

"Ruby in Her Own Time" Day 1

Objective	Materials	Pacing
<p>Content Knowledge: Growing and Changing Comprehension Skill: Compare and Contrast Phonological Awareness: Segment and Blend Phonemes Phonics: Consonant Patterns ng, nk Spelling: Consonant Patterns ng, nk Conventions: Verbs That Add -s Writing: Comments About a Story</p>	<p>TE pp. 44j–49f SE pp. 44–49, EI 3 Sing with Me Big Book Reader's and Writer's Notebook pp. 329–332 Let's Practice It! TR DVD 129–130, 134 Decodable Practice Reader 14A</p>	<p>Standards 1 day Blocks 1 hour 30 minutes</p>
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text.</p> <p>CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS Literature 9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do we learn as we grow and change?</p> <ul style="list-style-type: none"> - Activate Prior Knowledge Routine <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend words with the consonant sounds /ng/ and /ngk/.</p> <p>Phonics: Associate the consonant sounds /ng/ and /ngk/ with the spellings ng and nk.</p> <p>Read: Blend and read words with the consonant digraphs ng and nk.</p> <p>Decodable Practice Reader 14A: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Spelling Pretest: Spell words with the sounds /ng/ and /ngk/.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.44j</p> <p>Video, Concept Talk Video</p> <p>Song, Sing with Me</p> <p>Activity, Sound-Spelling Chart</p> <p>eText, Decodable eBook</p> <p>Reader's and Writer's Notebook Key</p>	<p>40 minutes</p>
<p><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>
<p>High-Frequency Words: Read high-frequency words.</p> <ul style="list-style-type: none"> - Nondecodable Words Routine <p>Text-Based Comprehension: Compare and contrast within text.</p> <ul style="list-style-type: none"> - Envision It! Compare and Contrast <p>Read Aloud: Read "Something Else to Do" TE p. 49b.</p>	<p>Teacher's Edition p.49</p> <p>Animation, Envision It! Animation</p>	<p>30 minutes</p>
<p><i>Language Arts</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Use present-tense verbs with correct subject-verb agreement.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Writing: Understand and recognize features of comments about a story.</p> <ul style="list-style-type: none">- Mini-Lesson: Read Like a Writer- Quick Write for Fluency Routine <p>Research and Inquiry: Identify a topic connected to this week's concept.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.49c</p> <p>Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Ruby in Her Own Time" Day 2

Objective	Materials	Pacing
Content Knowledge: Growing and Changing Comprehension Skill: Compare and Contrast Comprehension Strategy: Inferring Phonological Awareness: Segment and Blend Phonemes Phonics: Compound Words Spelling: Consonant Patterns ng, nk Conventions: Verbs That Add -s Writing: Comments About a Story Handwriting: Letter K and k/Letter Slant	TE pp. 50a–73g SE pp. 46–47, 50–73, EI 14 Big Book "Mr. George Baker" Reader's and Writer's Notebook pp. 333–337 Let's Practice It! TR DVD 133 Decodable Practice Reader 14B	Standards 1 day Blocks 1 hour 30 minutes
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text.</p> <p>CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS Literature 9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do we learn as we grow and change?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend the sounds in compound words.</p> <p>Phonics: Blend and read compound words. - Word Parts Strategy Routine</p> <p>Read: Blend and read compound words.</p> <p>Decodable Practice Reader 14B: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading. - Paired Reading Routine</p> <p>Phonics Review: Apply knowledge of letter-sound correspondences and syllable patterns to decode words in context and in isolation.</p> <p>Spelling: Spell words with the consonant digraphs ng and nk.</p>	<p>Teacher's Edition p.50a Activity, Sound-Spelling Chart eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>

