## FIRST GRADE ENGLISH/LANGUAGE ARTS CURRICULUM

## Course 50100

First grade students continue to develop their ability to read and comprehend both fiction and non-fiction texts. In first grade, students will compare one text to another. Statements and writings about texts should be supported with details from the texts. Students will learn basic language conventions and increase their knowledge of grade appropriate vocabulary and correct spelling of grade appropriate words. Students will also write basic opinion, informational, and narrative texts using basic components of each.

## FIRST GRADE ENGLISH/LANGUAGE ARTS OUTLINE:

Goals	Skills	Summative Assessments	Time Frame	Main Resources
<ul> <li>Understand basic features of printed text.</li> <li>Understand the spoken word: sounds, syllables, long and short vowels, blends, digraphs, vowel teams, etc.</li> <li>Identify the author's purpose in a text using details from the text.</li> <li>Identify differences between two texts on similar topics.</li> <li>Determine the meaning of unknown words using context and other clues from the text.</li> <li>Describe character, setting,</li> </ul>	<ul> <li>Read grade level texts with accuracy and fluency to support comprehension.</li> <li>Identify main idea and details and to ask and answer questions about details in a text.</li> <li>To use text features to find and identify information in a text and to answer questions from the text.</li> <li>Read and comprehend grade-level texts and literature independently and proficiently.</li> <li>Write informational/explanatory</li> </ul>	Summative Assessments End-of-Unit Benchmark Assessments End of the Year Benchmark Assessment	Time Frame 1-year	Main Resources Reading Street
<ul> <li>major events, and plot in a story.</li> <li>Read and retell stories describing their main idea, central message, or lesson.</li> <li>Demonstrate a grade-level appropriate understanding of writing conventions including: capitalization, ending punctuations, and spelling of high frequency words or phonetic spelling of unknown words.</li> </ul>	<ul> <li>texts to convey ideas or explain a topic.</li> <li>Write about a topic using two or more facts and provide a sense of closure.</li> <li>Write an opinion text by forming an opinion and supporting it with facts or reasons.</li> <li>Write a narrative text about a real or imagined event including characters and descriptions of thoughts or feelings to tell about the event.</li> </ul>			

## KINDERGARTEN ENGLISH/LANGUAGE ARTS MAP:

TIME	BIG IDEAS	CONCEPTS	ESSENTIAL	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
FRAME			QUESTIONS				
PRAME Unit 1 (Weeks 1-6)	<ul> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Effective readers use appropriate strategies to construct meaning.</li> <li>Effective research requires the use of varied resources to gain or expand knowledge.</li> <li>Rules of grammar and language conventions support clarity of communications</li> </ul>	Phonological/Phone mic Awareness         Initial, medial, and final phonemes         Segment and blend         Phonemes         Blend onsets and rhymes         Isolate initial, medial, and final phonemes         Rhyming words         Isolate syllables         Count phonemes         Letter         Recognition/Phonics         Consonants: m/m, s, ss/s/, t/t/         Short /a/         c/k/, p/p/, n/n/         f, ff/f, b/b/, g/g/         Short i         d/d, I,II/l/, h/h/         v/v/, y/y/, z,zz/z/,         q,qu/kw/         Short u         Comprehension         Character         Questioning         Setting         Predict and set         purpose         Plot         Story structure         Realism and fantasy         Questioning         Monitor and clarify         Background         Knowledge         Writing:         Nouns and sentences         Sentences with         adjectives	<ul> <li>QUESTIONS</li> <li>How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication?</li> <li>How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?</li> <li>How do strategic readers create meaning from informational and literary text?</li> <li>How do strategic readers create meaning from informational and literary text?</li> <li>How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read?</li> <li>How do task, purpose, and audience influence how speakers craft</li> </ul>	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence. CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one- syllable words to make new words. CC.1.1.1.D Know and apply grade- level phonics and word analysis skills in decoding words. • Identify common consonant diagraphs, final-e, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade-	<ul> <li>Week 1</li> <li>Identify objects with the sound /m/, s, ss/s/, t/t/.</li> <li>Distinguish between initial and final phonemes.</li> <li>Identify words with consonants /m/, s, ss/s/, t/t/.</li> <li>Say words with consonants /m/, s, ss/s/, t/t/.</li> <li>Identify and describe a character in a story.</li> <li>Give reasons for characters actions and feelings.</li> <li>Write sentences with nouns for people, places, animals, or things.</li> <li>Write complete sentences.</li> <li>Identify high frequency words: I, see, a, green.</li> <li>Spell high frequency words: I, see, a, green.</li> <li>Develop fluency by listening and following along with familiar text.</li> <li>Week 2</li> <li>Identify things with sounds: /p/, /n/, c/k/.</li> <li>Identify words with sounds of</li> </ul>	RazKids.com Leveled Readers Decodable Readers Reteach Sleuth Independent Practice Stations ELL	Spelling test Weekly test Oral assessment Progress monitoring Reading A-Z Running records Timed fluency test Informal observation Unit benchmark test

botwoon	Sentences with nouns,	and deliver a	level words with	conconanto: /n/		
between				consonants: /p/,		
writers/sp	beakers verbs, and adjectives	message? How do	inflectional endings.	/n/, c/k/.		
and	Conventions	speakers employ	Read grade-appropriate	Pronounce and		
readers/l		language and	irregularly spelled	spell words with		
	Nouns for people,	utilize resources to	words.	/p/, /n/, c/k/.		
	animals and things	effectively	CC.1.1.1.E	<ul> <li>Write sentences</li> </ul>		
	Nouns for places	communicate a	Read with accuracy and	with nouns that		
	Simple sentences	message?	fluency to support	name places.		
	Adjectives	How does	comprehension: • Read	<ul> <li>Write complete</li> </ul>		
	Sentences	interaction with text	on-level text with	sentences.		
		provoke thinking	purpose and	<ul> <li>Identify high</li> </ul>		
	Listening and	and response?	understanding. • Read	frequency words:		
	Speaking	<ul> <li>What does a</li> </ul>	on-level text orally with	we, like, the, one.		
	Participate in	reader look for and	accuracy, appropriate	<ul> <li>Spell high</li> </ul>		
	discussion	how can s/he find	rate, and expression on	frequency words:		
	Follow instruction	it? How does a	successive readings. •	we, like, the, one.		
	Restate instructions	reader know a	Use context to confirm	<ul> <li>Identify and</li> </ul>		
	Five directions	source can be	or self-correct word	describe a setting		
	Ask questions and	trusted? How does	recognition and	in a story.		
	follow or restate	one organize and	understanding,	<ul> <li>Give reasons as to</li> </ul>		
	directions	synthesize	rereading as necessary.	why the setting is		
	Relate and experience	information from	CC.1.2.1.B	important to the		
	in sequence	various sources?	Ask and answer			
		How does one best	questions about key	story.		
	Vocabulary	present findings?	details in a text.	Develop fluency		
	Oral vocabulary	What does a	CC.1.2.1.E	by listening and		
	High Frequency	reader look for and	Use various text	following along		
	Words	how can s/he find	features and search	with familiar text.		
		it? How does a	tools to locate key facts	Maak 2		
		reader know a	or information in a text.	Week 3		
		source can be	CC.1.2.1.G	<ul> <li>Identify things with</li> </ul>		
		trusted? How does	Use the illustrations and	sounds: /b/, /g/, /f/,		
		one organize and	details in a text to	/i/		
		synthesize	describe its key ideas.	<ul> <li>Identify words</li> </ul>		
		information from	CC.1.2.1.J	with: /b/, /g/, /f/, /i/		
		various sources?	Use words and phrases	<ul> <li>Pronounce and</li> </ul>		
		How does one best	acquired through	spell words with:		
		present findings?	conversations, reading,	/b/, /g/, /f/, /i/		
		What is this text	and being read to, and	<ul> <li>Distinguish</li> </ul>		
			responding to texts,	between initial and		
		really about?	including words that	final /b/, /g/, /f/		
		What makes clear     and affective	signal connections and	<ul> <li>Write sentences</li> </ul>		
		and effective	relationships between	with verbs that		
		writing? Why do	the words and phrases.	show action		
		writers write? What	CC.1.2.1.K	<ul> <li>Identify high</li> </ul>		
		is the purpose?	Determine or clarify the	frequency words:		
		Who is the	meaning of unknown	look, do, you, was,		
		audience? What	and multiple-meaning	yellow		
		will work best for	word and phrases	<ul> <li>Spell high</li> </ul>		
		the audience?	based on grade-level	frequency words:		
		<ul> <li>What strategies</li> </ul>	reading and content.	look, do, you, was,		
		and resources do I	CC.1.2.1.L	yellow		
I			00.1.2.1.L	,01011	I	l

use to figure out	Read and comprehend	Identify plot of the	
unknown	literary non-fiction and	story	
vocabulary?	informational text on	<ul> <li>Identify of the</li> </ul>	
<ul> <li>Why learn new</li> </ul>	grade level, reading	problem in a plot	
words?	independently and	and the solution to	
<ul> <li>Why learn new</li> </ul>	proficiently.	the problem	
words? What	CC.1.3.1.A	Develop fluency	
strategies and	Retell stories, including key details, and	by listening and	
resources does the learner use to	demonstrate	following along	
figure out unknown	understanding of their	with familiar text	
vocabulary? How	central message or	Week 4	
does one develop	lesson.	<ul> <li>Identify things with</li> </ul>	
and refine	CC.1.3.1.B	sounds: /d/, /l/, /h/,	
vocabulary?	Ask and answer	/0/	
-	questions about key	<ul> <li>Identify words</li> </ul>	
	details in a text.	with: /d/, /l/, /h/, /o/	
	CC.1.3.1.C	<ul> <li>Pronounce and</li> </ul>	
	Describe characters,	spell words with:	
	settings, and major events in a story, using	/d/, /l/, /h/, /o/	
	key details.	Distinguish	
	CC.1.3.1.D	between initial and	
	Identify who is telling	final /d/, /l/, /h/	
	the story at various	<ul> <li>Write complete sentences that</li> </ul>	
	points in a text.	begin with an	
	CC.1.3.1.E	upper case letter	
	Explain major	Write complete	
	differences between	sentences that	
	books that tell stories	end with a period	
	and books that give information, drawing on	<ul> <li>Identify high</li> </ul>	
	a wide reading or range	frequency words:	
	of text types.	they, have, two,	
	CC.1.3.1.F	that, are	
	Identify words and	Spell high	
	phrases in stories or	frequency words:	
	poems that suggest	they, have, two, that, are	
	feelings or appeal to the	<ul> <li>Identify plot of the</li> </ul>	
	senses.	story	
	CC.1.3.1.G Use illustrations and	<ul> <li>Identify what</li> </ul>	
	details in a story to	aspects of the	
	describe characters,	story are real	
	setting, or events.	<ul> <li>Identify what</li> </ul>	
	CC.1.3.1.H	aspects of the	
	Compare and contrast	story are fantasy	
	the adventures and	<ul> <li>Develop fluency</li> </ul>	
	experiences of	by listening and	
	characters in stories.	following along with familiar texts	
	CC.1.3.1.I Determine or clarify the	WILL LATINIAL LEXIS	
	Determine of clarity the		

