

MODULE #1 :: Weeks 1 - 3

Essential Question: How can making new friends and learning new things help us?

WEEK #	OBJECTIVES	FOUNDATIONAL SKILLS	READING & VOCABULARY	WRITING WORKSHOP	GRAMMAR
<p>Q1: W1 *Begin first full week of school</p> <p>Week #1</p>	<p>I can read, write, and spell short a words.</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form letters a and d.</p> <p>I can identify nouns that name people and animals.</p>	<p>PHONICS & SPELLING Consonants: m, s, t, b Short a</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #1</p> <p>HIGH FREQUENCY WORDS Go, is, like, see, the, this, to, we</p> <p>FLUENCY Accuracy & Self-Correction</p> <p>HANDWRITING Manuscript: a, d (Cannon Pops)</p>	<p>BIG BOOK <i>Pete the Cat: Rocking in My School Shoes</i></p> <p>myBook <i>My First Day</i> <i>Try This!</i></p> <p>COMPREHENSION Story Structure Elements of Poetry Ask & Answer Questions Author's Purpose</p> <p>POWER WORDS Try, new, great, enjoy, excited, nervous</p>	<p>MODULE #1 :: NARRATIVE (Oral Story) FOCAL TEXT: <i>Ralph Tells a Story</i> FOCUS STATEMENT: Everyone has a story to tell.</p> <p>MODULE #1 - WRITER'S NOTEBOOK Lesson 1 - Introducing the Focal Text Lesson 2 - The Read Lesson 3 - The Vocabulary Lesson 4 - Finding a Topic Lesson 5 - Beginning Oral Storytelling</p>	<p>GRAMMAR MINI-LESSONS 2.1.1 Nouns 2.1.2. Words that Name People 2.1.3 Words that Name Animals 2.4.4 Review Proper Nouns and Capitalization 2.1.5. Using Nouns</p>
<p>Q1: W2</p> <p>Week #2</p>	<p>I can read, write, and spell short a words.</p> <p>I can fluently read high frequency words.</p> <p>I can show proper pencil grip and paper position.</p> <p>I can identify nouns that name places and things.</p>	<p>PHONICS & SPELLING Consonants: n, d, p, c/k/ Short a</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #2</p> <p>HIGH FREQUENCY WORDS a, first, good, had, he, l, my, was</p> <p>FLUENCY Reading Rate</p> <p>HANDWRITING Pencil Grip & Paper Position (HH Intro Video)</p>	<p>READ ALOUD BOOK <i>You Will Be My Friend!</i></p> <p>myBook <i>My School Trip</i> <i>A Kids' Guide to Friends</i></p> <p>COMPREHENSION Story Structure Monitor & Clarify Author's Purpose Make Inferences Topic & Central Idea</p> <p>POWER WORDS kinds, last, partner, together, wished</p>	<p>MODULE #1 - WRITER'S NOTEBOOK Lesson 6 - Telling & Listening to Stories I Lesson 7 - Telling & Listening to Stories II Lesson 8 - Prewriting: A Written Class Story Lesson 9 - Drafting I: Developing the Class Story Lesson 10 - Drafting II: Assessing the Story</p>	<p>GRAMMAR MINI-LESSONS 2.2.1 Nouns 2.2.2 Words that Name Places 2.2.3 Words that Name Things 2.1.4 Review Nouns 2.2.5 Connect to Writing</p>
<p>Q1: W3</p> <p>Week #3</p>	<p>I can read, write, and spell short i words.</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form letters i, l, t.</p> <p>I can identify and use action verbs.</p>	<p>PHONICS Consonants r, f, s, /z/ Short i Inflection -s</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #3</p> <p>HIGH FREQUENCY WORDS And, find, for, just, many, one, she, then</p> <p>FLUENCY Phrasing</p> <p>HANDWRITING Manuscript: i, l, t (Skydivers)</p>	<p>READ ALOUD BOOK <i>Suki's Kimono</i></p> <p>myBook <i>Big Dilly's Tale</i> <i>I'm Me</i></p> <p>COMPREHENSION Characters, Ask & Answer Questions</p> <p>POWER WORDS beautiful, changed, chilly, paddled, ugly</p>	<p>MODULE #1 - WRITER'S NOTEBOOK Lesson 11 - Revising I: Adding Detail Lesson 12 - Revising II: Finding the Right Word Lesson 13 - Editing: Capitalizing Proper Nouns Lesson 14 - Publishing Lesson 15 - Sharing</p>	<p>GRAMMAR MINI-LESSONS 3.1.1 Action Verbs 3.1.2 Action Words in the Present 3.1.3 Using Action Words 2.8.4 Review Possessive Pronouns 3.1.5 Connect to Writing: Using Action Verbs</p>

AZ ELA STANDARDS for MODULE #1

M1: W1	1.RL.1, 2, 3, 4, 5, 7, 9, 10; 1.RI.1, 7, 10; 1.RF.1a, 2a, 2b, 2c, 3b, 3d, 3f, 4a, 4b, 4c; 1.WF.1a, 1c, 3a1, 3e, 1.SL.1a, 1.b, 1.c, 2, 4, 5, 6; 1.L.1e, 1j, 2b, 5, 5a, 5b, 5c, 6
M1: W2	1.RL.1, 2, 3, 5, 7, 9, 10; 1.RI.1, 2, 7, 10; 1.RF.2a, 2b, 2c, 3b, 3d, 3e, 3f, 4a, 4b; 1.W.1,3; 1.WF.1a, 1c, 3a1, 3e; 1.SL.1a, 1b, 1c, 2, 4, 6; 1.L1a, 1d, 1j, 1k, 4c, 5c, 6
M1: W3	1.RL.1, 2, 3, 7, 9, 10; 1.RI.3; 1.RF.1a, 2b, 2c, 2d, 3b, 3d, 3e, 3f, 4a, 4b; 1.W.2, 3, 4, 8; 1.WF.1a, 1c, 2a, 2b, 3a1, 3e; 1.SL1a, 1b, 1c, 1e, 1j, 2, 3, 4, 5, 6; 1.L.1d, 1f, 1j, 1k, 2b, 4b, 4c, 5a, 5c, 6

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[MODULE #1 - Writer's Notebook](#)

MODULE #2 :: Weeks 1 - 3

Essential Question: How does everyone in my family and community make them special?