Pearson SuccessNet Lesson Plan

<p>High-Frequency Words: Review high-frequency words. Selection Vocabulary Vocabulary: Identify synonyms. Text-Based Comprehension - Preview and Predict - Read for Understanding Routine: Access Text and Close Reading Main Selection—First Read: Read "Ruby in Her Own Time" pp. 52–73. - Comprehension Skill: Compare and Contrast - Comprehension Strategy: Inferring Text-Based Comprehension: Check Understanding Small Group Time Literary Text: Identify story elements in literary text.</p>	<p>Teacher's Edition p.51 Student Edition p.52 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>	<p>40 minutes</p>
Language Arts	Targeted Resources	Duration
<p>Conventions: Identify and correctly use verbs that add -s when reading, speaking, and writing. - Daily Fix-It Writing: Generate comments about a story. - Mini-Lesson: Include Feelings - Quick Write for Fluency Routine Handwriting: Write with consistent letter slant. Research and Inquiry: Understand the features of a glossary. Wrap Up Your Day</p>	<p>Teacher's Edition p.73c Daily Fix-It</p>	<p>20 minutes</p>
Homework		My Notes

"Ruby in Her Own Time" Day 3

Objective	Materials	Pacing
<p>Content Knowledge: Growing and Changing Comprehension Skill: Review Sequence Phonological Awareness: Add Phonemes Phonics: Consonant Patterns ng, nk; Compound Words Spelling: Words with ng, nk Fluency: Appropriate Phrasing Conventions: Verbs That Add -s Writing: Comments About a Story Listening and Speaking: Share Information About Respect</p>	<p>TE pp. 74a–77c SE pp. 46–47, 74–77 Big Book "Mr. George Baker" Reader's and Writer's Notebook pp. 338–342</p>	<p>Standards 1 day Blocks 1 hour 30 minutes</p>

National Standards

- CCSS Literature 1. Ask and answer questions about key details in a text.
- CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.
- CCSS Literature 9. Compare and contrast the adventures and experiences of characters in stories.
- CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- CCSS Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.
- CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: What do we learn as we grow and change?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Add initial sound to create a new word.</p> <p>Phonics: Read words with ng, words with nk, and compound words.</p> <p>Fluent Word Reading</p> <p>Blend and Read: Blend and read words with the consonant patterns ng or nk and compound words.</p> <p>Spelling: Spell words with the consonant patterns ng and nk.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.74a</p> <p>Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>High-Frequency and Selection Vocabulary</p> <p>Check High-Frequency Words</p> <p>Text-Based Comprehension: Check Understanding</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Access Text and Close Reading <p>Main Selection—Second Read: Read "Ruby in Her Own Time" pp. 52–73.</p> <ul style="list-style-type: none"> - Comprehension Skill: Review Sequence - Establish purpose for reading text. - Review key features of animal fantasy. <p>Retelling: Retell a narrative.</p> <p>Think Critically: Make inferences in a narrative text.</p> <ul style="list-style-type: none"> - Compare and contrast. - Write clear, coherent sentences. <p>Model Fluency: Read aloud fluently, attending to punctuation.</p> <ul style="list-style-type: none"> - Choral Reading Routine 	<p>Teacher's Edition p.74g</p> <p>Student Edition p.52</p> <p>eText, Main Selection eText</p>	<p>40 minutes</p>
Language Arts	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Conventions: Review present-tense verbs with -s ending.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Let's Write It!: Connect to Conventions: Verbs That Add -s</p> <p>Writing: Write a draft of comments about a story.</p> <ul style="list-style-type: none">- Mini-Lesson: Voice- Quick Write for Fluency Routine <p>Listening and Speaking: Understand that it is OK to disagree.</p> <ul style="list-style-type: none">- Acknowledge another point of view.- Ask questions and make comments in an appropriate tone of voice.- Express ideas through speaking and writing. <p>Research and Inquiry: Gather information for an inquiry project.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.76a Animation, Grammar Jammer Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Ruby in Her Own Time" Day 3