meaning of unknown and multiple-meaning is based on grade-level rechting auf content user words and phrases acquired through conversations, reading.       Veek 5 - Identity things with sounds ( <i>t</i> , <i>t</i> , <i>k</i> ), <i>k</i> ), <i>k</i> , <i>k</i> user words and phrases conversations, reading the total and being read to, and meanonal of totals.       Veek 5 - Not, <i>k</i> , <i>k</i> including words that signal connections and phrases for effect. CC 1: A1: 1K       Signal Connections and phrases for effect. CC 1: A1: 1K       Veek 5 - Connections and phrases for effect. CC 1: A1: 1K         CC 1: A1: A1: M       Write narratives to develop read to and phrases for effect. CC 1: A1: 1M       Veek 5 - Signal phrases convertes or events. CC 1: A1: 1M       Signal Convertes so and phrases for effect. CC 1: A1: 1M       Signal Convertes so and phrases for effect. CC 1: A1: 1M       Signal Convertes so and phrases for effect. CC 1: A1: 1M       Signal Phrases so and phrases convertes or events. CC 1: A1: 1M       Signal Phrases so and effect. CC 1: A1: 1M       Signal Phrases so and phrases convertes or events. CC 1: A1: 1M       Signal Phrases so and effect. CC 1: A1: 1M         CC 1: A1: 1M (from anarbow will be about.       Signal Phrases so and effect. CC 1: A1: 1M       Signal Phrase so and effect. CC 1: A1: 1M       Signal Phrase so and effect. CC 1: A1: 1M         CC 1: A1: 1M (from anarbow will be about.       Signal Phrase so and effect. CC 1: A1: 1M       Signal Phrase so and effect. CC 1: A1: 1M         Demonstrate and phrase so and effect. CC 1: A1: 1M       Signal Phrase so and effect. CC 1: A1: 1M       Signal Phrase so and effect. CC 1: A1: 1M	[	· · · · · · · · · · · · · · · · · · ·	I				
word and phrases based on grade-level reading and content C.C. 3.1.1 Use words and phrases acquired through or and being read to, and reapponding to toxic including words that singal connections the words and phrases c.C. 3.1.1 With : If, Nel, Ji, Nel, with : If, Nel, Ji				meaning of unknown	Week 5		
word and phrases based on grade-level reading and content C.C. 3.1.1 Use words and phrases acquired through or and being read to, and reapponding to toxic including words that singal connections the words and phrases c.C. 3.1.1 With : If, Nel, Ji, Nel, with : If, Nel, Ji				and multiple-meaning	<ul> <li>Identify things with</li> </ul>		
based on grade-level       reading and contention         CC.13.1.J       Use words and phrases         acquired through       iotimity words         and being read to and       recluding words with: r/t, Noi, Hy, Noi, Noi, Tail, r/t, Noi, Hy, Noi, Tail, r/t, Hy, Hy, Hy, Hy, Hy, Hy, Hy, Hy, Hy, Hy							
Image: Section of the section of th							
CC.1.3.1.J       Use words and phrases         acquired through       Distinguish         and being read to, and       Final //f, //k/, //k, //k         and being read to, and       Final //f, //k/, //k, //k         and being read to, and       Final //f, //k/, //k, //k         and being read to, and       Final //f, //k/, //k, //k         including words that       Signal connectors and         inglation       Identify short         velow is sum of the words and phrases.       CC.1.3.1.K         Read and comprehend       Identify short         Use adjectives to       describe nouss in a         complete sentence       a complete         is not with e narratives to       describe nouss in         dentify bligh       Final //f, //k/, //k, //k         regeneratives to       describe nouss in         dentify bligh       Final (Mini //k)         regeneratives to       describe nouss in         dentify bligh       Final //f, //k/, //k         regeneratives to       describe nouss in         dentify bligh       Final //f, //k         regeneratives to       describe nouss in         dentify bligh       Final //f, //k         regeneratives to       describe nouss in         dentify bligh							
Use words and phrases       /e/         acquired through conversations, reading including words that signal connections and responding to texts, sincluding words that signal connections and the words and phrases.       Distinguish between initial and final connections and readiationships between the words and phrases.         CR 24       View of somethend independently and proficiently.       View of somethend adjectives to describe nours in a complete sentence         CC 1.4.1.E       CC 1.4.1.F       None         CC 1.4.1.F       Spell high the narratives to develop read or imagined experiences or events.       Spell high the narratives to describe nours in a complete         CC 1.4.1.O       North imagined experiences or events.       View of somethend isophrete         CC 1.4.1.O       Identify plot of the story         Identify plot of the story       View of somethend isophrete         Babbaard       CC 1.4.1.O         Include thoughts and provide some sense of cC 1.4.1.P       View 6         Recount two or more experiences and events signal event order and provide some sense of cC 1.4.1.P       View 6         Recount two or more appropriate senses       View 6         View 6       View 6         Use a vieting vord words and phrases.       View 10 View 6         CC 1.4.1.R Demonstrate a grade       View 6         View 6       View 6         View 6       View 6 <t< td=""><td></td><td></td><td></td><td></td><td><ul> <li>Identify words</li> </ul></td><td></td><td></td></t<>					<ul> <li>Identify words</li> </ul>		
Use words and phrases       /e/         acquired through conversations, reading including words that signal connections and responding to texts, signal connections and reference words and phrases.       Disinguish between initial and file (N, W, K, N, K, /e/         Use words and phrases       Cit 1.3.1K         Read and comprehend literature on grade- literature on grade- source words and proficiently.       Use adjectives to discribe nours in adjectives to the narratives to discribe nours in adjectives to discribe nou				CC.1.3.1.J	with: /r/, /w/, /j/, /k/,		
<ul> <li>bistinguish</li> <lib< td=""><td></td><td></td><td></td><td>Use words and phrases</td><td></td><td></td><td></td></lib<></ul>				Use words and phrases			
between initial and and being read to, and responding to texts, signal connections and relationships botween the words and phrases. CC.1.3.1.K Read and comprehend literature on grade- level, reading independently and proficiently. CC.1.4.1.B							
and being read to.ask, responding to taxk, including words that signal connections and relationships between the words and phrases. CC.1.3.1.K       final: iff. ifd. ifd., ifd., ifd. ifd., ifd., ifd., ifd., words sound of e         Use adjactwes in a complete sentence       Use adjactwes in a complete sentence       Use adjactwes in a complete sentence         C.1.3.1.K       Read and comprehend literature on grade- independently and proficiently. CC.1.4.1.E       Use adjactwes in a complete sentence         C.C.1.4.1.E       Use adjactwes in a complete sentence       Use adjactwes in a complete sentence         With narratives to develop real or imagined experiences or events. CC.1.4.1.N       Spell high frequency words: isony       frequency words: isony         Libently the about.       CC.1.4.1.N       Spell high frequency words: isony       identify the solution to the problem         C.1.4.1.N       Establish who and whet the narratives will be about.       identify the solution to the problem       identify the solution to the problem         Develop the ory words is ignal even toder and provide some sense of closure.       identify words with asing al even toder and provide some sense of closure.       Use adjactwest that contain the contain the consin the consin the consin the consin the consin the consin the consin the							
including words that signal connections and relationships between the words and phrases. CC.1.3.1.K Read and comprehen literature on grade- level, reading independently and proficiently. CC.1.4.1.E Choose words and phrases to reflect. CC.1.4.1.M Write maratives to develop real or imagined experiences or events. CC.1.4.1.N Establish who and what the marative will be about. CC.1.4.1.P Recount two or more appropriately sequences and events constant and phrases.       //a         View       View       //a         View       //a							
including to texts, including words that signal connections at relationships between the words and phrases. CC.1.3.1.K Read and comprehend literature on grade- level, reading independently and proficiently. CC.1.4.1.M       /a/         View of the construction of the complete sentence       /a/         View of the construction of the construction of the					final: /r/, /w/, /j/, /k/,		
<ul> <li>I dentify short vovel sound of e</li> <li>Use adjectives in a complete sentence</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>Use adjectives to test to develop real or imagined experiences or events.</li> <li>CC:1.4.1.9</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>CC:1.4.1.9</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>CC:1.4.1.9</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>CC:1.4.1.9</li> <li>Use adjectives to describe nouns in a complete sentence</li> <li>CC:1.4.1.9</li> <li>Use adjectives to describe nouns in a plot test sentence</li> <li>Use adjectives to describe noughts and feelings to describe noughts and problem</li> <li>Use adjectives or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.</li> <li>CC:1.4.1.6</li> <li>Use a variety of words and phrases.</li> <li>Use adjectives with adjectives to describe noughts and phrases.</li> <li>Use adjectives with sounds with contain the constant and phrases.</li> <li>Use adjectives with adjectives to describe noughts and phrases.</li> <li>CC:1.4.1.8</li> <li>Develop fluences</li> <li>Use adjectives to describe noughts and phrases.</li> <li>CC:1.4.1.8</li> <li>Develop fluences</li> <li>Use adjectives to describe noughts and phrases.</li> <li>Use adjectives to describe nouts in adjectives to describe noughts</li></ul>				responding to texts,			
signal connections and relationships between the words and phrases. CC.1.3.1.K Read and comprehene literature on grade- liveri, reading independently and phrases for effect. CC.1.4.1.E CC.1.4.1.M Write antratives to develop real or imagined experiences or CC.1.4.1.N CC.1.4.1.P CC.1.4.1.R CC.1.4.1.R Demonstrate agriet connections of closure. CC.1.4.1.R Demonstrate agriet connections of constrate agriet connections of constrate agriet constrate or constrate agriet constrate agriet constrate agriet constrate or constrate agriet cons				including words that	Identify short		
relationships betweint       • Use adjectives in a complete sentence         CC.1.3.1.K       • Use adjectives in a complete sentence         literature on grade- level, reading independently and proticiently.       • Use adjectives in a complete sentence         literature on grade- level, reading       • Use adjectives in a complete sentence         literature on grade- level, reading       • Use adjectives in a complete sentence         literature on grade- level, reading       • Use adjectives in a complete sentence         literature on grade- level, reading       • Use adjectives in a complete sentence         literature on grade- level, reading       • Use adjectives in a complete         literature on grade- level, reading       • Use adjectives in a complete         literature on grade- level, reading       • Use adjectives in a complete         literature on grade- level, reading       • Use adjectives in a complete         literature on grade- level, reading       • Use adjectives in a complete         literature on grade- level, reading       • Use adjectives in a complete         literature on grade- level, reading       • Use adjectives in a complete         literature on grade- level, reading       • Use adjectives in a complete         literature on grade- level, reading       • Use adjectives in a complete         literature on grade- level, reading       • Use adjectives in a complete      <							
the words and phrases. C.C.1.3.1.K Read and complete level, reading independently and proficiently. C.C.1.4.1.E Choose words and phrases for effect. C.C.1.4.1.W Write narratives to develop real or imagined experiences or events. C.C.1.4.1.N Establish who and what the narrative will be about. C.C.1.4.1.P Recount two or more appropriate grade- appropriate grade- solution to the problem in a plot bistening and following along with familiar texts Week 6 Sugal event order and provide some sense of closure. C.C.1.4.1.R Demonstrate a grade- appropriate command. C.C.1.4.1.R Demonstrate a grade- appropriate command. C.C.1.4.1.R Demonstrate a grade- appropriate command. C.C.1.4.1.R Demonstrate a grade- appropriate command. C.C.1.4.1.R Demonstrate a grade- appropriate command. C.C.1.4.1.R							
CC.1.3.1.K Read and comprehend literature on grade- level, reading independently and proficiently, CC.1.4.1.E Choose words and phrases for effect. CC.1.4.1.W Write nerratives to describe nouns in a complete sentence identify high frequency words: is, he, three, with, to Spell high frequency words: is, he, three, with, to develop real or or events. CC.1.4.1.N Establish who and what the narrative will be about. CC.1.4.1.P Recount two ro more appropriately sequences events using temporal words to signal event order and provide some sense of closure. CC.1.4.1.R Demonstrate a grade- appropriate command to rouns in a complete sentence is he, three, with, to to to to to to to to to to to to to					<ul> <li>Use adjectives in a</li> </ul>		
<ul> <li>CC. 1.3.1.K</li> <li>Read and comprehend</li> <li>literature on grade- literature on</li></ul>							
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ievel, reading       astimication         independently and proficiently.       identify high         CC.1.4.1.E       is, he, three, with,         Choose words and phrases for effect.       Spell high         CC.1.4.1.M       frequency words:         Write narratives to develop real or imagined experiences or events.       Spell high         CC.1.4.1.N       is, he, three, with,         Establish who and what the narrative will be about.       identify the problem in a plot         Discrete and the problem       identify the problem         Discrete and the problem       Develop fluency         Bayropriately       sequences events.         CC.1.4.1.P       release sevents         CC.1.4.1.P       solution to the problem         Develop fluency       by listening and following along with familiar texts         ging emporal words to signal even or der and provide some sense of closure.       CC.1.4.1.R         Use a variety of words and phrases.       Eduil words that contain the consonants: v, y, z, or qu         CC.1.4.1.R       Build words that contain the consonants: v, y, z, qu							
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<ul> <li>Closure.</li> <li>CC.1.4.1.Q</li> <li>Use a variety of words and phrases.</li> <li>CC.1.4.1.R</li> <li>Read words that contain the consonants: v, y, z, or qu</li> <li>Read words that contain v, y, z, qu</li> <li>Write sentences</li> </ul>							
CC.1.4.1.Q       contain the         Use a variety of words       consonants: v, y,         and phrases.       z, or qu         CC.1.4.1.R       • Read words that         Demonstrate a grade-       contain v, y, z, qu         appropriate command       • Write sentences					<ul> <li>Build words that</li> </ul>		
Use a variety of words and phrases. CC.1.4.1.R Demonstrate a grade- appropriate command • Write sentences							
and phrases.z, or quCC.1.4.1.R• Read words thatDemonstrate a grade- appropriate command• Write sentences							
CC.1.4.1.R       • Read words that         Demonstrate a grade-       contain v, y, z, qu         appropriate command       • Write sentences							
Demonstrate a grade- appropriate command • Write sentences							
Demonstrate a grade- appropriate command • Write sentences				CC.1.4.1.R	<ul> <li>Read words that</li> </ul>		
appropriate command • Write sentences					contain v. v. z. au		
or the conventions of that include nouns,							
				or the conventions of	that include houns,	l	

