

Grade 1 ELA Pacing Guide

Trimester 1 - 60 Days

Unit 1: My Neighborhood

	Reading Target Skills	Language & Conventions	Writing	Word Study (Foundations)
U1W1: <i>The Blackout</i>	<p>Infographics: Neighbor to Neighbor</p> <p>Identify, Describe, and Respond to Realistic Fiction</p> <p>Describe characters</p> <p>Use text evidence about characters</p>	Nouns	<p><u>Introduce and Immerse:</u> Explore Meet the Author</p> <p>Apply Meet the Author</p> <p>Explore What Good Writers Do</p> <p>Apply What Good Writers Do</p> <p>Writing Club: Overview</p>	<p><u>Orientation/Unit 1:</u> Introduction</p> <p>Letter Formation (a-z)</p> <p>Alphabetical Order</p> <p>Letter Recognition</p> <p>Keywords and sounds</p> <p>Short vowels</p> <p>Consonants</p>
U1W2: <i>Henry on Wheels</i>	<p>Infographic: What is in a Neighborhood?</p> <p>Identify and Describe Realistic Fiction</p> <p>Words that tell what you can see in a neighborhood</p>	Past Tense Verbs	<p><u>Develop Elements:</u> Explore and Apply Where Authors Get Ideas</p> <p>Explore and Apply Digital Tools We Can Use</p> <p>Digital Tools We Can Use Together</p>	<p><u>Unit 1 (Continued):</u> Introduction</p> <p>Letter Formation (a-z)</p> <p>Alphabetical Order</p> <p>Letter Recognition</p>

	<p>Identify and describe the setting</p> <p>Ask and answer questions about the setting</p> <p>Write to Sources: Respond to Literature</p>			<p>Keywords and sounds</p> <p>Short vowels</p> <p>Consonants</p>
U1W3: <i>Look Both Ways!</i>	<p>Diagram: Traffic Signals</p> <p>Identify, Describe, and Respond to Informational Texts</p> <p>Words that tell about walking in a neighborhood</p> <p>Find Text Features and Use Text Evidence About Text Features</p>	Simple Sentences	<p><u>Develop Structure:</u> Explore and Apply Features of a Fiction Book</p> <p>Explore and Apply Features of a Nonfiction Book</p> <p>Making and Responding to Suggestions</p>	<p><u>Unit 1 (Continued):</u> Introduction</p> <p>Letter Formation (a-z)</p> <p>Alphabetical Order</p> <p>Letter Recognition</p> <p>Keywords and sounds</p> <p>Short vowels</p> <p>Consonants</p> <p>Trick words: the, a, and, is, his, of</p>
U1W4: <i>Garden Party and Click, Clack, Click!</i>	<p>Infographic: Neighborhood Activities</p> <p>Identify, Describe, and</p>	Adjectives and Articles	<u>Writer's Craft:</u> Explore and Apply Adding details to Illustrations	<u>Unit 2:</u>

	<p>Respond to Realistic Fiction Texts</p> <p>Words that tell things you can do in a neighborhood</p> <p>Describe and visualize details about characters</p>		<p>Explore and Apply Adding Details to Words</p> <p>Asking and Answering Questions</p>	<p>Phonemic awareness skills: sound manipulation (initial, final, medial)</p> <p>Blending/reading three-sound short vowel words</p> <p>Segmenting and spelling three-sound short vowel words</p> <p>Sentence dictation procedures: capitalization, punctuation (period) and proofreading procedures</p> <p>Storytelling in detail and sequence</p> <p>Trick words: the, a, and, is, his, ofwe, he, she, be, me, for, or</p>
<p>U1W5: <i>Making a Map</i></p>	<p>Infographic: Kinds of Neighborhoods</p> <p>Procedural Text: Making a Map</p> <p>Words that tell about places</p>	<p>Sentences with Nouns, Verbs, and Adjectives</p>	<p><u>Publish, Celebrate, Assess:</u> Choose a Book to Publish</p> <p>Edit for Illustrations and Words</p> <p>Prepare for Celebration</p>	<p><u>Unit 2 (Continued):</u> Phonemic awareness skills: sound manipulation (initial, final, medial)</p>