WEEK #	OBJECTIVES	FOUNDATIONAL SKILLS	READING & VOCABULARY	WRITING WORKSHOP	GRAMMAR
Q1: W4 Week #1	I can read, write, and spell short a and i words. I can fluently read high frequency words. I can write from left to right. I can identify and use adjectives.	PHONICS & SPELLING Consonants g, k, Review short a, i PHONOLOGICAL AWARENESS Heggerty: Week #4 HIGH FREQUENCY WORDS Are, buy, little, said, too, up, will, you FLUENCY Expression HANDWRITING Paper Position and directionality	BIG BOOK <i>Whose Hands Are These?</i> myBook <i>Kids Speak Up!</i> <i>Dan Had a Plan</i> COMPREHENSION Ideas and Support, Text Organization Retell, Setting POWER WORDS mess, market, sell, help, neighbors, set	MODULE #2 :: INFORMATIONAL TEXT (Descriptive Essay) FOCAL TEXT: <i>Nana in the City</i> FOCUS STATEMENT: Our world is a special place. MODULE #2 - WRITER'S NOTEBOOK Lesson 1 - Introducing the Focal Text Lesson 2 - The Read Lesson 3 - Vocabulary Lesson 4 - Prewriting I: Finding a Topic Lesson 5 - Prewriting II: Planning a Descriptive Essay	GRAMMAR MINI-LESSONS 4.1.1 Adjectives 4.1.2 Adjectives for Size and Shape 4.1.3 Using Articles 3.1.4 Review Action Verbs 4.1.5 Connect to Writing: Using Adjectives and Articles
Q1: W5 Week #2	I can read, write, and spell short a, i, and o words. I can fluently read high frequency words. I can correctly form letters g and o. I can identify adjectives for color and number.	PHONICS & SPELLING Consonants l, h; short o Review Short a, i, o PHONOLOGICAL AWARENESS Heggerty: Week #5 HIGH FREQUENCY WORDS do, live, of, our, wants, what, with, your FLUENCY Intonation HANDWRITING Manuscript g, o (Canon Pops)	READ ALOUD BOOK <i>Maybe Something Beautiful</i> myBook <i>On the Map</i> <i>Places in My Neighborhood</i> COMPREHENSION Setting, Summarize, Text Features Make Connections, Content-Area Words POWER WORDS town, map, community, places, purpose, clinic	MODULE #2 - WRITER'S NOTEBOOK Lesson 6 - Drafting I: Elements of a Descriptive Essay Lesson 7 - Drafting II: Using Sensory Words Lesson 8 - Drafting III: Adding Art Lesson 9 - Revising I: Grouping Lesson 10 - Revising II: Incorporating Feedback	GRAMMAR MINI-LESSONS 4.2.1 Adjectives 4.2.2 Adjectives for Color 4.2.3 Adjectives for Number 2.6.4 Review Subject Pronouns 4.2.5 Connect to Writing: Using Adjectives for Color and Number
Q1: W6 Week #3	I can read, write, and spell short a, i, and u words. I can fluently read high frequency words. I can correctly form letters q and u. I can identify and write a complete sentence.	PHONICS & SPELLING Consonants w, j, y, v; short u Review Short a, i, u PHONOLOGICAL AWARENESS Heggerty: Week #6 HIGH FREQUENCY WORDS About, eat, how, make, out, put, takes, who FLUENCY Accuracy and Self Correction HANDWRITING Manuscript q, u	READ ALOUD BOOK <i>Abuela</i> myBook <i>Who Put The Cookies In the Cookie Jar?</i> <i>Curious About Jobs</i> COMPREHENSION Setting, Ask and Answer Questions Text Organization, Content Area Words POWER WORDS spoon, against, churn, drive, stock, heal	MODULE #2 - WRITER'S NOTEBOOK Lesson 11 - Revising III: Capitalization Lesson 12 - Editing I: Reviewing for Grammar Lesson 13 - Editing II: Preparing to Publish Lesson 14 - Publishing Lesson 15 - Sharing	GRAMMAR MINI-LESSONS 1.1.1 Complete Sentences 1.1.2 Forming Complete Sentences 1.1.3 Complete and Incomplete Sentences 4.1.4 Review Adjectives and Articles 1.1.5 Connect to Writing: Using Complete Sentences

AZ ELA STANDARDS for MODULE #2

M2: W1	1.RL.1, 2, 3, 7, 9, 10; 1.RI.1, 3, 7, 8, 10; 1.RF.1a, 2a, 2b, 2c, 2d, 3b, 3d, 3f, 4a, 4b; 1.W.2, 4; 1.WF.2a, 3a1, 3e; 1.SL.1a, 1b, 1c, 2, 4, 5, 5c, 6; 1.L.1a, 1h, 1j, 2b, 5c, 6
M2: W2	1.RL.1, 2, 3, 4, 7, 9; 1.RI.1, 2, 3, 4, 5, 6, 7, 9, 10; 1.RF.1a, 2a, 2c, 2d, 3b, 3d, 3f, 4a, 4b; 1.W.2, 4; 1.WF.1a, 1c, 2a, 3a1, 3e; 1.SL.1a, 1c, 2, 3, 4, 5, 6; 1.L.1a, 1e, 1h, 1j, 4a, 5a, 5c, 6
M2: W3	1.RL.1, 3, 4, 6, 7, 9, 10; 1.RI.1, 2, 3, 7, 9, 10; 1.RF.1a, 2a, 2b, 2c, 2d, 3b, 3d, 3f, 4a, 4b, 4c; 1.W.1, 2, 3, 4; 1.WF.1a, 1b, 1c, 2a, 2b, 3e; 1.SL.1a, 1c, 2, 3, 4, 5, 6; 1.L.1, 1d, 1h, 1j, 1k, 2a, 4a, 5a, 5c, 6

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[MODULE #2 - Writer's Notebook](#)

MODULE #3 :: Weeks 1 - 3

Essential Question: How do animals' bodies help them?