TT			
	standard English	verbs, and	
	grammar, usage,	adjectives	
	capitalization,	Write complete	
		sentences	
		Identify high	
		frequency words:	
		where, here, for,	
		me, go	
		Spell high	
	words in series. • Spell	frequency words:	
	words drawing on	where, here, for,	
	common spelling	me, go	
		Identify realism	
		and fantasy	
		Read aloud with	
	CC 1 1 1 T		
	With guidance and	accuracy	
	support from adults and		
	peers, focus on a topic,		
	respond to questions		
	and suggestions from		
	peers, and add details		
	to strengthen writing as		
	needed.		
	CC.1.4.1.U		
	With guidance and		
	support, use a variety of		
	digital tools to produce		
	and publish writing		
	including in		
	collaboration with		
	peers.		
	CC.1.4.1.V		
	Participate in individual		
	or shared research and		
	writing projects.		
	CC.1.4.1.W		
	With guidance and		
	support, recall		
	information from		
	experiences or gather		
	information from		
	provided sources to		
	answer a question.		
	CC.1.4.1.X		
	Write routinely over		
	extended time frames		
	(time for research,		
	reflection, and revision)		
	and shorter time frames		
	La cindia cittina or a dav		
	(a single sitting or a day or two) for a range of		

				discipline-specific tasks, purposes and			
				audiences.			
				CC.1.5.1			
				GRADE 1			
				CC.1.5.1.A			
				Participate in			
				collaborative			
				conversations with			
				peers and adults in			
				small and larger			
				groups. CC.1.5.1.B			
				Confirm understanding			
				of a text read aloud or			
				information presented			
				orally or through other			
				media by asking and			
				answering questions			
				about key details and			
				requesting clarification			
				if something is not			
				understood.			
				CC.1.5.1.C			
				Ask and answer			
				questions about what a			
				speaker says in order to gather additional			
				information or clarify			
				something that is not			
				understood.			
				CC.1.5.1.D			
				Describe people,			
				places, things, and			
				events with relevant			
				details, expressing			
				ideas and feelings			
				clearly.			
				CC.1.5.1.E			
				Produce complete			
				sentences when			
				appropriate to task and			
				situation. CC.1.5.1.G			
				Demonstrate command			
				of the conventions of			
				standard English when			
				speaking based on			
				grade 1 level and			
				content.			
Unit 2	<ul> <li>Effective readers</li> </ul>	Phonological/Phone	<ul> <li>How do strategic</li> </ul>	CC.1.1.1.B	Week1	RazKids.com	Spelling test
(weeks		mic Awareness		Demonstrate		1	Weekly test

						- ·
· · · ·	Rhyming words	readers create	understanding of the	<ul> <li>Identify words</li> </ul>	Leveled Readers	Oral assessment
strategies to S	Segment and blend	meaning from	organization and basic	initial and medial		Progress
construct p	phonemes	informational and	features of print. •	sounds: /a/	Decodable Readers	monitoring
meaning. S	Segment and count	literary text? What	Recognize the	<ul> <li>Identify words with</li> </ul>		Reading A-Z
Critical thinkers	phonemes	is this text really	distinguishing features	final sound: /k/	Reteach	Running records
	Plural -s	about? How do	of a sentence.	<ul> <li>Build words that</li> </ul>		Timed fluency test
	Count syllables	readers know what	CC.1.1.1.C	contain the letters	Sleuth	Informal
	Segment and blend	to believe? How	Demonstrate	a or ck.		observation
	onset and rime	does what readers	understanding of	Read words that	Independent	Unit benchmark
	nitial consonant	read influence how	spoken words,	contain the letters	Practice Stations	test
information. b	olends	they should read	syllables, and sounds	a or ck.		
	-inal consonant	it? How does a	(phonemes). •	Write complete	ELL	
	olends	reader's purpose	Distinguish long from	sentences.		
from what they		influence how text	short vowel sounds in	<ul> <li>Identify high</li> </ul>		
	_etter	should be read?	spoken single-syllable	<ul> <li>Identity flight frequency words:</li> </ul>		
	Recognition/Phonics	<ul> <li>How do readers</li> </ul>	words. • Count,	way, my, come,		
	Distinguish /a/	know what to	pronounce, blend, and	on, in.		
	Short a	believe in what	segment syllables in	<ul> <li>Spell high</li> </ul>		
evaluating.	Distinguish /i/	they read, hear,	spoken and written			
	Distinguish /o/	and view? How	words. • Orally produce	frequency words: way, my come, on,		
	Consonant pattern –ck	does interaction	single-syllable words,	in.		
	Consonant x/ks/	with text provoke	including consonant			
	Short i	thinking and	blends and digraphs. •	Identify the		
moodagoo to	Consonant s/z/	response?	Isolate and pronounce	characters in a		
	Short o	<ul> <li>How do task,</li> </ul>	initial, medial vowel,	story.		
	nflected endings	purpose, and	and final sounds	<ul> <li>Identify the setting</li> </ul>		
	-s and -ing	audience influence	(phonemes) in spoken	in a story.		
	Distinguish /e/	how speakers craft	single-syllable words.	<ul> <li>Read aloud with</li> </ul>		
	Short e	and deliver a	Add or substitute	accuracy.		
resources to gain D	Distinguish /u/	message? How do	individual sounds			
	Short u	speakers employ	(phonemes) in one-	Week 2		
knowledge.		language and	syllable words to make	<ul> <li>Identify words</li> </ul>		
Audience and     F	Fluency	utilize resources to	new words.	initial and medial		
purpose influence	Accuracy	effectively	CC.1.1.1.D	sounds: /i/		
	Appropriate rate	communicate a	Know and apply grade-	<ul> <li>Identify words with</li> </ul>		
	Accuracy and rate	message?	level phonics and word	final sound: /ks/		
pattern,		<ul> <li>What does a</li> </ul>	analysis skills in	<ul> <li>Identify, read and</li> </ul>		
language, and		reader look for and	decoding words. •	sort words with		
literary	Comprehension	how can s/he find	Identify common	short i.		
techniques.	Character and Setting	it? How does a	consonant diagraphs,	<ul> <li>Identify, read and</li> </ul>		
Rules of	Monitor and Clarify	reader know a	final-e, and common	sort words with x.		
grammar and	Plot	source can be	vowel teams. • Decode	<ul> <li>Write complete</li> </ul>		
language N	Main idea and details	trusted? How does	one and two-syllable	sentences.		
conventions	mportant details	one organize and	words with common	<ul> <li>Identify subjects of</li> </ul>		
support clarity of	Story structure	synthesize	patterns. • Read grade-	sentences.		
communications C	Cause and effect text	information from	level words with	<ul> <li>Identify high</li> </ul>		
between	structure	various sources?	inflectional endings. •	frequency words:		
writers/speakers	Realistic story	How does one best	Read grade-appropriate	take, she, what, up		
and	Brief composition	present findings?	irregularly spelled	<ul> <li>Alphabetize words</li> </ul>		
readers/listeners		<ul> <li>What makes clear</li> </ul>	words.	by first letter.		
An expanded	Nriting:	and effective	CC.1.1.1.E	<ul> <li>Identify the plot in</li> </ul>		
S	Story		Read with accuracy and			

			fl	t	
vocabulary	Voice	writing? Why do	fluency to support	a story.	
enhances one's	Fantasy story	writers write? What	comprehension:   Read	<ul> <li>Identify the</li> </ul>	
ability to express	Short poem	is the purpose?	on-level text with	problem and	
ideas and	Personal narrative	Who is the	purpose and	solution in a plot .	
information.	Organization	audience? What	understanding. • Read	<ul> <li>Read aloud with</li> </ul>	
	Focus/ideas	will work best for	on-level text orally with	accuracy.	
		the audience?	accuracy, appropriate		
		<ul> <li>How do learners</li> </ul>	rate, and expression on	Week 3	
	Conventions	make decisions	successive readings. •	<ul> <li>Identify words</li> </ul>	
	Sentences	concerning formal	Use context to confirm	initial and medial	
	Subjects of sentences	and informal	or self-correct word	sounds: /o/	
	Predicates of	language in social	recognition and	<ul> <li>Add final z/z/ to</li> </ul>	
	Sentences	and academic	understanding,	spoken words.	
	Declarative sentences	settings? How do	rereading as necessary.	<ul> <li>Identify, read</li> </ul>	
	Interrogative	grammar and the	CC.1.2.1.A	words with short o	
	sentences	conventions of	Identify the main idea	and –s plurals.	
	Exclamatory	language influence	and retell key details of	<ul> <li>Write complete</li> </ul>	
	sentences	spoken and written	text.	sentences.	
		communication?	CC.1.2.1.B	<ul> <li>Identify predicates</li> </ul>	
	Listening and	<ul> <li>Why learn new</li> </ul>	Ask and answer	of sentences.	
	Speaking	words? What	questions about key	<ul> <li>Identify high</li> </ul>	
	Accuracy	strategies and	details in a text.	frequency words:	
	Trait: Voice	resources does the	CC.1.2.1.C	help, use, from,	
	Writing: Story	learner use to	Describe the	little, blue, get.	
	Ask Question	figure out unknown	connection between	<ul> <li>Write high</li> </ul>	
	Share information and	vocabulary? How	two individual, events,		
	ideas	does one develop	ideas, or pieces of	frequency words.	
	Give introductions	and refine	information in a text.	<ul> <li>Identify the</li> </ul>	
	Dive directions	vocabulary?	CC.1.2.1.E	characters in a	
		Ş	Use various text	story.	
	Vocabulary		features and search	<ul> <li>Identify the actions</li> </ul>	
	Oral vocabulary		tools to locate key facts	of a character in a	
	High Frequency		or information in a text.	story.	
	Words		CC.1.2.1.G	<ul> <li>Read aloud at an</li> </ul>	
			Use the illustrations and	appropriate rate.	
			details in a text to		
			describe its key ideas.	Week 4	
			CC.1.2.1.H	<ul> <li>Add final s/s/, final</li> </ul>	
			Identify the reasons an	z/z/ and /ing/ to	
			author gives to support	spoken words.	
			points in a text.	<ul> <li>Add endings –s</li> </ul>	
			CC.1.2.1.I	and –ing to verbs.	
			Identify basic	<ul> <li>Read words with</li> </ul>	
			similarities in and	inflected endings.	
			differences between	<ul> <li>Write declarative</li> </ul>	
			two texts on the same	sentences.	
			topic.	<ul> <li>Identify high</li> </ul>	
			CC.1.2.1.J	frequency words:	
			Use words and phrases	eat, her, this, too,	
			acquired through	four, five.	
			conversations, reading,	<ul> <li>Alphabetize words</li> </ul>	
			and being read to, and	to the first or	
	I				

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			responding to texts,	second letters.	
			including words that	<ul> <li>Identify the main</li> </ul>	
			signal connections and	idea of a selection.	
			relationships between	<ul> <li>Identify the details</li> </ul>	
			the words and phrases.	that support the	
			CC.1.2.1.K	main idea.	
			Determine or clarify the		
				Read aloud with	
			meaning of unknown	accuracy at an	
			and multiple-meaning	appropriate rate.	
			word and phrases		
			based on grade-level	Week 5	
			reading and content.	<ul> <li>Identify words with</li> </ul>	
			CC.1.2.1.L	initial and medial	
			Read and comprehend	sound /e/.	
			literary non-fiction and	<ul> <li>Identify words with</li> </ul>	
			informational text on	initial consonant	
			grade level, reading	blends.	
			independently and	<ul> <li>Write words with</li> </ul>	
			proficiently.		
			CC.1.3.1.A	short e or	
			Retell stories, including	consonant blends.	
			key details, and	Write interrogative	
			demonstrate	sentences.	
			understanding of their	<ul> <li>Identify high</li> </ul>	
				frequency words:	
			central message or	small, tree, your,	
			lesson.	saw.	
			CC.1.3.1.B	<ul> <li>Sort words with</li> </ul>	
			Ask and answer	initial consonant	
			questions about key	blends.	
			details in a text.	<ul> <li>Identify the main</li> </ul>	
			CC.1.3.1.C	idea of a selection.	
			Describe characters,	<ul> <li>Identify the details</li> </ul>	
			settings, and major		
			events in a story, using	that support the	
			key details.	main idea.	
			CC.1.3.1.D	<ul> <li>Read aloud with</li> </ul>	
			Identify who is telling	appropriate	
			the story at various	phrasing.	
			points in a text.		
			CC.1.3.1.E	Week 6	
			Explain major	<ul> <li>Identify words with</li> </ul>	
			differences between	initial and medial	
			books that tell stories	sound /u/.	
			and books that give	<ul> <li>Identify words with</li> </ul>	
				final consonant	
			information, drawing on	blends.	
			a wide reading or range	<ul> <li>Read and write</li> </ul>	
			of text types.		
			CC.1.3.1.F	words with short u	
			Identify words and	and consonant	
			phrases in stories or	blends.	
			poems that suggest	Write exclamatory	
			feelings or appeal to the	sentences.	
			· · · ·		

