, <i>It’s Raining, It’s Pouring</i>. Students will again call out rhymes as Rebecca sings the song. Blending is next, and students will use Elkonin boxes, along with written letters, to independently blend words. This blending work is followed by segmenting, again with Elkonin boxes. A new activity is introduced next: Name</p>	<p>Session 20: Readers Reread for Fluency Today students will warm up by writing words using their Sound Power. Then, students will work to strengthen their fluency by rereading familiar texts and working to make their reading sound smooth and to match their voice with the mood and expression of the characters. Students can practice their fluent reading with their independent texts or silly poems from Sessions 17 and 18.</p>	<p>Session 22: Writers Learn from Other Writers Today students will go back to revise their letters and write new letters, including the craft moves learned in today’s minilesson: asking a question, telling a story, and being kind. Students will continue at their own pace, adding more to their letters.</p>

	<p>It, Sound It. Rebecca will show students a letter or blend card, and students will say its name and the sound that it makes. The lesson ends with adding, deleting, and substituting phonemes, with another new challenge, when students will be asked to substitute a middle sound.</p> <p>High Frequency Words: Unit 5 Session 36: “Learning the Word GO, SO and NO”</p> <p>In this session, your students will learn the words <i>go</i>, <i>so</i> and <i>no</i>.</p>		
Day 3	<p>Phonological Awareness: Unit 5 Session 8</p> <p>Today’s lesson begins again with <i>It’s Raining, It’s Pouring</i>. Students start by singing the song, but the song is also used in rhyme riddles, when students have to name rhyming words from the song, in beginning sound isolation, when students isolate beginning blends from different words of the song, and in middle sound isolation, where students name out the middle sound in words from the song. The lesson then moves onto some other familiar activities: Name It, Sound It (all focusing on short vowels), blending with Elkonin boxes and letters, and segmenting with Elkonin boxes. The lesson again ends with manipulation, where students will add, delete, and substitute phonemes. Today’s substitution work asks students to change an ending sound, while keeping the rest of the word consistent.</p> <p>High Frequency Words:</p>	<p>Session 21: Making Plans for School</p> <p>Today students will begin to prepare for the unit celebration. Students will make a plan for what they want to teach their classmates or stuffed animals, maybe they will choose to teach others to read word cards, read a favorite book, or use a favorite chart. Students will spend reading workshop preparing for tomorrow’s teaching celebration.</p>	<p>Session 23: Writers check the vowel sound</p> <p>Today students will continue to write more and more letters. As they do, they will think about who they are writing to, what they want to say and work to hear all the sounds in their words, paying close attention to the short vowels.</p>

	<p>Unit 5 Session 37: “Learning the Word BY” In this session, your students will learn the word <i>by</i>.</p>		
Day 4	<p>Phonological Awareness: Unit 5 Session 9 Rebecca begins this lesson by introducing a new poem: <i>Apple</i>, by Nan Fry. After reading the poem, students will isolate beginning blends using a few words from the poem. They will then move onto isolating middle sounds, followed by rhyme riddles, where they will find words from the poem that rhyme with a given word. The lesson then moves onto Name It, Sound It, where students will work with blends, first saying the name, then the sound that the blend makes. The lesson continues with blending and segmenting, then finally moves into manipulation. Students continue the work of adding, deleting, and substituting phonemes. The adding and deleting work focuses on beginning phonemes, whereas the substitution work focuses on ending phonemes.</p> <p>High Frequency Words: Unit 5 Session 38: “Learning the Words AS and HAS”</p> <p>In this session, your students will learn the words <i>as</i> and <i>has</i>.</p>	<p>Session 22: Celebration</p>	<p>Session 24: Writers Fix and Fancy Up Their Writing Today students will revise their letters and make them ready to publish!</p>
Day 5	<p>Phonological Awareness: Unit 5 Session 10 Today’s lesson begins with the familiar Name It, Sound It activity. This time, though, students are asked to only sound the blends that they see. The next part of the lesson uses the now-familiar <i>Apple</i> poem, and Rebecca asks students</p>	<p>A second day for celebrating.</p>	<p>Session 25: Celebration Celebration! There is a brief student video to bring the unit to completion. The work of today will be to help readers to reflect on their learning and also to think about ways to carry this learning forward in a way that feels celebratory.</p>

	<p>to signal when they hear a blend. Initial sound isolation comes next, and students are asked to name out the blend they hear in sets of two words. Next comes another round of the Sound It game, this time with short vowels, in order to warm up for blending work. While blending, students will work with Elkonin boxes, then with letters inside of Elkonin boxes. Students will then segment words, again with Elkonin boxes. Students then return to the familiar manipulation activities, where they will add phonemes to word beginnings, delete phonemes from word beginnings, and substitute phonemes at the end of words.</p> <p>High Frequency Words: Unit 5 Session 39: “Learning the Word HER and HIM” In this session, your students will learn the words her and him. Students will read the word him using their letter-sound knowledge to blend sounds together.</p>		
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Grade 2

Scope and Sequence			
	PHONICS WARM UP <i>GRADE 1 BUILDING BLOCKS</i> (10-15 Mins)	READING WORKSHOP: <i>STRENGTHENING VOWEL POWER TO READ</i> (45-60 Mins)	WRITING WORKSHOP: <i>WRITING TEENY ADVENTURES</i> (45-60 Mins)
Week One			
Day 1	<p>Phonological Awareness: Unit 1 Session 1 Students begin by stretching words, isolating the medial sound and determining if it is the short vowel sound, or the long vowel sound. Students will next read CVC words and CVCe words, changing the vowel from the short to long sound. Next, Natalie leads students through dictation, segmenting words ending in blends, then writing the word. The last activity is a round of making words, writing a word, then manipulating the vowel sound and recording a new word.</p> <p>High Frequency Words: Unit 1 Session 1 Learning HIS, HER and SAID In this session your students will learn the words his, her, and said and read sentences with those words to practice.</p>	<p>Introduction Video for Students Today students will be invited to launch this new unit and get to know their new virtual teacher, Lizzie. Students might also spend time today getting to know one another to begin building relationships within your learning community.</p>	<p>Session 1: Finding Story Ideas Today students will learn how to generate ideas for their teeny tiny adventure writing by thinking about places they go, people they love, and things that they do. They'll brainstorm a few ideas before choosing one to write about. Before jumping in to write, students will plan how their stories might go, either by telling them across fingers or by touching and telling across pages of their writing booklets. Once they've done that oral rehearsal, students write, write, write!</p>
Day 2	<p>Phonological Awareness: Unit 1 Session 2 The lesson begins by stretching words,</p>	<p>Session 1: Short Vowel Power Today students will work to read and write words with short medial vowels. Using their</p>	<p>Session 2: What else could I Add? Today students will work on adding more details to the stories. They'll do this by</p>

	<p>isolating the medial sound, focusing on the short and long <i>e</i> and <i>u</i> vowel sounds. The lesson then moves on to reading CVC words and CVCe words, changing the vowel from the short to long sound. Next, Natalie leads students through dictation, segmenting words ending in blends, then writing the word. At the end, students engage in a round of making words, writing a word, then adding or deleting a sound, and recording a new word.</p> <p>High Frequency Words: Unit 1 Session 2 Learning the words SAW and SAY In this session your students will learn the words saw and say and practice reading them.</p>	<p>Vowel Shields, they will write words on white boards, switching beginning, middle, or ending letters to create new words. This is a new game for readers called Switcharoo. To be sure they are matching the appropriate vowel, it is important that they stretch the word, saying it slowly, to hear the medial vowel sound.</p> <p>Micro-Lesson: Make a Plan to Read More and More Today your students will make a plan for their independent reading time by choosing which books they will read today and making a stack of books.</p>	<p>looking back at a story they already wrote, studying the pictures and rereading the words on each page. They'll ask themselves, "What else could I add? What else happened in my story?" Writers will retell what happened out loud and then make those revisions in their writing.</p>
Day 3	<p>Phonological Awareness: Unit 1 Session 3 This session begins with an onset-rime word building activity. Students will read the rime <i>-ang</i>, and will be presented with a collection of initial consonants and blends to build words. The lesson then moves onto dictation, segmenting words ending in blends, then writing the word.</p> <p>High Frequency Words: Unit 1 Session 4 Learning the words THEN and THEY In this session your students will learn the words but, let, run, us and yes using their phonics knowledge blend sounds together. This session begins by</p>	<p>Session 2: Short E vs Short I and Reading Rasheed's Cut Today students will practice building and reading words with medial short vowels - first looking at words playing Name that Vowel, then as they read together a decodable text, Rasheed's Cut.</p>	<p>Session 3: Making Plans Today students will practice making a plan before writing. They'll first think of a new story idea, picture it in their minds, and then say it out loud while touching across pages in their writing booklets. Writers will decide if they want to return to a story they've already written or write a new story today, knowing that either way, they need to do some planning before they get writing.</p>

	reviewing the vowel sounds.		
Day 4	<p>Phonological Awareness: Unit 1 Session 4 This session begins with an onset-rime word building activity. Students will read the rime <i>-ast</i>, and will be presented with a collection of initial consonants and blends to build words. The last activity of the lesson is writing by analogy. Beginning by reading the snap words, see, out, and, and, students then write new words Natalie says, using a part of the snap word to write the new word.</p> <p>High Frequency Words: Unit 2 Session 7 Learning the word HAVE In this session your students will learn the word have and begin to write a book using the word have. Students can continue this work after the video ends.</p>	<p>Session 3: Working to Read and Spell with Blends Today students will work to read and write words with consonant blends. They will study words with blends. They will develop their phonological awareness by studying the sounds they hear in these longer, more complex words in a game called Robot Talk, then they will have a chance to read and write words with these consonant blends and even build new words through a game, Mix and Match.</p> <p>Micro-Lesson: Stop, Think, and Retell Today your students will stop and think while reading to retell their books as they read.</p>	<p>Session 4: Spelling with Blends Today students will work on using all that they know about stretching and segmenting to spell tricky words correctly. They'll do this by saying a word slowly a few times, segmenting it and listening to the sounds in the word. Then, they'll try to match the sounds with the letters that they know, using tools like alphabet charts, vowel charts, and blends and digraphs charts to help them.</p>
Day 5	<p>Phonological Awareness: Unit 1 Session 5 This session begins with a poem containing many blends and digraphs. While reading the poem with Natalie, students hunt for the blends and digraphs. The lesson moves onto reading by analogy. Natalie shows the snap words <i>went</i>, <i>will</i>, and <i>look</i>. Students then read a new set of words. They will find that the snap words they've just read will help them read the vowels and the word endings of the new words. Finally, the lesson moves on to dictation. Students</p>	<p>Session 4: Digraph Shield, Power Up Your Digraphs Today students will build, read, and write words with digraphs and even some words with digraphs AND consonant blends!</p>	<p>A second day for spelling with blends.</p>

	<p>first orally segment words starting and ending in blends, then write the word.</p> <p>High Frequency Words: Unit 2 Session 8 Learning the words CAME and SAME In this session your students will learn the words came and same and practice reading new words that end in -ame.</p>		
<p>Week Two</p>			
<p>Day 1</p>	<p>Phonological Awareness: Unit 1 Session 6 This session begins with a round of making words, where students will write a word, then manipulate a sound in that word to create a new word. In this activity, students listen for phonemes that have been added, deleted, and manipulated to make new words. As the lesson moves on, a new game is introduced, called “What’s the Snap Word?” Natalie segments a snap word and then students blend it together and call out the word. The lesson ends with writing by analogy. Natalie shows students the snap words <i>just</i>, <i>now</i>, and <i>went</i>, then dictates new words for students to write, using the snap words shown.</p> <p>High Frequency Words: Unit 2 Session 11 Learning LITTLE, INTO, I'M In this session your students will learn the words <i>little</i>, <i>into</i> and <i>I'm</i> and read</p>	<p>Session 5: Looking for Blends and Digraphs in Fran and the Big Trip Today students will work to put all the parts together - blends, digraphs, and short vowels to read a new text, Fran and the Big Trip. First, they will read the text, working to break apart and read through a few key words. Then, they will reread the text to highlight blends and digraphs in particular across the text. Last, they can reread and add drawings to the text to match the words.</p> <p>Micro-Lesson: Think More Today your students will think even more while reading, thinking about what is happening, what might happen next or questions they have in their own books.</p>	<p>Session 5: Spelling with Word Parts Today students will continue working on making their writing easier to read. They’ll practice editing their writing as they go, ensuring that they have written words part by part. To help them spell tricky words, they’ll think about the parts, listen for the sounds, and clap out the syllables, making sure to use all the tools that they have for help. They might choose to write a new piece today or to go back and work on one they’ve already started.</p>

	sentences with those words to practice.		
Day 2	<p>Phonological Awareness: Unit 1 Session 7 This session begins with an onset-rime word building activity. Students will read the rime <i>-ick</i> and will be presented with a collection of initial consonants and blends to build words. The lesson moves onto a round of making words, writing a word, then manipulating a sound to create a new word. In this activity, students listen for initial and medial phonemes that have been added, deleted, and manipulated to make new words.</p> <p>High Frequency Words: Unit 2 Session 13 Learning IF, OF, OR and YOUR In this session your students will learn the words if, of, or and your.</p>	A second day for reading books with blends and digraphs.	<p>Session 6: Spelling with Vowels Today students will work on making their writing even easier to read using all that they know about long and short vowels to spell words as accurately as possible. They'll say each sound in a word and listen to hear if the vowel is long or short. Then, they'll write the letters to match each sound, using their vowel charts for help.</p>
Day 3	<p>Phonological Awareness: Unit 1 Session 8 This session begins with a round of making words that will reinforce hearing long vowel sounds and writing CVCe words. Students manipulate the initial sound and vowels across a set of words. The lesson moves onto reading by analogy. Natalie shows the words <i>trunk</i>, <i>scream</i>, and <i>stray</i>. Students then read a new set of words. They will find that the given words they've just read will help them read the new words, specifically phonograms and vowel teams. The lesson ends with writing by analogy, using the</p>	<p>Session 6: Silent e With A-E and I-E Today students will work to power up their Silent e Power, working to understand how the silent e works to make words with long vowels to read and write lots of words. They will start the lesson with a new routine, a game called Mystery Word, then read words first with a medial short vowel, then with the silent e to notice the differences. Then, they will play a game called 1 or 2? This game asks kids to distinguish between words with and without the silent e. Finally, they continue their practice by looking for words with the long a and i and silent e in their own books.</p>	<p>Session 7: Telling Tiny Actions Today students will work to bring their stories to life by adding tiny actions. Writers will reread their stories and ask themselves things like, "Could I add more tiny actions to my story? Could I say more about what I did? Could I say more about what other people did??" Then, they will work to stretch out their writing by adding more tiny details, either to a story they've already written or a new story.</p>

	<p>words <i>saw, like, and make.</i></p> <p>High Frequency Words: Unit 3 Session 16 Learning THERE and WHERE In this session your students will learn the words <i>there</i> and <i>where</i>.</p>	<p>Micro-Lesson: Readers read with a partner Today your students will read by themselves and then read with a partner, a routine that will carry forward each and every day.</p>	
Day 4	<p>Phonological Awareness: Unit 1 Session 9 The session begins with dictation, segmenting words starting and ending in blends, then writing the word. The lesson ends with the onset-rime word building activity. Students will read the rime, -<i>ash</i>, and be presented with a collection of initial consonants, blends, and the digraph, <i>qu</i>, to build words.</p> <p>High Frequency Words: Unit 3 Session 17 Learning the words ANY and VERY In this session your students will learn the words <i>any</i> and <i>very</i>, focusing on the letter <i>y</i>, which makes the long e sound.</p>	<p>Session 7: Silent E Patterns: O and Silent E</p> <p>Today students will continue their work around words with a silent e, zeroing in on words with a medial long o like hope and robe. Students will warm up today by playing Mystery Word, then move into the game, Switcharoo, changing words with short vowels and long vowels. Then, they'll practice this even more by reading Max and the Grapes, a decodable text.</p>	A second day for elaboration.
Day 5	<p>Phonological Awareness: Unit 1 Session 10 This session begins with a round of making words. In this activity, students listen for phonemes that have been added, deleted and manipulated to make new words. Today's adding phoneme work asks students to hear and write blends and the beginning and ends of words, as well as three letter blends, like <i>spl</i> in the word <i>split</i>. The lesson ends with writing</p>	<p>Session 8: Silent e, Long U Makes Two Sounds</p> <p>Today students will study words with the medial long u sound and silent e. After warming up with a quick round of Mystery Word, they will review all vowel sounds learned so far - short vowels, long vowels, and then dig deep into <i>u_e</i> words. Then, they sort words into two categories based on the sound the medial u is making - words like cute and words like tube. After that, they read a poem,</p>	<p>Session 8: Setting the Mood Today students will work to add a mood to their stories. They'll do this by including details about what things looked like, sounded like, and felt in different parts of their stories. Writers might work on a piece they have already started, adding more details, or they might start a new story and work to add details to set the mood right from the beginning.</p>