WEEK #	OBJECTIVES	FOUNDATIONAL SKILLS	READING & VOCABULARY	WRITING WORKSHOP	GRAMMAR
<p>Q1: W7</p> <p>Week #1</p>	<p>I can read, write, and spell short e, i, o, and u words.</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form letters e and f.</p> <p>I can identify the naming and action part of a sentence.</p>	<p>PHONICS & SPELLING Consonants qu, x, z; short e Review short e, i, o, u</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #7</p> <p>HIGH FREQUENCY WORDS day, every, fly, have, look, made, they, write</p> <p>FLUENCY Reading Rate</p> <p>HANDWRITING Manuscript e, f</p>	<p>BIG BOOK <i>Best Foot Award</i></p> <p>myBook <i>Animal Q & A</i> <i>The Nest</i></p> <p>COMPREHENSION Text Features Ask and Answer Questions Story Structure</p> <p>POWER WORDS exclaimed, twigs, surprise, soon, warm, empty</p>	<p>MODULE #3 :: INFORMATIONAL TEXT (Research Essay) FOCAL TEXT: <i>Giraffes</i> FOCUS STATEMENT: Animals are amazing!</p> <p>MODULE #3 - WRITER'S NOTEBOOK Lesson 1 - Introducing the Focal Text Lesson 2 - The Read Lesson 3 - Vocabulary Lesson 4 - Prewriting I: Finding a Topic Lesson 5 - Prewriting II: Researching a Topic</p>	<p>GRAMMAR MINI-LESSONS 1.2.1 Sentence Parts 1.2.2 The Naming Part 1.2.3 The Action Part 4.2.4 Review Adjectives 1.2.5 Connect to Writing: Using Proper Nouns</p>
<p>Q1: W8</p> <p>Week #2</p>	<p>I can read, write, and spell short vowel words with ck and double final consonants. (floss rule)</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form letter s and read and write from left to right.</p> <p>I can write a statement.</p>	<p>PHONICS & SPELLING Double Final Consonants Consonants ck /k/</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #8</p> <p>HIGH FREQUENCY WORDS all, down, four, from, her, now, saw, went</p> <p>FLUENCY Expression</p> <p>HANDWRITING Manuscript s and directionality</p>	<p>READ ALOUD BOOK <i>Whose Eye Am I?</i></p> <p>myBook <i>Blue Bird and Coyote</i> <i>Have You Heard the Nesting Bird?</i></p> <p>COMPREHENSION Text Organization, Create Mental Images, Point of View, Monitor and Clarify</p> <p>POWER WORDS dull, thank, once, stroll, shingle, shriek</p>	<p>MODULE #3 - WRITER'S NOTEBOOK Lesson 6 - Drafting I: Elements of an Informational Text Lesson 7 - Drafting II: Integrating Research Lesson 8 - Drafting II: Adding Art Lesson 9 - Drafting IV: Adding Text Features Lesson 10 - Revising</p>	<p>GRAMMAR MINI-LESSONS 1.3.1 Statements 1.3.2 Forming Statements 1.3.3 Writing Statements 2.2.4 Review Nouns 1.3.5 Connect to Writing: Using Statements</p>
<p>Q1: W9</p> <p>Week #3</p>	<p>I can read, write, and spell words that begin and end with sh.</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form letters b, h, r.</p> <p>I can identify singular and plural nouns.</p>	<p>PHONICS & SPELLING Consonant Digraph sh Review s, sh</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #9</p> <p>HIGH FREQUENCY WORDS by, call, could, know, some, there, were, would</p> <p>FLUENCY Phrasing</p> <p>HANDWRITING Manuscript b, h, r</p>	<p>READ ALOUD BOOK <i>Ol' Mama Squirrel</i></p> <p>myBook <i>Step-by-Step Advice from the Animal Kingdom</i> <i>Beaver Family</i></p> <p>COMPREHENSION Story Structure, Summarize, Text Organization, Chronological Order</p> <p>POWER WORDS prey, predators, school, circling, herd</p>	<p>MODULE #3 - WRITER'S NOTEBOOK Lesson 11 - Revising II: Singular and Plural Nouns Lesson 12 - Editing I Reviewing for Grammar Lesson 13 - Editing II: Preparing to Publish Lesson 14 - Publishing Lesson 15 - Sharing</p>	<p>GRAMMAR MINI-LESSONS 2.3.1 Singular and Plural Nouns 2.3.2 One More than One 2.3.3 Special Plural Nouns 1.1.4 Review Complete Sentences 2.3.5 Connect to Writing: Using Singular and Plural Nouns</p>

AZ ELA STANDARDS for MODULE #3

M3: W1	1.RL.1, 3, 7, 9, 10; 1.RI.1, 3, 5, 6, 7, 10; 1.RF.1a, 2b, 2c, 2d, 3b, 3d, 3f, 4a, 4b; 1.W.2, 4; 1.WF.1a, 1c, 2a, 3a1, 3e; 1.SL.1a, 1b, 1c, 2, 3, 4, 6; 1.L.1h, 1j, 2a, 5c, 5d, 6
M3: W2	1.RL.1, 2, 3, 4, 6, 7, 1; 1.RI.1, 2, 3, 4, 9, 10; 1.RF.1a, 2a, 2c, 2d, 2e, 3a, 3b, 3d, 3f, 4a, 4b, 4c; 1.W.2, 3; 1.WF.1a, 1c, 2a, 2b, 3a2, 3e; 1.SL.1a, 1c, 2, 3, 4, 6; 1.L.1d, 1e, 1h, 1j, 1k, 5c, 6,
M3: W3	1.RL.1, 3, 6, 7; 1.RI.1, 2, 3, 7, 9, 10; 1.RF.1a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b; 1.W.1, 2, 3, 4; 1.WF.1a, 1c, 2a, 3e; 1.SL.1a, 2, 3, 4, 6; 1.L.1d, 1j, 1k, 4b, 4c, 5a, 5c, 6

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MODULE #4 :: Weeks 1 - 3

Essential Question: Why is it important to do my best and get along with others?