	senses.    Identify high
	CC.1.3.1.G frequency words:
	Use illustrations and home, into, many,
	details in a story to them.
	describe characters,
	setting, or events. frequency words.
	CC.1.3.1.H • Identify cause and
	Compare and contrast effect in a
	experiences of
	characters in stories. appropriate
	CC.1.3.1.I phrasing.
	Determine or clarify the
	meaning of unknown
	and multiple-meaning
	word and phrases
	based on grade-level
	reading and content
	CC.1.3.1.J
	Use words and phrases
	acquired through
	conversations, reading,
	and being read to, and
	responding to texts,
	including words that
	signal connections and
	relationships between
	the words and phrases.
	CC.1.3.1.K
	Read and comprehend
	literature on grade-
	level, reading
	independently and
	proficiently.
	CC.1.4.1.A
	Write informative/
	explanatory texts to
	examine a topic and
	convey ideas and
	information.
	CC.1.4.1.B
	Identify and write about
	one specific topic.
	CC.1.4.1.C
	Develop the topic with
	two or more facts.
	CC.1.4.1.D
	Group information and
	provide some sense of
	closure.
	CC.1.4.1.E
	Choose words and
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	phrases for effect.		
	CC.1.4.1.F		
	Demonstrate a grade-		
	appropriate command		
	of the conventions of		
	standard English		
	grammar, usage,		
	capitalization,		
	punctuation, and		
	spelling. • Capitalize		
	dates and names of		
	people. • Use end		
	punctuation; use		
	commas in dates and		
	words in series. • Spell		
	words drawing on		
	common spelling		
	patterns, phonemic		
	awareness and spelling		
	conventions.		
	CC.1.4.1.M		
	Write narratives to		
	develop real or		
	imagined experiences		
	or events.		
	CC.1.4.1.N Establish who and what		
	the narrative will be		
	about. CC.1.4.1.0		
	Include thoughts and		
	feelings to describe		
	experiences and events		
	CC.1.4.1.P		
	Recount two or more		
	appropriately		
	sequences events		
	using temporal words to		
	signal event order and		
	provide some sense of		
	closure.		
	CC.1.4.1.Q		
	Use a variety of words		
	and phrases.		
	CC.1.4.1.R		
	Demonstrate a grade-		
	appropriate command		
	of the conventions of		
	standard English		
	grammar, usage,		
	capitalization,		
	punctuation, and		

	spelling. • Capitalize	
	dates and names of	
	people. • Use end	
	punctuation; use	
	commas in dates and	
	words in series. • Spell	
	words drawing on	
	common spelling	
	patterns, phonemic	
	awareness and spelling	
	conventions.	
	CC.1.4.1.T	
	With guidance and	
	support from adults and	
	peers, focus on a topic,	
	respond to questions	
	and suggestions from	
	peers, and add details	
	to strengthen writing as	
	needed.	
	CC.1.4.1.U	
	With guidance and	
	support, use a variety of	
	digital tools to produce	
	and publish writing	
	including in	
	collaboration with	
	peers.	
	CC.1.4.1.V	
	Participate in individual	
	or shared research and	
	writing projects.	
	CC.1.4.1.W	
	With guidance and	
	support, recall	
	information from	
	experiences or gather	
	information from	
	provided sources to	
	answer a question.	
	CC.1.4.1.X	
	Write routinely over	
	extended time frames	
	(time for research,	
	reflection, and revision)	
	and shorter time frames	
	(a single sitting or a day	
	or two) for a range of	
	discipline-specific tasks,	
	purposes and	
	audiences.	
	CC.1.5.1.A	

Participate in
collaborative
conversations with
peers and adults in
small and larger
groups. CC.1.5.1.B
Confirm understanding
of a text read aloud or
information presented
orally or through other
media by asking and
answering questions
about key details and
requesting clarification
if competing is not
if something is not
understood.
CC.1.5.1.C
Ask and answer
questions about what a
speaker says in order to
gather additional
information or clarify
something that is not
understood.
CC.1.5.1.D
Describe people,
places, things, and
events with relevant
details, expressing
ideas and feelings
clearly.
CC.1.5.1.E
Produce complete
sentences when
appropriate to task and
situation.
CC.1.5.1.E
Produce complete
sentences when
appropriate to task and
situation.
CC.1.5.1.F
Add drawings or other
visual displays when
sharing aloud to alorify
sharing aloud to clarify
ideas, thoughts, and
feelings.
CC.1.5.1.G
Demonstrate command
of the conventions of
standard English when

				speaking based on grade 1 level and			
				content.			
Unit 3 (Weeks	Effective readers     use appropriate	Phonological/Phone mic Awareness	What does a reader look for and	CC.1.1.1.C Demonstrate	Week 1 <ul> <li>Identify words with</li> </ul>	RazKids.com	Spelling test Weekly test
13-18)	strategies to construct	Segment and blend phonemes	how can s/he find it? How does a	understanding of spoken words,	these sounds: /sh/ and /th/.	Leveled Readers	Oral assessment Progress
	<ul><li>meaning.</li><li>Critical thinkers</li></ul>	Segment and blend words	reader know a source can be	syllables, and sounds (phonemes). •	<ul> <li>Identify words with the vowel sound in</li> </ul>	Decodable Readers	monitoring Reading A-Z
	actively and skillfully interpret,	Create words Segment and blend	trusted? How does one organize and	Distinguish long from short vowel sounds in	<ul><li>ball.</li><li>Build and read</li></ul>	Reteach	Running records Timed fluency test
	analyze, evaluate, and	phonemes Segment and blend	synthesize information from	spoken single-syllable words. • Count,	words that contain sh or th.	Sleuth	Informal observation
	synthesize information.	words	various sources? How does one best	pronounce, blend, and segment syllables in	<ul> <li>Build and read words that have</li> </ul>	Independent Practice Stations	Unit benchmark test
	Active listeners     make meaning	Letter Recognition/Phonics	<ul><li>present findings?</li><li>How do learners</li></ul>	spoken and written words. • Orally produce	the vowel sound in ball.	ELL	
	from what they hear by	Vowel sound in ball: a, al Consonant digraphs:	make decisions concerning formal and informal	single-syllable words, including consonant blends and digraphs. •	Write complete sentences.		
	questioning, reflecting, responding, and	sh, th Distinguish between	language in social and academic	Isolate and pronounce initial, medial vowel,	Use common nouns in writing.		
	<ul><li>evaluating.</li><li>Effective</li></ul>	long i and short i Create Words	settings? How do grammar and the	and final sounds (phonemes) in spoken	<ul> <li>Identify high frequency words: want, know, good,</li> </ul>		
	speakers prepare and communicate	Consonants Digraphs: wh, ch, tch, ph	conventions of language influence	single-syllable words. • Add or substitute	<ul> <li>put, catch, said.</li> <li>Sort words into</li> </ul>		
	messages to address the	Long i: i-e Contractions	spoken and written communication?	individual sounds (phonemes) in one-	<ul><li>categories.</li><li>Identify sequence</li></ul>		
	audience and purpose.	Distinguish between long o and short o Long o: o-e	How do readers know what to	syllable words to make new words. CC.1.1.1.D	of a story. <ul> <li>Identify the</li> </ul>		
	Effective     research requires     the use of varied	Distinguish between long u and short u	believe in what they read, hear, and view? How	Know and apply grade- level phonics and word	beginning, middle, and end of a story.		
	the use of varied resources to gain or expand	Inflected ending: ed Long u: u-e and Long	does interaction with text provoke	analysis skills in decoding words. •	<ul> <li>Read aloud with accuracy at an</li> </ul>		
	<ul><li>knowledge.</li><li>Audience and</li></ul>	e: e-e Distinguish between	thinking and response?	Identify common consonant diagraphs,	appropriate rate.		
	purpose influence a writer's choice	long e and short e Syllables: vc/cv	How do strategic readers create	final-e, and common vowel teams. • Decode	<ul> <li>Week 2</li> <li>Identify words with the modial sound:</li> </ul>		
	of organizational pattern,	Long e: e, ee	meaning from informational and	one and two-syllable words with common	<ul><li>the medial sound: long a.</li><li>Identify words with</li></ul>		
	language, and literary	Fluency Accuracy and	literary text? What is this text really	patterns. • Read grade- level words with inflectional endings. •	the sounds: /s/ and /j/.		
	<ul><li>techniques.</li><li>Rules of</li></ul>	appropriate rate Monitor and clarify Appropriate phrasing	about? How do readers know what	Read grade-appropriate irregularly spelled	<ul> <li>Read and sort words with long a.</li> </ul>		
	grammar and language		to believe? How does what readers read influence how	words. CC.1.1.1.E	Distinguish     between long a		
	conventions support clarity of	Comprehension	they should read	Read with accuracy and	and short a.		
	communications	Sequence Set and prodict	it? How does a	fluency to support comprehension: • Read	<ul> <li>Write complete sentences.</li> </ul>		
	between	Set and predict purpose	reader's purpose	on-level text with	<ul> <li>Use proper nouns</li> </ul>		

and readers/listeners. • An expanded vocabulary enhances one's ability to express ideas and information.	Cause and effect Author's purpose Important ideas Sequence Inferring Background knowledge Compare and contrast Questioning Writing: Organization Writing a friendly letter Brief composition Explanation Poem Voice Description Focus/ideas Expository paragraph Conventions Conventions Common nouns Proper nouns Special titles Days, months, holidays Listening and Speaking Relate and experience in sequence Share information Give announcements Informal conversations Give directions Singular and plural nouns Nouns in sentences Vocabulary High-frequency words	<ul> <li>influence how text should be read?</li> <li>How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?</li> <li>What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience?</li> <li>Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?</li> </ul>	purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.1.A Identify the main idea and retell key details of text. CC.1.2.1.B Ask and answer questions about key details in a text. CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text. CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.H Identify the reasons an author gives to support points in a text. CC.1.2.1.J Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J Use words and phrases	<ul> <li>in writing.</li> <li>Identify high frequency words: could, be, old, paper, of, horse.</li> <li>Write high frequency words.</li> <li>Identify cause and effect in text.</li> <li>Read aloud appropriate phrasing.</li> <li>Week 3</li> <li>Identify words with the medial sound: long i.</li> <li>Say words with the sounds: /hw/ and /ch/ and /f/.</li> <li>Read and sort words with long i or short i.</li> <li>Read and sort words with wh, ch, tch, and ph.</li> <li>Write complete sentences.</li> <li>Use capitalization and punctuation in sentences.</li> <li>Identify high frequency words: live, out, people, who, work.</li> <li>Write high frequency words.</li> <li>Identify the topic of a selection</li> <li>Identify the author's purpose of a selection.</li> <li>Read aloud with appropriate phrasing.</li> <li>Week 4</li> <li>Identify words with the medial sound: long o.</li> <li>Build and read</li> </ul>	

acquired through words with long o.
conversations, reading,
and being read to, and long o and
responding to texts, contractions.
including words that  • Write complete
signal connections and sentences.
relationships between     • Use proper nouns
the words and phrases. in writing.
CC.1.2.1.K • Identify high
i i i i i i i i i i i i i i i i i i i
and multiple-meaning inside, together,
word and phrases now.
based on grade-level     Write high
reading and content. frequency words.
noqueney werde.
Pood and comprehend
literant non fistion and
literary non-fiction and selection using
informational text on sequence.
grade level, reading
independently and accuracy at an
CC.1.3.1.A appropriate rate.
Potal stories including
key details, and • Identify words with
demonstrate the sound: long u
understanding of their
central message or the sound long e.
IPSS00
CC131B • Build and write
Ask and answer words with long u
orlonge
questions about key
Describe characters,   • Use singular and
settings, and major plural nouns in
events in a story, using writing.
key details.
CC.1.3.1.D frequency words:
o o monta
the story at various around, find,
points in a text. water, under.
CC.1.3.1.E • Write high
Explain major frequency words.
differences between    Identify the topic of
and books that give  • Identify the
information, drawing on author's purpose
a wide reading or range of a selection.
of text types. • Read aloud with
CC.1.3.1.G appropriate
Use illustrations and phrasing.
ose invariations and prinasing.

details in a story to describe characters c C1.3.1.1 Compare and contrad exponences of characters in stories. C.C.1.3.1.1 Datermine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-teent C.C.1.3.1.1 Use words and phrases acquired through exponences of the words and phrases contrast the stories. C.C.1.3.1.1 Use words and phrases contrast the stories. C.C.1.3.1.1 Use words and phrases contrast the stories. C.C.1.3.1.1 Use words and phrases contrast the story story story responding to tests, including words that signal connections and the words and phrases c.C.1.3.1.1 Use words and phrases contrast the story story story responding to tests, including words that signal connections and the words and phrases c.C.1.3.1.1 Use words and phrases the words and phrases c.C.1.3.1.1 Use words and phrases the words and phrases th	
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setting, or events. CC1.3.1.H Compare and contrast the adventures and contrast the adventures in stories. CD Eleminion or clarity the meaning of unknown and multiple-meaning word and phrases based on grade-levent CC.1.3.1.H Use words and phrases scpared through exponencions and responding to texts, including words that signal connections and proficiently, CC.1.3.1.K Write information independently and proficiently, CC.1.4.1.D Develop the topic with two or more facts. CC.1.4.1.C Develop the topic with two or more facts. CC.1.4.1.F	describe characters, Week 6
CC.13.1H CC.13.1H CC.13.1H CC.13.1C Determines or telrity the independence of characters in stories. CC.13.1L Determines or telrity the independence of and multiple-meaning word and phrases based on grade-level reading and content CC.13.1L Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, inigual rowwords, CC.13.1K Read and comprehend literature on grade- level, reading independently and proficiently. CC.14.1.1B Identify and write about on expecific topic. CC.14.1.1B Identify and write about on expecific topic. CC.14.1.1B Identify and write about on expecific topic. CC.14.1.1B Identify and write about of expenses and proficiently. CC.14.1.1B	
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<ul> <li>the long e or characters in stories. CC 1.3.11</li> <li>the long e or characters in stories. CC 1.3.14</li> <li>the long e or or x.</li> <li>the long e</li></ul>	
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meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content CC.13.1 J Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.13.1 K Read and comprehend literature or grade- level, reading independently and proficiently. CC.14.1 G Write information in a selection. Read aloud with accuracy at an appropriate rate. Iterature or grade- level, reading information in a selection. CC.14.1 G Develop the topic. CC.14.1 G Develop the topic with two or me facts. CC.14.1 F	
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CC.1.4.1.F	
Demonstrate a grade-	
	Demonstrate a grade-

appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on	
of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell	
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punctuation; use commas in dates and words in series. • Spell	
commas in dates and words in series. • Spell	
words in series. • Spell	
common spelling	
patterns, phonemic	
awareness and spelling	
conventions.	
CC.1.4.1.G	
Write opinion pieces on	
familiar topics.	
CC.1.4.1.H	
Form an opinion by	
choosing among given	
topics.	
CC.1.4.1.I	
Support the opinion	
with reasons related to	
the opinion.	
CC.1.4.1.J	
Create an	
organizational structure	
that includes reasons	
and provides some	
sense of closure.	
CC.1.4.1.K	
Use a variety of words	
and phrases.	
CC.1.4.1.L	
Demonstrate a grade-	
appropriate command	
of the conventions of	
standard English	
grammar, usage,	
capitalization,	
punctuation, and	
spelling. • Capitalize	
dates and names of	
people. • Use end	
punctuation; use	
commas in dates and	
words in series. • Spell	
words drawing on	