	<p>by analogy. Natalie shows students the words, just, now, and went, then dictates new words for students to write, using the given words shown. The lesson ends with a celebration, reading collection of decodable words and snap words, reading out a message from Natalie.</p> <p>High Frequency Words: Unit 3 Session 19 Learning THINK In this session your students will learn the word <i>think</i>. This session highlights the -ink word part. Students review the snap words taught so far in the unit at the end of the video.</p>	<p>Rub a Dub... Bug to practice reading words with a medial long u in context.</p> <p>Micro-Lesson: Reading Life Today your students will make a reading scrapbook, jotting down ideas about themselves as a reader. You might choose to give students a single sheet of paper folded into a booklet for them to collect their thoughts. This should not take up all their reading time, but rather, they might jot down something they love when they read it, and then keep going. Students can keep this scrapbook nearby and add to it throughout the unit.</p>	
<p>Week Three</p>			
<p>Day 1</p>	<p>Phonological Awareness: Unit 2 Session 1 Students begin by stretching words, isolating the medial sound, listening for the long vowel sound. Next, students engage in a round of making words, writing a word, then manipulating the beginning and final sounds, to record a new word. The words used all contain the vowel team, <i>-ee</i>. Finally, Natalie leads students through dictation, segmenting snap words, then writing the word.</p> <p>High Frequency Words: Unit 3 Session 20 Learning the words THAT and WHEN In this session your students will learn the words <i>that</i> and <i>when</i>. They warm up with</p>	<p>Session 9: Silent E: Putting it All Together to Write and Read Phrases Today students will continue this study of words with a silent e. They will warm up by playing Mystery Word, then they will review all their vowel sounds - short and long. Next, they will work to write phrases with these phonics skills embedded. After they write these phrases, they will play a new game, Talk About It, that will ask them to reread the phrases they just wrote and decide Yes!, No! or Ok for the idea in the phrase. Last, they continue this work with an assortment of phrases. Kids will read the phrases alone or with a partner, then decide if something is a Yes! a No! or just an OK.</p>	<p>Session 9: Writing Dialogue and Thoughts Today students will work on making their characters come to life by including what they say and think. They'll do this by pointing to a page and talking like their characters before adding that dialogue into their writing. They might put it right in the text of their writing or use speech bubbles in their pictures.</p>

	a digraph practice.		
Day 2	<p>Phonological Awareness: Unit 2 Session 2 In this session, Natalie leads students through dictation, segmenting words, all containing <i>-ee</i>, then writing the word. Students manipulate the initial sound to make new words, following Natalie’s cues. The lesson then moves on to an onset-rime word building activity. Students will read the rime, <i>-eat</i>, and build new words with a collection of initial consonants, blends, and the digraphs, <i>ch</i> and <i>wh</i>. The lesson ends by Natalie showing nine words, with the vowel teams <i>ee</i> and <i>ea</i>. Some words are spelled correctly and others are not. Students work with Natalie to determine which vowel team represents the correct spelling.</p> <p>High Frequency Words: Unit 3 Session 21 Practicing Confusing Snap Words — THEN and THAN In this session your students will practice the words <i>then</i> and <i>than</i>, reviewing their spelling and also the meaning of the words. At the end, students practice writing the correct word, <i>then</i> or <i>than</i>, based on the given context of a sentence.</p>	<p>Session 10: Silent E: Power Up Today students will practice reading words with all the phonics skills studied so far - short vowels, blends, digraphs, and long-vowel words with the silent e - to read words in isolation and in context. Readers will warm up by playing Mystery Word, then they will participate in a Switcharoo challenge They will write words at three levels: first words with the short vowel in the middle, then words with long vowels AND short vowels, and finally, words with a variety of vowel sounds, blends, and digraphs. Last, they will use all of these skills to read <i>The Case of the Bad Smell at Home</i>, a decodable text about Rasheed!</p> <p>Micro-Lesson: When Words are Tricky, Roll Up Your Sleeves Today students will use everything they know about phonics, using short and long vowels, digraphs and blends, to tackle tricky words. Students will engage in a short shared reading with Lizzie to practice.</p>	<p>Session 10: Putting a Vowel in Every Syllable Today students will work to check their spelling, ensuring that each word and each syllable has a vowel. They will reread their writing, looking for words to fix up. Then, with the help of their vowel charts, writers will rewrite any words that need to be stretched out with vowels.</p>
Day 3	<p>Phonological Awareness: Unit 2 Session 3 This session begins with a set of words,</p>	A second day of silent E.	A second day for spelling with vowels.

	<p>with the vowel teams <i>ai, ay, ee, and ea</i>. Some words are spelled correctly and others are not. Students work with Natalie to determine which vowel team represents the correct spelling. The last activity of the lesson is writing by analogy. Beginning by reading the words <i>each, best, and, say</i>, students then write new words Natalie says, using a part of the word to write the new word.</p> <p>High Frequency Words: Unit 3 Session 22 WAS and TODAY In this session, students review the word <i>was</i>, which is taught in a kindergarten unit and learns the word <i>today</i>, using their knowledge of phonics from other snap words, to and say</p>		
Day 4	<p>Phonological Awareness: Unit 2 Session 4 This session begins with reading words with the vowel teams <i>oa</i> and <i>ow</i>. Students will use their knowledge of the first word to read the words that follow. Then students will orally segment words containing vowel teams <i>ai, ay, oa, ow, ee, and ea</i> and write down the words. Students manipulate the initial sound to make new words, following Natalie’s cues. Finally, Natalie says words that contain vowel teams and students practice isolating the medial sound, listening for the long vowel sound.</p>	<p>Session 11: Blends and Digraphs Come at the End, Too Today students will work to study, read and write words with blends and digraphs at the end. First, they will play a new game called Act it Out where they will look at words made up of parts and act it out with their face and bodies. Then, readers will be introduced to a new digraph -ck, that really only shows up at the end of words. They’ll read words with these endings on their own and then in the context of a decodable text, Bump, Bump, Bump! Last, students will play another new game, Word Equations to make words with beginnings and ends of words.</p>	<p>Session 11: Using End Punctuation to Set the Mood Today students will go back into their writing to add end punctuation, making sure the punctuation mark they use matches the mood. They’ll study a part of their writing thinking about how the characters feel in each part, and then add in exclamation marks, quotation marks, or periods depending on the mood they want to highlight. Before jumping in, writers will decide if they want to go back into a piece they’ve already written or start a new story.</p>

	<p>High Frequency Words: Unit 3 Session 23 Learning the Words COULD, WOULD and SHOULD In this session your students will learn the words <i>could, should</i> and <i>would</i>.</p>	<p>Micro-Lesson: Do a Double Check Today students will check their reading as they read. They will use all they have learned about phonics and check to make sure it looks right and makes sense in the story.</p>	
Day 5	<p>Phonological Awareness: Unit 2 Session 5 This session begins with making words. Students write words containing <i>-igh</i>, Students manipulate the initial sound to make new words, following Natalie’s cues. Next, the lesson moves on to reading vowel team cards, <i>ee, ea, ai</i>, and <i>ay</i> make in isolation, and then writing words using those vowel teams. The lesson ends with an onset-rime word building activity. Students will read the rime <i>ail</i> and will be presented with a collection of initial consonants and blends to build words.</p> <p>High Frequency Words: Unit 3 Session 25 Learning the word DON’T and practicing contractions. In this session your students will learn the word don’t and practice reading other contractions like <i>isn’t, wasn’t, shouldn’t, haven’t</i> and <i>wouldn’t</i>.</p>	<p>Session 12: Grow Your Phonics Power by Looking for Common Word Endings Today students will read, write, and build words with common endings: <i>-ed, -ing, -s/es, -er</i>. Readers warm up with a round of Act it Out with words including the vowel <i>i</i> with blends and digraphs. Then, students are taught about common endings with their new tool, their Endings Belt with endings that show up a lot in books. They look at a base word and add endings - jump to jumps, jumping, and jumper. Then, they look at these words in sentences. Last, students work to add endings to a few words to create new words.</p> <p>Micro-Lesson: Look at All the Parts of the Word Today students will continue to use all they have learned about phonics to solve words. As they do, they’ll practice looking slowly across the word, thinking about the phonics they notice at the beginning, middle and end of the word.</p>	A second day for punctuation and editing.
Week Four			
Day 1	<p>Phonological Awareness: Unit 2 Session 6</p>	<p>Session 13: Break Words, Break Off the Endings</p>	<p>Session 12: Checking for Capital Letters Today students will edit their writing for</p>

	<p>This session begins with the game, “Blend It, Do It!” In this game, Natalie segments a word, students blend the word together and then they act out the word together. Next, the lesson moves on to reading vowel team cards, <i>igh</i>, <i>oa</i>, and <i>ow</i> in isolation, and then writing words using those vowel teams. Finally, the lesson ends with dictation, segmenting words with vowel teams, then writing the word.</p> <p>High Frequency Words: Unit 4 Session 35 Learning the Word BECAUSE In this session your students will learn the word <i>because</i>. This session points out the two syllables in the word because.</p>	<p>Today students will read longer words by breaking off endings we know. First, students warm up with a round of Act it Out with short and long a words, then they study words with the endings learned in the previous session. Finally, readers try this big work in the decodable text, Max and Fran and the Basketball. Readers are asked to reread and add endings and illustrations to the decodable text by Rasheed in the postcard!</p>	<p>capital and lowercase letters. They’ll reread their work making sure they have capitals at the start of a sentence, at the beginning of names, and when writing the letter “I”. Then, they’ll edit to make sure the rest of their letters are lowercase, all the while knowing this makes their writing easier to read.</p>
Day 2	<p>Phonological Awareness: Unit 2 Session 7 This session begins with a set of words with the vowel teams <i>ou</i> and <i>ow</i>. Some words are spelled correctly, and others are not. Students work with Natalie to determine which vowel team represents the correct spelling. Next, the lesson moves on to reading vowel team cards <i>oo</i>, <i>ou</i>, <i>ew</i>, and, <i>ue</i> in isolation. Finally, the lesson ends with dictation, listening to a word and writing with the correct vowel team, followed by a round of making words, writing a word, then manipulating the initial or medial sounds to create a new word.</p> <p>High Frequency Words: Unit 5 Session 38</p>	<p>A second day for word endings.</p>	<p>Session 13: A Mini Celebration Today students will take some time to self-reflect on the work they have done so far. They’ll use charts from across the unit to find strategies they have tried and mark those places in their writing with sticky notes. They’ll think about why they’re so proud of that part and then share that part with a partner.</p>

	<p>Learning the Word WERE In this session your students will learn the word <i>were</i>.</p>		
Day 3	<p>Phonological Awareness: Unit 2 Session 8 This session begins with reading vowel team cards <i>oy</i>, <i>oi</i>, <i>aw</i>, and <i>aw</i> in isolation. Natalie then says a word, then asks students which vowel team represents that sound. The lesson moves on to dictation, listening to a word and writing with the correct vowel team. In the next activity, students will read the rime <i>-aw</i> and will be presented with a collection of initial consonants, blends, and digraphs to build words. The last activity students play is “What’s the Snap Word?” Natalie segments a word, as students blend it and shout it out.</p> <p>High Frequency Words: Unit 4 Session 39 Learning the Word THEIR In this session you students will learn to read and spell <i>their</i>. They will then learn to differentiate between <i>their</i> and <i>there</i>.</p>	<p>Session 14: A Spelling Tip from Rasheed Today students will start with a round of Act it out. These words are going to be verbs with a silent e. The class receives another postcard from Rasheed with a spelling tip and a request: to look at Rasheed’s pictures from the summer and add captions and labels so he can add them to his scrapbook. They start by writing words on white boards with all the phonics skills learned so far - blends, digraphs, endings, short and long vowels. Then, they write captions and labels for Rasheed’s pictures, using everything they know about word parts!</p> <p>Micro-Lesson: Break Off the Endings Today your students will continue to pay close attention to the endings in their books and when they come across a word with an ending, break it off, read the first part of the word and then add the ending on.</p>	<p>Session 14: Writers Tell Stories that Really Matter Today students will learn that writers live their lives looking for story ideas all around them, and use important moments as inspiration. After studying the Author’s Note in <i>The Proudest Blue</i> by Ibtihaj Muhammad, students will think about stories from their own lives and identities they could write about. Students will choose one idea and then move through the writing process, rehearsing how it could go and then drafting fast and furious.</p>
Day 4	<p>Phonological Awareness: Unit 2 Session 9 The session begins with a review of all the vowel teams students have learned so far. Natalie says a word and students think about how to spell the word. The lesson moves on to making words. Students write words containing the vowel teams <i>ee</i> and <i>ea</i>. Students manipulate the initial</p>	<p>Session 15: Word Finder Challenge Today students will warm up with a round of Act it Out with short and long <i>I</i> medial vowel sounds. Then, students will play a new game: Word Finder Challenge, where they make and find words using all they know about phonics. Students will look at a set of letters and create words.</p>	<p>Session 15: Writers Stretch the Moment Today students will work to stretch out the most important part of their story. Students will first study the work of Ibtihaj Muhammad in <i>The Proudest Blue</i>. Then, writers will return to their own writing, identifying the most important part, and then stretching that moment out, telling it bit by bit. After students have revised to add more details, they can</p>

	<p>and final sounds to make new words, following Natalie’s cues.</p> <p>High Frequency Words: Unit 4 Session 43 Learning the Word WHAT In this session your students will learn the word <i>what</i>.</p>		continue writing or begin a new piece.
Day 5	<p>Phonological Awareness: Unit 2 Session 10 The session begins with a review of all the vowel teams students have learned so far. Natalie says a word and students think about how to spell the word. The lesson ends with a celebration, a letter from Natalie and Rasheed. The letter contains many of the vowel teams students learn during this unit and end with a final vowel team hunt and rereading isolating the vowel team sounds.</p> <p>High Frequency Words: Unit 4 Session 44 Learning the Words EVERYONE, EVERYTHING, and MYSELF In this session your students will review the two vowel sounds the letter <i>y</i> can make, the long <i>e</i> or long <i>i</i> sound. Then, they will use their phonics knowledge to decode the words <i>everyone</i>, <i>everything</i>, and <i>myself</i>.</p>	<p>Session 16: AI and AY Vowel Teams Today students will study words with the vowel teams AI and AY. They start with an activity called Spot the Difference where they look at a few words and work to notice what is different. Then, students are introduced to the concept of vowel teams, studying the word <i>wait</i>, the three sounds in the word, /w/-/a/-/t/, and the four letters that make those three sounds. Then, they are asked to work on their own or with a partner or even whole class to read lists - categorizing by asking themselves, “Do they say long a with AI or AY or do they say another vowel sound?” Last, they look in their books to find words that do this big work - words with the long a sound made by the vowel teams AI and AY.</p>	A second day for stretching out the heart of the story.
Week Five			
Day 1	Phonological Awareness:	Session 17: EE and EA Vowel Teams	Session 16: Writing Powerful Endings

	<p>Unit 3 Session 1 This session begins with making words. Students write words containing the short vowel <i>a</i>, and <i>-r</i> controlled vowels, <i>ar</i>, listening to how to <i>-r</i> changes the sound. The lesson then moves on to an onset-rime word building activity. Students will read the rime <i>-art</i> and build new words with a collection of initial consonants, blends, and the digraphs. In the last activity, Natalie says a word, highlights the two ways the vowel sound can be written, and students write the word with the correct vowel team.</p> <p>High Frequency Words: Unit 4 Session 26 Learning the Words EACH, WAIT, EASY and AWAY In this session your students will review the different vowel team combinations that make the long <i>a</i> and long <i>e</i> sounds. Students will learn the four new words: <i>away</i>, <i>wait</i>, <i>easy</i>, and <i>each</i>. At the end of the lesson, to solidify and extend this learning, students will read new words using the same vowel team patterns.</p>	<p>Today students will work today to study words with the EE and EA vowel teams making the long e sound. Again, students will warm up with a round of Spot the Difference with 3 words that look very similar, but sound very different. Then, students study EE and EA words - keep and seat. And like yesterday with the AI and AY words, students work to read a list of words, verbally categorizing words into 3 categories: Words with EE, words with EA, and words that have neither.</p> <p>Micro-Lesson: Don't Just Say the Words, Figure Out What They Mean Today students will work to think about what the words mean, after decoding, to hold onto the meaning of the text.</p>	<p>Today students will learn that writers create powerful endings by ending with a wish for the future, including feelings, or repeated action or detail that happened in the beginning of the story. After studying Ibtihaj Muhammad's work, students will revise their own endings, working to create a powerful conclusion rather than just saying "The End" or fading away.</p>
Day 2	<p>Phonological Awareness: Unit 3 Session 2 This session begins Natalie segmenting snap words students have learned and students blending them together. The lesson then moves on to dictation. Natalie says a word, as students write it down and then read the word to check.</p>	<p>Session 18: Flexible Vowel Power Today students will work to develop vowel flexibility, trying a few different sounds for vowels in words that don't make the sounds we'd expect. First, students warm up with a round of Spot the Difference, and then they practice flexing their Vowel Power, trying a few different vowel sounds when the vowel</p>	<p>A second day for endings.</p>