WEEK #	OBJECTIVES	FOUNDATIONAL SKILLS	READING & VOCABULARY	WRITING WORKSHOP	GRAMMAR
<p>Q2: W1</p> <p>Week #1</p>	<p>I can read, write, and spell words that begin and end with ch..</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form letters g and o.</p> <p>I can identify and use prepositional phrases.</p>	<p>PHONICS & SPELLING Consonant Digraph ch Review ch, sh</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #10</p> <p>HIGH FREQUENCY WORDS be, here, me, play, started, today, use, very</p> <p>FLUENCY Intonation</p> <p>HANDWRITING Manuscript c and letter spacing</p>	<p>BIG BOOK <i>Baseball Hour</i></p> <p>myBook <i>Good Sports Goal!</i></p> <p>COMPREHENSION Ideas and Support, Topic and Central Idea, Evaluate, Point of View</p> <p>POWER WORDS team, equipment, coach, rules, goal, fan</p>	<p>MODULE #4 :: INFORMATIONAL TEXT (Procedural Text) FOCAL TEXT: <i>Do Unto Otters: A Book About Manners</i> FOCUS STATEMENT: To make a friend, be a friend.</p> <p>MODULE #4 - WRITER'S NOTEBOOK Lesson 1 - Introducing the Focal Text Lesson 2 - The Read Lesson 3 - Vocabulary Lesson 4 - Prewriting I: Finding a Topic Lesson 5 - Prewriting II: Developing a Topic</p>	<p>GRAMMAR MINI-LESSONS 4.6.1 Prepositions and Prepositional Phrases 4.6.2 Prepositions for Where 4.6.3 Prepositions for When 1.3.4 Review Statements 4.6.5 Connect to Writing: Using Prepositions and Prepositional Phrases</p>
<p>Q2: W2</p> <p>Week #2</p>	<p>I can read, write, and spell words that begin and end with th, wh, and tch.</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form letters k, v, and w.</p> <p>I can identify and use capitalization for proper nouns.</p>	<p>PHONICS & SPELLING Consonant Digraphs th, wh Trigraph -tch Inflections -s, -es</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #11</p> <p>HIGH FREQUENCY WORDS Jump, right, say, their, walk, way, where, why</p> <p>FLUENCY Accuracy and Self-Correction</p> <p>HANDWRITING Manuscript k, v, w</p>	<p>READ ALOUD BOOK Pele' King of Soccer</p> <p>myBook <i>Get Up and Go Brontorina</i></p> <p>COMPREHENSION Topic and Central Idea, Synthesize, Text Features, Retell, Characters</p> <p>POWER WORDS exercise, well, body, graceful, talent, idea</p>	<p>MODULE #4 - WRITER'S NOTEBOOK Lesson 6 - Drafting I: Elements of a Procedural Text Lesson 7 - Drafting II: Choosing the Right Words Lesson 8 - Drafting III: Adding Art Lesson 9 - Revising I: Time Order Words Lesson 10 - Revising II: Grouping</p>	<p>GRAMMAR MINI-LESSONS 2.4.1 Proper Nouns and Capitalization 2.4.2 Names for People, Animals, Places, and Things 2.4.3 Titles for People 1.8.4 Review Exclamations 2.4.5 Connect to Writing: Using Proper Nouns and Capitalization</p>
<p>Q2: W3</p> <p>Week #3</p>	<p>I can read, write, and spell words that begin with s blends..</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form letters j and p.</p> <p>I can speak and write a command.</p>	<p>PHONICS & SPELLING Initial Blends with s Review sh, th, st</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #12</p> <p>HIGH FREQUENCY WORDS after, before, does, don't, grow, into, no, wash</p> <p>FLUENCY Reading Rate</p> <p>HANDWRITING Manuscript j, p</p>	<p>READ ALOUD BOOK <i>The Great Ball Game</i></p> <p>myBook <i>If You Plant a Seed Color Your World With Kindness</i></p> <p>COMPREHENSION Point of View, Make Connections, Theme, Topic and Central Idea</p> <p>POWER WORDS seed, short, heap, trouble, fruits</p>	<p>MODULE #4 - WRITER'S NOTEBOOK Lesson 11 - Revising III: Revising for Clarity and Precision Lesson 12 - Editing I: Reviewing for Grammar Lesson 13 - Editing II: Preparing to Publish Lesson 14 - Publishing Lesson 15 - Sharing</p>	<p>GRAMMAR MINI-LESSONS 1.4.1 Commands 1.4.2 Commands with <i>that, this, those</i> 1.4.3 Commands with <i>that, these, those</i> 1.9.4 Review Kinds of Sentences 1.4.5 Connect to Writing: Using Commands</p>

AZ ELA STANDARDS for MODULE #4

M4: W1	1.RL.1, 2, 3, 7, 9; 1.RI.1, 2, 3, 4, 7, 8, 10; 1.RF.1a, 2b, 2c, 2d, 2f, 3a, 3b, 3d, 3e, 3f, 4a, 4b, 4c; 1.W.2, 4, 6, 8; 1.WF.1a, 1b, 1c, 2a, 3c, 3c2, 3e; 1.SL.1a, 1c, 2, 3, 4, 5, 6; 1.L.1d, 1h, 1j, 2a, 4a, 5c, 6
M4: W2	1.RL.1, 2, 3, 7, 10; 1.RI.1, 2, 3, 4, 5, 6, 7, 9, 10; 1.RF.2b, 2c, 2d, 2f, 3a, 3d, 3e, 3f, 4a, 4b, 4c; 1.W.1, 2, 4; 1.WF.1a, 1b, 1c, 2a, 3c2, 3e; 1.SL.1a, 1c, 2, 4, 5, 6; 1.L.1d, 1f, 1j, 5c, 6
M4: W3	1.RL.1, 2, 3, 5, 6, 7, 9, 10; 1.RI.1, 2, 3, 6, 7, 9, 10; 1.RF.1a, 2b, 2d, 3a, 3b, 3d, 3f, 4a, 4b; 1.W.1, 2, 3, 4; 1.WF.1a, 1c, 2a, 3a3, 3e; 1.SL.1a, 1b, 1c, 2, 3, 4, 5, 6; 1.L.1e, 1f, 1j, 1k, 4b, 5a, 5c, 6

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MODULE #5 :: Weeks 1 - 3

Essential Question: Why do light and dark come and go?