Objective	Materials	Pacing
<p>Content Knowledge: Growing and Changing Comprehension Skill: Review Sequence Phonological Awareness: Add Phonemes Phonics: Consonant Patterns ng, nk; Compound Words Spelling: Words with ng, nk Fluency: Appropriate Phrasing Conventions: Verbs That Add -s Writing: Comments About a Story Listening and Speaking: Share Information About Respect</p>	<p>TE pp. 74a–77c SE pp. 46–47, 74–77 Big Book "Mr. George Baker" Reader's and Writer's Notebook pp. 338–342</p>	<p>Standards 1 day Blocks 1 hour 30 minutes</p>
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text.</p> <p>CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS Literature 9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.</p> <p>CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>		

Pearson SuccessNet Lesson Plan

Get Ready to Read	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: What do we learn as we grow and change?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Add initial sound to create a new word.</p> <p>Phonics: Read words with ng, words with nk, and compound words.</p> <p>Fluent Word Reading</p> <p>Blend and Read: Blend and read words with the consonant patterns ng or nk and compound words.</p> <p>Spelling: Spell words with the consonant patterns ng and nk.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.74a</p> <p>Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>High-Frequency and Selection Vocabulary</p> <p>Check High-Frequency Words</p> <p>Text-Based Comprehension: Check Understanding</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Access Text and Close Reading <p>Main Selection—Second Read: Read "Ruby in Her Own Time" pp. 52–73.</p> <ul style="list-style-type: none"> - Comprehension Skill: Review Sequence - Establish purpose for reading text. - Review key features of animal fantasy. <p>Retelling: Retell a narrative.</p> <p>Think Critically: Make inferences in a narrative text.</p> <ul style="list-style-type: none"> - Compare and contrast. - Write clear, coherent sentences. <p>Model Fluency: Read aloud fluently, attending to punctuation.</p> <ul style="list-style-type: none"> - Choral Reading Routine 	<p>Teacher's Edition p.74g</p> <p>Student Edition p.52</p> <p>eText, Main Selection eText</p>	<p>40 minutes</p>
Language Arts	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Conventions: Review present-tense verbs with -s ending.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Let's Write It!: Connect to Conventions: Verbs That Add -s</p> <p>Writing: Write a draft of comments about a story.</p> <ul style="list-style-type: none">- Mini-Lesson: Voice- Quick Write for Fluency Routine <p>Listening and Speaking: Understand that it is OK to disagree.</p> <ul style="list-style-type: none">- Acknowledge another point of view.- Ask questions and make comments in an appropriate tone of voice.- Express ideas through speaking and writing. <p>Research and Inquiry: Gather information for an inquiry project.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.76a</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Ruby in Her Own Time" Day 4

Objective	Materials	Pacing
<p>Content Knowledge: Growing and Changing Comprehension Skill: Compare and Contrast Phonological Awareness: Segment and Blend Syllables Phonics: Vowel Sounds of y; Syllable Pattern CV Spelling: Words with ng, nk Fluency: Appropriate Phrasing Conventions: Verbs That Add -s Writing: Comments About a Story</p>	<p>TE pp. 78a–81e SE pp. 78–81 Read Aloud Anthology Reader's and Writer's Notebook pp. 343–344 Let's Practice It! TR DVD 131–132 Decodable Practice Reader 14C</p>	<p>Standards 1 day Blocks 1 hour 30 minutes</p>
National Standards		
<p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: What do we learn as we grow and change?</p> <p>Oral Vocabulary: Amazing Words Oral Vocabulary Routine</p> <p>Phonological Awareness: Segment and blend words with two syllables.</p> <p>Phonics: Read words with vowel sounds of y and syllable pattern CV.</p> <p>Decodable Practice Reader 14C: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <p>Reread for Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Fluent Word Reading: Read words fluently in context and in isolation.</p> <p>Spelling: Spell words with the consonant digraphs ng and nk.</p> <p>Small Group Time</p>	<p>Teacher's Edition p.78a eText, Decodable eBook eText, eReader Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p><i>Read and Comprehend</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>
<p>Social Studies in Reading: Preview and predict.</p> <p>Paired Selection: Read "The Ugly Duckling" pp. 78–81.</p> <ul style="list-style-type: none"> - Access Text - Let's Think About Genre - Reading and Writing Across Texts <p>Fluency: Read aloud fluently with accuracy and at an appropriate rate.</p> <ul style="list-style-type: none"> - Paired Reading Routine - Check words correct per minute. 	<p>Teacher's Edition p.78i Student Edition p.78 eText, Paired Selection eText</p>	<p>40 minutes</p>
<p><i>Language Arts</i></p>	<p><i>Targeted Resources</i></p>	<p><i>Duration</i></p>

