

## Philosophy:

We believe in a balanced literacy program with a developmentally appropriate scope and sequence that values student choice and enables them to think critically about texts and the world around them. This approach integrates technology and is built on a strong foundation in the areas of phonemic awareness, phonics, vocabulary, comprehension and fluency.

## Core Resource:

**Units of Study Reading, Phonics, and Writing**

**Fountas and Pinnel Guided Reading**

## Course Essential Standards

1. I can ask and answer questions about key details in a text. **RL.1.1**
2. I can use the illustrations and details in a text to describe its key ideas. **RI.1.7**
3. I can identify the main topic and key details by summarizing a text. **RL.1.2**
4. I can explain the major differences between fiction and nonfiction texts. **RL.1.5**
5. I can demonstrate understanding of sounds within words. **RF.1.2**
6. I can read accurately and fluently at grade level. **RF.1.4**
7. I can effectively communicate through speaking and listening to express my ideas. **SL.1.1**
8. I can write a narrative piece that includes an introduction, sequence of events, and conclusion. **W.1.3**
9. I can write an opinion piece with an appropriate introduction, body, and conclusion. **W.1.1**
10. I can write an informational piece that introduces a topic, includes facts, and has a conclusion. **W.1.2**
11. I can use upper and lowercase letters appropriately within words and sentences. **L.1.1**
12. I can use ending punctuation for sentences. **L.1.2**
13. I can use conventional spelling patterns and/or phonemic awareness to spell untaught words. **L.1.2a**

## Scope and Sequence - Reading

Unit: Building Good Reading Habits		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Habits for Reading Long and Strong	<ol style="list-style-type: none"> <li>1. Readers Take a Sneak Peek to Get Ready to Read</li> <li>2. Readers do <i>Something</i> at the End of a Book</li> <li>3. Readers Get Stronger by Reading More and More</li> <li>4. Readers Set Goals to Read All Day Long</li> <li>5. Readers Reread to Make their Reading Voices Smoother</li> <li>6. Readers Track with Their Eyes and Scoop Up More Words</li> <li>7. When Readers Reread, They See More!</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.1.1, RL.1.2, RL.1.3, RL.1.7, RI.1.1, RI.1.2, RI.1.3, RI.1.7, RF.1.1, RF.1.4, RF.1.3, RL.1.10, RI.1.10</li> </ol>
<b>Bend 2:</b> Habits for Tackling Even the Hardest Words	<ol style="list-style-type: none"> <li>1. Readers Sneak a Peek at the Pictures to Figure Out the Words</li> <li>2. Drop Bad Habits! Pick Up Good Habits</li> <li>3. Readers Look at All Parts of a Word</li> <li>4. Readers Use Meaning to Figure Out Words</li> <li>5. Readers Double-Check Their Reading</li> <li>6. Readers Don't Give Up - They Try, Try Again</li> <li>7. Try It Two Ways!</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.1.1, RL.1.2, RL.1.3, RL.1.7, RI.1.1, RI.1.2, RI.1.3, RI.1.7, RF.1.1, RF.1.4, RF.1.3, RL.1.10, RI.1.10</li> </ol>
<b>Bend 3:</b> Partners Have Good Habits, Too!	<ol style="list-style-type: none"> <li>1. Partners Can Introduce Their Books to Each Other</li> <li>2. Partners Don't Tell, They Help!</li> <li>3. Partners Can Do <i>Something</i> at the End of a Book, Too!</li> <li>4. Readers Celebrate and Set New Goals</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.1.1, RL.1.2, RL.1.3, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.10, RF.1.4, RF.1.2, RF.1.3</li> </ol>
Unit: Learning About the World: Reading Nonfiction		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Getting Smart on Nonfiction Topics	<ol style="list-style-type: none"> <li>1. Getting Started on Nonfiction Topics</li> <li>2. Studying One Page Can Teach So Much</li> <li>3. Readers Learn More by Chatting about What's Happening</li> <li>4. Readers Reread to Make Sure They Understand Their Books</li> <li>5. Working on Fluency, Including Stress and Intonation</li> </ol>	<ol style="list-style-type: none"> <li>1. RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.6, RI.1.7, RI.1.10, RF.1.3, RF.1.4, RF.1.2</li> </ol>