WEEK #	OBJECTIVES	FOUNDATIONAL SKILLS	READING & VOCABULARY	WRITING WORKSHOP	GRAMMAR	
Q2: W4 Week #1	<p>I can read, write, and spell words that begin with l blends.</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form letters m and n. I can write neatly.</p> <p>I can identify and use questions.</p>	<p>PHONICS & SPELLING Initial Blends with l Review st, sl, fl, cl</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #13</p> <p>HIGH FREQUENCY WORDS around, came, come, found, other, people, two, worked</p> <p>FLUENCY Expression</p> <p>HANDWRITING Manuscript m, n, and legibility</p>	<p>BIG BOOK <i>On Earth</i></p> <p>myBook <i>Super Shadows</i> <i>The Black Rabbit</i></p> <p>COMPREHENSION Text Features, Make Inferences, Story Structure, Media Literacy:Digital tools</p> <p>POWER WORDS bank, trembling, relief, nibbled, scrambled, tight</p>	<p>**MODULE #6 :: NARRATIVE (Personal Narrative) FOCAL TEXT: <i>The Thanksgiving Door</i> FOCUS STATEMENT: Holidays bring people together.</p>	<p>MODULE #6 - WRITER'S NOTEBOOK Lesson 1 - Introducing the Focal Text Lesson 2 - The Read Lesson 3 - Vocabulary Lesson 4 - Prewriting I: Finding a Topic Lesson 5 - Prewriting II: Developing a Topic</p>	<p>GRAMMAR MINI-LESSONS 1.6.1 Questions 1.6.2 Using Questions 1.6.3 Writing Questions 1.4.4 Review Commands 1.6.5 Connect to Writing: Using Questions</p>
Q2: W5 Week #2	<p>I can read, write, and spell words that begin with r blends. I can read compound words.</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form capital letters H, I, L, T.</p> <p>I can identify and use a compound sentence and question.</p>	<p>PHONICS & SPELLING Initial Blends with r Compound Words</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #14</p> <p>HIGH FREQUENCY WORDS again, away, because, cold, fall, full, or, pretty</p> <p>FLUENCY Phrasing</p> <p>HANDWRITING Manuscript H, I, L,, T</p>	<p>READ ALOUD BOOK <i>How Do You Know It's Winter?</i></p> <p>myBook <i>Day and Night</i> <i>The Best Season</i></p> <p>COMPREHENSION Text Features, Make and Confirm Predictions, Make Connections, Ideas and Support</p> <p>POWER WORDS faces, shines, fades, pattern, seasons, weather</p>	<p>MODULE #6 - WRITER'S NOTEBOOK Lesson 6 - Drafting I: Elements of a Narrative Lesson 7 - Drafting II: Choosing the Right Words Lesson 8 - Drafting III: Adding Art Lesson 9 - Revising I: Synonyms Lesson 10 - Revising II: Grouping</p>	<p>GRAMMAR MINI-LESSONS 1.7.1 Compound Questions and Statements 1.7.2 Forming Compound Questions and Statements 1.7.3 Writing Compound Questions and Statements 1.5.4 Review Subjects and Verbs 1.7.5 Connect to Writing: Using Compound Questions</p>	
Q2: W6	THANKSGIVING WEEK - SOCIAL STUDIES FOCUS					
Q2: W7 Week #3	<p>I can read, write, and spell words with final blends. I can read words that are in past tense.</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form capital letters F, P, D.</p> <p>I can capitalize names of months, days, and holidays. I can use commas in dates, names, and nouns.</p>	<p>PHONICS & SPELLING Final Blends Inflection -ed</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #15</p> <p>HIGH FREQUENCY WORDS any, done, laugh, long, more, pull, teacher, think</p> <p>FLUENCY Intonation</p> <p>HANDWRITING Manuscript F, P, D</p>	<p>READ ALOUD BOOK <i>Oscar and the Moth</i></p> <p>myBook <i>What Are You Waiting For?</i> <i>I'm so Hot</i></p> <p>COMPREHENSION Topic and Central Idea Make and Confirm Predictions, Theme</p> <p>POWER WORDS early, waiting, touched, sloppy, blink</p>	<p>MODULE #6 - WRITER'S NOTEBOOK Lesson 11 - Revising III: Incorporating Feedback Lesson 12 - Editing I: Reviewing for Grammar Lesson 13 - Editing II: Preparing to Publish Lesson 14 - Publishing Lesson 15 - Sharing</p>	<p>GRAMMAR MINI-LESSONS 2.5.1 Names of Months, Days, and Holidays 2.5.2 Capitalizing Months, Days, and Holidays 2.5.3 Commas in Dates, Names, and Nouns 3.2.4 Review Verbs and Time 2.5.5 Connect to Writing: Using Months, Days, and Holidays</p>	

AZ ELA STANDARDS for MODULE #5

M5: W1	1.RL.1, 2, 3, 7, 9, 10; 1.RI.1, 3, 5, 6, 7, 10; 1.RF.2b, 2d, 2f, 3a, 3b, 3d, 3f, 4a, 4b; 1.W.2, 3, 4, 6; 1.WF.1a, 1b, 1c, 2a, 3a3, 3e; 1.SL.1a, 1b, 1c, 2, 4, 5c, 6, 1.L.1e, 1j, 1k, 4b, 5c, 6
M5: W2	1.RL.1, 5, 7; 1.RI.1, 3, 5, 6, 7, 8, 9, 10; 1.RF.1a, 2b, 2d, 2f, 3a, 3b, 3d, 3e, 3f, 4a, 4b; 1.W.1, 2, 4; 1.WF.1a, 1b, 1c, 2a, 3a3, 3c2, 3e; 1.SL.1a, 2, 4, 5, 6; 1.L.1b, 1d, 1e, 1f, 1j, 4b, 4c, 5c, 6
M5: W3	1.RL.1, 2, 3, 7, 9, 10; 1.RI.1., 2, 3, 7; 1.RF.1a, 2b, 2d, 2f, 3a, 3b, 3d, 3e, 3f, 4a, 4b; 1.W.1, 2, 3, 4, 8; 1.WF. 1a, 1b, 1c, 2a, 3a3, 3e; 1.SL.1a, 1c, 2, 3, 4, 5, 6; 1.L.1e, 1j, 1k, 2b, 4b, 5, 5c, 6

**** Please Note:** *WRITER'S WORKSHOP Modules 5 & 6 have been swapped to help align the Thanksgiving Focal Text with the weeks surrounding Thanksgiving Break.*

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MODULE #6 :: Weeks 1 - 3

Essential Question: What do holidays and symbols tell about our country?