			1	r	
		common spelling			
		patterns, phonemic			
		awareness and spelling			
		conventions.			
		CC.1.4.1.M			
		Write narratives to			
		develop real or			
		imagined experiences			
		or events.			
		CC.1.4.1.N			
		Establish who and what			
		the narrative will be			
		about.			
		CC.1.4.1.0			
		Include thoughts and			
		feelings to describe experiences and events			
		CC.1.4.1.P			
		Recount two or more			
		appropriately			
		sequences events			
		using temporal words to			
		signal event order and			
		provide some sense of			
		closure.			
		CC.1.4.1.Q			
		Use a variety of words			
		and phrases.			
		CC.1.4.1.R			
		Demonstrate a grade-			
		appropriate command			
		of the conventions of			
		standard English			
		grammar, usage,			
		capitalization,			
		punctuation, and			
		spelling. • Capitalize			
		dates and names of			
		people. • Use end			
		punctuation; use			
		commas in dates and			
		words in series. • Spell			
		words drawing on			
		common spelling			
		patterns, phonemic			
		awareness and spelling			
		conventions.			
		CC.1.4.1.T			
		With guidance and			
		support from adults and			
		peers, focus on a topic,			
		respond to questions			
· · · ·		1	•	•	

and suggestions from
peers, and add details
to strengthen writing as
needed.
CC.1.4.1.U
With guidance and
support, use a variety of
digital tools to produce
and publish writing
including in
collaboration with
peers.
CC.1.4.1.V
Participate in individual
or shared research and
writing projects.
CC.1.4.1.W
With guidance and
support, recall
information from
experiences or gather
information from
provided sources to
answer a question.
CC.1.4.1.X
Write routinely over
extended time frames
(time for research,
reflection, and revision)
and shorter time frames
(a single sitting or a day
or two) for a range of
discipline-specific tasks,
purposes and
audiences.
CC.1.5.1.A
Participate in
collaborative
conversations with
peers and adults in
small and larger
groups.
CC.1.5.1.B
Confirm understanding
of a text read aloud or
information presented
orally or through other
media by asking and
answering questions
about key details and
requesting clarification
if something is not

				understood. CC.1.5.1.C			
				Ask and answer questions about what a			
				speaker says in order to gather additional			
				information or clarify something that is not			
				understood. CC.1.5.1.D			
				Describe people,			
				places, things, and events with relevant			
				details, expressing ideas and feelings			
				clearly. CC.1.5.1.E			
				Produce complete			
				sentences when appropriate to task and			
				situation. CC.1.5.1.G			
				Demonstrate command of the conventions of			
				standard English when			
				speaking based on grade 1 level and			
				content.			
Unit 4 (Weeks	<ul> <li>Effective readers use appropriate</li> </ul>	Phonological/Phone mic Awareness	How do strategic readers create	CC.1.1.1.B Demonstrate	<ul><li>Week 1</li><li>Identify words with</li></ul>	RazKids.com	Spelling test Weekly test
19-24)	strategies to	Segment and blend	meaning from	understanding of the organization and basic	the vowel sounds	Leveled Readers	Oral assessment
	construct meaning.	phonemes Rhyming words	informational and literary text? What	features of print. •	of y. • Identify one	Decodable Readers	Progress monitoring
	<ul> <li>Critical thinkers actively and</li> </ul>	Add initial phonemes Add phonemes	is this text really about? How do	Recognize the distinguishing features	syllable words with long i, long e, long	Reteach	Reading A-Z Running records
	skillfully interpret,	Isolate final phonemes Segment and blend	readers know what to believe? How	of a sentence. CC.1.1.1.C	<ul> <li>o.</li> <li>Write and read</li> </ul>	Sleuth	Timed fluency test
	analyze, evaluate, and	syllables	does what readers	Demonstrate	<ul> <li>write and read words that contain</li> </ul>		observation
	synthesize information.	Segment and blend words	read influence how they should read	understanding of spoken words,	<ul><li>y: long e, long i.</li><li>Write words that</li></ul>	Independent Practice Stations	Unit benchmark test
	<ul> <li>Active listeners make meaning</li> </ul>	Isolate medial and final phonemes	it? How does a reader's purpose	syllables, and sounds (phonemes). •	contain syllables:	ELL	
	from what they	Rhyming words	influence how text	Distinguish long from	long e, long i, or long o.		
	hear by questioning,	Change and add phonemes	<ul><li>should be read?</li><li>How do readers</li></ul>	short vowel sounds in spoken single-syllable	<ul> <li>Identify and use action verbs in</li> </ul>		
	reflecting, responding, and	Letter	know what to believe in what	words. • Count, pronounce, blend, and	sentences. <ul> <li>Identify high</li> </ul>		
	evaluating.	<b>Recognition/Phonics</b>	they read, hear,	segment syllables in	frequency words:		
	<ul> <li>Effective speakers prepare</li> </ul>	Syllable pattern: cv Vowel sounds of y	and view? How does interaction	spoken and written words. • Orally produce	always, become, day, everything,		
	and communicate	Consonant patterns ng and nk	with text provoke	single-syllable words, including consonant	nothing, stays,		