	<p>This session moves on to an activity of making words with <i>-r</i> controlled vowels. Students manipulate the initial and final sound to make new words, following Natalie’s cues. Last, students read by analogy.</p> <p>High Frequency Words: Unit 4 Session 27 Learning the Words LAST, NEXT, NEED, and NEAR In this session your students will practice reading the words <i>last</i> and <i>next</i>. To read those words, they will use their knowledge of short vowels and consonants and their ability to blend sounds together. They will also practice reading the words <i>near</i> and <i>need</i>, using the vowel teams <i>ee</i> and <i>ea</i>.</p>	<p>team doesn’t do what we expect it to, first with words and phrases on their own, and then in the decodable text, Getting Fit with Rasheed. After reading a few pages together, students are asked to read the rest of the text on their own or with a partner, working to try different vowel sounds when vowel teams don’t do what we expect them to do.</p>	
Day 3	<p>Phonological Awareness: Unit 3 Session 3 This session begins with writing multisyllabic words, first clapping the parts of the words, listening for the vowel team in one of the syllables. Students isolate the vowel team and then write the word, using the vowel chart. The session moves on to have students read by analogy. Students will read words with the short vowel <i>o</i>, and the <i>-r</i> controlled vowel, or, listening to how to <i>-r</i> changes the sound. Then, Natalie says a word, containing a short vowel or <i>-r</i> controlled vowel and students write the word. Finally, the lesson ends with dictation, segmenting words with the <i>-r</i> controlled</p>	<p>Session 19: <u>OA</u> and <u>OW</u> Vowel Teams Today students will study the OA and OW vowel teams. They will warm up with a round of Spot the Difference, then they’ll study words with the OA and OW in them. Last, they will play a game called Act it Out in which they read sentences or little phrases including these vowel teams and act it out on their own, with a partner, or with the whole class!</p>	<p>Session 17: Writers use Tools and Partnerships to Help Them Today students will learn that writers use tools to get themselves unstuck. They might use classroom charts, phonics charts, and even their partners! During the minilesson, students will coach their teacher in a portion of her, realizing there are lots of tools they can use to get ideas of what to do next.</p>

	<p>vowel, <i>er</i>, with Elkonin boxes, and then students write the word.</p> <p>High Frequency Words: Unit 4 Session 29 ABOUT, HOUSE, OUR and DOWN In this session your students will learn new vowel teams, -ou and -ow, which represent the sound a?, /oww/. They will practice reading the words <i>about</i>, <i>down</i>, <i>house</i>, and <i>our</i> using their new vowel team knowledge. Students will also write new words with the same vowel teams.</p>		
Day 4	<p>Phonological Awareness: Unit 3 Session 4 This session begins with an onset-rime word building activity. Students will read the rime, -ore, and be presented with a collection of initial consonants, blends, and digraphs to build words. Next, Natalie shows the words <i>far</i> and <i>for</i>. Students read the words and then use the spelling patterns, -ar and -or to write new words. Lastly, students read by analogy. Students will read words with the -r controlled vowel, -or. They will use their knowledge of the first word to read the words that follow. Students will also read words ending in -our.</p> <p>High Frequency Words: Unit 4 Session 30 Learning the Word KNOW In this session your students will learn the word know. They will study the consonant digraph <i>kn</i>, and learn</p>	A second day for vowel teams.	<p>Session 18: Spelling with Word Endings Today students will be reminded of the importance of using phonics knowledge to spell words correctly. You will remind students of common word endings (-ing, -ed, -s, -es, -er) and coach students to write words with common endings on a white board. Then, you will invite students to edit their own pieces of writing to make it easy for readers to read.</p>

	that <i>ow</i> can represent the long o vowel sound.		
Day 5	<p>Phonological Awareness: Unit 3 Session 5 This session begins with dictation, segmenting words with the <i>-r</i> controlled vowel, <i>er</i>, with Elkonin boxes, and then students write the word. This session moves on to an activity of making words with <i>-r</i> controlled vowels, specifically, <i>er</i>. Students manipulate the initial and final sound to make new words, following Natalie’s cues. The session ends with the game “Guess the Word”. Natalie segments a word, students blend the word together.</p> <p>High Frequency Words: Unit 4 Session 34 Learning the Words SUCH and MUCH In this session your students will practice reading the words <i>much</i> and <i>such</i> using their knowledge of short vowels and digraphs and their ability to blend sounds together</p>	<p>Session 20: Flex Vowel Power When Spelling Today students will work to flex their Vowel Power to WRITE! They will warm up with a round of Spot the Difference, then they work to use their Vowel Power flex skills to make labels for pictures of words containing vowel teams. They will look at a picture and then write the word on a white board. Then, they’ll look at two different ways to spell the word and choose which word looks the most like the way it might look in a book. Some spelling versions will automatically make kids pause and say, “No way!” but others are more subtle and take time for students to internalize.</p>	A second day for spelling word endings.
Week Six			
Day 1	<p>Phonological Awareness: Unit 3 Session 6 This session begins with the game, “Blend it, Do it!”. In this game, Natalie segments a word, students blend the word together and then they act out the word together. Next, the lesson moves on to writing by analogy. Natalie shows three words</p>	<p>Session 21: EW and UE Vowel Teams Today students will study words with the vowel teams EW and UE. They will warm up with a round of Spot the Difference. Then they will look closely at a few words with the EW and UE vowel teams. Finally, after receiving a postcard from Rasheed asking them to look at his list of summer activities, they use all they</p>	<p>Session 19: Writers Set New Goals Today students will set goals for themselves, reflecting on what they have done really well already and what they want to work on. They will watch a teacher reflect on her writing and set a goal, starting first by rereading a piece, then thinking about what they are already doing well, then thinking about what they</p>

	<p>containing <i>-r</i> controlled vowels: <i>-er</i>, <i>-or</i>, and <i>-ar</i>. Students read the words and then use the same spelling patterns to write other words. This session moves on to an activity of making words with <i>-r</i> controlled vowels. Students manipulate the initial and final sound to make new words, following Natalie’s cues.</p> <p>High Frequency Words: Unit 4 Session 33 Learning the word FEW In this session your students will learn the word <i>few</i>. At the end of the session, students will review the words <i>school</i>, <i>two</i>, <i>who</i>, <i>know</i> and <i>few</i>, focusing on the different vowel sounds they have learned.</p>	<p>know about these new vowel teams to read his list!</p>	<p>might work on. They can use charts from the unit to help.</p>
<p>Day 2</p>	<p>Phonological Awareness: Unit 3 Session 7 This session begins by reading the Vowel Teams chart. Natalie then leads students through dictation of words containing vowel teams. Natalie says a word, highlights the two ways the vowel sound can be written, and students write the word with the correct vowel team. Then, students will read words with the <i>-r</i> controlled vowel <i>ir</i>. They will use their knowledge of the first word to read the words that follow. Students continue this work with <i>-ur</i> and <i>-er</i> words. The last activity of the session is isolating and identifying <i>-r</i> controlled vowel sounds in words.</p> <p>High Frequency Words:</p>	<p>Session 22: OO Pattern and Word Hunt Today students will study the vowel team OO. They will warm up with Spot the Difference, then study words with vowel teams already studied using the keywords from the phonics chart. This process of thinking about a word and checking it using a tool helps kids as they read and write on their own. Then, they study words that contain the OO vowel team like moon, but also OO like book or wood. After practicing this work in a few phrases, students will take a look at their own books, going on a word hunt for words containing this vowel team and trying it a few ways.</p>	<p>Session 20: Writing Partners Work to Spell Words Together Today students will work with their writing partner to make their spelling the best it can be. To check spelling, writers can use all their phonics knowledge to try a few different spelling patterns of the word and ask, “Which one looks right?” Students could do this work on a white board or on paper. Writers will edit and prepare their writing for publication to get ready for tomorrow’s celebration and the end of the unit.</p>

	<p>Unit 4 Session 31 Learning the word SCHOOL In this session your students will learn the word <i>school</i>.</p>		
Day 3	<p>Phonological Awareness: Unit 3 Session 8 This session begins with the game, “Blend it, Do it!”. In this game, Natalie segments a word, students blend the word together and then they act out the word together. Next, the lesson moves on to writing by analogy. Natalie shows three words, find, soon, and ask. Students read the words and then use the same spelling patterns to write other words. The last activity of the session is reading compound words, recognizing parts of the word students know and noticing the vowel teams in the word. Students then write compound words, containing vowel teams.</p> <p>High Frequency Words: Unit 5 Session 45 Learning the Word SOON In this session your students will learn the different sounds the vowel team <i>oo</i> can make. Then, they will use their phonics knowledge to decode the word soon.</p>	A second day for vowel teams.	A second day for partner work.
Day 4	<p>Phonological Awareness: Unit 3 Session 9 This session begins by reading the Vowel Teams chart. Natalie then leads students through dictation of compound words containing vowel teams. Natalie says a</p>	<p>Session 23: Let’s Read a Chapter Book Today students will reflect on their learning so far. Students have studied vowels, blends, digraphs, endings, and short vowel teams! Students will look at the chart, Power Up Our Phonics to reflect on which part of the chart</p>	<p>Session 21: Celebration and Sharing Our Writing with the World This is a day for celebration! You might choose to show students today’s session or personalize your own celebration. Either way, you will want the work of today to help</p>

	<p>word, highlights the two ways the vowel sound can be written, and students write the word with the correct vowel team. Next, Natalie teaches multiple <i>r</i>-controlled vowel spelling patterns for the sound /<i>ir</i>/. Students read the words with Natalie and then write the words, checking the spelling at the end.</p> <p>High Frequency Words: Unit 4 Session 32 Learning the words WHO and TWO In this session your students will learn the words <i>two</i> and <i>who</i>, paying particular attention to the ending sounds in both these words.</p>	<p>made a difference in their learning. Did they get a lot out of studying words? Of playing games? Then, they practice putting ALL their hard work together to read a chapter book called <i>Max and Fran Meet Up</i> that has words with all of these phonics features included. As they read, they will pause to study words, breaking them into parts, flexing their Vowel Power, and also working to understand the text and develop ideas about the characters and the story. Students have worked hard across this unit and this day is really about reflecting on this work and trying it out in a new book!</p> <p>Micro-Lesson: Reflect on Your Reading Life Today students will reflect on their reading as they read. They will think about what they have learned about themselves as a reader and what they want to do more of in the future.</p>	<p>writers to reflect on their learning and also to think about ways to carry this learning forward in a way that feels celebratory.</p>
Day 5	<p>Phonological Awareness: Unit 3 Session 10 This session begins with Natalie reading words with <i>r</i>-controlled vowels and asking students to identify the vowel -<i>r</i> sounds they hear. Students then read words including <i>fear</i>, <i>fair</i>, <i>pare</i>, <i>pear</i>, and more with Natalie and Rasheed’s help.</p>	<p>Session 24: Celebration This session is left open for teachers. There is a brief teacher-facing video offering suggestions for how the culmination of this unit might go. The work of today will be to help readers to reflect on their learning and also to think about ways to carry this learning forward in a way that feels celebratory.</p>	<p>A second day of celebrating.</p>

Grade 3

Scope and Sequence			
	PHONICS WARM UP GRADE 2 BUILDING BLOCKS (10-15 Mins)	READING WORKSHOP: USING PHONICS AND FLUENCY TO BRING CHARACTERS TO LIFE (45-60 Mins)	WRITING WORKSHOP: WRITING SERIES FICTION (45-60 Mins)
Week One			
Day 1	<p>Phonological Awareness: Unit 1 Session 1</p> <p>This first lesson introduces this unit’s teacher, Natalie, who brings Gus with her. Natalie and Gus lead students in playing games to identify short and long vowel sounds within words. Next, students will read CVC and CVCe words, listening to the short and long sounds in the words. Students will listen to Natalie read a word and then change the vowel from long or short to make a different word. Then, Natalie introduces the Vowel Teams chart and prompts students to listen to the vowel sound in a word she says and then use the chart to write the word. Last, Natalie will invite students to play ‘Blend it, Do it,’ a game where students blend word parts together to create compound words and then act out the meaning.</p>	<p>Session 1: Book Shopping Advice</p> <p>Today students will learn tips for selecting high-interest accessible texts. At the start of each week, students will need to shop for enough texts to carry them through independent reading during reading workshop each day.</p>	<p>Session 1: Writers Imagine a Character and Bring it to Life in a Real Place:</p> <p>Today students will generate a realistic fiction story. They will do this by thinking of a character, a place, and trouble the character will encounter. Students will rehearse how the story could go and then begin drafting. You can expect students to draft 1-2 bare realistic fiction stories today. Students will return to these stories across the bend, so you might consider ways to help writers stay organized such as using a writing folder. Students will spend around 30-40 minutes each day independently writing.</p>
Day 2	Phonological Awareness:	Session 1: Pay Attention to What Characters	A second day for generating ideas.

	<p>Unit 1 Session 2 Today’s lesson begins by segmenting words on the phoneme level, containing blends, digraphs and short vowels. Students say each sound slowly and then write the word. Next, students will need a white board or paper to write words on. In this next game, students will identify the snap word based on clues given by Natalie. Then, students will create word ladders. Natalie says a word and then gives directions that tell students to change one part of the word, to make a new word. The last activity is onset-rime word building. Students will read the rime, -own, and build new words with a collection of initial consonants, blends, and digraphs.</p>	<p>Do, Say, and Feel Today students will shop for a week’s worth of fiction texts for their independent reading time. It will be helpful to watch the video titled <i>Book Shopping Advice</i> to support students in finding books they want to read prior to the first session. As students begin to read, they will keep track of the characters in their books by considering what they do, say, and feel. You will want students to read for around 30 minutes each day during reading workshop.</p>	
Day 3	<p>Phonological Awareness: Unit 1 Session 3 Today’s lesson begins with reviewing the Vowel Team chart and inviting students to write words with the vowel teams that represent the long a and long i sounds. Next, students will read words that contain the short vowel and long vowels. Last, students will read words with r-controlled vowels.</p>	<p>Session 2: Spot the Problem and Say How the Characters Feel Today students will continue paying close attention to their characters as they read their fiction books independently. Readers will aim to notice and name the trouble that their characters face and the way the characters respond to trouble. Readers can do this work by returning to texts they read yesterday or by reading on in new fiction texts.</p>	<p>Session 2: Writers Pretend and Write with Detail Today students will learn a strategy for elaboration: acting out and pretending what is happening in their story, and then writing adding those specific details. During independent writing, students will choose one story that started during Session 1 to revise using this strategy to add more details. Students should be able to have one story finished by the end of today’s workshop.</p>
Day 4	<p>Phonological Awareness: Unit 1 Session 4 Today students will play more sound</p>	<p>Session 3: Retelling Stories to Keep Track of Characters Today students will read and retell their</p>	<p>Session 3: Writers Develop Minor Characters Today students will work to develop a</p>

	listening games. In the first game, Natalie will prompt students to read snap words with r-controlled vowels. Then, students will use the Vowel Team chart to spell and write words with the long o vowel teams. For the third game, students will practice reading between short and long vowel words. In the last game, students will clap the syllables, hear the parts and determine if they are long or short vowels, and then say the word all together.	independent texts by naming the character, problem, and solution. It might be helpful for students to use the Retell chart to remind them of all they readers include when retelling a story. After practicing retelling several texts on their own, readers can retell a text to a partner. Then, students can continue reading independently.	minor character, someone who is similar or the opposite to the main character in their story. Students will rehearse how this new story could go and then draft their story from beginning to end, working to include specific details and minor characters.
Day 5	A day for review.	A second day for retelling.	A second day for developing minor characters.
<i>Week Two</i>			
Day 1	Phonological Awareness: Unit 1 Session 5 In today's lesson, Natalie and Gus begin with a word ladders, focusing on words with vowel teams, <i>ea</i> , <i>oa</i> , <i>ou</i> and <i>ow</i> . In the next game, students will practice reading and writing snap words. Then, students will use the Vowel Team chart to spell and write words with the vowel teams, <i>oo</i> , <i>ew</i> , and <i>ue</i> .	Session 4: Looking for Word Parts and Blending Them Together Today students will tackle tricky words by using their phonics knowledge to look for word parts they know and then blend those parts together. Students will practice this with a few multisyllabic words. Students will apply this strategy as they come across tricky words in their texts during independent reading.	Session 5: Writers Use Their Own Life for Story Inspiration Today students will create an identity web or a list, naming the things that are special and important to them and make up who they are. Then, students will use their identity as inspiration for new story ideas. After generating new story ideas, students will rehearse and then draft. Students might also choose to return to past stories they have written and revise by adding in details inspired by their identity.
Day 2	Phonological Awareness: Unit 1 Session 6 Today begins with the game 'Clap It, Hear It, Say It'. Natalie will say a word in parts and students will blend the	Session 5: Vowel Teams Can Help You Read Hard Words Today students will warm-up by reading and saying common vowel teams. Then, students will read a few words with vowel teams in	Session 6: Writers End Stories with a Special Touch Today students will return to previous drafts and revise the endings, working to create a satisfying end to their story for the