WEEK #	OBJECTIVES	FOUNDATIONAL SKILLS	READING & VOCABULARY	WRITING WORKSHOP	GRAMMAR
<p>Q2: W8</p> <p>Week #1</p>	<p>I can read, write, and spell words with long e, i, and o. I can read possessive nouns.</p> <p>I can fluently read high frequency words.</p> <p>I can make sure my writing has proper spaces.</p> <p>I can speak and write complete sentences with subject-verb agreement.</p>	<p>PHONICS & SPELLING Long, e, i, o; (CV) Possessives with 's</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #16</p> <p>HIGH FREQUENCY WORDS another, gave, house, over, own, read, water, white</p> <p>FLUENCY Accuracy and Self-Correction</p> <p>HANDWRITING Sentence Writing: Word Spacing</p>	<p>BIG BOOK <i>You're a Grand Old Flag</i></p> <p>myBook <i>State the Facts</i> <i>Monument City</i></p> <p>COMPREHENSION Text Features, Elements of Poetry, Make and Confirm Predictions, Elements of Drama, Media Literacy: Reference Sources</p> <p>POWER WORDS scene, monuments, sights, grouchy, freedom, symbol</p>	<p>**MODULE #5 :: NARRATIVE (Imaginative Story) FOCAL TEXT: <i>Why the Sun and Moon Live in the Sky: An African Folktale</i> FOCUS STATEMENT: We've got the sun in the morning and the moon at night!</p> <p>MODULE #5 - WRITER'S NOTEBOOK Lesson 1 - Introducing the Focal Text Lesson 2 - The Read Lesson 3 - Vocabulary Lesson 4 - Prewriting I: Finding a Topic Lesson 5 - Prewriting II: Developing a Topic</p>	<p>GRAMMAR MINI-LESSONS 1.5.1 Subjects and Verbs 1.5.2 Subject and Verb Agreement 1.5.3 Verbs with -s 2.3.4 Review Singular and Plural Nouns 1.5.5 Connect to Writing: Using Subjects and Verbs</p>
Q2: W9	BEFORE WINTER BREAK - SOCIAL STUDIES FOCUS				
<p>Q3: W1</p> <p>Week #2</p>	<p>I can read, write, and spell words with long a. I can read words with soft c.</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form capital letters A, M, and N.</p> <p>I can use present and past tense verbs.</p>	<p>PHONICS & SPELLING Long a (VCe), Soft c</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #17</p> <p>HIGH FREQUENCY WORDS always, began, better, gives, hurt, shall, should, things</p> <p>FLUENCY Reading Rate</p> <p>HANDWRITING Manuscript A, M, N</p>	<p>READ ALOUD BOOK <i>President's Day</i></p> <p>myBook <i>The Contest</i> <i>The Statue of Liberty</i></p> <p>COMPREHENSION Point of View, Evaluate, Ideas and Support, Make Connections, Text Organization</p> <p>POWER WORDS contest, liberty, hope, national, towers, base</p>	<p>MODULE #5 - WRITER'S NOTEBOOK Lesson 6 - Drafting I: Elements of an Imaginative Narrative Lesson 7 - Drafting II: Choosing the Right Words Lesson 8 - Drafting III: Adding Art Lesson 9 - Revising I: Pronouns Lesson 10 - Revising II: Grouping</p>	<p>GRAMMAR MINI-LESSONS 3.2.1 Verbs and Time 3.2.2 Verbs with -ed 3.2.3 Present and Past Tense 1.2.4 Review Sentence Parts 3.2.5 Connect to Writing: Using Present and Past Tense Verbs</p>
<p>Q3: W2</p> <p>Week #3</p>	<p>I can read, write, and spell words with long l and o. I can read words with kn and wr.</p> <p>I can fluently read high frequency words.</p> <p>I can correctly form capital letters C, O, Q.</p> <p>I can use the correct form of be.</p>	<p>PHONICS & SPELLING Long i, o (VCe), Silent Letters kn, wr</p> <p>PHONOLOGICAL AWARENESS Heggerty: Week #18</p> <p>HIGH FREQUENCY WORDS carry draw, eight, even, goes, may, seven, shows</p> <p>FLUENCY Expression</p> <p>HANDWRITING Manuscript C, O, Q</p>	<p>READ ALOUD BOOK <i>Can We Ring the Liberty Bell?</i></p> <p>myBook <i>Hooray for Holidays!</i> <i>Patriotic Poems</i></p> <p>COMPREHENSION Text Features, Create Mental Images, Story Structure, Elements of Poetry</p> <p>POWER WORDS celebrate, share, tradition, parade, Constitution</p>	<p>MODULE #5 - WRITER'S NOTEBOOK Lesson 11 - Revising III: The Parts of the Narrative Lesson 12 - Editing I: Reviewing for Grammar Lesson 13 - Editing II: Preparing to Publish Lesson 14 - Publish Lesson 15 - Sharing</p>	<p>GRAMMAR MINI-LESSONS 3.3.1 The Verb <i>Be</i> 3.3.2 Using <i>Is</i> and <i>Are</i> 3.3.3 Using <i>Was</i> and <i>Were</i> 4.3.4 Review Adjectives 3.3.5 Connect to Writing: Using the Verb <i>Be</i></p>

AZ ELA STANDARDS for MODULE #6

M6: W1	1.RL.1, 3, 4, 5, 7, 10; 1.RI.1, 2, 3, 4, 5, 6, 7, 8, 10; 1.RF.1a, 2a, 2b, 2c, 2d, 3a, 3b, 3d, 3e, 3f, 4a, 4b, 4c; 1.W.3; 1.WF.1a, 1c, 2a, 2b, 3e; 1.SL.1a, 1c, 1j, 2, 4, 5c, 6; 1.L.1a, 1j, 4a, 5c, 6
M6: W2	1.RL.1, 3, 4, 6; 1.RI.1, 2, 3, 7, 8, 9, 10; 1.RF.1a, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3d, 3e, 3f, 4a, 4b; 1.W.1, 4; 1.WF.1a, 1c, 2a, 2b, 3e; 1.SL.1a, 2, 4, 5, 6; 1.L.1d, 1j, 4b, 5c, 6
M6: W3	1.RL.1, 2, 3, 4, 5, 7, 9, 10; 1.RI.1, 3, 5, 6, 7, 9; 1.RF.1a, 2a, 2b, 2c, 2d, 2f, 3a, 3b, 3d, 3e, 3f, 4a, 4b; 1.W.2, 3, 4, 8; 1.WF.1a; 1b, 1c, 2a, 3e; 1.SL.1a, 1b, 1c, 2, 3, 4, 5, 6; 1.L.1j, 1k, 5a, 5c, 6

**** Please Note:** *WRITER'S WORKSHOP* Modules 5 & 6 have been swapped to help align the Thanksgiving Focal Text with the weeks surrounding Thanksgiving Break.