	6. A Celebration of Learning	
<b>Bend 2:</b> Tackling Super Hard Words in Order to Keep Learning	<ol style="list-style-type: none"> <li>1. Readers Don't Let Hard Words Get in Their Way</li> <li>2. Crashing Word Parts Together to Solve the Whole Word</li> <li>3. Readers Check that the Words They Read Look Right and Make Sense</li> <li>4. Readers Learn New Words as They Read</li> <li>5. Readers Find and Think about Key Words</li> <li>6. Rereading a Page to Find the Just-Right Sound</li> </ol>	1. RL.1.1, RL.1.2, RL.1.3, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.10, RF.1.4, RF.1.2, RF.1.3
<b>Bend 3:</b> Reading Aloud Like Experts	<ol style="list-style-type: none"> <li>1. Finding Interesting Things to Share</li> <li>2. Reading with Feeling</li> <li>3. Reading Like a Writer</li> <li>4. Readers Plan to Talk and Think about Key Words</li> <li>5. Using Drama to Bring Your Read-Aloud to Life</li> <li>6. A Celebration of Reading to Learn about the World</li> </ol>	1. RL.1.1, RL.1.2, RL.1.3, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.10, RF.1.4, RF.1.2, RF.1.3
<b>Unit: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1:</b> Readers Have Important Jobs to Do	<ol style="list-style-type: none"> <li>1. You Be the Boss! Readers Say, "I Can Do This!"</li> <li>2. Readers Use <i>Everything</i> They Know to Solve a Word</li> <li>3. Readers "Check It!" to Self-Monitor</li> <li>4. Readers Make a Plan</li> <li>5. Readers Get Help When They Need It</li> </ol>	1. RL.1.1, RL.1.2, RL.1.3, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.10, RF.1.4, RF.1.2, RF.1.3
<b>Bend 2:</b> Readers Add New Tools to Read Hard Words	<ol style="list-style-type: none"> <li>1. Readers Think about the Story to Problem Solve Words</li> <li>2. Readers Think about What Kind of Word Would Fit</li> <li>3. Readers Slow Down to Break Up Long Words</li> <li>4. Readers Use Words They Know to Solve Words They Don't Know</li> <li>5. Readers Try Sounds Many Ways to Figure Out Words</li> <li>6. Readers Use Sight Words to Read Fluently</li> </ol>	1. RL.1.1, RL.1.2, RL.1.3, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.10, RF.1.4, RF.1.2, RF.1.3
<b>Bend 3:</b> Readers Use Tools to <i>Understand</i> Their Books	<ol style="list-style-type: none"> <li>1. Readers Work to Understand, Rereading If They Don't Get It</li> <li>2. Readers Make Mind Movies to Picture What's Happening</li> </ol>	1. RL.1.1, RL.1.2, RL.1.3, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.10, RF.1.4, RF.1.2, RF.1.3

	<ol style="list-style-type: none"> <li>3. Readers Keep Track of Who's Talking as They Read</li> <li>4. Readers Don't Just <i>Read</i> Words, They <i>Understand</i> Words</li> </ol>	
<b>Bend 4:</b> Readers Use Everything They Know to Get the Job Done	<ol style="list-style-type: none"> <li>1. Readers Use Everything They Know to Get the Job Done <i>Quickly!</i></li> <li>2. Readers Investigate Ways to Make Their Reading Sounds Great</li> <li>3. Partners Work Together to Make Their Reading Sound Its Very Best</li> </ol>	1. RL.1.1, RL.1.2, RL.1.3, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.10, RF.1.4, RF.1.2, RF.1.3
<b>Unit: Meeting Characters and Learning Lessons: A Study of Story Elements</b>		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Going on Reading Adventures	<ol style="list-style-type: none"> <li>1. Readers Preview Stories to Get Reading for Reading Adventures</li> <li>2. Readers Use the Storyline to Predict</li> <li>3. Readers Retell to Retain the Story</li> <li>4. Readers Revisit Books to Notice More</li> <li>5. Readers Reread to Notice Pages that Go Together</li> </ol>	1. RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.9, RL.1.10
<b>Bend 2:</b> Studying Characters in Books	<ol style="list-style-type: none"> <li>1. Learning About the Main Character</li> <li>2. Readers Learn about Characters by Noticing Their Relationships</li> <li>3. Rereading to Learn More about Characters</li> <li>4. Readers Become the Character</li> <li>5. Characters' Feelings Change, and So Do Readers' Voices</li> <li>6. Clues Help Readers Know <i>How</i> to Read a Story</li> <li>7. Readers Reread to Smooth out Their Voices and Show Big Feelings</li> </ol>	1. RL.1.1, RL.1.2, RL.1.3, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.10, RF.1.4, RF.1.2, RF.1.3
<b>Bend 3:</b> Learning Important Lessons	<ol style="list-style-type: none"> <li>1. Discovering the Lessons Familiar Stories Teach</li> <li>2. Readers Always Keep Life Lessons in Mind</li> <li>3. Readers Make Comparisons</li> <li>4. Readers Group Books by the Lessons They Teach</li> </ol>	1. RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.9, RL.1.10
<b>Bend 4:</b> Growing Opinions About Books	<ol style="list-style-type: none"> <li>1. Readers Share Their Opinions about Books</li> <li>2. Readers Rehearse What They Will Say</li> </ol>	1. RL.1.1, RL.1.2, RL.1.3, RL.1.9