	<p>word together. Next, students will need a white board or paper to write words on. In this next game, students will listen to single and multisyllabic words containing <i>-r</i> controlled vowels and then spell the words. Then, students will use the Vowel Team chart to spell and write words with the vowel teams, <i>au</i>, and <i>aw</i>. Last, Natalie will invite students to play 'Blend it, Do it,' where students blend word parts together to create words and then act out the meaning.</p>	<p>isolation before transferring this strategy to a familiar text. Students will use all the phonics strategies they know when coming across tricky words during their independent reading.</p>	<p>reader. Students can do this by adding action and dialogue. After students have revised their ending to have a special touch, they can begin to draft a new story.</p>
Day 3	<p>Phonological Awareness: Unit 1 Session 7 To begin today's lesson, students will need a white board or paper to write words on. Students start by reading <i>-r</i> controlled words and then writing words. Then, students will use the Vowel Team chart to spell and write words with the vowel teams, <i>oi</i>, and <i>oy</i>. Next, Natalie leads students through a round of word ladders, focusing on words with vowel teams <i>ai</i>. The lesson ends by segmenting words on the phoneme level, and then on the syllable level.</p>	<p>Session 6: Break the Word at the Double Consonant Today students will practice decoding words by breaking the word apart at the double consonant, sounding out each part, and then blending the parts back together. Students will bring this phonic skill, as well as others they have learned, into their independent texts as they continue to decode tricky words.</p>	<p>A second day for endings.</p>
Day 4	<p>Phonological Awareness: Unit 1 Session 8 Today's lesson begins with a game of 'Blend it, Do it', blending two syllable words. Then, students will read <i>-r</i></p>	<p>Session 7: Scooping Up Words: Make the Story Sound Right and Make Sense Today students will build fluency by scooping up longer chunks of words. Whether reading aloud or reading in their head, when readers</p>	<p>Session 7: Making Writing Readable with Sight Words Today students will learn they can edit their writing by using their word wall to spell snap words correctly. Writers do this</p>

	controlled words, specifically <i>or</i> , <i>ar</i> , and <i>er</i> . Students will then listen to new words containing <i>-r</i> controlled vowels and use the words they read to identify which <i>-r</i> control vowel is in the new word. The next activity is onset-rime word building. Students will read the rime, <i>-ice</i> , and build new words with a collection of initial consonants, blends, and digraphs. Finally, students will use the Vowel Team chart to spell and write words with the vowel teams, <i>ou</i> , and <i>ow</i> .	scoop up longer phrases, it can help the story to sound right and make sense. As students begin their independent reading today, they will first reread familiar books and practice scooping up longer chunks of text. Then, students can continue to read on in their texts.	to make their writing easier to read for readers. Students will edit their writing and choose one piece to publish and share during tomorrow's celebration.
Day 5	A day for review.	A second day for fluency.	Session 8: Celebration! This session is left open for teachers. There is a brief teacher-facing video offering suggestions for how to hold a mini-celebration, acknowledging all the learning and growth of writers as a way to create momentum moving into Bend II.
Week Three			
Day 1	Phonological Awareness: Unit 1 Session 9 To begin today's lesson, students will need a white board or paper to write words on. Natalie leads students through a round of word ladders, focusing on <i>-r</i> controlled vowels, <i>ar</i> , and <i>ir</i> . Then, students review the whole Vowel Team chart and then use the chart to write some words. Next, the lesson moves on to writing by analogy. Natalie shows the	Session 8: Match Your Voice to the Feelings of the Characters and Mood of the Story Today students will continue to strengthen their fluency by working to read with expression. One way readers can read with expression is by matching their voice to the mood or the story and the characters. Just as the previous session, students will spend a portion of their independent reading time rereading familiar texts with increased fluency.	Session 9: Investigating What Makes a Series a Series Today students will join you in an inquiry to determine what makes a series. Then, students will select one story from their previous drafts and begin to turn it into a series. Writers can imagine a new adventure for their character, creating the next book in a series. Students will sketch their idea and start to write their next book.

	<p>words deer, hair and more. Students read the words and then use the spelling patterns, <i>-ee</i>, <i>-air</i> and <i>-ore</i> to write new words. The last activity is a new game for students. Students read word parts and put the parts together to form two syllable words.</p>		
Day 2	<p>Phonological Awareness: Unit 1 Session 10 To begin today’s lesson, students will need a white board or paper to write words on. Natalie will say a word and students will say the word slowly, listening to each sound, then writing the letters that go with those sounds. Students then read word parts and put the parts together to form two syllable words. Next, students use the vowel chart to write words. Natalie coaches students to say the word slowly and listen for the vowel team. The lesson ends with a celebration game. Natalie shows students nine word cards and then gives clues to students telling them which word to write down to form a sentence. The sentence will reveal a secret message.</p>	<p>Session 9: Read at a Just Right Pace for You Today students will aim to read at a just right pace. Sometimes readers focus on decoding each word during their first read of a text and then reread that same text more fluently by scooping up larger chunks of text. When readers read fluently, it can strengthen their comprehension. Students will continue to use their strategies to read and reread their texts fluently during independent reading.</p>	<p>Session 10: Including the Same Details from Book to Book Today students will work to tie their series together by adding the same details across their books. Students will reread and revise their first book and their current book, adding the same small details. When writers add consistent details about their character across a series it can help the reader get to know the character well.</p>
Day 3	<p>Phonological Awareness: Unit 2 Session 1 Today’s lesson begins with Natalie showing students pairs of words, one word in the pair is a short vowel, and the other a long vowel. The vowel sound is the only part that is different</p>	<p>Session 10: Look all the Way Across the Word and Notice Familiar Endings Today students will practice reading across words and noticing familiar word endings. Students will work alongside you to decode words in the minilesson and then transfer this skill to their own independent reading.</p>	<p>Session 11: Bring All the Characters to Life Today students will study the craft moves Jennifer Jacobson included in the <i>Andy Shane</i> series, thinking, “what has this author done that I could also try in my own writing?” Then, students will work to revise</p>

	<p>in both words. Students read the pairs, paying close attention to the short and long vowel sound. Next, students play a listening game, listening and identifying different word endings (-ing, -ed, -er). During the next activity, Natalie leads students through a round of word ladders, manipulating two syllable words. The last activity is word building. Students read word parts in isolation and put the parts together to form two syllable words.</p>	<p>Students can also flag tricky words with sticky notes during their independent reading and work to decode these words with a partner when they meet.</p>	<p>their own writing, trying out the moves of their mentor author in their own series.</p>
<p>Day 4</p>	<p>Phonological Awareness: Unit 2 Session 2 Today’s lesson begins with Natalie showing students pairs of words, one word in the pair is a short vowel, and the other a long vowel. Students begin by reading the pairs, then Natalie moves to dictation, asking students to write pairs of words. Next, Natalie leads students through a round of word ladders, manipulating two syllable words. Each time she will delete a syllable, then add a new syllable. Students will then write down the new word. Next, students play a listening game, listening and identifying different word endings (-ing, -ed, -er). The last activity is word building. Students read word parts in isolation and put the parts together to form two syllable words.</p>	<p>A second day for word endings.</p>	<p>Session 12: Get the Characters Talking Today students will learn another elaboration strategy: adding dialogue between characters. After studying Jennifer Jacobson’s work, you will invite students to revise their writing or continue to draft, including dialogue to bring their characters to life. With all dialogue students will want to be sure to include quotation marks, dialogue tags, and a description to show what the character is doing while speaking.</p>

Day 5	A day for review.	Session 11: Tackle the Meaning of Hard Words Today students will determine the meaning of tricky words by thinking about how the word is used in the story, reading around the word, checking the pictures, or looking at the glossary to find the meaning. Readers use these strategies to think about what words mean during independent reading.	A second day for adding dialogue.
Week Four			
Day 1	Phonological Awareness: Unit 2 Session 3 Today's lesson begins with Natalie leading students through a round of word ladders, manipulating two syllable words. Next, students play a listening game, listening and identifying different word endings (-s, -es, -ed). The following activity is reading and writing by analogy, reading a set of one syllable words ending in -ic, and two syllable words ending in -ick. Using this phonics knowledge, students then write words ending in -ic or -ick, depending on how many syllables are in the word. In the last activity, Natalie introduces the word ending -ous and dictates words for students to spell, using -ous.	Session 12: Paying Close Attention to How All the Characters React to Problems Today students will learn to pay close attention to how all the different characters react to the problem in the story. When readers notice characters' reactions, it can help them to better understand the story and the relationships between the characters. During independent reading, students can either reread or read on in their texts to do this deeper thinking work.	Session 13: Investigating How Authors Punctuate Dialogue Today students will learn the importance of punctuating dialogue. Students will study dialogue from Jennifer Jacobson and then revise their own writing, bringing their characters to life by punctuating dialogue, making it clear to the reader what characters are saying and how they are saying it. Students will spend today editing their writing using the checklist as they finish up this story. Tomorrow they will begin a new story in their series.
Day 2	Phonological Awareness: Unit 2 Session 4 Today's lesson begins with students playing a listening game, listening and	Session 13: Paying Close Attention to How Characters Change Today students will reflect on the stories they have read by retelling the story and	A second day for studying mentor texts.

	<p>identifying different word endings (-s, -es, -ed). Next, students read two syllable words with a double consonant in the middle of the word. Natalie teaches students to split the syllable between the double consonant, and then say the short vowel sound. Next, Natalie segments compound words and students blend them together, then write the word. Natalie manipulates the compound word to make a new word, and students repeat the process of blending the word, then writing. Next, Natalie leads students through a round of word ladders, manipulating two syllable words. The last activity is word building. Students read word parts in isolation and put the parts together to form two syllable words.</p>	<p>considering how the character changed across the story. Students can spend time rereading important parts of their text and thinking about how they changed from the beginning to the end of the story.</p>	
Day 3	<p>Phonological Awareness: Unit 2 Session 5 Today's lesson begins with reading and writing by analogy, reading a set of two syllable words ending in consonant -le. Next, Natalie leads students through a round of word ladders, manipulating two syllable words. Then, Natalie presents the words wrecking, gnash, and knob to introduce the consonant digraphs, wr, gn, and kn. Students then read by analogy using wr, gn, and kn to read new words with those digraphs. The last activity is word building. Students read word parts and single</p>	<p>Session 14: Reflecting on the Lessons Characters Have Learned Today students will continue the work of letting the story stay with them by reflecting on the advice and life lessons the characters learned and considering how those lessons apply to their own lives. During independent reading, students can spend time rereading old favorites and reflecting on the lessons they can learn from their characters.</p>	<p>Session 14: Revising by Crafting Beginnings that Reveal Characters and Troubles Today students will learn the importance of writing a strong beginning that gives details about the characters, the setting, and the problem. They'll go back to pieces they've already written and reread them asking, "What work is the story asking me to do next? What more could I revise or put into my story?" Finally, writers will revise their beginnings to include details about their characters, the setting and snapshots of the trouble that's to come.</p>

	letters in isolation and put the parts together to form two syllable words.		
Day 4	<p>Phonological Awareness: Unit 2 Session 6</p> <p>Today's lesson begins with reading by analogy, reading singular and plural words ending in y and changing the ending to -ies or -ied. Next, Natalie leads students students in word building. Students read word parts and single letters in isolation and put the parts together to form three syllable words. The next activity is reading and writing by analogy, with words ending in the consonant -le. The last activity is changing verbs from singular to plural, or past tense, changing silent e words to end in -ing or -ied.</p>	<p>Session 15: Reflecting on Seeing Ourselves and Seeing Something New in Books</p> <p>Today students will learn the importance of books acting as mirrors and windows. Sometimes, we can see ourselves in books, like we are looking into a mirror. But other times, we can learn about people or experiences that are different from us, like we are looking through a window into someone else's life. It will be valuable for students to spend time discussing in groups or with partners before moving into independent reading.</p>	<p>Session 15: Adding Commas and Phrases to Tell When, Where, Why, and How</p> <p>Today your students will work to develop some longer sentences in order to add more information about when, why, and how, using some predictable phrases. Students will continue to revise using all the strategies taught so far in this unit.</p>
Day 5	A day for review.	A review of character work.	A second day for punctuation.
Week Five			
Day 1	<p>Phonological Awareness: Unit 2 Session 7</p> <p>Today's lesson begins with reading and writing by analogy. Natalie shows students the word vacation, and coaches students to read other words with the ending -tion, and then write words with the same ending. Next, Natalie leads students through the activity, word building. Students read word parts in isolation and put the parts together to form three syllable</p>	<p>Session 16: Remembering to Take a Sneak Peak Before Diving into a New Book</p> <p>Today students will shop for new, more challenging texts for this last bend of the unit. After readers have a stack of longer books, they will orient themselves by looking over the cover, back blurb, and table of contents and think about the characters and problems, and also how the story might go. After readers have taken a sneak peak, they can dive into their independent reading.</p>	<p>Session 16: Series Writers use Everything They Know (including all their tools) to Revise</p> <p>Today students will revise their stories using all of their tools such as charts, mentor texts, and checklists. They'll reread to find parts worth revising, and then use all that they know to add even more pizzazz. Writers might ask, "What tools do I have to make that part of my story even meatier?" Then, they'll make revisions using tools from the writing center.</p>

	words. Then, students read multi-syllable words that contain the schwa sound, represented by a variety of vowels. The last activity is a round of word ladders, manipulating two and third syllable words.		
Day 2	<p>Phonological Awareness: Unit 2 Session 8</p> <p>Today’s lesson begins with Natalie leading students through a round of word ladders, manipulating two syllable words. The next activity is reading and writing by analogy. Natalie shows students the word fiction, and coaches students to read other words with the ending -tion. Next, Natalie leads students through the activity, word building. Students read word parts in isolation and put the parts together to form three syllable words. Finally, students read multi-syllable words that contain the schwa sound, represented by a variety of vowels.</p>	<p>Session 17: Making Predictions about Characters and Reading with those Predictions in Mind</p> <p>Today students will practice making predictions and then reading on with those predictions in mind, working to confirm or revise their predictions along the way. Students will practice this work first during the minilesson, and then on their own using their stack of independent books.</p>	A second day to revise.
Day 3	<p>Phonological Awareness: Unit 2 Session 9</p> <p>Today’s lesson begins with Natalie leading students through the activity, word building. Students read word parts in isolation, some that contain the schwa sound, and then put the parts together to form three syllable words. The following activity is reading and writing by analogy, reading a set of one syllable words ending in -ch or -tch. Students will</p>	<p>Session 18: Envisioning Characters and Setting (and Staying Alert to Changes)</p> <p>Today students will create a clear picture in their mind as they read. Students can do this by envisioning the setting, characters, and character action. Readers also must pay close attention to the signals an author gives to changes in characters and setting along the way. Readers will continue tackling longer texts during their independent reading today.</p>	<p>Session 17: Writers Add Special Features to Complete Their Series</p> <p>Today students will put some finishing touches on their series books by adding special features to their series. They’ll add things like a cover, a back blurb, a dedication page, an “all about the author” section and more! Before getting started, writers might make a list of all that they want to make sure to do, knowing that they only have four more sessions until it’s time to celebrate.</p>

	investigate and learn that when words end in -tch, the short vowel sound is first, immediately following -tch, instead of -ch. The next activity is a round of word ladders, manipulating two and third syllable words. The last activity is hearing the difference between hard and soft c and g. Students will read a list of words containing the letters c and g.		
Day 4	<p>Phonological Awareness: Unit 2 Session 10</p> <p>Today’s lesson begins with reading by analogy, reading words that end in -ey, -y, or -ie. Next, Natalie leads students through a round of word ladders, manipulating two syllable words. Next, students read and write words that have the long e or i sound. Natalie teaches students to notice if the sound is at the end of a syllable or end of the word. The last activity is word building. Students read word parts in isolation, some that contain the schwa sound, and then put the parts together to form three syllable words. The lesson ends with a celebration letter from Natalie and Gus. The letter contains multi-syllable words, containing the phonics students have learned.</p>	<p>Session 19: Thinking About How Each Part Fits with the Whole Story</p> <p>Today students will consider how each part of their texts fits with the whole story. As they read, they must pause and think, ‘how does this part go with the whole text?’ Doing this part-to-whole work will help readers hold onto longer books. Readers will continue reading on in their independent books, applying this thinking work alongside all of their phonics and fluency strategies they have learned throughout the unit.</p>	<p>Session 18: Using Phonics and Phonemic Awareness to Spell</p> <p>Today students will use phonics and phonemic awareness to spell tricky words in their writing. When they come to a tricky word, they will first say the word slowly, listening for each part of the word. Then, they’ll try out different letter combinations thinking, “Does that look right?” After they try rewriting the word multiple ways, they’ll choose the one they think is correct.</p>
Day 5	A day for review.	A second day for stopping and jotting.	A second day to fix up spelling.