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[MODULE #5 - Writer's Notebook](#)

MODULE #7 :: Weeks 1 - 3

Essential Question: _____

WEEK #	OBJECTIVES	FOUNDATIONAL SKILLS	READING & VOCABULARY	WRITING WORKSHOP	GRAMMAR
Q3: W3 Week #1	I can	PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	<p style="text-align: center;">MODULE #7 :: POETRY (Poem) FOCAL TEXT: <i>Ask Me</i> FOCUS STATEMENT: Take a walk in nature!</p> <p>MODULE #7 - WRITER'S NOTEBOOK Lesson 1 - Priming the Students Lesson 2 - Priming the Text Lesson 3 - The Read Lesson 4 - Vocabulary Lesson 5 - Prewriting I: Finding a Topic</p>	<p>GRAMMAR MINI-LESSONS 3.4.1 Future Tense 3.4.2 Future Using <i>Will</i> 3.4.3 Future Using <i>Going to</i> 6.1.4 Review Spelling 3.4.5 Connect to Writing: Using the Future Tense</p>
Q3: W4 Week #2		PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	<p>MODULE #7 - WRITER'S NOTEBOOK Lesson 6 - Prewriting II: Developing a Topic Lesson 7 - Drafting I: Elements of Poetry Lesson 8 - Drafting II: Choosing the Right Words Lesson 9 - Revising I: Word Choice Lesson 10 - Revising II: Grouping</p>	<p>GRAMMAR MINI-LESSONS 2.6.1 Subject Pronouns 2.6.2 Pronouns that Name One 2.6.3 Pronouns that Name More than One 1.6.4 Review Questions 2.6.5 Connect to Writing: Using Subject Pronouns</p>
Q3: W5 Week #3	I can	PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	<p>MODULE #7 - WRITER'S NOTEBOOK Lesson 11 - Revising III: Line Breaks & White Space Lesson 12 - Editing I: Reviewing for Grammar Lesson 13 - Editing II: Preparing to Publish Lesson 14 - Publishing Lesson 15 - Sharing</p>	<p>GRAMMAR MINI-LESSONS 2.7.1 Introduce the Pronouns <i>i</i> and <i>me</i> 2.7.2 Naming Yourself Last 2.7.3 Using the Pronouns, <i>I</i>, <i>Me</i>, <i>Them</i>, and <i>They</i> 1.7.4 Review Compound Questions and Statements 2.7.5 Connect to Writing: Using the Pronouns <i>i</i> and <i>Me</i></p>

AZ ELA STANDARDS for MODULE #7

M7: W1	
M7: W2	
M7: W3	

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[MODULE #7 - Writer's Notebook](#)

MODULE #8 :: Weeks 1 - 3

Essential Question: _____

WEEK #	OBJECTIVES	FOUNDATIONAL SKILLS	READING & VOCABULARY	WRITING WORKSHOP	GRAMMAR
Q3: W6 Week #1	I can	PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ myBook _____ COMPREHENSION _____ POWER WORDS _____	<p style="text-align: center;">MODULE #8 :: NARRATIVE (Personal Narrative) FOCAL TEXT: <i>The Kissing Hand</i> FOCUS STATEMENT: Special people can help us solve our problems.</p> <p>MODULE #8 - WRITER'S NOTEBOOK Lesson 1 - Introducing the Focal Text Lesson 2 - The Read Lesson 3 - Vocabulary Lesson 4 - Prewriting I: Finding a Topic Lesson 5 - Prewriting II: Developing a Topic</p>	<p>GRAMMAR MINI-LESSONS 2.8.1 Possessive Pronouns 2.8.2 Using <i>My, Your, His, and Her</i> 2.8.3 Using <i>Mine, Yours, His, Hers, Their, and Theirs</i> 2.5.4 Review Names of Months, Days, and Holidays 2.8.5 Connect to Writing: Using Possessive Pronouns</p>
Q3: W7 Week #2		PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ myBook _____ COMPREHENSION _____ POWER WORDS _____	<p>MODULE #8 - WRITER'S NOTEBOOK Lesson 6 - Drafting I: Shaping the Draft Lesson 7 - Drafting II: Elements of a Narrative Lesson 8 - Drafting III: Writing Dialogue Lesson 9 - Drafting IV: Adding Art Lesson 10 - Revising I: Grouping</p>	<p>GRAMMAR MINI-LESSONS 2.9.1 Indefinite Pronouns 2.9.2 Indefinite Pronouns for Nouns Not Named 2.9.3 Using Indefinite Pronouns 3.4.4 Review Future Tense 2.9.5 Connect to Writing: Using Indefinite Pronouns</p>
Q3: W8 Week #3	I can	PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ myBook _____ COMPREHENSION _____ POWER WORDS _____	<p>MODULE #8 - WRITER'S NOTEBOOK Lesson 11 - Revising II: Using Vivid Verbs Lesson 12 - Revising III: Using Vivid Adjectives Lesson 13 - Editing: Clocking Lesson 14 - Publishing Lesson 15 - Sharing</p>	<p>GRAMMAR MINI-LESSONS 5.1.1 Contractions 5.1.2 Contractions with <i>Not</i> 5.1.3 Contractions with Pronouns 4.6.4 Review Prepositions and Prepositional Phrases 5.1.5 Connect to Writing: Using Contractions</p>

AZ ELA STANDARDS for MODULE #8

M8: W1

M8: W2

M8: W3

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[MODULE #8 - Writer's Notebook](#)

MODULE #9 :: Weeks 1 - 3

Essential Question: _____

WEEK #	OBJECTIVES	FOUNDATIONAL SKILLS	READING & VOCABULARY	WRITING WORKSHOP	GRAMMAR
Q3: W9 Week #1	I can	PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	MODULE #9 :: INFORMATIONAL TEXT (Descriptive Essay) FOCAL TEXT: <i>One Bean</i> FOCUS STATEMENT: One can learn a lot just by watching things happen. MODULE #9 - WRITER'S NOTEBOOK Lesson 1 - Introducing the Focal Text Lesson 2 - The Read Lesson 3 - Vocabulary Lesson 4 - Prewriting I: Finding a Topic Lesson 5 - Prewriting II: Developing a Topic	GRAMMAR MINI-LESSONS _____ _____
Q3: W10 Week #2		PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	MODULE #9 - WRITER'S NOTEBOOK Lesson 6 - Drafting I: Elements of an Informational Essay Lesson 7 - Drafting II: Choosing the Right Words Lesson 8 - Drafting III: Adding Art Lesson 9 - Revising I: Transition Words Lesson 10 - Revising II: Grouping	GRAMMAR MINI-LESSONS _____ _____
SPRING BREAK					
Q4: W1 Week #3	I can	PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	MODULE #9 - WRITER'S NOTEBOOK Lesson 11 - Revising III: Adding Detail Lesson 12 - Editing I: Reviewing for Grammar Lesson 13 - Editing II: Preparing to Publish Lesson 14 - Publishing Lesson 15 - Sharing	GRAMMAR MINI-LESSONS _____