## Scope and Sequence - Writing

Unit: Small Moments: Writing with Focus, Detail, and Dialogue		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Writing Small Moment Stories with Independence	<ol style="list-style-type: none"> <li>1. Lives Are Full of Stories to Tell</li> <li>2. Planning for Writing: Writers Touch and Tell, Sketch, Then Write</li> <li>3. Using Pictures to Add On</li> <li>4. Stretching Words to Spell Them: Hearing and Recording All Sounds</li> <li>5. Zooming In: Focusing on Small Moments</li> <li>6. Partnerships and Storytelling</li> <li>7. Reading Our Writing Like We Read Our Books</li> </ol>	1. W.1.3, W.1.8, W.2.3, W.1.5
<b>Bend 2:</b> Bringing Small Moment Stories to Life	<ol style="list-style-type: none"> <li>1. Unfreezing Our Characters and Our Writing</li> <li>2. Telling Stories in Itsy-Bitsy Steps</li> <li>3. Bringing What's Inside Out: Making Characters Think and Feel</li> <li>4. Using Drama to Bring Stories to Life</li> <li>5. Using Familiar Words to Spell New Words</li> <li>6. Editing: Capital Letters and End Marks Help Readers</li> </ol>	1. W.1.3, W.2.3, W.1.5, W.1.8
<b>Bend 3:</b> Studying Other Writers' Craft	<ol style="list-style-type: none"> <li>1. Studying a Story to Learn Ways the Author Makes It Special</li> <li>2. Trying Out a Craft Move from a Mentor Text: Writing with Exact Actions</li> <li>3. Trying Out a Craft Move from a Mentor Text: Writing with Pop-Out Words</li> <li>4. Turing to Other Mentor Texts</li> </ol>	1. W.1.3, W.1.7, W.1.5
<b>Bend 4:</b> Fixing and Fancing Up Our Best Work	<ol style="list-style-type: none"> <li>1. Using All We Know to Revise</li> <li>2. Editing with a Checklist</li> <li>3. Making Books Ready for the Library</li> <li>4. A Celebration</li> </ol>	1. W.1.3, W.1.5, W.1.6
Unit: Nonfiction Chapter Books		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Writing Teaching Books with Independence	<ol style="list-style-type: none"> <li>1. Writers Get Ready to Write by Teaching All About a Topic</li> <li>2. Writers Tell Information across Their Fingers, Sketch, then Write</li> <li>3. Writers Keep Readers in Mind, Writing to Answer Their Questions</li> <li>4. Nonfiction Writers Teach with Pictures as Well as Words</li> </ol>	1. W.1.2, W.1.5, W.1.7, W.2.2