	<p>in a neighborhood</p> <p>Find Graphics</p> <p>Correct and Confirm Predictions About Text Features</p> <p>Write to Sources: Respond to Informational Text</p>		<p>How to Celebrate</p> <p>Assessment</p>	<p>Blending/reading three-sound short vowel words</p> <p>Segmenting and spelling three-sound short vowel words</p> <p>Sentence dictation procedures: capitalization, punctuation (period) and proofreading procedures</p> <p>Storytelling in detail and sequence</p> <p>Trick words: the, a, and, is, his, ofwe, he, she, be, me, for, or</p>
<p>U1W6: <i>People in My Neighborhood</i></p>	<p>Compare Across Texts: “My Neighborhood”</p> <p>Leveled Research Articles</p> <p>Academic Words</p> <p>Explore and Plan: Introduce Informational Text</p>		<p>Inquire: People in My Neighborhood</p> <p>Conduct Research: Use Print Sources</p> <p>Collaborate and Discuss: Analyze a Student Model</p> <p>Identify Relevant Sources</p> <p>Extend Research:</p>	<p><u>Unit 2 (Continued):</u></p> <p>Phonemic awareness skills: sound manipulation (initial, final, medial)</p> <p>Blending/reading three-sound short vowel words</p> <p>Segmenting and spelling three-sound short vowel words</p>

			Incorporate Media Revise and Edit Celebrate and Reflect	Sentence dictation procedures: capitalization, punctuation (period) and proofreading procedures Storytelling in detail and sequence Trick words: the, a, and, is, his, ofwe, he, she, be, me, for, or
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Trimester 2 - 60 Days

Unit 2: I Spy

Unit 3: Imagine That

	Reading Target Skills	Language & Conventions	Writing	Word Study (Foundations)
U2W1: <i>The Life of a Frog</i>	Infographic: How Big is the Baby? Identify, describe, and respond to Informational Texts Words That Tell About Frogs	Simple Sentences	<u>Introduce and Immerse:</u> Informational Text Main Idea and Details Simple Graphics Brainstorm a Topic and Main Idea	<u>Unit 3:</u> Phoneme segmentation Consonant digraphs: sh, ch, th, wh, ck Spelling ck at the end of words

	Main Idea and Details		Plan Your Informational Text	Punctuation (question mark) Narrative Story Form Prosody with echo reading Retelling with picture notes/visualization Trick words: as, has, to, into, we, he, she, be, me, for, or
U2W2: <i>The Life Cycle of a Sunflower</i>	Diagram: Parts of a Plant Identify, Describe, and Respond to Informational Texts Words That Tell About Plants Text Structure Inferences	Declarative Sentences	<u>Develop Elements:</u> Main Idea Explore and Apply Facts and Details Explore and Apply Simple Graphics	<u>Unit 3 (Continued):</u> Phoneme segmentation Consonant digraphs: sh, ch, th, wh, ck Spelling ck at the end of words Punctuation (question mark) Narrative Story Form Prosody with echo reading Retelling with picture notes/visualization Trick words: as, has, to,

				into, we, he, she, be, me, for, or
U2W3: <i>How Do Baby Animals Grow?</i>	<p>Infographic: Baby Animal Names</p> <p>Identify, Describe, and Respond to Informational Texts</p> <p>Words That Name Different Animals</p> <p>Author's Purpose</p> <p>Ask and Answer Questions</p>	Interrogative Sentences	<p><u>Develop Structure:</u> Organize with Structure</p> <p>Explore and Apply Features With Simple Graphics</p> <p>Explore and Apply Introduction and Conclusion</p>	<p><u>Unit 4:</u> “Bonus” letter spelling rule: ff, ll, ss and zz</p> <p>Glued sound: all</p> <p>Narrative story form: character, setting, main events</p> <p>Punctuation: (exclamation point & quotation marks)</p> <p>Prosody with echo reading</p> <p>Trick words: you, your, I, they, was, one, said</p>
U2W4: <i>Poetry Collection</i>	<p>Timeline: Changing with the Seasons</p> <p>Elements of Poetry</p> <p>Words That Tell About Animals</p> <p>Create New Understandings</p>	Exclamatory Sentences	<p><u>Writer’s Craft:</u> Edit for Capitalization</p> <p>Explore Singular, Plural, Common, Proper, and Possessive Nouns</p> <p>Explore and Apply Complete Sentences with Subject-Verb Agreement</p>	<p><u>Unit 4 (Continued):</u> “Bonus” letter spelling rule: ff, ll, ss and zz</p> <p>Glued sound: all</p> <p>Narrative story form: character, setting, main events</p>