AZ ELA STANDARDS for MODULE #9

M9: W1

M9: W2

M9: W3

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[MODULE #9 - Writer's Notebook](#)

MODULE #10 :: Weeks 1 - 3

Essential Question: _____

WEEK #	OBJECTIVES	FOUNDATIONAL SKILLS	READING & VOCABULARY	WRITING WORKSHOP	GRAMMAR	
Q4: W2 Week #1	I can	PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	MODULE #10 :: INFORMATIONAL TEXT (Biographical Essay) FOCAL TEXT: <i>The Girl Who Could Dance in Outer Space: An Inspirational Tale About Mae Jemison</i> FOCUS STATEMENT: People who follow their dreams can inspire us.	MODULE #10 - WRITER'S NOTEBOOK Lesson 1 - Introducing the Focal Text Lesson 2 - The Read Lesson 3 - Vocabulary Lesson 4 - Prewriting I: Finding a Topic Lesson 5 - Prewriting II: Developing a Topic	GRAMMAR MINI-LESSONS _____
Q4: W3 Week #2		PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	MODULE #10 - WRITER'S NOTEBOOK Lesson 6 - Drafting I: Elements of an Informational Essay Lesson 7 - Drafting II: Choosing the Right Words Lesson 8 - Drafting III: Adding Art Lesson 9 - Revising I: Verbs Lesson 10 - Revising II: Grouping	GRAMMAR MINI-LESSONS _____ _____	
Q4: W4 Week #3	I can	PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	MODULE #10 - WRITER'S NOTEBOOK Lesson 11 - Revising III: Helping Verbs and Contractions Lesson 12 - Editing I: Reviewing for Grammar Lesson 13 - Editing II: Preparing to Publish Lesson 14 - Publishing Lesson 15 - Sharing	GRAMMAR MINI-LESSONS _____	

AZ ELA STANDARDS for MODULE #10

M10: W1

M10: W2

M10: W3

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MODULE #11 :: Weeks 1 - 3

Essential Question: _____

WEEK #	OBJECTIVES	FOUNDATIONAL SKILLS	READING & VOCABULARY	WRITING WORKSHOP	GRAMMAR
Q4: W5 Week #1	I can	PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	MODULE #11 :: OPINION (Opinion Letter) FOCAL TEXT: <i>I Will Not Read This Book</i> FOCUS STATEMENT: Reading is fun!	
Q4: W6 Week #2		PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	MODULE #11 - WRITER'S NOTEBOOK Lesson 6 - Drafting I: Elements of Opinion Writing Lesson 7 - Drafting II: Choosing the Right Words Lesson 8 - Drafting III: Correspondence Lesson 9 - Revising I: Supporting Details Lesson 10 - Revising II: Grouping	GRAMMAR MINI-LESSONS _____ _____
Q4: W7 Week #3	I can	PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	MODULE #11 - WRITER'S NOTEBOOK Lesson 11 - Revising III: Formatting Dates Lesson 12 - Editing I: Reviewing for Grammar Lesson 13 - Editing II: Preparing to Publish Lesson 14 - Publishing Lesson 15 - Sharing	GRAMMAR MINI-LESSONS _____

AZ ELA STANDARDS for MODULE #11

M11: W1	
M11: W2	
M11: W3	

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[Grammar Minilessons \(Scope & Sequence + Teacher Links\)](#)

[MODULE #11 - Writer's Notebook](#)

MODULE #12 :: Weeks 1 - 3

Essential Question: _____

WEEK #	OBJECTIVES	FOUNDATIONAL SKILLS	READING & VOCABULARY	WRITING WORKSHOP	GRAMMAR
Q4: W8 Week #1	I can	PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	<p style="text-align: center;">MODULE #12 :: OPINION (Opinion Essay) FOCAL TEXT: <i>Big Bad Bubble</i> FOCUS STATEMENT: We should use the skills we've learned.</p>	
Q4: W9 Week #2		PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	MODULE #12 - WRITER'S NOTEBOOK Lesson 6 - Drafting I: Elements of Opinion Writing Lesson 7 - Drafting II: Choosing the Right Words Lesson 8 - Drafting III: Writing a Strong Conclusion Lesson 9 - Revising I: Supporting Details Lesson 10 - Revising II: Grouping	GRAMMAR MINI-LESSONS _____ _____
Q4: W10 Week #3	I can	PHONICS & SPELLING _____ PHONOLOGICAL AWARENESS Heggerty: Week # _____ HIGH FREQUENCY WORDS _____ FLUENCY _____ HANDWRITING _____	BIG BOOK _____ <i>myBook</i> _____ COMPREHENSION _____ POWER WORDS _____	MODULE #12 - WRITER'S NOTEBOOK Lesson 11 - Revising III: Adverbs Lesson 12 - Editing I: Reviewing for Grammar Lesson 13 - Editing II: Preparing to Publish Lesson 14 - Publishing Lesson 15 - Sharing	GRAMMAR MINI-LESSONS _____

AZ ELA STANDARDS for MODULE #12

M12: W1

M12: W2

M12: W3

ASSESSMENTS

ARRM Assessment

STAR Early Literacy

Weekly Spelling Tests

INTO READING Weekly Assessments

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RESOURCES/HELPFUL LINKS

[Grammar Minilessons \(Scope & Sequence + Teacher Links\)](#)

[MODULE #12 - Writer's Notebook](#)

MORE RESOURCES...

[INTO READING: ED Online Platform](#)

Foundational Skills Scope and Sequence: Online Ed dashboard → Discover tab → All Resources (left hand navigation bar) → Foundational Skills → ...

Word Lists Year Overview: Online Ed dashboard → Discover tab → All Resources (left side navigation bar) → Foundational Skills → Left Side Filters: Audience → Teacher / Component → Teachers Guide / Instructional Purpose → Reference Materials

Grammar Scope and Sequence: Online Ed dashboard → Discover tab → All Resources (left side navigation bar) → Grammar Scope and Sequence

INTO READING Weekly Assessments

→ [INTO READING: ED Online Platform](#) → Discover → HMH Resources → All Resources → Assessment → FILTER: Select Weekly Assessment

MISC. HELPFUL LINKS

Phonemic Awareness Videos: [Heggerty Phonemic Awareness Videos](#)

Additional INTO READING Resources

INTERVENTION

EL Strategies

ON GRADE-LEVEL

Lit. Centers

Collaborative Work

ENRICHMENT

Teamwork Time

Creativity Corner