	<ol style="list-style-type: none"> <li>5. Being Brave Enough to Spell Domain-Specific Words (Spelling Fancy Words)</li> <li>6. Nonfiction Writers Use Readers to Help Them Add and Subtract</li> <li>7. Taking Stock: Self-Assessing and Setting Goals</li> <li>8. Editing: Spelling, Capitals, and Punctuation</li> </ol>	
<b>Bend 2:</b> Nonfiction Writers Can Write Chapter Books!	<ol style="list-style-type: none"> <li>1. Writing Tables of Contents</li> <li>2. Planning and Writing Chapters While Resolving to Get Better</li> <li>3. Writers Write with Details and Help Readers picture the Details by Using Comparisons</li> <li>4. Different Kinds of Writing in Teaching Books: Chapters Can Contain How-To Writing, Persuasive Writing, and Stories</li> <li>5. Introductions and Conclusions</li> <li>6. Fix Up Writing by Pretending to be a Reader</li> </ol>	1. W.1.2, W.1.5, W.1.7, W.1.3
<b>Bend 3:</b> Writing Chapter Books with Greater Independence	<ol style="list-style-type: none"> <li>1. Writers Use All They Know to Plan for New Chapter Books</li> <li>2. Writers Do Research, Like Finding Images or Photos, to Help Them Say More</li> <li>3. Editing “On the Go”: Varying End Punctuation to Bring Out a Teaching Book’s Meaning</li> <li>4. Using Craft Moves Learned in <i>Small Moments</i>: Pop-Out Words and Speech Bubbles</li> </ol>	1. W.1.2, W.1.5, W.1.6, W.1.8
<b>Unit: Writing Reviews</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1:</b> Best In Show: Judging Our Collections	<ol style="list-style-type: none"> <li>1. People Collect Things and Write Opinions about Their Collections</li> <li>2. Explaining Judgements in Convincing Ways</li> <li>3. “How Do I Write This Kind of Writing Well?”</li> <li>4. Opinion Writers Expect Disagreement</li> <li>5. Awarding Prizes for More Practice - and More Fun</li> <li>6. Bolstering Arguments</li> <li>7. Editing and Publishing: Making Writing “Best in Show”!</li> </ol>	1. W.1.1, W.2.1, W.1.5
<b>Bend 2:</b> Writing Persuasive Reviews	<ol style="list-style-type: none"> <li>1. Writing Reviews to Persuade Others</li> <li>2. Talking Right to Readers</li> </ol>	1. W.1.1, W.1.7, W.1.3, W.1.5, W.2.1

	<ol style="list-style-type: none"> <li>Making Comparisons in Writing</li> <li>Hook Your Reader: Writing Catchy Introductions and Conclusions</li> <li>Partners Work Together to Give Writing Checkups!</li> <li>Making Anthologies: A Celebration</li> </ol>	
<b>Bend 3: Writing Persuasive Book Reviews</b>	<ol style="list-style-type: none"> <li>Using All You Know to Write Book Reviews</li> <li>Don't Spill the Beans!: Giving Sneak Peek Summaries</li> <li>Not Too Long, Not Too Short!: Using Conjunctions</li> <li>Review a Review?: Making Sure Reviews Are Brim Full of the Best Work!</li> <li>Book Review Talks: A <i>Reading Rainbow</i> - Style Celebration</li> </ol>	1. W.1.1, W.1.3, W.2.1, W.1.5, W.1.6
<b>Unit: From Scenes to Series: Writing Fiction</b>		
Lessons	Instructional Topics	Standards
<b>Bend 1: Fiction Writers Set Out to Write Realistic Fiction!</b>	<ol style="list-style-type: none"> <li>Serious Fiction Writers Do Some Serious Pretending</li> <li>Writers Develop a "Can-Do" Independent Attitude</li> <li>Writers Learn to Get Their Characters Out of Trouble</li> <li>Serious Writers Get Serious about Spelling</li> <li>Taking Stock: Writers Use Checklists to Set Goals</li> </ol>	1. W.1.3, W.1.8, W.1.5, W.2.3
<b>Bend 2: Fiction Writers Set Out to Write Series</b>	<ol style="list-style-type: none"> <li>Series Writers Always Have a Lot to Write About</li> <li>Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know?</li> <li>Writers Develop Their Dialogue</li> <li>Saddle Up to the Revision Party - and Bring Your Favorite Writer</li> <li>Celebrating Our First Series</li> </ol>	1. W.1.3, W.1.5, W.2.3, W.1.7, W.1.8
<b>Bend 3: Becoming More Powerful at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers</b>	<ol style="list-style-type: none"> <li>Series Writers Investigate What Makes Realistic Fiction Realistic</li> <li>Writers "Show, Not Tell" by Focusing on Tiny Realistic Details</li> <li>Fiction Writers Include Chapters: Writing a Beginning, Middle, and End</li> <li>Patterns Help Writers Elaborate</li> <li>Writers Use Their Superpowers to Work with Greater Independence</li> </ol>	1. W.1.3, W.1.5, W.1.8, W.2.3, W.1.7
<b>Bend 4: Getting Ready to Publish Our Second Series</b>	<ol style="list-style-type: none"> <li>Punctuation Parties</li> <li>Writers Use Illustrations to Tell</li> </ol>	1. W.1.3, W.1.5, W.2.3