audience and purpose. a Audience and purpose influence a writer's choice of organization a writer's choice of organization a grade ast and deiner and purpose influence a writer's choice of organization a grade ast a corrupation as writer's choice of organization a grade ast a corrupation ast writer's choice of organization a grade ast a corrupation ast writer's choice of organization a grade ast appropriate rate appropriate rate <br< th=""><th>messages to</th><th>Consonant patterns ng</th><th>thinking and</th><th>blends and digraphs.</th><th>things.</th><th></th></br<>	messages to	Consonant patterns ng	thinking and	blends and digraphs.	things.	
<ul> <li>Purpose.</li> <li>Peterive research requires to particle the use of varied in covers or and a comparative endings.</li> <li>Audien endings whow spackers carful and generative endings.</li> <li>Audien endings or expand knowledge.</li> <li>Audiens and purpose influence of comparative endings.</li> <li>Audiens of grammar and language conventions support clarity of comparative endings.</li> <li>An expanded vocabulary enhances and information.</li> <li>An expanded vocabulary enhances of expanded vocabulary</li></ul>	address the		response?	Isolate and pronounce	<ul> <li>Write high</li> </ul>	
<ul> <li>Effective (Figures to gains (Figures (Figure</li></ul>	audience and	Vowels: r-controlled ar	<ul> <li>How do task,</li> </ul>		frequency words.	
<ul> <li>research requires the very varied resources to gamparative endings: the very seakers reactive individual sounds incomparative endings: er and est</li> <li>Audience and purpose influence arref at an effectively communicate a message? How does and serve words.</li> <li>Fuency</li> <li>Rules of graninar and language and language and language and language arref at an appropriate prize single-syllable words to make deal five appropriate prize single-syllable words.</li> <li>Rules of graninar and language arref at an appropriate prize single-syllable words.</li> <li>Rules of graninar and language arref at an appropriate prize single-syllable words.</li> <li>Rules of graninar and language arref at an appropriate prize single-syllable words.</li> <li>Rules of graninar and language arref at an appropriate prize single-syllable words.</li> <li>Rules of graninar and language arref at an appropriate prize single-syllable words.</li> <li>Rules of graninar and language arref at an appropriate prize single-syllable words.</li> <li>Rules of graninar and language arref at an opinion read single-syllable words.</li> <li>Rules of expension and informal information.</li> <li>words with common comparative words.</li> <li>An expanded words.</li> <li>An expanded information.</li> <li>words and prize single-syllable words.</li> <li>An expanded information.</li> <li>words and prize single-syllable words.</li> <li>An expanded information.</li> <li>words and prize single-syllable words.</li> <li>An expanded words.</li> <li>Anion words very single and prize single-syllable words.</li> <li>Anion words very single and prize single-syllable words.</li> <li>Whois is the add is grany.</li> <li>Whois is the add is grany.</li> <li>Whois the adde is adde</li></ul>	purpose.		purpose, and		<ul> <li>Determine</li> </ul>	
<ul> <li>the use of varies to gain or expand or expand a varies to the expand a varies of theore a nd-est of theore a varies to the partonizational pattern, again and appropriate physical pattern, again and the sequences to gain any seque</li></ul>	<ul> <li>Effective</li> </ul>	Vowels: r-controlled			antonyms	
resources to gain knowledge.       dge       message? How do stry.       individual sounds (phonemes) to nor- syllable words to make awy office resources to of organizational pattern, language, conventions agrammar and language conventions and subject sources       individual sounds (phonemes) to nor- syllable words to make awy office conventions appropriate rate.       individual sounds (phonemes) to nor- syllable words to make awy office resources to of organizational pattern, language, conventions agrammar and language conventions and subject sources?       individual sounds (phonemes) to nor- syllable words with consonant dagraphs, reader look for and hisel- source can she find dentify common consonant diagraphs, source can she source can she make, source can source sources?       Indentify the source can source sources?       Indentify the source sources?         * An expanded information.       Withing: * Conventions contrast using source sources source source source sources source sources source sources source sources sou	research requires		how speakers craft	0,	<ul> <li>Identify the</li> </ul>	
or expand       Comparative endings: erand -est       speakers employ spliabe words to make new words.       (phonemes) in one- spliabe words to make new words.       • identify the and end of a story.         Audience and purposa influence a writer's choice of organizational pattern, literary techniques.       Fluency Accuracy and appropriate phrasing Expression and intonation       speaker's employ appropriate phrasing Expression and intonation       (phonemes) in one- spliabe words.       • identify the and end of a story.         Rules of grammar and language conventions support darity of communications       Competension Sequence Summary       Competension Sequence Summary       Speaker's employ consonant diagraphs, final-e, and common patterns: ng and nk.       • identify words with consonant patterns: ng and nk.         • An expanded words with courses? and information.       Text structure Draw conclusions Background writers write? What writers write? What writers write? What write writers write? What writers write? What write writers write? What writers write? What write writers write? What write writers write? What write writers write? What write writers write? What writers write? What write writers write? What write writers write? What writers write? What writers write? What writers write? What writers write? What writers write? Writer text structure brav sonor       • Read grad- mered endings. • Contractions with not Action vertis vers, stre, were, ending as necessary. Contractions with not Action vertis       Speakeris and story.	the use of varied	Consonant pattern: -			sequence of a	
<ul> <li>knowledge.</li> <li>Audience and purpose influence a wirte's choice of organizational pattern, language, and literary techniques.</li> <li>Rules of grammar and language appropriate phrasing.</li> <li>Rules of grammar and language appropriate phrasing.</li> <li>Rules of grammar and language and techniques.</li> <li>Rules of grammar and support larity of communications between writers/speakers and readers/isteners.</li> <li>An texpanded vocabulary enhances one's lideas and information.</li> <li>An texpanded vocabulary enhances one's lideas and information.</li> <li>Anthor's purpose visualize text structure trast structure trast structure toxis to compations abaktyrout story Lists Commants about a story votes tory Lists Commants about a story votes tory Lists Commants about a story votes tory Lists Contractions with not Adding endings.</li> <li>Mitting: Contractions with Votes vortis story Lists Contractions with not Adding endings.</li> <li>Mitting: Contractions with</li></ul>	resources to gain				story.	
<ul> <li>Audience and propriate interse poinces influences of organizational appropriate rate appropriate rate.</li> <li>Ruies of grammar and isea of expression and intonation</li> <li>Ruies of grammar and isequences are able convertions others purpose and contrast inferring endorsolutions between writers/speakers and makes dear and ophicin Treater Kinowa a finate, and common and two-sylable words with consonant patterns: ng and n.k.</li> <li>Author s purpose vintesize and ophicin Treats tructure present findings?</li> <li>Writing:</li> <li>Mriting:</li> <li>Mriting:</li> <li>Conventions and pictures plasma and pictures and officiants and ophicin Treater Kinowa a source can be adding to the sylable words with common and two-sylable inflections?</li> <li>Writing:</li> <li>Mriting:</li> <li>Mriting:</li> <li>Mriting:</li> <li>Conventions and pictures plasma and pictures and ophic the words with siste purpose?</li> <li>Writing words with words with words with erast structure present findings?</li> <li>Writing words with words with grants and file words with erast structure present findings?</li> <li>Writing words with words with words with erast words with erast words with words w</li></ul>					<ul> <li>Identify the</li> </ul>	
<ul> <li>Audience and purpose influence, a writer's choice a writer's choice a granzational pattern, appropriate rate appropriate rate appropriate rate appropriate rate appropriate rate appropriate phrasing techniques.</li> <li>Rules of grammar and language conventions of wrate should be wreader look for an erganize and how can she find intonation</li> <li>Bruency Accuracy and appropriate rate appropriate rate appropriate rate appropriate phrasing techniques.</li> <li>Rules of grammar and language conventions writer's support clarity of communications</li> <li>An expanded vocabulary enhances one's ability to express and phrase should a information.</li> <li>An expanded vocabulary of comments about a story techniques.</li> <li>An expanded vocabulary of enhances one's ability to express that add s vers is the audience?</li> <li>What makes clear and information more variable and phrase should a information.</li> <li>An expanded vocabulary enhances one's tory the story of the audience?</li> <li>What makes clear and information more variable and phrase should a information.</li> <li>An expanded vocabulary enhances one's tory the story bit write should a information.</li> <li>Writing Writing and information.</li> <li>Conventions A cloin vribs Vers and phrase and phrase and phrase should a information.</li> <li>Conventions A cloin vribs Vers and phrase and phrase should a information.</li> <li>Conventions A cloin vribs Vriat and there were comments about a story.</li> <li>Conventions A cloin vribs Vrib vib writing Writing Writing Writing Writing Writing Writing and information and information were communication?</li> <li>An explanded Vocabulary writing Writing Writing Writing Writing and ending the audience?</li> <li>Writing Barban and there were comments about a writing writing Writing Writing Writing and academic writing writing Writing Writin</li></ul>	knowledge.	-er and -est			beginning, middle,	
a writer's choice of organizational pattern, iterary       Accuracy and appropriate phrasing techniques.       communicate a appropriate phrasing techniques.       now and apply gradue appropriate phrasing techniques.       Now and apply gradue appropriate phrasing techniques.       Now and apply gradue appropriate phrasing techniques.         • Rules of grammar and inguage conventions between writers/speakers and information.       Comprehension Sequence Summary       Comprehension Support darity of communication       Comprehension Support darity of communication       Now and apply gradue decoding words.       Week 2         • Multor's purpose writers/speakers and information.       Comprehension Support darity of communication       Comprehension Support darity of communication       Comprehension Support darity of communication       Now and apply gradue decoding words.       Week 2         • Mat makes clear and information.       Visualize writing? Why do writing?       Writing: Writing?       Now does one best writing? Why do writing? Why do writin	<ul> <li>Audience and</li> </ul>				and end of a story.	
of organizational parterin, language, and literary techniques.appropriate rate message?message?wessage?appropriate rate. appropriate rate.extern literary techniques.Comprehension Sequence Summary"What does a reader look for and how can she find it? How does a reader know a source can be trusted? How does a reader look for and how can she find informationWeek 2 (Jeensity words with consonant diagraphs, infa-le, and common owel tams. * Decode one and two-syllable words with common patterns: rig and nk.Week 2 (Jeensity words with consonant patterns: rig and nk.e. An expanded vocabulary enhances one's ability to express ideas and information."Miting: Comments about a store"Week store" the audience?Week 2 (Jeensity words with consonant patterns: rig and nk.Writers vocabulary enhances one's ability to express ideas and information.Witing: Writing: Comments about a storyWeek store wordsWeek 2 (Jeensity words with consonant patterns: rig and nk.Write sentences vocabulary enhances one's ability to express ideas and information.Writing: Read alge-appropriate present findings? What makes clear and effective writing? What voiceWrite sentences write? What the audience?Write sentences write? What the audience? Who is the and effective write? What the audience?Comments about a storyWrite sentences write? Write sentences write? What the audience?Comments about a storyComment about a storyComment about a story <td></td> <td></td> <td></td> <td></td> <td><ul> <li>Read aloud with</li> </ul></td> <td></td>					<ul> <li>Read aloud with</li> </ul>	
pattern, anguage, and literary techniques.Appropriate phrasing Expression and intonation• What does a reader lock for and how can she find it? How does a reader know a source can be source can be trusted? How does a reader know a source can be trusted? How does a needer know a source can be trusted? How does a reader know a source can be trusted? How does an or eader know a source can be trusted? How does an or activate? How does an or activate? How does an or activate? How does an or activate? How does an trusted? How does an or activate? How does an or activate? How does an trusted? How does an patterns: ng and words with common patterns: ng and nk.Week 2 Identify words with consonant liagraphs, Build and write words with common patterns: ng and nk.• An expanded vocabulary enhances one's abilify to express ideas and information.• What makes clear and effective Organization• What makes clear and effective the audience? What writes write? Why do writes write? Why do writes write? Why do writes write? Who is the audience? What understanding Read grade-appropriate information.• What sector s.Write sector s.• An expanded vocabulary enhances core's abilify to express ideas and information.• White sector the audience? What were k ere mugh, every, and information• What sector and effective the audience? What were k were k were k• What sector the audience? What and eaderic setting? How do source core k the audience? What and information and inderstanding Read agortsoin on source corrents to cori tractanding Read expression on source corrent					accuracy at an	
Ianguage, and iterary techniques.Expression and intonationreader look for and how can she low consonant diagraps, conventions source can be summary Compare and contrast inferring and spuepeedecoding words - tow does an consonant diagraps, compare and contrast information from tation spuepeeWeek 2• Rules of grammary compare and contrast inferring and resplated vocabulary enhances one's ability to express ideas and informationComprehension source can be trusted? How does one organize and synthesize the value sources?decoding words - tow consonant digrade- proprint information from tract at opinion Text structure present findings?decoding words - tow does not not erader knowly words with comsonant information from tract at opinion Text structure present findings?Week 2identify words with consonant information from tract at opinion Text structure present findings?Week 3• An expanded vocabulary enhances one's ability to express ideas and information.Miting? What makes present findings?What makes present findings? What makes present findings?Writing? Why do writing? Why do writing? Why do writing? Why do writing? Why do understanding, resentances make decisions and academic and informal information.Who is the addinered? What writing? How do learners make decisions make decisions make decisions and academic and academic or enterstanding, rereading as necessary contractions with not Adiing endings future wwere contractions with not Adiing endingsWeek 3Week 3			0		appropriate rate.	
literaryinteninghow can she find if 2 How does reader know a source can be source can be reader know a source can be source and be tween writers/speakers and readers/listerers.how can she find if 2 How does one or ganize and source can be one or ganize and synthesize informationIdentify common reader know a source can be one or ganize and synthesize information formIdentify common patterns: ng and nk.• An expanded wocabulary enhances one's ability to express ideas and information.• how can she find if 2 How does one or ganize and synthesizeIdentify common patterns: ng and nk.• Build and write words with consonant patterns: ng and nk.• An expanded wocabulary enhances one's ability to express ideas and information.• Writing: Organization Realistic story Voice• What makes clear and efficitive Writing: Organization Step upose?• What makes clear and efficitive?• What makes clear and efficitive?• Write sentences write? What write? Why do write? Who do write? Who do write? Who do and efficitive?• Write sentences write? Why do write? Who do write? Who do understanding. Preed on-level text with purpose and understanding. Preed or elevel text orally with accuracy, appropriate rade decisions. • Read on-level text with purpose and understanding. • read or self-correct word to wrot setting as necessary. Compare and communication?• Write sentences write, encepting on-level text with or self-correct word to write read erstanding, ersting as necessary. Compare and communication?• Write sentences write and express						
<ul> <li>technágues.</li> <li>Rules of grammar and language conventions support clarity of communications between withers/speakers and opinion Text structure reader shores and opinion Text structure encoursent stoura sources and sources and provide teams. Paced grade-and common vowel teams. Paced grade-and grade information.</li> <li>An expanded vocabulary endess and information.</li> <li>An expanded vocabulary endess and provide teams and opinion Text structure and sources or sources.</li> <li>Writing: Organization Realistic story Vocac Comments about a story Voce</li> <li>Vocabulary endess and information.</li> <li>Writing: Organization Realistic story Voce Comments about a story Comments about a story Comments about a story Comments about a story Comments adout a story Comments about a story Comments adout a story Comments about a story Comments adout a story Comments adout a will work best for the audience? What were communication?</li> <li>Conventions Action verks Were Story Comments adout a will work best for the audience? What were communication?</li> <li>Konventions Action verks Were Story Comments adout a dading endings. Text add story Werbs for past and future Vorks Were Story Communication?</li> <li>Konventions Action verks Were Conventions of Language influence Verbs: am, is, are, was were were communication?</li> <li>Konventions Adding endings and pictures Adding endings. Text add stards were communication?</li> <li>Konventions Adding endings and pictures Verbs for past and future Verbs: am, is, are, was were communication?</li> <li>Konventions Adding endings and academice conventions of Language influence Verbs: am, is, are, was were communication?</li> <li>Konventions Adding endings and pictures Adding endings and academice conventions of</li></ul>				decoding words.		
<ul> <li>Rules of grammar and language conventions support clarity of communications between writers/speakers and information.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>Writing:</li> <li>Organization Realigities to try voice</li> <li>Writing:</li> <li>Organization Realigities to try voice</li> <li>Moving and pictures write? What and information from the status and stores write? What writing writers write? What writing write write? What write write? What write story write adding ending.</li> <li>Kowledge</li> <li>Writing:</li> <li>Organization Realigities to try voice write write? What write write</li></ul>		Intonation				
grammar and language conventionsSequence summary communicationsSource can be source can be trusted? How does one organize and synthesize informationvowel teams. 9 beode trusted? How does one and two-syllable words with common patterms. Read grade- level words with common patterms. Nead grade- prevent findings?Build and write words with common patterms. Ing and nk.• An expanded wocabulary enhances one's ability to express ideas and information.• Miters read grad-opropriate read grad-appropriate read grad-appropriate regulary spelled words.• Whet is the audience? Who is the audience? What will work best for the audience? • How does and will work best for the audience? • How does and story Usits Captions and pictures Paysene• Whose is the patterms. Ing and patterms. Ing and patterms. Ing and nk.• Build and write words with common patterms. Ing and nk.• An expanded words• Withing: the subject of vocabulary enhances one's ability to express ideas and information.• Witter witer ? What is the purpose? Organization Realistic story Usits Captions and pictures Paysene• Who is the audience? What and and cademic settings? How do language influence organization Readering a necessary. Contractions with not Adding ending, rereading a necessary. Contractions with not Adding endings• Week st atterms is and and refell key details of text.• Week st atterms is and story.• Compare and contractions• Compare and organization Read and writte organization Catica verbs Verbs is na, sare, was were• Compare	•	Comprehension				
Ianguage conventions support clarity communications between writers/speakers and meaders/listeners.Summary Compare and contrast inferringtrusted? How does one organize and synthesize information from various sources?one and thrus/syllable words with common addimestation synthesize informationone and thrus/syllable words with common her words with common Read grade-appropriati infectional endings.Inf. Build and write words with patterms. organize and patterms. organize and synthesize present findings?Inf. Build and write words with patterms. organize her with words with oconsonant patterms. organize readers/listeners.• An expanded vocabulary enhances one's ability to express ideas and information.Writing: Organization Realistic story Voice• What makes clear and effective writers write? Why at writers write? What will work best for the audience?• Mead will work best for the audience?• More summary enderners and informal and informal conventions of hany, wwn.		•				
Conventions support darity of communications between writers/speakers and readers/listeners.Compare and contrast inferring Author's purposeone organize and synthesize information from various sources?words with common patterns. • Read grade- appropriate irregularly spelled words.• Duil during words with consonant nk.• An expanded vocabulary enhances one's ability to express ideas and information.• Duil of the proper information from tract structure present findings?• Words with common patterns. • Read grade- appropriate recularly spelled words.• Unit with words with onsonant nk.• An expanded vocabulary enhances one's ability to express ideas and information.• What makes clear story• What makes clear words.• Words with patterns. • Read grade- appropriate radium expended words.• Unit with words with onsonant make decision on-level text oraling. • Read on-level text oraling. • Read on-level text oraling. • Read on-level text oraling.• Wite sentences words.• Mither voice• Withing: words.• Wite sentences on-level text oraling. • Read on-level text oraling.• Wite sentences on-level text oraling. • Read on-level text oraling.• Wite sentences words.• Data conventions voice• How do learners make decisions or self-correct word rereading an academic or self-correct word rereading and academic oraling influence?• Unit sentences on-level text oraling. rereading an academic or self-correct word rereading and answer question sabut key• Dut the words.• Compare and contrast usin	0					
Support clarity of communicationsInferring Author's purpose visualizesynthesize from information from visualizepatterns: Read grade- level words with infifectional endings. Read grade-appropriate grade-appropriate readers/listeners.Wolds with information from yations sources?Wolds with information from words.• An expanded vocabulary enhances one's ability to express ideas and information.Writing: Organization Realistic story Voice Comments about a story ListsWriting: organization Realistic story UsiceWiting: words.What makes clear and effective writing? Why do writers write? What will work best for the audience?purpose and on-level text with purpose and on-level text vorally with accuracy, appropriate rate, and expression reconstruct the audience?Wolds with inficition and on-level text vorally with accuracy, appropriate rate, and expression or correcting formal and informal and informal and informal or self-correct word reconsting formal and informal and i						
communications between writers/speakers and readers/listeners.Author's purpose visualizeinformation from various sources? How does one best present findings? Understanding?information from various sources? How does one best present findings? Writes/speakers addings text sucture Draw conclusions Background knowledgeinformation from various sources? How does one best present findings? Writes/speakers ability to express ideas and information.Author's purpose addings text text structure Draw conclusions Background writes?information from various sources? How does one best present findings? Why do writes? Write?information from various sources? How does one best and effective write??information from various sources? How does one best make deficitive write??infectional endings. Read grade-apropriate read-aparporiate frequency words: ever, sure, were, enough, every, any, own.Contrast s.Identify top mode s.With expression on Lists Lists Lists Lists Lists Contractions with not Adding endings Contractions with not Adding endings Contractionswrite spece text and text structure text and endings. ereading as necessary. CC1.2.1.AWith ereading. reserve and rereading as necessary. CC1.2.1.ACompare and commation text structure text structure text structure text structure text structure text structureWeek 3						
between writers/speakers and readers/listenes.Visualize Fact and opinion Text structure Draw conclusions Background knowledgevarious sources? How does one best present findings? Cwnta and effective writing? Why do writes write? What information.inflectional endings. • Read grade-appropriate (contractions with not Adding endings Contractionsvarious sources? How does one best present findings? Cwnta writes write? What writes write? What storyinflectional endings. • Read grade-appropriate (contractions)present findings? words.inflectional endings. • Read grade-appropriate irregularly spelled words.present findings? words.write words. write write? What write write? What write source?inflectional endings. • Read grade-appropriate irregularly spelled words.inflectional endings. • Write words.inflectional endings. • Write words. •inflectional endings. • Write words.						
writers/speakers andFact and opinion Text structureHow does one best present findings?Read grade-appropriate meders/listeners.I/R.An expanded vocabulary enhances one's ability to express ideas and information.Draw conclusions Background knowledgeHow does one best present findings?Read grade-appropriate present findings?I/R.Writes/speakers and eaders/listeners.Draw conclusions Background knowledgeWhat makes clearly writes write? What is the purpose?Read grade-appropriate present findings?I/R.Writes/speakers and effective combrents about a story Lists Captions and pictures Play sceneWriting: organization Realistic story VoiceWho is the audience?Read grade-appropriate words.I/R.Conventions Action verbs Verbs that add s were Contractions with not Adding endings ContractionsFrequency audience?Read with accuracy and purpose and understanding.I/ReConventions Action verbs were Contractions with not Adding endings ContractionsFrequency audience?New does one best make decisions setings? How do grammar and the conventions of language influence spoken and written contractions?I/ReI/ReWhy learn new words? What atterie is and futureWrite learners make decisions setings? How do grammar and the conventions of language influence spoken and written contractions?Contractions the words land mitten contractions with not Adding endings contractionsHow does one best words? What strentesRead grade-approp						
and readers/listeners.Text structure Draw conclusions Background knowledgepresent findings? • What makes clear and effective writing? Why do writers write? What information.interlutive computation words.Uterlutive computation words.Weinds.• Man expanded vocabulary enhances one's ability to express ideas and information.• Witting: Organization Realistic story Voice• What makes clear and effective writing? Why do writers write? What tis the purpose?• What makes clear and effective writing? Why do writers write? What words.• What makes clear and effective comprehension: • Read on-level text writh purpose and understanding. • Read understanding. • Read on-level text vally writ accuracy, appropriate play scene• What makes clear and effective writes write? What will work best for the audience? • Who is the audience? What alinguage in social and academic socher make decisions concerning formal and academic socher and informal language in fluence spoken and written communication? • Why learn new words? What write sentences• Weinds. Words. Words. • Who is stree enough, every, any, own. • Write high frequency words. • Compare and contrast using background knowledge.• Weinds. • With sentences with words. • With envion the and ecession concerning formal and academic spoken and written communication? • Why learn new words? What words? What• Weint words. • With envion the acuracy, appropriate contrast using background knowledge.• Weinds. • With estention the writes. • With estention the econtext to confirm or self-correct word <td></td> <td>Fact and opinion</td> <td></td> <td>9</td> <td></td> <td></td>		Fact and opinion		9		
<ul> <li>Treaders/listeners.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>Writing:</li> <li>Writing:</li> <li>Writing:</li> <li>Writing:</li> <li>Writing:</li> <li>Writing:</li> <li>Writing:</li> <li>Writing:</li> <li>Writis story</li> <li>Voice</li> <li>Comments about a story</li> <li>Lists</li> <li>Captions and pictures Play scene</li> <li>How do learners and action writs</li> <li>Play scene</li> <li>Conventions</li> <li>Action verbs</li> <li>Verbs that add s</li> <li>Verbs that add s</li> <li>Verbs for past and future</li> <li>Verbs for past and future</li> <li>Verbs is: an, is, are, was were</li> <li>Contractions with not Adding endings</li> <li>Contractions sidt not adding endings</li> <li>What makes clear and effective writing? Why do writes write? What is the purpose?</li> <li>Words.</li> <li>Identify high frequency words:</li> <li>Concerning formal and informal language in social and cacteric confirm or self-correct word recognition and writenes opken and writtenes of the audience?</li> <li>Why learn new words? What</li> <li>Wat makes clear and optic write write and and cacter write write?</li> <li>Why least and writenes and and and answer</li> <li>Words.</li> <li>Contractions</li> </ul>						
<ul> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>Writing: Organization Provide a clistic story Voice Comments about a story Lists Comments and pictures Play scene</li> <li>Conventions Action verbs Verbs that add s Ver</li></ul>		Draw conclusions				
vocabulary enhances one's ability to express ideas and 		Background		CC.1.1.1.E		
enhances one's ability to express ideas and information.Writing: Organization Realistic story Voice Comments about a story Lists Captions and pictures Play sceneWriter's write? What is the purpose? Whot will work best for the audience? What will work best for on-level text vith accuracy, appropriate and informal language in social and academic settings? How do language informal and academic true Verbs that add s Verbs for past and future Verbs: ram, is, are, was were Contractionswriter's write? What is the purpose? Whot is the audience? What will work best for on-level text orally with accuracy, appropriate or self-correct word recognition and understanding, recending as necessary. CC.1.2.1.AIdentify high frequency words: ever, sure, were, enough, every, any, own.Conventions Adding endings ContractionsWhois the audience?Identify the with audience? the audience? on-level text orally with accuracy, appropriate protect to confirm or self-correct word recading as necessary. CC.1.2.1.AIdentify high frequency words. Compare and contrast using background knowledge.enhances one's ability to express ability to express contractionswrite's write's What is the purpose?Identify the gh requirely to words? to wrot accuracy, appropriate prossion on setting as necessary. CC.1.2.1.8Identify the gh frequency words.ContractionsWhois the audiage influence and instruction?write's write's What audience?Identify the write's What accuracy, appropriate recent and motion?Whois the contractionswrite's write's What words? </td <td>•</td> <td>knowledge</td> <td>writing? Why do</td> <td>Read with accuracy and</td> <td></td> <td></td>	•	knowledge	writing? Why do	Read with accuracy and		
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futureconventions ofconventions ofknowledge.futurelanguage influencelanguage influenceldentify the main ideaverbs: am, is, are, wasspoken and writtenand retell key details ofRead aloud withwerecommunication?text.CC.1.2.1.Bphrasing.Contractionswords? WhatAsk and answerguestions about keyWeek 3						
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Adding endings     words? What     Ask and answer       Contractions     strategies and     questions about key     Week 3						
Contractions strategies and questions about key Week 3						
				details in a text.	<ul> <li>Identify words with</li> </ul>	