	Respond to Literature			<p>Punctuation: (exclamation point & quotation marks)</p> <p>Prosody with echo reading</p> <p>Trick words: you, your, I, they, was, one, said</p>
U2W5: <i>Bigger Shoes for the Big Race</i>	<p>Elements of Poetry</p> <p>Element of Drama (Play)</p> <p>Words That Describe</p> <p>Make Inferences</p>	Imperative Sentences	<p><u>Publish, Celebrate, Assess:</u></p> <p>Edit for Capitalization</p> <p>Edit for Commas</p> <p>Prepare for Celebration</p> <p>Celebrate</p> <p>Assessment</p>	<p><u>Unit 5:</u></p> <p>Glued sounds: am, an</p> <p>Story retelling</p> <p>Proofreading</p> <p>Prosody with echo reading</p> <p>Trick words: from, have, do, does</p>
U2W6: <i>New at the Zoo!</i>	<p>Compare Across Texts: “ I Spy”</p> <p>Inquire: Animals in Zoos</p> <p>Leveled Research Articles</p> <p>Academic Words</p>		<p>Explore and Plan: Introduce Persuasive Writing</p> <p>Conduct Research: Use Print and Digital Sources</p> <p>Collaborate and Discuss: Analyze Student Model</p> <p>Search Online</p>	<p><u>Unit 5 (Continued):</u></p> <p>Glued sounds: am, an</p> <p>Story retelling</p> <p>Proofreading</p> <p>Prosody with echo reading</p>

			<p>Extend Research: Incorporate Media</p> <p>Revise and Edit</p> <p>Celebrate and Reflect</p>	<p>Trick words: from, have, do, does</p>
<p>U3W1: <i>The Ant and the Grasshopper</i></p>	<p>Website: Planning Your Visit to the Zoo</p> <p>Identify, Describe, and Respond to Fables</p> <p>Words That Tell About Past Actions</p> <p>Plot</p> <p>Correct and Confirm Predictions About Characteristics of Genre</p> <p>Write to Sources: Respond to Literature</p>	<p>Singular and Plural Nouns</p>	<p><u>Introduce and Immerse:</u> Poetry: What it Sounds Like, What it Looks Like</p> <p>Generate Ideas</p> <p>Plan Your Poetry</p>	<p><u>Unit 6:</u> Base word and suffix -s</p> <p>Plural nouns</p> <p>Fiction vs. informational texts</p> <p>Story retelling</p> <p>Prosody with echo reading</p> <p>Trick words: were, are, who, what, when, where, there, here</p>
<p>U3W2: <i>The Clever Monkey</i></p>	<p>Infographic: What is a Tricky Character?</p> <p>Identify, Describe, and Respond to Folktales</p> <p>Words That Describe</p>	<p>Common and Proper Nouns</p>	<p><u>Develop Elements:</u> The Five Senses</p> <p>Explore and Apply Imagery</p> <p>Explore and Apply Word Choice</p>	<p><u>Unit 6 (Continued):</u> Base word and suffix -s</p> <p>Plural nouns</p>

	<p>Actions</p> <p>Author's Purpose</p> <p>Make Connections About Author's Purpose/Society</p> <p>Talk About It: Retell</p>			<p>Fiction vs. informational texts</p> <p>Story retelling</p> <p>Prosody with echo reading</p> <p>Trick words: were, are, who, what, when, where, there, here</p>
<p>U3W3: Poetry Collection</p>	<p>Infographic: New Ideas!</p> <p>Elements of Poetry</p> <p>Make Connections to Other Poems</p> <p>Words That Tell About Drawing</p> <p>Talk About It: Opinion</p>	<p>Pronouns</p>	<p><u>Develop Structure:</u></p> <p>Line Breaks and White Spaces</p> <p>Explore and Apply Sound Words</p> <p>Explore and Apply Rhyme</p>	<p><u>Unit 7:</u></p> <p>Glued sounds: ang ,ing, ong, ung, ank, ink, onk, unk</p> <p>Blending and reading words with ng and nk</p> <p>Segmenting and spelling words with ng and nk</p> <p>Fiction vs. informational texts</p> <p>Prosody with echo reading</p> <p>Trick words: why, by, my, try, out, two, too, very, also, some, come</p>