	<p>Important Details</p> <ol style="list-style-type: none"><li>3. "Meet the Author" Page</li><li>4. Getting Ready for the Final Celebration</li><li>5. A Celebration of Series Writers: The Grand Finale!</li></ol>	
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**Scope and Sequence - Phonics**

<b>Unit: Talking and Thinking about Letters</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1:</b> Studying Names to Learn about Phonics	<ol style="list-style-type: none"> <li>1. We Study Words to Learn to Read and Write</li> <li>2. How to Study Names - and All Words!</li> <li>3. Forming Letters, Starting with Our Mascot's name</li> <li>4. Expert Talk about the Spelling of Our Names</li> <li>5. Studying Short-Vowel Power in Names</li> <li>6. Studying Blends and Digraphs in Names</li> <li>7. Studying More Digraphs in Names</li> <li>8. Comparing and Contrasting Names to Grow Theories about Phonics</li> </ol>	
<b>Bend 2:</b> Studying High-Frequency Words to Learn about Phonics	<ol style="list-style-type: none"> <li>1. Looking Closely at Snap Words</li> <li>2. Sorting Snap Words</li> <li>3. Studying Snap Words with the Vowel O</li> <li>4. Learning New Snap Words</li> <li>5. Using Snap Words to Write</li> <li>6. Using Everything You Know about Words, Letters, and Sounds to Write</li> </ol>	
<b>Bend 3:</b> Using Snap Words and Word Parts to Make and Read More New Words	<ol style="list-style-type: none"> <li>1. Power Words Help Writers Make a Zillion New Words!</li> <li>2. Making Even More Words from Snap Words</li> <li>3. Making More New Words Using Blends and Digraphs</li> <li>4. Bringing All You Know to Read and Write Long, Complicated Words</li> <li>5. Tackling Super-Hard Words to Read, Read, Read</li> </ol>	
<b>Unit: The Mystery of the Silent e</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1:</b> Word Detectives Take the Case: Investigating Silent <i>E</i>	<ol style="list-style-type: none"> <li>1. Word Detectives Investigate Tricky Words</li> <li>2. Word Detectives Look Closely to Find Patterns in Words: Sorting Long and Short Vowels</li> <li>3. Word Detectives Use the Patterns They've Learned to Write New Words: Interactive</li> </ol>	

	<p>Writing</p> <ol style="list-style-type: none"> <li>Word Detectives Practice Their New Skills: Making Words with Phonograms</li> <li>Word Detectives Use Everything They Know to Solve and Check Words When They Read: Shared Reading</li> </ol>	
<b>Bend 2:</b> Word Detectives Test Their Theories to Learn More about Vowels	<ol style="list-style-type: none"> <li>Word Detective Investigate Words with the Vowel O</li> <li>Word Detectives Investigate Words with the Vowel I</li> <li>Word Detectives Put Themselves to the Test: Interactive Editing</li> <li>Investigating Words with a Long E Sound: An Introduction to Vowel Teams</li> <li>Snap Word Boot Camp</li> </ol>	
<b>Bend 3:</b> Word Detectives Use Words They Know to Solve New Mysteries	<ol style="list-style-type: none"> <li>Collecting New Snap Words</li> <li>The Case of the Letter Twins: Using Double Consonants to Solve Multisyllabic Words</li> <li>The Case of the Sticky Letters: Studying Three-Letter Blends</li> <li>The Case of the Words in Disguise: Investigating Contractions</li> <li>The Compound Word Puzzle</li> <li>Tracking Down the Look-Alike Word Part: Using Analogy to Solve Words</li> <li>A Word Detective Is Always on the Case!</li> </ol>	
<b>Unit: From Tip to Tail: Reading across Words</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1:</b> Reading and Hearing All the Way across Words	<ol style="list-style-type: none"> <li>Reading Carefully, looking All the Way through Words</li> <li>Getting to Know Some Common Endings</li> <li>Investigating Different Sounds that -ed Makes in Different Words</li> <li>The Tricky Y</li> <li>Blends Come as Endings, Too!</li> <li>Making Sure Writers Use Strong Endings When They Write Words</li> </ol>	
<b>Bend 2:</b> Dealing with Trickier Words	<ol style="list-style-type: none"> <li>Getting to Know Common Phonograms that End in Blends</li> <li>Reading Words, Part by Part:</li> </ol>	