Week Six

Day 1	A day for review.	<p>Session 20: Tackling the Art of Reading Dialogue Today students will practice keeping track of dialogue using two strategies: paying close attention to the start of a new paragraph and noticing the dialogue tags. Authors use both of these strategies to signal to readers which character is doing the talking. After practicing this with you during the minilesson, readers will try this work on their own or with a partner in their independent texts.</p>	<p>Session 19: Punctuation Parties Today students will work on editing their writing for end punctuation. They'll reread their writing line by line, noting the places where they need exclamation marks, question marks, or periods. As they put the finishing touches on their writing before publishing, writers will also continue to add special features like the pros and check the spelling of tough words.</p>
Day 2	A day for review.	<p>A second day for reading dialogue with fluency.</p>	<p>Session 20: Writers use Illustrations to Tell Important Details Today students will work to add illustrations to their writing that provide important details to their readers. After studying a mentor text together, writers will draw purposeful illustrations, ones that add background information to what their reader knows about the characters and who they are or illustrations that really show the character's feelings. Before embarking on today's work, writers will look over their checklist of possible things to work on and make a plan, knowing that they only have one more day after this before celebrating.</p>
Day 3	A day for review.	<p>Session 21: Using Dialogue Tags to Read with More Expression Today students will practice reading dialogue with fluency. Students will use dialogue tags to match their voices to the characters in the story. Readers can also consider the meaning</p>	A second day for adding illustrations.

		of the story to help them read with expression. Readers can practice this work on their own or with partners during independent reading today.	
Day 4	A day for review.	<p>Session 22: Put the Parts of Longer Books Together Today students will start by shopping for new books to carry them through the end of the unit. During independent reading, students will work to consider how each part of their text fits with the whole story. When readers put the parts of their story together they can better understand the whole story.</p>	<p>Session 21: Editing: Using Paragraphs to Make Writing Clear Today students will practice editing their writing, specifically using paragraphs to make their writing even more clear. After a shared inquiry of a mentor text, students will go through their pieces, marking them up with pilcrows, or paragraph symbols, in places that call for a new paragraph. These might include, when a new or different character starts speaking, when a new character is introduced or enters a scene, when a new event is happening, or a new setting is described.</p>
Day 5	A day for review.	<p>Session 23: Celebration</p>	<p>Celebration! This session is left open for teachers. There is a brief teacher-facing video offering suggestions for how the culmination of this unit might go. The work of today will be to help writers to reflect on their learning and also to think about ways to carry this learning forward in a way that feels celebratory.</p>

Grade 4

Scope and Sequence			
	FICTION READING WORKSHOP: READING SERIES FICTION (45 Mins)	WRITING WORKSHOP: INFORMATION WRITING ON TOPICS OF EXPERTISE (45 Mins)	NONFICTION READING WORKSHOP: BIOGRAPHY BOOK CLUBS (45 Mins)
Week One			
Day 1	<p>Session 1: Building a Powerful Reading Life Today students will get to know their reading community through asking and answering questions. When community members know one another, the community is strengthened. After students spend time getting to know one another, they will dive into independent reading. During this first bend, students will be reading accessible high-interest fiction texts that can act as mirrors and windows to their identities. You will want to ensure that students have access to a balance of these types of texts.</p>	<p>Session 1: Generating Ideas for Nonfiction Topics Today students will learn one strategy for generating story ideas: thinking about topics they know a lot about, such as places they go, things they do, obsessions, and other interests. With coaching, students will generate a list of possible topics to write about, before starring the few they are most excited to try. Writers then test out those topics by preparing to teach a course on their subjects, as a way to rehearse all that they know. Before tomorrow’s session, students will need to choose the topic for their information writing.</p>	<p>Session 1: Previewing a Topic to Activate Prior Knowledge Today students will learn to preview their text before diving in. Students orient themselves to nonfiction texts by previewing the front cover, back blurb, and table of contents and then asking, “what do I already know about this topic?” and “what else might I learn?” After the minilesson, students will transition to independent reading, first orienting themselves to their nonfiction text and then diving in. Students will read independently for about 30-45 minutes each day. It will also be helpful for students to have one reading partner to meet with throughout Bend I</p>
Day 2	<p>Session 2: Drawing on Your Identity to Find the Kinds of Books You Need and Want to Read Today students will learn that the books they choose to read can act as mirrors, helping them learn more about themselves, or as windows, helping them to learn about their community and the world around them. Students will set</p>	<p>A second day for generating ideas.</p>	<p>Session 2: Using Text Structure to Get Oriented Today students will learn another way nonfiction readers orient themselves to texts - identifying the text structure. Chronological, problem and solution, cause and effect, and compare and contrast are a few common nonfiction text structures to keep in mind. The keywords an author uses can help in identifying the nonfiction text structure. Students will try this work first in a</p>

	goals for what they want to learn more about, look through texts and study the cover, back blurb, and read through a few pages to determine if the book aligns with their goal. Then, students will dive into independent reading.		familiar mentor text before attempting this work in their own nonfiction text.
Day 3	<p>Session 3: If You Lose Meaning, Go Back and Reread</p> <p>Today students will work to clear up confusion in their reading by going back and rereading to seek better understanding and to think deeply about what they might have missed. When rereading, it is helpful to read slowly, paying close attention to small details that will help the reader to gain a better understanding. During students' independent reading today and every day, they will pause when they lose meaning and reread for better understanding.</p>	<p>Session 2: Tips for Organizing Your Nonfiction Writing</p> <p>Today students will learn how to plan out possible sections of their information books. They'll learn to do this by brainstorming the different parts of their topic and listing them across their fingers. Then, students will test out those sections by creating a possible table of contents for their piece. Students will create multiple tables of contents, one for each possible way their books might go.</p>	A second day for text structure.
Day 4	<p>Session 4: Reading with Engagement: Finding Parts to Talk About and Reread</p> <p>Today students will learn that there are parts of their text worth pausing at to think deeply about and discuss. A few places students might consider pausing are times a part of the text is acting as a mirror or window, parts that feel confusing, parts that they had a reaction to, parts that characters are making important choices or times they discover hidden clues. During independent reading time, students will mark places they'd like to discuss with a sticky note or jot down the page number in their notebook. Then,</p>	<p>Session 3: Getting a Vision for the Work: Studying Mentors</p> <p>Today students will learn to study a mentor text to get a vision for what their information writing can look like. They look over a few different mentors, choosing the one they especially love and want to study. Next, writers will study their chosen mentor, asking, "What did this writer do that I could try?" They will make notes in the margins, creating little reminders of moves they might want to try. After they've studied their mentor, writers will begin drafting their information books using all that they've learned.</p>	<p>Session 3: Stopping, Thinking, and Jotting in Nonfiction Texts</p> <p>Today students will learn that nonfiction readers don't just read to grow facts, but also to grow ideas. Students might stop in their reading when they learn something surprising, have a question, when the author says something different from what they already knew, or when they reach the end of a chapter or section. At these points, readers stop and think, "What do I think, feel, wonder about what I just learned?" Then they do some quick jotting or sketching to capture their thinking. Students will work to grow ideas as they read their nonfiction texts independently.</p>

	they will meet with their reading partner to discuss.		
Day 5	A second day for talking about reading.	Session 4: Planning How Your Information Writing Will Go Today students will learn to plan the different sections, or chapters, of their information books. They'll think about the content of each chapter and then decide what structure to use in that section. They might decide to write different points on their topic, tell a short story or anecdote, craft an essay with a claim, or create flow charts or other diagrams. Writers will create work plans for themselves and then continue drafting, testing out these different structures.	A second day for jotting.
<i>Week Two</i>			
Day 1	Session 5: Writing About and Reading Important Parts Aloud Today students will learn ways to process important parts of their texts as they read. After pausing at important parts, students might process those parts by sketching, asking questions, growing ideas, pulling out quotes, making comparisons to other texts, or by writing or filming long. During independent reading time, students will pause and process parts of their text and then share their thoughts and reactions with their reading partner.	Session 5: Coaching on How to Write a Flash Draft Today students will push themselves to draft with lots and lots of volume. With the help of coaching prompts and tips, students will write up a storm, before pausing to take stock and create a work plan for the rest of their writing time. If needed, students who are stuck can watch a few extra tips to support them in drafting up a storm.	Session 4: Noticing Central Ideas That Jump Right Out at You Today students will work to identify the central, or main, idea within nonfiction texts. The central idea is often popped out in the first or last sentence of a section, in the heading, or in other text features. You will invite students to do this in the expository text <i>Gorillas</i> by Lori McManus before sending them off to locate the central idea in their own independent texts. You might also encourage students to jot the central idea and supporting details as they read.
Day 2	Session 6: Launching Formal Partnerships: Acting Out Parts for an Audience Today students will bring their stories to	Session 6: Writing a Fantastic First Sentence Today students will learn the importance of writing powerful leads, or first sentences, of each section of their information books. They'll first go on a	Session 5: Inferring the Central Idea When It's Hidden in the Text Today students will learn how to infer the central idea when it isn't explicitly stated or popped out in

	<p>life by acting out parts of their texts. Students will consider how characters might look, sound, and act as they read aloud to better understand the story. After independent reading, students will meet with their reading partner to act out parts of their text.</p>	<p>scavenger hunt wherever they are, searching for regular items to study. Then, they'll look at what's written on those items, noticing what the writer did to hook them right from the start. Writers will make note of the strategies, before creating work plans and testing those strategies out in their own writing.</p>	<p>a text. During independent reading, students will continue to determine explicit and implicit main ideas.</p>
Day 3	<p>A second day for supporting partnerships.</p>	<p>Session 7: Tips for Explaining More About Key Parts of Your Nonfiction Writing Today students will learn how to elaborate, or say more, on the most important parts of their information writing. They'll reread their books, both crossing out information that isn't needed and adding more to critical places. They'll elaborate using strategies like adding in examples and details, asking and answering the question, "Why is this subtopic so important?," thinking about questions their readers may have and answering them, and telling short stories that highlight a point. Writers will create a work plan to guide their writing process.</p>	<p>A third day for central idea work.</p>
Day 4	<p>Session 7: Using Punctuation and Small Details to Up Fluency Today students will continue to grow their acting skills by paying close attention to their punctuation, speed, and voice adjustments as they read aloud. This will increase students' comprehension and fluency, while also highlighting an important part of their story they want to share with others. After independent reading, students will act out a portion of their text as a mini-celebration to mark the end of this bend. The ultimate goal is for students to enjoy the stories they have</p>	<p>Session 8: Adding Diagrams, Definitions, Tips... and More! Today students will imagine the text features they might include in their information books to highlight key parts for their readers. They'll spend time rereading, asking themselves, "What's really important about this information?" Then, writers will create text features, such as definitions, diagrams, tips, captions, labels, and more to help illustrate their information for their readers. While they work, writers will once again use their work plans for reminders.</p>	<p>Session 6: Talking Like an Expert: Using Key Vocabulary Today students will work to use the lingo, the technical vocabulary, to sound like an expert on their nonfiction topics. Students will work to speak and write with this expert lingo, rehearsing with their reading partner. Students might even choose to return to their jots or writing about reading to include more content specific words.</p>

	read and to share that joy with others.		
Day 5	A second day for strengthening fluency.	Session 9: Revising to Make Your Writing Even More Exciting Today students will study your teacher mentor for inspiration on how to make their own writing even more exciting. They'll participate in an inquiry, looking at interesting craft moves such as creating a catchy title or heading, talking in the 2nd person, or 'you' voice, trying out a one-sentence paragraph, and using precise action words. Once they've studied this in a mentor text, writers will reread their own writing, marking places to try out some new moves. Finally, writers will create their own work plans before getting started on their revisions.	Session 7: Experts Teach Others Today students will teach others about their nonfiction topic by naming the central idea and supporting details, and by using a teaching voice and gestures to share that information. Readers will practice this work with their partner using their own nonfiction texts and topics. Students will want to be sure to use expert lingo as they teach. After a few minutes of teaching others, students can continue their independent reading.
Week Three			
Day 1	Session 8: Series Book Readers Orient to Books Today students will begin series reading. Before diving into a series book, it can pay off to orient themselves to the text by noting the characters, settings, and problems. There are three common types of problems readers can be on the lookout for — quick, driving, and lingering problems. After getting oriented to the text, students will dive into their series. You will also want to find time to establish book clubs on this day. You might have all club members reading the same book, or different books within the same series (if it is not a chronological series).	Session 10: How to Fact Check Your Writing Today students will learn the importance of double checking the facts in their information books. They'll do this by rereading their work, searching for facts that feel unbelievable or surprising. Then, they'll look to other sources (books or websites) to verify their facts or revise them.	Session 8: Recognizing the Author's Point of View Today students will learn the difference between a first and secondhand source and ways to determine the perspective a text is being written from. Nonfiction readers must take note of the author's perspective in order to consider the ways in which information is presented, and the intent behind it. Students will view an interview from the author Carole Boston Weatherford as they consider her point of view. After the minilesson, readers will continue this work in their own independent texts.
Day 2	Session 9: Series Readers Pay Attention	Session 11: Editing: Punctuating with	A second day for author's perspective or a

	<p>to Characters' Problem and Their Causes Today students will learn that series readers identify the problem and the cause of that problem in their texts by asking, "What are the problems here?" and "What are the causes of these problems?" Students will work to name the problems in their own independent texts and consider the cause of that problem and if it is a problem that is character based, setting based, or systems based. Students will also transfer this same thinking work into their own lives—considering the problems they face and the causes and basis of those problems.</p>	<p>Paragraphs Today students will spend one last day on their information books, editing their work. They'll focus especially on paragraphing, looking for long portions of text that they can break up into smaller chunks. In addition, writers will think about the other strategies they know for editing, and draw upon those as well.</p>	<p>mini-celebration for the end of Bend I.</p>
Day 3	<p>Session 10: Tracking How Problems Change and Why Today students will continue the work of studying problems and their causes, while also noting that problems can often change and evolve throughout the story. After doing this work alongside you in the minilesson using the familiar text <i>One Hot Mess</i>, students will apply this work to their own independent texts.</p>	<p>A day for peer editing.</p>	<p>Session 9: Biographies are Stories: Reading with Story Elements in Mind Today students will shift to reading biography texts. Students will use all they know about how stories tend to go to read well, keeping in mind the main character or subject, the problems they face, how those problems are resolved, and the influence of the setting and time period. Students will be invited to do this work using <i>My Name is Celia: The Life of Celia Cruz</i>. You will also want to establish book clubs today, coaching clubs to set a reading schedule, club norms, and even create a fun club name. Students will read their biography text sets independently and then use club time to discuss and grow their thinking.</p>
Day 4	<p>Session 11: Noticing How Characters Respond to Problems. Today students will study the way characters solve their problems and then</p>	<p>A day for publishing.</p>	<p>Session 10: Taking Note of the Setting Today students will learn to pay close attention to the setting in their biographies, taking note of the time period and place the subject is living in, as a</p>