<p>U3W4: <i>The Cow and the Tiger</i></p>	<p>Elements of Poetry</p> <p>Identify, Describe, and Respond to Fables</p> <p>Words That Tell About Feelings</p> <p>Describe Main Events and Setting</p> <p>Visual Details About Plot and Setting</p> <p>Write to Sources: Respond to Literature</p>	<p>Pronouns <i>I</i> and <i>Me</i></p>	<p><u>Writer's Craft:</u></p> <p>Pronouns</p> <p>Explore and Apply Spelling Patterns and Rules</p> <p>Explore and Apply Adverbs That Convey Time</p>	<p><u>Unit 7 (Continued):</u></p> <p>Glued sounds: ang ,ing, ong, ung, ank, ink, onk, unk</p> <p>Blending and reading words with ng and nk</p> <p>Segmenting and spelling words with ng and nk</p> <p>Fiction vs. informational texts</p> <p>Prosody with echo reading</p> <p>Trick words: why, by, my, try, out, two, too, very, also, some, come</p>
<p>U3W5: <i>How Rabbit Got Its Ears</i></p>	<p>Infographic: Creative Expression</p> <p>Identify, Describe, and Respond to Persuasive Texts</p> <p>Make Connections About Persuasive Text and Personal experience</p> <p>Words That Tell About Thinking</p>	<p>Capitalize <i>I</i> and Proper Names</p>	<p><u>Publish, Celebrate, Assess:</u></p> <p>Edit for Nouns</p> <p>Edit for Complete Sentences with Subject-Verb Agreement</p> <p>Prepare for Celebration</p> <p>Publish and Celebrate</p> <p>Assessment</p>	<p><u>Unit 8:</u></p> <p>Consonant and digraph blends</p> <p>Blending, reading and spelling words with four sounds</p> <p>Suffix -s added to words with four sounds</p>

	Talk About It: Retell			<p>R-controlled vowel sounds: ar, or, er, ir, ur</p> <p>Prosody with echo reading</p> <p>Trick words: would, could, should, her, over, number</p>
U3W6: <i>More than a Tale</i>	<p>Compare Across Texts</p> <p>Inquire: Folktales</p> <p>Leveled Research Articles</p> <p>Academic Words</p>		<p>Explore and Plan: Explore Persuasive Writing</p> <p>Conduct Research: Use Audio and Video Sources</p> <p>Collaborate and Discuss: Analyze Student Model</p> <p>Determine Central Message</p> <p>Extended Research: Incorporate Media</p> <p>Revise and Edit</p> <p>Celebrate and Reflect</p>	<p><u>Unit 8 (Continued):</u> Consonant and digraph blends</p> <p>Blending, reading and spelling words with four sounds</p> <p>Suffix -s added to words with four sounds</p> <p>R-controlled vowel sounds: ar, or, er, ir, ur</p> <p>Prosody with echo reading</p> <p>Trick words: would, could, should, her, over, number</p>

Trimester 3 - 60 Days

Unit 4: Making History

Unit 5: Beyond My World

	Reading Target Skills	Language & Conventions	Writing	Word Study (Foundations)
U4W1: <i>Through Georgia's Eyes</i>	<p>Time Line: Frida Kahlo: Artist</p> <p>Identify, Describe, and Respond to Biographies</p> <p>Words That Tell About Seeing the World Differently</p> <p>Ask and Answer Questions</p> <p>Talk About it: Retell</p>	Action Words	<p><u>Introduce and Immerse:</u> Personal Narrative</p> <p>Personal Narrative: Characters and Setting</p> <p>Personal Narrative: Plot</p> <p>Generate Ideas</p> <p>Plan Your Personal Narrative</p>	<p><u>Unit 9:</u> Closed syllable concept with short vowels</p> <p>Closed vs. open syllable Vowel team sounds for: ai, ay, ee, ea, ey, oi, oy</p> <p>Fiction vs. informational texts</p> <p>Prosody with echo reading</p> <p>Trick words: say, says, see, between, each</p>
U4W2: <i>Jackie Robinson</i>	<p>Web Site: Martin Luther King, Jr.</p> <p>Identify, Describe, and Respond to Biographies</p> <p>Words That Describe Administration</p>	Past Verb Tense	<p><u>Develop Elements:</u> Setting</p> <p>Explore and Apply The Narrator: You</p> <p>Explore and Apply Problem and Solution</p>	<p><u>Unit 9 (Continued):</u> Closed syllable concept with short vowels</p> <p>Closed vs. open syllable Vowel team sounds for: ai, ay, ee, ea, ey, oi, oy</p>