	Phonograms Ending with Digraphs 3. Reading across Even the Longest, Toughest Words, from Beginning to End 4. Spelling Words, Part by Part 5. Hearing <i>ALLL</i> the Way across Words - and Putting a Vowel in Each Syllable 6. Karate-Chop Words to Read Them Part by Part	
<b>Bend 3:</b> Raising the Level of Work with High-Frequency Words	1. Snap Word Power: Reading More Smoothly and with More Power 2. Bringing New Knowledge to Learning Snap Words 3. Using Snap Words to Help Make and Read Other, Longer, Trickier Words 4. Making Contractions with <i>Not</i> 5. A Review of Contractions: Playing Word Games to Strengthen Phonics Skills 6. Celebration: Word Games Tournament	
<b>Unit: Work Builders: Using Vowel Teams to Build Big Words</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1:</b> We Are Word Builders: Using Vowel Teams that Make a Long-Vowel Sound	1. We Are Word Builders 2. Word Builders Pay Attention to Vowel Teams 3. Digging Up Discoveries about Vowel Teams 4. Word Builders Use Vowel Teams and Word Parts 5. Watching Out for Words that Don't Work the Same Way 6. Word Builders Need Powerful Tools to Get the Job Done	
<b>Bend 2:</b> Building Words with Trickier Parts: Studying Vowel Teams that Make Two Sounds	1. Vowel Teams Can Make <i>New</i> Sounds 2. Using <i>OU</i> and <i>OW</i> to Learn New Snap Words 3. Investigating the Sounds of <i>OW</i> and <i>OU</i> 4. The Two Sounds of <i>OO</i> 5. Reviewing Vowel Teams to Build New Words	
<b>Bend 3:</b> Provisioning Our Toolboxes with Vowel Teams that Make the Same Sound	1. <i>OI</i> and <i>OY</i> : Two Vowel Teams, One Sounds 2. Helpful Clues for Vowel Teams <i>EW</i> and <i>UE</i>	

	<ol style="list-style-type: none"> <li>3. Word Builders Look Out and Listen Up to Use the Right Vowel Team</li> <li>4. Adding to Our Toolbox: Vowel Teams <i>AW</i> and <i>AU</i></li> <li>5. Learning New Snap Words and Making New Words with <i>IGH</i></li> <li>6. Building Vowel Town</li> </ol>	
<b>Unit: Marvelous Bloopers: Learning through Wise Mistakes</b>		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Studying Bloopers to Learn from Them	<ol style="list-style-type: none"> <li>1. Studying Bloopers with <i>R</i>-Controlled Vowels</li> <li>2. Investigating <i>-AR</i>, <i>-ER</i>, and <i>-OR</i></li> <li>3. Noticing and Stopping Bloopers that Students Make Over and Over</li> <li>4. When <i> ar </i> Is Not What It Seems</li> <li>5. Investigating How <i>R</i> Changes Vowel Sounds</li> <li>6. Learning Many Spellings Patterns for the <i> air </i> Sound</li> <li>7. Sharing and Learning from Our <i>Reading</i> Bloopers</li> </ol>	
<b>Bend 2:</b> Words You Use and Confuse: Snap Word Bloopers	<ol style="list-style-type: none"> <li>1. Snap Word Memory Tricks</li> <li>2. Isolating the Tricky Parts of Hard-to-Spell Snap Words</li> <li>3. Combining High-Frequency Words to Make Compound Words</li> <li>4. Inventing Ways to Remember Snap Words</li> </ol>	
<b>Bend 3:</b> A Phonics Project: Studying Capitals	<ol style="list-style-type: none"> <li>1. Studying the Capitalizing of Experts</li> <li>2. Studying and Fixing Wise Errors</li> <li>3. Adding Specific Details to Writing, Including Words that Need Capitals</li> <li>4. Playing Word Games to Learn More about Capital Letters</li> <li>5. Learning to Learn</li> <li>6. Teaching to Learn: Teaching Other Writers about Capital Letters</li> </ol>	