	<p>look back across their book and the series and note if the character has responded to other problems in a similar way. Understanding the way a character, or a person, responds to a problem can help the reader to get to know them deeply. It will be helpful for students to spend time discussing this with their partner.</p>		<p>way to better understand the text and the subject’s life. Students will do this work in their own biographies, working to better understand how the time period and place impacted their subject’s life, the challenges they faced, and how they worked to overcome those challenges. After some independent reading time, it will be helpful for book clubs to spend some time discussing the settings in their text set today.</p>
Day 5	<p>Session 12: Considering if Problems Are Between Individuals or Are About Systems Today students will continue the work of studying problems and their cause. Students will learn that driving and lingering problems can span across a series, or a lifetime. These types of problems are often complicated and have hidden sides and layers. When readers come across a problem, it’s essential they ask, “What are the hidden sides of this problem? What might I be missing?” You will encourage students to take on this work in their series books, and in their lives.</p>	<p>A day for publishing.</p>	<p>Session 11: Reading Differently in Preparation for Conversation Today students will learn that readers read differently knowing they are going to have conversations with others. As students read, they will note and flag parts that are worth talking about, and then work to grow big ideas about those parts of their text. Students will rehearse how their book club conversations could go, pushing their thinking as they prepare.</p>
<p>Week Four</p>			
Day 1	<p>Session 13: Being Critical of System Based Problems Today students will consider the systems based problems within their independent books and larger communities. When considering a systems based problem, students can ask, “What is the system trying to address? For whom is this unjust</p>	<p>Session 12: Writing a Second Information Book Using All That You Know Today students will begin a whole new round of information writing, this time writing about a research-based person or topic of choice. They will write with more independence throughout this bend, drawing on what they have already learned from their first round of writing. In today’s session,</p>	<p>Session 12: Making Connections Across Texts Today students will practice synthesizing, or making connections, across the texts that they have been reading. They’ll practice growing ideas by asking themselves, “What big ideas am I having about this topic or group of people?” What are their similarities? What are their differences?” Students will list these ideas across their fingers,</p>

	or unfair?” and last, “What needs to change to make this just/fair?” You will urge students to bring this critical lens to their reading and personal lives.	writers will brainstorm a person or topic to write about, ideally one they have recently studied. Then, they will again plan out the ways their new book could go, testing out multiple tables of contents. Students will look at their previous plans and draft for inspiration and guidance, as well as familiar charts from Bend I.	think aloud about them, or do some jotting to share with their book clubs.
Day 2	A second day for studying problems.	Session 13: Note-Taking to Fill in Gaps Today students will do some on-the-run research and note-taking to fill in gaps in their content knowledge. Writers will dive back into nonfiction texts and resources, making sure to take notes on only the most important information. Additionally, students will write to grow ideas, knowing that their thinking is what makes their books different from those of others. Writers will make work plans for today’s writing time, knowing that tomorrow they will begin drafting.	A second day for cross-text synthesis.
Day 3	Session 14: Working with Partners to Explore Issues in Books Today students will reflect on problems and solutions from their texts and think deeply about those moments in order to lift lessons from the text and apply those lessons to their own lives. After spending some time reflecting independently, students can meet with their reading partner to consider the issues and advice in their books and determine if that advice can be applied to their own lives.	Session 14: Drafting Using All That You Know Today students will become their own teachers, studying their drafts from their original information books to learn from themselves. Writers will reread their drafts, creating their own anchor chart full of strategies and reminders. Students will then draft fast and furious, using all that they’ve learned to make these next drafts even stronger from the start.	Session 13: Stop and Jot to Hold onto the Big Ideas and Supporting Details... and to Grow Your Thinking Today students will practice taking notes in a way that holds onto the most important information in the text and grows their thinking. They’ll read a chunk of text and then pause to think, “What’s the big idea?” Then, they’ll take some notes using boxes and bullets or bullets to boxes before writing to grow ideas using thought prompts.
Day 4	Session 15: Reading More and More in a Series Asking, “What Changes Across These Books and What Remains the	Session 15: Elaboration: The Details That Bring the Time Period to Life Today students will revise their drafts by adding in	Session 14: Identifying the Author’s Perspective Today students will practice reading critically to

	<p>Same?" Today students will begin reading a second or third book in their series. As readers begin a new book in a series, it is helpful for them to consider what stays the same and what new things are being introduced. The characters, setting, and problems can provide clues for this work. Reading partners can discuss the similarities and differences across their series after independent reading time.</p>	<p>specific details that bring the time period to life. For example, they might include specific words or phrases from the language, clothing descriptors, name specific food and drinks, or include setting details. As they write, students will balance time spent looking for details that will bring their writing to life with pushing themselves to write with volume.</p>	<p>determine the author’s perspective on their nonfiction topic. Specifically, they’ll look closely at the descriptive language the author uses to describe their person or topic saying, “The author says... and this makes me think...” Readers will identify the beliefs and perspective the author holds, knowing that this is what makes one nonfiction book different from another on the same topic.</p>
Day 5	<p>Session 16: Tracing a Character Across a Book and Series: Growing Bigger Ideas Today students will think deeply about the characters across their series and work to grow bigger ideas by studying the character’s dialogue, reactions, actions, feelings and thoughts. Readers will look for patterns and changes across the series to get to know their characters well. After studying the characters in the <i>Ugly Cat & Pablo</i> series, readers will study the characters in their own series books.</p>	<p>Session 16: Cutting Out Details That Don’t Ring True Today students will learn an additional revision strategy, which is to sometimes say <i>less</i> in certain parts of their writing. They’ll do this by cutting out or summarizing parts of their drafts that aren’t as important to their main ideas.</p>	<p>A mini-celebration for the end of Bend II.</p>
<p>Week Five</p>			
Day 1	<p>A second day for studying characters.</p>	<p>Session 17: Making Strategic Layout Choices Today students will fancy up their writing by thinking about the layout choices they want to make. They’ll revise once again, this time thinking about how everything will sit on each page, and what text features are needed. If needed, writers will rearrange text, playing around with formatting. Finally, they will add in or revise text features, making sure they all support their main ideas.</p>	<p>Session 15: Making Comparisons Across a Text Set Today students will make a plan for the new reading they embark on today. They’ll carry with them all that they know from their previous reading, thinking about the subtopics they read about previously and making a plan for the new subtopics they might encounter reading forward. After they make a plan, they’ll dive into their new</p>

			topics using all of the nonfiction reading strategies they already know.
Day 2	<p>Session 17: Reaching for Precise Language to Accurately Describe Characters</p> <p>Today students will learn to reach for precise words to more accurately describe the characters in their books and the people in their lives. It can be helpful to consider if the word has positive or negative connotations and if it holds high or low energy. Considering words on this scale can help readers to select the best adjective.</p>	A day for repertoire work.	<p>Session 16: Studying the Traits and Motivations of Real-Life Heroes</p> <p>Today students will study the traits and motivations of the real-life heroes in their books. They'll work to identify a trait word to describe that person and then look alongside the notes they've been taking to grow some ideas. Readers will ask, "What kind of people are they? What do they want? What problems do they encounter?" and put all of their ideas together to grow some big interpretations.</p>
Day 3	<p>Session 18: Considering the Complexities of Characters</p> <p>Today students will continue to get to know the complexities of their characters. Students will find parts of the text that break the characters' pattern of actions and determine what has changed or is different. After figuring that out, readers can more accurately describe their character. Characters are often more complex than readers may realize at first glance. Students might do this work independently or with a partner.</p>	<p>Session 18: Conclusions That Take a Stand</p> <p>Today students will craft the concluding chapters to their information books. Instead of writing another chapter following the same nonfiction structure, writers will do some argument writing, highlighting the lasting impact of the person or topic they've been writing about. They'll ask themselves, "How is the world different because of this person or event?," and then write long using prompts to grow ideas.</p>	<p>Session 17: Tackling Hard Words While Reading</p> <p>Today students will practice determining the meaning of tricky words in their books. They'll use a variety of strategies, such as using context clues, searching the glossary, or looking inside the word at its different parts to make sure they understand the meaning before reading on.</p>
Day 4	A second day for studying characters.	<p>Session 19: Putting on the Finishing Touches: Editing for Spelling and Conventions</p> <p>Today students will put the finishing touches on their information books by editing for spelling and conventions. They will read through their drafts a handful of times, each time editing for something</p>	A second day for vocabulary and phonics work.

		different. Writers will use an editing checklist to guide them, knowing that today is the last day of writing time before celebrating their hard work.	
Day 5	<p>Session 19: Using the Past to Make Predictions about the Future</p> <p>Today students will make predictions about what might happen next. Readers can use what they know about a character or person and the things that have happened in the past to inform what is likely to happen in the future. This is true in books and in life. After doing this work in the <i>The Ugly Cat & Pablo</i> series, students will make predictions in their own texts.</p>	A day for publishing.	<p>Session 18: Summarizing Narrative Nonfiction</p> <p>Today students will practice summarizing their texts. They'll first think about the main ideas(s) about their person and then hunt for the most important details that support the main idea(s). Then, they'll practice writing summaries that pop out what's most important.</p>
Week Six			
Day 1	A second day for making predictions.	A day for publishing,	A second day for summary.
Day 2	<p>Session 20: Using Patterns Across a Series to Summarize</p> <p>Today students will work to summarize by thinking about the most important pattern across a book or series, and then summarizing only that pattern, leaving out details that don't relate. After a period of independent reading, students should spend around five minutes summarizing their series to a partner.</p>	Preparing for the celebration.	<p>Session 19: Becoming Inspired: Living Differently Based on Reading.</p> <p>Today students will spend time thinking back on all they have learned during this unit. They'll think about the lessons they've learned from the people they have studied, doing some writing about reading to grow their ideas. Then, they'll think about ways to live life differently based on what they've read.</p>
Day 3	Preparing for the Celebration	Preparing for the celebration.	Preparing for the celebration.
Day 4	Session 21: Celebration his session is left open for teachers. There	<p>Session 20: Celebration</p> <p>This session is left open for teachers. There is a brief</p>	<p>Session 20: Celebration</p> <p>This session is left open for teachers. There is a</p>

	is a brief teacher-facing video offering suggestions for how the culmination of this unit might go. The work of today will be to help readers to reflect on their learning and also to think about ways to carry this learning forward in a way that feels celebratory.	teacher-facing video offering suggestions for how the culmination of this unit might go. The work of today will be to help writers to celebrate all that they've learned about information writing by teaching others. One way you might celebrate is by setting up an expert fair.	brief teacher-facing video offering suggestions for how the culmination of this unit might go. The work of today will be to help writers to celebrate all that they've learned about information writing by teaching others. One way you might celebrate is by setting up an expert fair.
Day 5	A second day for celebrating.	A second day for celebrating.	A second day for celebrating.

Grade 5

Scope and Sequence			
	FICTION READING WORKSHOP: READING SERIES FICTION (45 Mins)	WRITING WORKSHOP: NARRATIVE TO ARGUMENT WRITING (45 Mins)	NONFICTION READING WORKSHOP: READING NONFICTION TO GROW KNOWLEDGE (45 Mins)
Week One			
Day 1	<p>Session 1: Building a Powerful Reading Life Today students will get to know their reading community through asking and answering questions. When community members know one another, the community is strengthened. After students spend time getting to know one another, they will dive into independent reading. During this first bend, students will be reading accessible high-interest fiction texts that can act as mirrors and windows to their identities. You will want to ensure that students have access to a balance of these types of texts.</p>	<p>Read Aloud: <i>Crown: An Ode to the Fresh Cut</i> by Derrick Barnes Today students will listen to <i>Crown: An Ode to The Fresh Cut</i> by Derrick Barnes being read aloud. Throughout the read aloud students will be invited to pause and think and talk. It will be helpful for students to have a writing partner nearby and a notebook in hand order to share and jot their thinking.</p>	<p>Session 1: Drawing on Our Fund of Knowledge Today students will learn that researchers think about the topics in which they are already experts. Students will brainstorm topics that they know and care a lot about. After choosing one or two topics, students will then share their knowledge by teaching each other. They will organize their teaching into big ideas by saying, “One important thing to know...” and “Another important thing to know...” Students will follow each big idea up with elaboration of that topic. In this way students will learn from each other.</p>
Day 2	<p>Session 2: Drawing on Your Identity to Find the Kinds of Books You Need and Want to Read Today students will learn that the books they choose to read can act as mirrors, helping them learn more about themselves, or as windows, helping them to learn about their community and the world around them. Students will set</p>	<p>Session 1: Getting to Know Our Writing Community Today students will get to know their summer writing partner. Partners will conduct interviews and be interviewed in order to get to know each other. During the share, students will introduce their partner to the class writing community.</p>	<p>Session 2: Previewing Research Topics Keeping Interest in Mind Today students will browse through different topic bins by previewing and skimming books within and across bins Asking, “Am I interested in this topic?” As students move from text set to text set, they might keep a list of the topics they’re most interested in.</p>

	goals for what they want to learn more about, look through texts and study the cover, back blurb, and read through a few pages to determine if the book aligns with their goal. Then, students will dive into independent reading.		
Day 3	<p>Session 3: If You Lose Meaning, Go Back and Reread</p> <p>Today students will work to clear up confusion in their reading by going back and rereading to seek better understanding and to think deeply about what they might have missed. When rereading, it is helpful to read slowly, paying close attention to small details that will help the reader to gain a better understanding. During students' independent reading today and every day, they will pause when they lose meaning and reread for better understanding.</p>	<p>Session 2: Generating Stories that Matter to Us</p> <p>Today students will learn one strategy for generating story ideas: thinking about important places in their community and experiences they've had there. Students will think of places that are important to them and generate a list of possible story ideas. Students will then rehearse how one story could go by telling it to a partner and draft that story from start to finish. Students will use this strategy to draft several stories during their 30 minutes independent writing time. During the MidWorkshop Teach, students will learn another strategy for generating ideas: thinking of important people in their life. Students might try this second strategy if they are feeling stuck.</p>	A second day for previewing research topics.
Day 4	<p>Session 4: Reading with Engagement: Finding Parts to Talk About and Reread</p> <p>Today students will learn that there are parts of their text worth pausing at to think deeply about and discuss. A few places students might consider pausing are times a part of the text is acting as a mirror or window, parts that feel confusing, parts that they had a reaction to, parts that characters are making important choices or times they discover hidden clues. During independent reading time, students will mark places they'd like to discuss with a sticky note or jot down</p>	A second day for generating ideas.	<p>Session 3: Choosing an Accessible Text to Launch a Research Project</p> <p>Today students will choose a topic to study. Then they will launch their research project by selecting an accessible text to start reading. Students may read from this accessible and, possibly, a second text today.</p>

	the page number in their notebook. Then, they will meet with their reading partner to discuss.		
Day 5	A second day for talking about reading.	Session 3: Telling the Story from the Inside Today students will return to a draft they started yesterday and relive that moment and think about what they saw, heard, felt. Students will orally rehearse with their writing partner to tell the story from the inside out. During independent writing, students will revise their drafts by telling the story from the inside, trying to tell it bit by bit instead of summarizing the story.	Session 4: Note-Taking to Prepare to Teach Others Today students will continue to read on their chosen topic and begin taking lean notes in categories.
Week Two			
Day 1	Session 5: Writing About and Reading Important Parts Aloud Today students will learn ways to process important parts of their texts as they read. After pausing at important parts, students might process those parts by sketching, asking questions, growing ideas, pulling out quotes, making comparisons to other texts, or by writing or filming long. During independent reading time, students will pause and process parts of their text and then share their thoughts and reactions with their reading partner.	Session 4: Studying Identity Rich Mentor Texts Today students will learn that authors often bring their identities into their writing and study ways they weave this into their writing asking, “what has this author done that I could try in my own writing?” Students study several mentor texts and study the way the authors have brought their identity into their writing. During independent writing time, students might continue studying additional mentor texts and then move into drafting and revising their entries in order to bring their own personal and social identities into their writing.	A second day for note-taking.
Day 2	Session 6: Launching Formal Partnerships: Acting Out Parts for an Audience Today students will bring their stories to life by acting out parts of their texts. Students will consider how characters	Session 5: Strategies to Help Us Tackle Bigger and Bigger Words Today students will be reminded of several strategies they could draw on when spelling tricky words. Students will be given a menu of strategies to choose from and then practice putting these	Session 5: Constructing Big Ideas in Nonfiction Today students will continue to read on their chosen topic and take lean notes along the way. They will also pause periodically to reread, think back and ask “What’s most important here?” Students might try to explain the big ideas they’ve

	might look, sound, and act as they read aloud to better understand the story. After independent reading, students will meet with their reading partner to act out parts of their text.	strategies to edit their own writing. Then students will choose their favorite piece of writing to publish and add to the class portfolio to celebrate the end of the first Bend.	learned to themselves or to other researchers in the classroom.
Day 3	A second day for supporting partnerships.	A day for publishing and celebrating the end of Bend I.	Session 6: Crowdsourcing Knowledge with Our Community Today students will use their notes to share their learning so far with their friends and/families. Students will not just list facts rather they will teach the big ideas of their topics. Students will teach saying, “One important thing to know about...” and “Another important thing to know...” Students will also ask what their audience knows about their topic. “Do you know anything about...?”
Day 4	Session 7: Using Punctuation and Small Details to Up Fluency Today students will continue to grow their acting skills by paying close attention to their punctuation, speed, and voice adjustments as they read aloud. This will increase students’ comprehension and fluency, while also highlighting an important part of their story they want to share with others. After independent reading, students will act out a portion of their text as a mini-celebration to mark the end of this bend. The ultimate goal is for students to enjoy the stories they have read and to share that joy with others.	Session 6: Launching Reviews Today students will begin a new type of writing: writing reviews. Students will study mentor reviews from the digital text set, or other sources you have gathered for them, asking, “what makes a review work?” and “what does this writer do that I could try in my own writing?” Students will then look back across their notebook entries and choose a topic they want to write a review about and begin to draft. After drafting one review, they will draft another.	A second day for crowdsourcing knowledge.
Day 5	A second day for strengthening fluency.	Session 7: Engaging Audience from the Start Today students will learn ways to hook and engage their audience from the start. After the minilesson,	Session 7: Acting When Confusion Strikes Today students will continue reading and taking notes on their topics. If at any point confusion

		students will meet with their partner and rehearse ways they plan to hook their reader based on mentors they have read. Then, students will revise their introductions first in one piece, and then another using all they have learned.	strikes, your students will rely on their toolkit of strategies including reading smaller chunks of text, explaining their learning to others, rereading, or taking sketch notes.
Week Three			
Day 1	<p>Session 8: Series Book Readers Orient to Books</p> <p>Today students will begin series reading. Before diving into a series book, it can pay off to orient themselves to the text by noting the characters, settings, and problems. There are three common types of problems readers can be on the lookout for — quick, driving, and lingering problems. After getting oriented to the text, students will dive into their series. You will also want to find time to establish book clubs on this day. You might have all club members reading the same book, or different books within the same series (if it is not a chronological series).</p>	<p>Session 8: Providing Convincing Reasons</p> <p>Today students will look back at their reviews and revise them to include convincing reasons in their writing. Writers can do this by comparing the item they are reviewing to other items in the same category. It can help for writers to pause and ask, “what makes this so special anyway?” as they generate convincing and persuasive reasons.</p>	<p>Session 8: Building Knowledge to Access Challenging Texts</p> <p>Today students will continue reading and taking lean notes on their topics. If students run into a challenging text, you may see them set it aside to build up their background knowledge in more accessible sources.</p>
Day 2	<p>Session 9: Series Readers Pay Attention to Characters’ Problem and Their Causes</p> <p>Today students will learn that series readers identify the problem and the cause of that problem in their texts by asking, “What are the problems here?” and “What are the causes of these problems?” Students will work to name the problems in their own independent texts and consider the cause of that problem and if it is a problem that is</p>	<p>Session 9: Adding Quotes from Interviews</p> <p>Today students will work to revise their review by adding quotes. Students will generate interview questions that will support their ideas and then conduct an interview with someone that has first hand knowledge of the topic they are reviewing. After the interview, writers will pull the best quotes, the ones that support their reasons, into their review. Students will be sharing their reviews soon, so you will want to be sure students have at least one review close to completion.</p>	<p>A second day for accessing challenging texts.</p>