	<p>Create New Understandings About Text Structure</p> <p>Write to Sources: Respond to Informational Text</p>			<p>Fiction vs. informational texts</p> <p>Prosody with echo reading</p> <p>Trick words: say, says, see, between, each</p>
<p>U4W3: <i>Before the Railroad Came</i></p>	<p>Infographic: Technology in Our Lives</p> <p>Identify, Describe, and Respond to Historical Fiction</p> <p>Words That Tell About Farmers Moving Cows</p> <p>Determine Theme</p> <p>Make Connections About Themes in Other Texts</p> <p>Talk About It: Opinion</p>	<p>Future Verb Tense</p>	<p><u>Develop Structure:</u> What Happens First</p> <p>Explore and Apply What Happens Next</p> <p>Explore and Apply What Happens Last</p>	<p><u>Unit 10:</u> Segmenting and spelling words with five sounds (+suffix-s)</p> <p>Suffixes -ed, -ing added to base words with closed syllables</p> <p>Vowel team sounds for: oa, oe, ow, ou, oo, ue, ew, au, aw</p>
<p>U4W4: <i>What Is the Story of Our Flag? The First American Flag</i></p>	<p>Elements of Poetry</p> <p>Identify, Describe, and Respond to Informational Texts</p> <p>Words That Tell About Our</p>	<p>Verbs</p>	<p><u>Writer's Craft:</u> Capitalization</p> <p>Explore and Apply Punctuation Marks</p> <p>Explore and Apply Verbs</p>	<p><u>Unit 10 (Continued):</u> Segmenting and spelling words with five sounds (+suffix-s)</p>

	<p>Flag</p> <p>Compare and Contrast Texts</p> <p>Find Important Details About Comparing and Contrasting Texts</p>			<p>Suffixes -ed, -ing added to base words with closed syllables</p> <p>Vowel team sounds for: oa, oe, ow, ou, oo, ue, ew, au, aw</p>
U4W5: <i>Eleanor Roosevelt</i>	<p>Infographic: Helpful Heroes</p> <p>Identify, Describe, and Respond to Biographies</p> <p>Words That Tell About Democracy</p> <p>Identify and Describe the Main Idea</p> <p>Ask and Answer Questions About the Main Idea</p>	Compound Sentences	<p><u>Publish, Celebrate, Assess:</u></p> <p>Edit for Pronouns</p> <p>Edit for Adjectives and Articles</p> <p>Prepare for Celebration</p> <p>Celebrate</p> <p>Assessment</p>	<p><u>Unit 11:</u></p> <p>Vowel-consonant-e syllable in one-syllable words</p> <p>Long vowel words</p> <p>Fiction vs. informational texts</p> <p>Prosody with echo reading</p> <p>Trick Words: friend, other, another, none, nothing</p>
U4W6: <i>My Interview</i>	<p>Compare Across Texts</p> <p>Inquire: Interview</p> <p>Leveled Research Articles</p> <p>Academic Words</p>		<p>Explore and Plan: Explore Informational Writing</p> <p>Conduct Research: Interview a Person</p> <p>Collaborate and Discuss: Analyze Student Model</p>	<p><u>Unit 11 (Continued):</u></p> <p>Vowel-consonant-e syllable in one-syllable words</p> <p>Long vowel words</p> <p>Fiction vs. informational texts</p>

			<p>Take Notes</p> <p>Extend Research: Write a Thank You Note</p> <p>Revise and Edit</p> <p>Celebrate and Reflect</p>	<p>Prosody with echo reading</p> <p>Trick Words: friend, other, another, none, nothing</p>
U5W1: <i>Every Season</i>	<p>Infographic: Seasons of an Apple Tree</p> <p>Identify, Describe, and Respond to Informational Texts</p> <p>Words That Tell About the Seasons</p> <p>Use Text Structure</p> <p>Make Connections</p>	Adverbs	<p><u>Introduce and Immerse:</u> How-to Books</p> <p>How-to Books: Instructions, and Graphics</p> <p>Generate Ideas</p> <p>Plan Your How-to Book</p>	<p><u>Unit 12:</u> Multisyllabic words</p> <p>Compound Words</p> <p>Syllable division rules</p> <p>Reading/spelling words with two closed syllables and closed and v-e syllables</p> <p>Prosody with echo reading</p> <p>Paragraph structure</p> <p>Trick words: people, month, little, been, own, want, Mr., Mrs.</p>
U5W2: <i>Seasons Around the World</i>	Web Site: Seasons Here and There	Transitions and Conjunctions	<u>Develop Elements:</u> Introduction and Conclusion	<u>Unit 12 (Continued):</u> Multisyllabic words