Pearson SuccessNet Lesson Plan

<p>Conventions: Use present-tense verbs with correct subject-verb agreement.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Writing: Revise a draft for clarity.</p> <ul style="list-style-type: none">- Mini-Lesson: Revising Strategy: Adding a Sentence- Quick Write for Fluency Routine <p>Research and Inquiry: Review answers to inquiry questions.</p> <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.81b</p> <p>Daily Fix-It</p>	<p>20 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Ruby in Her Own Time" Day 5

Objective	Materials	Pacing
<p>Content Knowledge: Growing and Changing Comprehension Skill: Compare and Contrast Phonological Awareness: Add Final Phonemes Phonics: Consonant Patterns ng, nk; Compound Words Spelling: Words with ng, nk Listening and Speaking: Share Information and Ideas Fluency: Appropriate Phrasing Conventions: Verbs That Add -s Writing: Comments About a Story</p>	<p>TE pp. 82a–83l SE pp. 82–83 Read Aloud Anthology Let's Practice It! TR DVD 135 Weekly Tests pp. 115–120 Fresh Reads pp. 115–120</p>	<p>Standards 1 day Blocks 1 hour 30 minutes</p>

National Standards

- CCSS Literature 1. Ask and answer questions about key details in a text.
- CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.
- CCSS Literature 9. Compare and contrast the adventures and experiences of characters in stories.
- CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- CCSS Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.
- CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- CCSS Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Pearson SuccessNet Lesson Plan

<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Content Knowledge: Discuss the Question of the Week: What do we learn as we grow and change?</p> <p>Oral Vocabulary: Connect to Amazing Words - Review and Check Amazing Words</p> <p>Phonological Awareness: Add final sound to create a new word.</p> <p>Phonics: Review words with the consonant patterns ng and nk and compound words.</p> <p>Spelling Test: Words with ng, nk</p>	<p>Teacher's Edition p.82a</p>	<p>30 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Small Group Time</p> <p>Listening and Speaking: Share information and ideas effectively. - Speak clearly and at an appropriate pace. - Use the conventions of language when speaking. - Listen attentively.</p> <p>Vocabulary: Identify synonyms.</p> <p>Fluency: Read aloud fluently with appropriate phrasing.</p> <p>Text-Based Comprehension: Compare and contrast the elements of a story.</p> <p>Vocabulary: Read high-frequency and story words.</p> <p>Genre: Identify the features of a fairy tale.</p> <p>Assessment: Monitor Progress: Sentence Reading/Fluency and Comprehension</p>		<p>30 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>

Pearson SuccessNet Lesson Plan

<p>Conventions: Use present-tense verbs with correct subject-verb agreement.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Writing: Edit a draft for spelling, punctuation, and capitalization.</p> <ul style="list-style-type: none"> - Create and present a final draft. - Mini-Lesson: Proofread for Verbs That Add -s - Quick Write for Fluency Routine <p>Research and Inquiry: Present results of inquiry project.</p> <p>Wrap Up Your Week!</p>	<p>Activity, Story Sort Daily Fix-It</p>	<p>30 minutes</p>
<p>Assessment Checkpoints for the Week</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Phonics: Consonant Patterns ng, nk Phonics: Compound Words Comprehension Skill: Compare and Contrast High-Frequency Words</p>	<p>Teacher's Edition p.83l</p>	<p>20 minutes</p>
<p>Homework</p>	<p>My Notes</p>	