	<p>character based, setting based, or systems based. Students will also transfer this same thinking work into their own lives—considering the problems they face and the causes and basis of those problems.</p>		
Day 3	<p>Session 10: Tracking How Problems Change and Why Today students will continue the work of studying problems and their causes, while also noting that problems can often change and evolve throughout the story. After doing this work alongside you in the minilesson using the familiar text <i>One Hot Mess</i>, students will apply this work to their own independent texts.</p>	<p>A second day for interviewing.</p>	<p>Session 9: Sharing Knowledge with Our Community Today students will teach community members about their learning by teaching in categories or big ideas by saying “One important thing...” “Another important thing...” and pointing to text features to elaborate.</p>
Day 4	<p>Session 11: Noticing How Characters Respond to Problems. Today students will study the way characters solve their problems and then look back across their book and the series and note if the character has responded to other problems in a similar way. Understanding the way a character, or a person, responds to a problem can help the reader to get to know them deeply. It will be helpful for students to spend time discussing this with their partner.</p>	<p>Session 10: Using Commas and Linking Phrases to Connect Ideas within Sentences Today students will engage in interactive editing with a focus on comma usage. They will edit their pieces to get them ready for publication, with a focus on commas as well as other editing techniques.</p>	<p>Session 10: Taking Stock and Charting Next Steps Today students will gauge their interest in their topic of study. Some will still be interested in their research topic and will decide to dive deeper into it. Other researchers will decide to switch topics, if so then they should pull on all of the strategies they’ve learned about building knowledge on a topic.</p>
Day 5	<p>Session 12: Considering if Problems Are Between Individuals or Are About Systems Today students will continue the work of studying problems and their cause. Students will learn that driving and</p>	<p>Session 11: A Mini-Celebration: Putting Our Writing Out into the World This brief teacher-facing video offers suggestions for how the culmination of this bend might go. The work of today will be to help writers to reflect on their learning and also to think about ways to carry</p>	<p>Session 11: Collecting Vocabulary to Carry Thinking Forward Today students will continue reading and taking lean notes. They will begin collecting vocabulary words that are repeated, defined or super important to explaining the big ideas.</p>

	<p>lingering problems can span across a series, or a lifetime. These types of problems are often complicated and have hidden sides and layers. When readers come across a problem, it's essential they ask, "What are the hidden sides of this problem? What might I be missing?" You will encourage students to take on this work in their series books, and in their lives.</p>	<p>this learning forward in a way that feels celebratory.</p>	
Day 1	<p>Session 13: Being Critical of System Based Problems Today students will consider the systems based problems within their independent books and larger communities. When considering a systems based problem, students can ask, "What is the system trying to address? For whom is this unjust or unfair?" and last, "What needs to change to make this just/fair?" You will urge students to bring this critical lens to their reading and personal lives.</p>	<p>Session 12: Studying an Issue Today students will transfer all they have learned about narrative and review writing into a new genre, argument. Students will study a shared issue, the role of video games in schools. Today, students will consider their own lived experience related to video games. Students might spend time talking with their writing partner or sketching before writing long, putting all their thoughts down on paper.</p>	<p>Session 12: Sorting to Find Connections Among Vocabulary Today students will sort their vocabulary to find connections and support the explanations of their big ideas. Researchers may do this in digital or analog ways. Students may try to take these new connections to their research as they continue to read and take notes.</p>
Day 2	<p>A second day for studying problems.</p>	<p>A day for interviews</p>	<p>A second day for vocabulary.</p>
Day 3	<p>Session 14: Working with Partners to Explore Issues in Books Today students will reflect on problems and solutions from their texts and think deeply about those moments in order to lift lessons from the text and apply those lessons to their own lives. After spending some time reflecting independently, students can meet with their reading partner to consider the issues and advice in their books and determine if that advice</p>	<p>Session 13: Getting to Know Multiple Issues Today students will begin to collect evidence for both sides of the shared topic, video games in school. Students will first decide how to organize their notes for collecting evidence, then students will read articles from the video game text set, deciding what side of the argument the author is on and collecting bits of evidence. Students can do this work alongside their writing partner.</p>	<p>Session 13: Seeking Related Texts to Further Thinking Today students will pause to brainstorm any questions that their research is raising. This may lead to them seeking out new sources that may not seem directly connected to the topic of study, but will create interesting and surprising new ideas.</p>

	can be applied to their own lives.		
Day 4	<p>Session 15: Reading More and More in a Series Asking, “What Changes Across These Books and What Remains the Same?”</p> <p>Today students will begin reading a second or third book in their series. As readers begin a new book in a series, it is helpful for them to consider what stays the same and what new things are being introduced. The characters, setting, and problems can provide clues for this work. Reading partners can discuss the similarities and differences across their series after independent reading time.</p>	<p>Session 14: Oral Rehearsal Bootcamp</p> <p>Today students will work with their classmates that share the same opinion they have about video games in school. Writers will do a lot of planning and rehearsing for how their draft to school administrators will go during the minilesson. This minilesson may take longer than a typical minilesson. During independent writing students will get their entire draft down on paper, keeping charts and checklists nearby to help guide their writing. Students will want to finish their flash draft for homework if they weren’t able to finish during independent writing time. If students finish their draft they can begin to revise.</p>	<p>Session 14: Explaining Text Features to Deepen Understanding</p> <p>Today students will keep an eye out for important text features as they read. Pausing to explain how the information in the text feature connects with or adds a new layer to the information in the main texts. Students will continue to read and take notes.</p>
Day 5	<p>Session 16: Tracing a Character Across a Book and Series: Growing Bigger Ideas</p> <p>Today students will think deeply about the characters across their series and work to grow bigger ideas by studying the character’s dialogue, reactions, actions, feelings and thoughts. Readers will look for patterns and changes across the series to get to know their characters well. After studying the characters in the <i>Ugly Cat & Pablo</i> series, readers will study the characters in their own series books.</p>	<p>Session 15: Including Text Evidence</p> <p>Today students will begin by checking in with their writing partner, working to support and congratulate. Then, students will reread articles from the text set and their notes, looking for evidence that will support the claim in their draft. Writers will revise their draft by embedding these quotes within their essay and explaining how the quote supports their claim.</p>	<p>A second day for text features.</p>
Week Five			
Day 1	<p>A second day for studying characters.</p>	<p>Session 16: Paragraphing: Putting Like Information Together</p> <p>Today students will edit and revise their pieces with</p>	<p>Session 15: Seeking New Sources to Fill Gaps in Knowledge</p> <p>Today students will survey their learning so far,</p>

		<p>a focus on paragraphing. They will do some interactive editing with their partners as a way to get ready to think through the paragraphing in their own pieces. They will also take out the editing checklist to decide what else could help their piece get ready for publication.</p>	<p>looking for places where they still have gaps in their knowledge. Students may use part of independent reading time to talk to librarians, search online, or seek advice from their larger school community. Then, students will begin reading and taking notes on these new sources. Some students will continue to seek suggestions of sources from their communities outside of school during the evening.</p>
Day 2	<p>Session 17: Reaching for Precise Language to Accurately Describe Characters Today students will learn to reach for precise words to more accurately describe the characters in their books and the people in their lives. It can be helpful to consider if the word has positive or negative connotations and if it holds high or low energy. Considering words on this scale can help readers to select the best adjective.</p>	<p>Session 17: Using Checklists to Set Goals This session is left open for teachers. There is a brief teacher-facing video offering suggestions for how the culmination of this bend might go. The work of today will be to help writers to reflect on their learning and also to think about ways to carry this learning forward in a way that feels celebratory.</p>	<p>Session 16: Considering Equity, Power & Representation While Seeking New Sources Today students will spend more time seeking new sources to fill in gaps of knowledge this time explicitly focusing on representation and equity of the sources. Students will focus on finding authors and scientists of color, perhaps relying on libraries, their school and home communities, and the internet.</p>
Day 3	<p>Session 18: Considering the Complexities of Characters Today students will continue to get to know the complexities of their characters. Students will find parts of the text that break the characters' pattern of actions and determine what has changed or is different. After figuring that out, readers can more accurately describe their character. Characters are often more complex than readers may realize at first glance. Students might do this work independently or with a partner.</p>	<p>Session 18: What Needs to Change Today students will begin by doing a bit of research on Marley Dias, a teen activist. Students might choose to read articles or watch videos to learn more about her. Then, students will choose another teen changemaker to study.</p>	<p>A second day for seeking new sources.</p>

Day 4	A second day for studying characters.	Session 19: Becoming Informed Today students will conduct research on their chosen issue, working to record evidence from multiple perspectives. Students will want to be sure to structure their notebooks in a way that supports their research.	Session 17: How Do I Create a Powerful Text Set? Today students will use the results of the inquiry as considerations for the text sets they will themselves create. This will mean taking a critical eye to their sources “Which sources must I include?” “Which might I leave out?” “What type of sources should I continue to seek out?” Students will do the important work of revisiting their sources and rereading them with these critical lenses. Students may even continue to add new sources to fill in gaps and begin to read these new sources.
Day 5	Session 19: Using the Past to Make Predictions about the Future Today students will make predictions about what might happen next. Readers can use what they know about a character or person and the things that have happened in the past to inform what is likely to happen in the future. This is true in books and in life. After doing this work in the <i>The Ugly Cat & Pablo</i> series, students will make predictions in their own texts.	Session 20: Drafting with Passion speech, TEDTalk, or blog post. Once they have decided what they will write, students will decide who they are writing for, their audience, and plan with that structure in mind. Students will rehearse how their writing could go with their partner and then draft fast and furious, getting all their thinking down on paper.	A second day for creating text sets.
Week Six			
Day 1	A second day for making predictions.	Session 21: Bringing Meaningful Quotes into Our Writing Today students will learn that changemakers include compelling evidence, such as quotes from experts, in their arguments. Writers will find and share quotes from their research that touched them and then revise their writing by embedding and unpacking quotes that support their claim.	Session 18: Studying a Mentor Book Talk Today students will study a few mentors of people talking about books in different formats to choose the best way to present their text set. Once students have chosen the best form for their text set, they will study the mentor to learn techniques for describing and getting readers excited about their text sets.

Day 2	<p>Session 20: Using Patterns Across a Series to Summarize Today students will work to summarize by thinking about the most important pattern across a book or series, and then summarizing only that pattern, leaving out details that don't relate. After a period of independent reading, students should spend around five minutes summarizing their series to a partner.</p>	<p>Session 22: Using All You Know to Edit Well Today students will be reminded of all they have learned about editing throughout the unit. Students will set an editing goal they will focus on, such as spelling, punctuation, paragraphing, or another item from the editing checklist to prepare their piece of writing for publication.</p>	<p>Session 19: Hying Up Your Text Set Today students will continue to work on their text set presentations making sure to include the content of their text set, why this text set matters and choose certain texts to highlight for sharing.</p>
Day 3	<p>Preparing for the Celebration</p>	<p>Session 23: Interviewing Our Partners Again Today students will pause, reflect, and think forward on their summer of learning. Students will take stock of all they have learned about personal narratives, reviews, and argument essays. Students will interview and be interviewed by their writing partner. During this time students will also want to consider goals for ways to continue growing as writers and activists. After the interviews, students can spend time getting their final writing piece ready for publication.</p>	<p>Preparing for the Celebration</p>
Day 4	<p>Session 21: Celebration his session is left open for teachers. There is a brief teacher-facing video offering suggestions for how the culmination of this unit might go. The work of today will be to help readers to reflect on their learning and also to think about ways to carry this learning forward in a way that feels celebratory.</p>	<p>A day for publishing</p>	<p>Session 20: Celebration This session is left open for teachers. There is a brief teacher-facing video offering suggestions for how the culmination of this unit might go. The work of today will be to help readers to reflect on their learning and also to think about ways to carry this learning forward in a way that feels celebratory.</p>
Day 5	<p>A second day for celebrating.</p>	<p>Session 24: Celebration</p>	<p>A second day for celebrating.</p>

		<p>This session is left open for teachers. There is a brief teacher-facing video offering suggestions for how the culmination of this unit might go. The work of today will be to help writers to reflect on their learning and also to think about ways to carry this learning forward</p>	
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Grade 6

Scope and Sequence			
	FICTION READING WORKSHOP: <i>WRITING ABOUT READING AND FICTION BOOK CLUBS</i> (45 Mins)	WRITING WORKSHOP: <i>NARRATIVE TO ARGUMENT WRITING</i> (45 Mins)	NONFICTION READING WORKSHOP: <i>READING NONFICTION TO GROW KNOWLEDGE</i> (45 Mins)
Week One			
Day 1	<p>Session 1: Reading the World: Using Our Identities to Launch Reading Workshop</p> <p>Today students will begin the unit by bringing their full identities into their reading work through identity mapping. They will learn that reading can happen anywhere — in books, shows, movies, podcasts, the world — when we bring our identities to the table. Who we are can serve as an interpretation lense. Students will do this work first during a read aloud and then in their own independent reading.</p>	<p>Read Aloud: <i>Crown: An Ode to the Fresh Cut</i> by Derrick Barnes</p> <p>oday students will listen to <i>Crown: An Ode to The Fresh Cut</i> by Derrick Barnes being read aloud. Throughout the read aloud students will be invited to pause and think and talk. It will be helpful for students to have a writing partner nearby and a notebook in hand order to share and jot their thinking.</p>	<p>Session 1: Drawing on Our Fund of Knowledge</p> <p>Today students will learn that researchers think about the topics in which they are already experts. Students will brainstorm topics that they know and care a lot about. After choosing one or two topics, students will then share their knowledge by teaching each other. They will organize their teaching into big ideas by saying, “One important thing to know...” and “Another important thing to know...” Students will follow each big idea up with elaboration of that topic. In this way students will learn from each other.</p>
Day 2	<p>Session 2: Sharing from the Start: Tapping into the Power of Early Conversations</p> <p>Today students will practice talking casually about their independent reading to someone they are close to. Students will learn that when talking about a text, it’s best to start with what they find most interesting.</p>	<p>Session 1: Getting to Know Our Writing Community</p> <p>Today students will get to know their summer writing partner. Partners will conduct interviews and be interviewed in order to get to know each other. During the share, students will introduce their partner to the class writing community.</p>	<p>Session 2: Previewing Research Topics Keeping Interest in Mind</p> <p>Today students will browse through different topic bins by previewing and skimming books within and across bins Asking, “Am I interested in this topic?” As students move from text set to text set, they might keep a list of the topics they’re most interested in.</p>

Day 3	<p>Session 3: Acknowledging Confusions and Curiosities — and Doing Something About it</p> <p>Today students will explore what it means to have questions in a text—confusions and complexities. They will learn that they can be curious about these questions by investigating further.</p>	<p>Session 2: Generating Stories that Matter to Us</p> <p>Today students will learn one strategy for generating story ideas: thinking about important places in their community and experiences they’ve had there. Students will think of places that are important to them and generate a list of possible story ideas. Students will then rehearse how one story could go by telling it to a partner and draft that story from start to finish. Students will use this strategy to draft several stories during their 30 minutes independent writing time. During the MidWorshop Teach, students will learn another strategy for generating ideas: thinking of important people in their life. Students might try this second strategy if they are feeling stuck.</p>	<p>A second day for previewing research topics.</p>
Day 4	<p>Session 4: Prepping for Club Work: Club Identities and Constitutions</p> <p>Today students will gather in their clubs for the first time. They will learn that the best clubs thrive because they set up norms and expectations with Club Identities and Constitutions before diving into talking about texts.</p>	<p>A second day for generating ideas.</p>	<p>Session 3: Choosing an Accessible Text to Launch a Research Project</p> <p>Today students will choose a topic to study. Then they will launch their research project by selecting an accessible text to start reading. Students may read from this accessible and, possibly, a second text today.</p>
Day 5	<p>A second day for setting up Book Clubs.</p>	<p>Session 3: Telling the Story from the Inside</p> <p>Today students will return to a draft they started yesterday and relive that moment and think about what they saw, heard, felt. Students will orally rehearse with their writing partner to tell the story from the inside out. During independent writing, students will revise their drafts by telling the story from the inside, trying to tell it bit by bit instead of summarizing the story.</p>	<p>Session 4: Note-Taking to Prepare to Teach Others</p> <p>Today students will continue to read on their chosen topic and begin taking lean notes in categories.</p>