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	Listening and	resources does the	CC.1.2.1.C	r controlled	
	Speaking	learner use to	Describe the	vowels: or	
	Relate and experience	figure out unknown	connection between	<ul> <li>Build and write</li> </ul>	
	in Sequence	vocabulary? How	two individual, events,	words with ending	
	Share information and	does one develop	ideas, or pieces of	es and plural es.	
	ideas	and refine	information in a text.	<ul> <li>Build and write</li> </ul>	
	Poetry recitation	vocabulary?	CC.1.2.1.E	words with r	
	Give announcements		Use various text	controlled vowel	
			features and search	or, ore.	
	Vocabulary		tools to locate key facts		
	Oral vocabulary		or information in a text.	Write sentences	
	High-frequency words		CC.1.2.1.F	with verbs that do	
	riign-nequency words			not add s.	
			Ask and answer	<ul> <li>Identify high</li> </ul>	
			questions to help	frequency words:	
			determine or clarify the	very, car, away,	
			meaning of words and	our, house,	
			phrases in a text.	school, friends.	
			CC.1.2.1.G	<ul> <li>Write high</li> </ul>	
			Use the illustrations and	frequency words.	
			details in a text to	<ul> <li>Identify facts and</li> </ul>	
			describe its key ideas.	opinions in a	
			CC.1.2.1.I	selection.	
			Identify basic	<ul> <li>Read aloud with</li> </ul>	
			similarities in and	appropriate	
			differences between	phrasing.	
			two texts on the same	pricong.	
			topic.	Week 4	
			CC.1.2.1.J		
			Use words and phrases	<ul> <li>Identify words with</li> </ul>	
			acquired through	r controlled vowel:	
			conversations, reading,	ar	
			and being read to, and	Build and write	
			responding to texts,	words with ending	
			including words that	doubling the final	
			signal connections and	consonant.	
			relationships between	<ul> <li>Build and write</li> </ul>	
			the words and phrases.	words with r	
			CC.1.2.1.K	controlled vowel	
			Determine or clarify the	ar.	
			meaning of unknown	<ul> <li>Write sentences</li> </ul>	
				using verbs for the	
			and multiple-meaning	past and for the	
			word and phrases	future.	
			based on grade-level	<ul> <li>Identify high</li> </ul>	
			reading and content.	frequency words:	
			CC.1.2.1.L	few, afraid, read,	
			Read and comprehend	soon, how, again.	
			literary non-fiction and		
			informational text on	Write high	
			grade level, reading	frequency words.	
			independently and	<ul> <li>Use a dictionary.</li> </ul>	
			proficiently.	<ul> <li>Identify a</li> </ul>	
			CC.1.3.1.Å	selection's topic.	
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			Retell stories, including	Identify the		
			key details, and	author's purpose		
			demonstrate	for writing a		
			understanding of their central message or	<ul><li>selection.</li><li>Read aloud with</li></ul>		
			lesson.	Read aloud with     expression and		
			CC.1.3.1.B	intonation.		
			Ask and answer	intonation.		
			questions about key	Week 5		
			details in a text.	<ul> <li>Identify words with</li> </ul>		
			CC.1.3.1.C	r controlled vowel:		
			Describe characters,	er		
			settings, and major	<ul> <li>Build and write</li> </ul>		
			events in a story, using	words with the r		
			key details.	controlled vowels:		
			CC.1.3.1.D	er, ir, ur.		
			Identify who is telling	<ul> <li>Identify</li> </ul>		
			the story at various	contractions.		
			points in a text.	<ul> <li>Write sentences</li> </ul>		
			CC.1.3.1.E	using: am, is, was,		
			Explain major	are, were.		
			differences between	<ul> <li>Identify high</li> </ul>		
			books that tell stories	frequency words:		
			and books that give information, drawing on	know, done, push,		
			a wide reading or range	wait, visit.		
			of text types.	Write high		
			CC.1.3.1.F	frequency words.		
			Identify words and	<ul> <li>Alphabetize to the</li> </ul>		
			phrases in stories or	first letter.		
			poems that suggest	<ul> <li>Identify facts and</li> </ul>		
			feelings or appeal to the	opinions in a		
			senses.	selection.		
			CC.1.3.1.G	<ul> <li>Read aloud with</li> </ul>		
			Use illustrations and	expression and		
			details in a story to	intonation.		
			describe characters,	Week 6		
			setting, or events.	<ul> <li>Identify words with</li> </ul>		
			CC.1.3.1.H	<ul> <li>Identity words with final j sound.</li> </ul>		
			Compare and contrast	<ul> <li>Build and write</li> </ul>		
			the adventures and	<ul> <li>Build and write words with the</li> </ul>		
			experiences of	consonant pattern		
			characters in stories. CC.1.3.1.I	–dge.		
			Determine or clarify the	<ul> <li>Build and write</li> </ul>		
			meaning of unknown	words with		
			and multiple-meaning	endings –er and –		
			word and phrases	est.		
			based on grade-level	Compare and		
			reading and content	contrast two		
			CC.1.3.1.J	different things in		
			Use words and phrases	a text.		
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<ul> <li>Identify high requency words: and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.K Read and comprehend literature on grade- level, reading independently and proficiently. CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B Identify high frequency words: define expension using contractions.</li> <li>Identify high frequency words: define expension using contractions.</li> <li>Read aloud with expression and intonation.</li> </ul>
conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.K Read and comprehend literature on grade-level, reading independently and proficiently. CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B Identify and write about       frequency words: does, good-bye, before, won't, owe, right.
and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.3.1.K Read and comprehend literature on grade- level, reading independently and proficiently. CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B Identify and write about
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explanatory texts to examine a topic and convey ideas and information. CC.1.4.1.B Identify and write about
examine a topic and convey ideas and information. CC.1.4.1.B Identify and write about
convey ideas and information. CC.1.4.1.B Identify and write about
information. CC.1.4.1.B Identify and write about
CC.1.4.1.B Identify and write about
Identify and write about
one specific topic.
CC.1.4.1.C
Develop the topic with
two or more facts.
CC.1.4.1.D
Group information and
provide some sense of
closure.
CC.1.4.1.E
Choose words and
phrases for effect.
CC.1.4.1.F
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling. • Capitalize
dates and names of
people. • Use end
punctuation; use
commas in dates and
words in series. • Spell
words drawing on
common spelling
patterns, phonemic
awareness and spelling
conventions.