	<p>Identify, Describe, and Respond to Informational Texts</p> <p>Words That Tell About the Weather</p> <p>Use Text Features</p> <p>Correct and Confirm Predictions About Text Features</p> <p>Write to Sources: Opinion</p>		<p>Explore and Apply Instructions</p> <p>Explore and Apply Simple Graphics</p>	<p>Compound Words</p> <p>Syllable division rules</p> <p>Reading/spelling words with two closed syllables and closed and v-e syllables</p> <p>Prosody with echo reading</p> <p>Paragraph structure</p> <p>Trick words: people, month, little, been, own, want, Mr., Mrs.</p>
<p>U5W3: <i>In Spring</i></p>	<p>Infographic: Seasonal Activities</p> <p>Identify, Describe, and Respond to Persuasive Texts</p> <p>Words That Tell About Animals</p> <p>Correct and Confirm Predictions About Persuasive Texts</p>	<p>Prepositions</p>	<p><u>Develop Structure:</u> Organize with Structure</p> <p>Explore and Apply Steps in a Process</p> <p>Explore and Apply Features and Simple Graphics</p>	<p><u>Unit 13:</u> Suffix -s, -ing -ed added to multisyllabic words</p> <p>Suffix -es added to base words with closed syllables</p> <p>Prosody with echo reading</p> <p>Paragraph structure</p> <p>Trick words: work, word, write, being, their, first, look, good, new</p>

<p>U5W4: <i>My Autumn Books</i></p>	<p>Elements of Poetry</p> <p>Identify, Describe, and Respond to Fiction Texts</p> <p>Words That Describe Autumn Weather</p> <p>Determine Theme</p> <p>Find Important Details About Theme</p> <p>Talk About It: Retell</p>	<p>Prepositional Phrases</p>	<p><u>Writer's Craft:</u></p> <p>Prepositions</p> <p>Explore and Apply Adverbs That Convey Time</p> <p>Explore and Apply Punctuation Marks</p>	<p><u>Unit 13:</u></p> <p>Suffix -s, -ing -ed added to multisyllabic words</p> <p>Suffix -es added to base words with closed syllables</p> <p>Prosody with echo reading</p> <p>Paragraph structure</p> <p>Trick words: work, word, write, being, their, first, look, good, new</p>
<p>U5W5: <i>Signs of Winter</i></p>	<p>Infographic: Animals in Winter</p> <p>Identify, Describe, and Respond to Informational Texts</p> <p>Words That Tell About Conditions Outside</p> <p>Use Pictures and Text</p> <p>Make Inferences About Illustrations and Words</p> <p>Talk About It: Opinion</p>	<p>Commas in Dates and Sentences</p>	<p><u>Publish, Celebrate, Assess:</u></p> <p>Edit for Spelling</p> <p>Edit for Prepositions</p> <p>Prepare for Celebration</p> <p>Publish and Celebrate</p> <p>Assessment</p>	<p><u>Unit 14:</u></p> <p>Review word structure and concepts</p> <p>Review sentence construction and proofreading</p> <p>Review narrative fiction vs. informational texts</p> <p>Trick words: water, called, day, may, way</p>

<p>U5W6: <i>The Best Season</i></p>	<p>Compare Across Texts</p> <p>Inquire: The Season I Like Best</p> <p>Leveled Research Articles</p> <p>Academic Words</p>		<p>Explore and Plan: Explore Persuasive Writing</p> <p>Conduct Research: Search Online</p> <p>Collaborate and Discuss: Analyze Student Model</p> <p>Create a Fact Sheet</p> <p>Extend Research: Explore Props and Costumes</p> <p>Revise and Edit</p> <p>Celebrate and Reflect</p>	<p><u>Unit 14 (Continued):</u></p> <p>Review word structure and concepts</p> <p>Review sentence construction and proofreading</p> <p>Review narrative fiction vs. informational texts</p> <p>Trick words: water, called, day, may, way</p>
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