Week Two			
Day 1	<p>Session 5: How to Read Well from the Start: Noting Characters Today students will start a new text, paying special attention to what they learn about the characters at the beginning. They'll notice what the characters say, what the characters do, and how they say and do things to grow ideas. Then, they'll write about their reading by creating a character web, character sketch, or by doing brief jots on sticky notes or in their notebooks.</p>	<p>Session 4: Studying Identity Rich Mentor Texts Today students will learn that authors often bring their identities into their writing and study ways they weave this into their writing asking, "what has this author done that I could try in my own writing?" Students study several mentor texts and study the way the authors have brought their identity into their writing. During independent writing time, students might continue studying additional mentor texts and then move into drafting and revising their entries in order to bring their own personal and social identities into their writing.</p>	<p>A second day for note-taking.</p>
Day 2	<p>Session 6: Two Minds are Greater: Looking for Similarities Across Club Jots Today students will learn how to look across jots from other club members and group them together based on similar ideas. They'll notice that sometimes when we compare club members thinking with our own, our thinking can grow to new heights.</p>	<p>Session 5: Strategies to Help Us Tackle Bigger and Bigger Words Today students will be reminded of several strategies they could draw on when spelling tricky words. Students will be given a menu of strategies to choose from and then practice putting these strategies to edit their own writing. Then students will choose their favorite piece of writing to publish and add to the class portfolio to celebrate the end of the first Bend.</p>	<p>Session 5: Constructing Big Ideas in Nonfiction Today students will continue to read on their chosen topic and take lean notes along the way. They will also pause periodically to reread, think back and ask "What's most important here?" Students might try to explain the big ideas they've learned to themselves or to other researchers in the classroom.</p>
Day 3	<p>Session 7: Is Your Book Confusing? Two Ways to Use Writing to Help Today students will learn some problem solving strategies for moments when they are confused about their books. They'll first identify the source of the confusion, the characters or the events, and then determine a writing about reading strategy to help clear up that confusion such as creating a relationship map,</p>	<p>A day for publishing and celebrating the end of Bend I.</p>	<p>Session 6: Crowdsourcing Knowledge with Our Community Today students will use their notes to share their learning so far with their friends and/families. Students will not just list facts rather they will teach the big ideas of their topics. Students will teach saying, "One important thing to know about..." and "Another important thing to know..." Students will also ask what their audience knows about their topic.</p>

	jotting some questions, or tracking events on a timeline.		“Do you know anything about...?”
Day 4	<p>Session 8: Sharing Spaces and Giving Attention: How Club Members Can Demonstrate Their Engagement</p> <p>Today students will reflect on key behaviors that support a positive club experience. They will consider what they are already doing well and what they might want to improve upon to be better participants. Students might even decide to add some of these behaviors to their Club Constitutions.</p>	<p>Session 6: Launching Reviews</p> <p>Today students will begin a new type of writing: writing reviews. Students will study mentor reviews from the digital text set, or other sources you have gathered for them, asking, “what makes a review work?” and “what does this writer do that I could try in my own writing?” Students will then look back across their notebook entries and choose a topic they want to write a review about and begin to draft. After drafting one review, they will draft another.</p>	A second day for crowdsourcing knowledge.
Day 5	<p>Session 9: Do Your First Ideas About Characters Seem... Plain? Jot About Unexpected Details</p> <p>Today students will dig deeper in their ideas about characters, noticing the unexpected or unusual details the author provides. When they come to an unexpected or surprising detail, they’ll stop and do some thinking to grow ideas, saying things like, “It’s surprising that...” or “Maybe...” or “Could it be...”</p>	<p>Session 7: Engaging Audience from the Start</p> <p>Today students will learn ways to hook and engage their audience from the start. After the minilesson, students will meet with their partner and rehearse ways they plan to hook their reader based on mentors they have read. Then, students will revise their introductions first in one piece, and then another using all they have learned.</p>	<p>Session 7: Acting When Confusion Strikes</p> <p>Today students will continue reading and taking notes on their topics. If at any point confusion strikes, your students will rely on their toolkit of strategies including reading smaller chunks of text, explaining their learning to others, rereading, or taking sketch notes.</p>
Week Three			
Day 1	A second day for studying characters.	<p>Session 8: Providing Convincing Reasons</p> <p>Today students will look back at their reviews and revise them to include convincing reasons in their writing. Writers can do this by comparing the item they are reviewing to other items in the same category. It can help for writers to pause and ask, “what makes this so special anyway?” as they</p>	<p>Session 8: Building Knowledge to Access Challenging Texts</p> <p>Today students will continue reading and taking lean notes on their topics. If students run into a challenging text, you may see them set it aside to build up their background knowledge in more accessible sources.</p>

		generate convincing and persuasive reasons.	
Day 2	<p>Session 10: Are Your Ideas About the Text... Uncertain? Note Text Evidence to Make Them Stronger</p> <p>Today students will make their inferences about characters even stronger by adding text evidence to their jots. They will go through the process of rereading a jot, asking themselves, “What part of the text gave me this idea?” Then, they’ll go back and reread that part, making sure to add specific words or lines to their writing to back up their ideas, using quotation marks and adding the page number(s).</p>	<p>Session 9: Adding Quotes from Interviews</p> <p>Today students will work to revise their review by adding quotes. Students will generate interview questions that will support their ideas and then conduct an interview with someone that has first hand knowledge of the topic they are reviewing. After the interview, writers will pull the best quotes, the ones that support their reasons, into their review. Students will be sharing their reviews soon, so you will want to be sure students have at least one review close to completion.</p>	A second day for accessing challenging texts.
Day 3	A second day for text evidence.	A second day for interviewing.	<p>Session 9: Sharing Knowledge with Our Community</p> <p>Today students will teach community members about their learning by teaching in categories or big ideas by saying “One important thing...” “Another important thing...” and pointing to text features to elaborate.</p>
Day 4	<p>Session 11: Learning to Be a Thought Partner: Supporting Club Members When Things Get Tricky</p> <p>Today students will learn what it means to reach out for help from peers and how to be supportive and compassionate club members when being asked for help. Students will reflect not only on how they can help their club members but also how they can ask for help.</p>	<p>Session 10: Using Commas and Linking Phrases to Connect Ideas within Sentences</p> <p>Today students will engage in interactive editing with a focus on comma usage. They will edit their pieces to get them ready for publication, with a focus on commas as well as other editing techniques.</p>	<p>Session 10: Taking Stock and Charting Next Steps</p> <p>Today students will gauge their interest in their topic of study. Some will still be interested in their research topic and will decide to dive deeper into it. Other researchers will decide to switch topics, if so then they should pull on all of the strategies they’ve learned about building knowledge on a topic.</p>

Day 5	A second day for supporting club members.	Session 11: A Mini-Celebration: Putting Our Writing Out into the World This brief teacher-facing video offers suggestions for how the culmination of this bend might go. The work of today will be to help writers to reflect on their learning and also to think about ways to carry this learning forward in a way that feels celebratory.	Session 11: Collecting Vocabulary to Carry Thinking Forward Today students will continue reading and taking lean notes. They will begin collecting vocabulary words that are repeated, defined or super important to explaining the big ideas.
Week Four			
Day 1	Session 12: Are Your Ideas About the Characters... Simple? Write from Prompts to Get Complex Thinking Today students will jot about characters in new ways. They will think about what makes their characters complex, consider the character’s motivations, pay attention to minor characters, and track relationship changes between characters.	Session 12: Studying an Issue Today students will transfer all they have learned about narrative and review writing into a new genre, argument. Students will study a shared issue, the role of video games in schools. Today, students will consider their own lived experience related to video games. Students might spend time talking with their writing partner or sketching before writing long, putting all their thoughts down on paper.	Session 12: Sorting to Find Connections Among Vocabulary Today students will sort their vocabulary to find connections and support the explanations of their big ideas. Researchers may do this in digital or analog ways. Students may try to take these new connections to their research as they continue to read and take notes.
Day 2	A second day for growing ideas about characters.	A day for interviews	A second day for vocabulary.
Day 3	A day for celebrating the learning of Bend II.	Session 13: Getting to Know Multiple Issues Today students will begin to collect evidence for both sides of the shared topic, video games in school. Students will first decide how to organize their notes for collecting evidence, then students will read articles from the video game text set, deciding what side of the argument the author is on and collecting bits of evidence. Students can do this work alongside their writing partner.	Session 13: Seeking Related Texts to Further Thinking Today students will pause to brainstorm any questions that their research is raising. This may lead to them seeking out new sources that may not seem directly connected to the topic of study, but will create interesting and surprising new ideas.
Day 4	Session 13: Ways to Push Your	Session 14: Oral Rehearsal Bootcamp	Session 14: Explaining Text Features to

	<p>Comprehension: Write About Power Today students will practice tracking who has power in certain scenes of their books to raise their level of analytical thinking work. Readers will create a table to track the scene, who has the most power, and who has the least power, and then study those notes to identify when and how the power has shifted. Finally, they'll push themselves to write longer by making connections across the text.</p>	<p>Today students will work with their classmates that share the same opinion they have about video games in school. Writers will do a lot of planning and rehearsing for how their draft to school administrators will go during the minilesson. This minilesson may take longer than a typical minilesson. During independent writing students will get their entire draft down on paper, keeping charts and checklists nearby to help guide their writing. Students will want to finish their flash draft for homework if they weren't able to finish during independent writing time. If students finish their draft they can begin to revise.</p>	<p>Deepen Understanding Today students will keep an eye out for important text features as they read. Pausing to explain how the information in the text feature connects with or adds a new layer to the information in the main texts. Students will continue to read and take notes.</p>
Day 5	<p>Session 14: Noticing Similarities and Differences: Growing Theories Across Texts Today students will learn how to compare and contrast similarities and differences both across texts and within texts. They will form theories about their observations and support those theories with textual evidence.</p>	<p>Session 15: Including Text Evidence Today students will begin by checking in with their writing partner, working to support and congratulate. Then, students will reread articles from the text set and their notes, looking for evidence that will support the claim in their draft. Writers will revise their draft by embedding these quotes within their essay and explaining how the quote supports their claim.</p>	<p>A second day for text features.</p>
Week Five			
Day 1	<p>Session 15: Ways to Push Your Comprehension: Write About the Physical and Emotional Setting Today students will choose what they want to pay attention to as they read, remembering they have studied characters, power, and no setting. Once they've chosen a lens, they will read, noticing how that element changes across the story. Finally, readers will jot what they notice, using sentence starters to</p>	<p>Session 16: Paragraphing: Putting Like Information Together Today students will edit and revise their pieces with a focus on paragraphing. They will do some interactive editing with their partners as a way to get ready to think through the paragraphing in their own pieces. They will also take out the editing checklist to decide what else could help their piece get ready for publication.</p>	<p>Session 15: Seeking New Sources to Fill Gaps in Knowledge Today students will survey their learning so far, looking for places where they still have gaps in their knowledge. Students may use part of independent reading time to talk to librarians, search online, or seek advice from their larger school community. Then, students will begin reading and taking notes on these new sources. Some students will continue to seek suggestions of sources from their communities outside of</p>

	push their thinking.		school during the evening.
Day 2	A second day for writing about reading.	Session 17: Using Checklists to Set Goals This session is left open for teachers. There is a brief teacher-facing video offering suggestions for how the culmination of this bend might go. The work of today will be to help writers to reflect on their learning and also to think about ways to carry this learning forward in a way that feels celebratory.	Session 16: Considering Equity, Power & Representation While Seeking New Sources Today students will spend more time seeking new sources to fill in gaps of knowledge this time explicitly focusing on representation and equity of the sources. Students will focus on finding authors and scientists of color, perhaps relying on libraries, their school and home communities, and the internet.
Day 3	Session 16: Reflecting on Club Talk to Move from First Thinking to Best Thinking Today students will learn the power of reflection and revision. They will want to think back over their learning in this unit to revise some of their initial ideas and write long about them. Students will benefit from the mindset, “At first I thought...but now I realize...”	Session 18: What Needs to Change Today students will begin by doing a bit of research on Marley Dias, a teen activist. Students might choose to read articles or watch videos to learn more about her. Then, students will choose another teen changemaker to study.	A second day for seeking new sources.
Day 4	A second day for growing thinking.	Session 19: Becoming Informed Today students will conduct research on their chosen issue, working to record evidence from multiple perspectives. Students will want to be sure to structure their notebooks in a way that supports their research.	Session 17: How Do I Create a Powerful Text Set? Today students will use the results of the inquiry as considerations for the text sets they will themselves create. This will mean taking a critical eye to their sources “Which sources must I include?” “Which might I leave out?” “What type of sources should I continue to seek out?” Students will do the important work of revisiting their sources and rereading them with these critical lenses. Students may even continue to add new sources to fill in gaps and begin to read these new sources.

Day 5	<p>Session 17: Need Help Interpreting a Story? Write About Strong Images Today students will study strong images from a story to think about themes. They'll think about specific images from the text and then ask themselves some guiding questions about those images. They'll jot their ideas and then look back at them trying to connect the dots. They'll put their ideas together to come up with a lesson, message, theme about life.</p>	<p>Session 20: Drafting with Passion speech, TEDTalk, or blog post. Once they have decided what they will write, students will decide who they are writing for, their audience, and plan with that structure in mind. Students will rehearse how their writing could go with their partner and then draft fast and furious, getting all their thinking down on paper.</p>	<p>A second day for creating text sets.</p>
Week Six			
Day 1	<p>Session 18: Honoring Personal Interests to Build Momentum and Keep Club Work Going Today students will learn what it means to continue club work even after a course of study is completed. They'll use some thought prompts to push them in their direction of their interests and curiosities, and then share with their partners in order to come to consensus on what club work moving forward.</p>	<p>Session 21: Bringing Meaningful Quotes into Our Writing Today students will learn that changemakers include compelling evidence, such as quotes from experts, in their arguments. Writers will find and share quotes from their research that touched them and then revise their writing by embedding and unpacking quotes that support their claim.</p>	<p>Session 18: Studying a Mentor Book Talk Today students will study a few mentors of people talking about books in different formats to choose the best way to present their text set. Once students have chosen the best form for their text set, they will study the mentor to learn techniques for describing and getting readers excited about their text sets.</p>
Day 2	<p>Session 19: How to Preserve Reading Time: Keep Writing About Reading Brief! Today students will learn a few quick tips for keeping their writing about reading time brief. Students can keep writing about reading concise by marking stopping points, choosing one focus for jotting, asking "is this important? Will this</p>	<p>Session 22: Using All You Know to Edit Well Today students will be reminded of all they have learned about editing throughout the unit. Students will set an editing goal they will focus on, such as spelling, punctuation, paragraphing, or another item from the editing checklist to prepare their piece of writing for publication.</p>	<p>Session 19: Hying Up Your Text Set Today students will continue to work on their text set presentations making sure to include the content of their text set, why this text set matters and choose certain texts to highlight for sharing.</p>

	help me better understand the story?" and jotting in various ways. You will want to encourage students to bring this strategy forward with them in their reading lives as this unit comes to an end.		
Day 3	A day for wrapping up Book Clubs.	Session 23: Interviewing Our Partners Again Today students will pause, reflect, and think forward on their summer of learning. Students will take stock of all they have learned about personal narratives, reviews, and argument essays. Students will interview and be interviewed by their writing partner. During this time students will also want to consider goals for ways to continue growing as writers and activists. After the interviews, students can spend time getting their final writing piece ready for publication.	Preparing for the Celebration
Day 4	Preparing for the celebration.	A day for publishing	Session 20: Celebration This session is left open for teachers. There is a brief teacher-facing video offering suggestions for how the culmination of this unit might go. The work of today will be to help readers to reflect on their learning and also to think about ways to carry this learning forward in a way that feels celebratory.
Day 5	Session 20: Celebration This session is left open for teachers.	Session 24: Celebration This session is left open for teachers. There is a brief teacher-facing video offering suggestions for how the culmination of this unit might go. The work of today will be to help writers to reflect on their learning and also to think about ways to carry this learning forward	A second day for celebrating.