CC.1.4.1.M
Write narratives to
develop real or
imagined experiences
or events.
CC.1.4.1.N
Establish who and what
the narrative will be
about.
CC.1.4.1.O
Include thoughts and
feelings to describe
experiences and events
CC.1.4.1.P
Recount two or more
appropriately
sequences events
using temporal words to
signal event order and
provide some sense of
closure.
CC.1.4.1.Q
Use a variety of words
and phrases.
CC.1.4.1.R
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling. • Capitalize
dates and names of
people. • Use end
punctuation; use
commas in dates and
words in series. • Spell
words drawing on
common spelling
patterns, phonemic
awareness and spelling
conventions.
CC.1.4.1.T
With guidance and
support from adults and
peers, focus on a topic,
respond to questions
and suggestions from
peers, and add details
to strengthen writing as
needed.

CC.1.4.1.U
With guidance and
support, use a variety of
digital tools to produce
and publish writing
including in
collaboration with
peers.
CC.1.4.1.V
Participate in individual
or shared research and
writing projects.
CC.1.4.1.W
With guidance and
support, recall
information from
experiences or gather
information from
provided sources to
answer a question.
CC.1.4.1.X
Write routinely over
extended time frames
(time for research,
reflection, and revision)
and shorter time frames
(a single sitting or a day
or two) for a range of
discipline-specific tasks,
purposes and
audiences.
CC.1.4.1.T
With guidance and
support from adults and
peers, focus on a topic,
respond to questions
and suggestions from
peers, and add details
to strengthen writing as
needed.
CC.1.4.1.U
With guidance and
support, use a variety of
digital tools to produce
and publish writing
including in
collaboration with
peers.
CC.1.4.1.V
Participate in individual
or shared research and
writing projects.

CC.1.4.1.W Wilk guidance and support, recall information from provided sources to answer a question. CC.1.4.1.X Write routinely over extended time frames (time for research). (time for research). (red shorter time frames (time for research). (a single sting or a day or two) for a range of discipline-specific tasks. purposes and audionces. CC.1.5.1.A Participate or adults in small alrager groups. CC.1.5.1.5.1.5.1.5.1.5.1.5.1.5.1.5.1.5.1			1	1
support, recail information from experiences or gather information from provided sources to arC 1.4 1.% Write routinely over extended time frames (time for research, refielection, and revision) and shorter time frames (time for research, refiglection, and revision) and shorter time frames (time for research, refiglection, and revision) and shorter time frames (time for research, refiglection, and revision) and shorter time frames (to a trange of dissipline-specific tasks, pustion-specific tasks, pustion-s		CC.1.4.1.W		
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				CC.1.5.1.E Produce complete sentences when appropriate to task and situation. CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.			
Unit 5 (Weeks 25-30)	<ul> <li>Effective readers use appropriate strategies to construct meaning.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>Effective speakers prepare and communicate messages to address the audience and purpose.</li> <li>Effective research requires the use of varied resources to gain or expand knowledge.</li> </ul>	Phonological/Phone mic Awareness Segment and blend phonemes Rhyming words Change initial phonemes Create words Change final phonemes Adding endings Isolate initial phonemes Change phonemes Three letter consonant blends Segment and blend syllables Segment and blend two syllable words Letter Recognition/Phonics Singular and Plural Possessives Vowel Digraphs: ai, ay Vowel Digraphs: oa, ow Consonant Patterns: kn, wr Vowel Digraphs: ie, igh Vowel Digraphs: ue,	<ul> <li>How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read?</li> <li>How do readers know what to believe in what to believe in what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?</li> <li>How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and</li> </ul>	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence. CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one- syllable words to make	<ul> <li>Week 1</li> <li>Identify words with long a sound.</li> <li>Build and write words with vowel digraphs ay and ai.</li> <li>Build and write words with singular and plural possessives.</li> <li>Draw conclusions about a text.</li> <li>Identify high frequency words: give, surprise, would, enjoy, worry, about.</li> <li>Write high frequency words.</li> <li>Write sentences using adjectives.</li> <li>Read aloud with expression and intonation.</li> <li>Week 2</li> <li>Identify words with long e or short e sound.</li> <li>Build and write words with vowel digraphs ea and</li> </ul>	RazKids.com Leveled Readers Decodable Readers Reteach Sleuth Independent Practice Stations ELL	Spelling test Weekly test Oral assessment Progress monitoring Reading A-Z Running records Timed fluency test Informal observation Unit benchmark test

I			<u>en</u>		L. I.	
	Audience and	ew, ui	utilize resources to	new words.	endings.	
	purpose influence	Vowel Sound in Moon:	effectively	CC.1.1.1.D	<ul> <li>Identify a stories</li> </ul>	
	a writer's choice	00	communicate a	Know and apply grade-	theme.	
	of organizational	Suffixes –ly -ful	message?	level phonics and word	<ul> <li>Write sentence</li> </ul>	
	pattern,		<ul> <li>What does a</li> </ul>	analysis skills in	using adjectives	
	language, and	Fluency	reader look for and	decoding words. •	for colors and	
	literary	Expression and	how can s/he find	Identify common	shapes.	
	techniques.	intonation	it? How does a	consonant diagraphs,	<ul> <li>Identify high</li> </ul>	
	<ul> <li>Rules of</li> </ul>	Accuracy and rate	reader know a	final-e, and common	frequency words:	
	grammar and	Accuracy, rate and	source can be	vowel teams. • Decode	draw, colors, over,	
	language	expression	trusted? How does	one and two-syllable	drew, great, sign,	
	conventions	Appropriate phrasing	one organize and	words with common	show.	
	support clarity of		synthesize	patterns. • Read grade-	<ul> <li>Read aloud with</li> </ul>	
	communications	Comprehension	information from	level words with	accuracy at an	
	between	Monitor and clarify	various sources?	inflectional endings. •	appropriate rate.	
	writers/speakers	Draw conclusions	How does one best	Read grade-appropriate		
	and	Theme	present findings?	irregularly spelled	Week 3	
	readers/listeners.	Visualize	<ul> <li>What makes clear</li> </ul>	words.	<ul> <li>Identify words with</li> </ul>	
	<ul> <li>An expanded</li> </ul>	Facts and details	and effective	CC.1.1.1.E	long o sound.	
	vocabulary	Questioning	writing? Why do	Read with accuracy and	<ul> <li>Identify and write</li> </ul>	
	enhances one's	Story structure	writers write? What	fluency to support	words with ow and	
	ability to express	Cause and effect	is the purpose?	comprehension: • Read	oa digraphs.	
	ideas and	Predict and set	Who is the	on-level text with	<ul> <li>Identify and write</li> </ul>	
	information.	purpose	audience? What	purpose and	words with	
			will work best for	understanding.   Read	consonant blends.	
		Writing:	the audience?	on-level text orally with	<ul> <li>Identify the facts</li> </ul>	
		Organization	<ul> <li>How do learners</li> </ul>	accuracy, appropriate	and details in a	
		A friendly letter	make decisions	rate, and expression on	selection.	
		Word choice	concerning formal	successive readings. •	<ul> <li>Identify high</li> </ul>	
		Invitation	and informal	Use context to confirm	frequency words:	
		Focus/idea	language in social	or self-correct word	once, wild, found,	
		Descriptive poem	and academic	recognition and	took, mouth.	
		Sentences	settings? How do	understanding,	<ul> <li>Write sentences</li> </ul>	
		Realistic story	grammar and the	rereading as necessary.		
		Thank you note	conventions of	CC.1.2.1.A	using adjectives	
		Writing directions	language influence	Identify the main idea	for size.	
			spoken and written	and retell key details of	Read aloud with     averagion and	
		Conventions	communication?	text.	expression and	
		Adjectives	<ul> <li>Why learn new</li> </ul>	CC.1.2.1.B	intonation.	
		Adjectives for color	words? What	Ask and answer	Wook 4	
		and shape	strategies and	questions about key	Week 4	
		Adjectives for size	resources does the	details in a text.	<ul> <li>Identify words that</li> </ul>	
		Adjectives for what	learner use to	CC.1.2.1.C	rhyme with long i	
		kind	figure out unknown	Describe the	and long e words.	
		Adjectives for how	vocabulary? How	connection between	·	
		many and articles	does one develop	two individual, events,	<ul> <li>Identify and write</li> </ul>	
		Adjectives that	and refine	ideas, or pieces of	words with initial	
		compare	vocabulary?	information in a text.	/n/ and /r/ sound.	
			-	CC.1.2.1.E	Build words with	
		Listening and		Use various text	digraphs ie and	
		Speaking		features and search	igh or consonant	
		Give descriptions		tools to locate key facts	kn, wr.	

Share information	or information in a text.	<ul> <li>Identify the facts</li> </ul>	
Poetry presentation	CC.1.2.1.F	and details in a	
Purpose of media	Ask and answer	selection.	
	questions to help	<ul> <li>Identify high</li> </ul>	
Vocabulary	determine or clarify the	frequency words:	
Oral vocabulary	meaning of words and	eight, moon,	
High-frequency words	phrases in a text.	above, touch,	
	CC.1.2.1.G	laugh.	
	Use the illustrations and	Write sentences	
	details in a text to		
	describe its key ideas.	using adjectives	
	CC.1.2.1.I	for size.	
		<ul> <li>Read aloud with</li> </ul>	
	Identify basic	accuracy and	
	similarities in and	expression at an	
	differences between	appropriate rate.	
	two texts on the same		
	topic.	Week 5	
	CC.1.2.1.J	<ul> <li>Identify words that</li> </ul>	
	Use words and phrases	have the long u	
	acquired through	sound.	
	conversations, reading,	<ul> <li>Identify and sort</li> </ul>	
	and being read to, and	words with ue, ew,	
	responding to texts,	and ui.	
	including words that		
	signal connections and	<ul> <li>Identify and sort</li> </ul>	
	relationships between	compound words.	
	the words and phrases.	<ul> <li>Identify a stories</li> </ul>	
	CC.1.2.1.K	theme.	
	Determine or clarify the	<ul> <li>Identify high</li> </ul>	
	meaning of unknown	frequency words:	
	and multiple-meaning	stood, room,	
	word and phrases	thought, picture,	
		remember.	
	based on grade-level	Write sentences	
	reading and content.	using adjectives	
	CC.1.2.1.L	that tell how many.	
	Read and comprehend	<ul> <li>Find words in a</li> </ul>	
	literary non-fiction and	dictionary.	
	informational text on	<ul> <li>Read aloud with</li> </ul>	
	grade level, reading	<ul> <li>Read aloud with appropriate</li> </ul>	
	independently and	phrasing.	
	proficiently.	prirasing.	
	CC.1.3.1.A	Maak 6	
	Retell stories, including	Week 6	
	key details, and	<ul> <li>Identify words that</li> </ul>	
	demonstrate	have the oo	
	understanding of their	sound.	
	central message or	<ul> <li>Build and write</li> </ul>	
	lesson.	words with digraph	
	CC.1.3.1.B	00.	
	Ask and answer	Build and write	
	questions about key	words with suffixes	
	details in a text.	ly and ful.	
		,	

Describe characters, settings, and might oversits in a story, using the story at variant, CC (13, 10 is relling the story at variant, CC (13, 11, 12)       ard fect of a selection.         Tequency words: todo might be points in a text. CC (13, 11, 12)       tod fect of a selection.         CC (13, 10)       terms of the points in a text. CC (13, 11, 12)       terms of the selection.         Dools that tell stories and books that at stories of text types. CC (13, 11, 14)       terms of text. CC (13, 14)       terms of text. Text. CC (13, 14)         Describe characters, setting, or events. CC (13, 11, 14)       terms text. CC (13, 11, 14)       terms of text. CC (13, 11, 14)         Describe characters, setting, or events. CC (13, 11, 14)       terms of text. CC (13, 11, 14)       terms of text. CC (13, 11, 14)         Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level text. CC (13, 11, 14)       text. CC (13, 14)         Determine or clarify the meaning of unknown and heing reset to, and responding to texts, including words that selacions; reseting, and being reset to, and responding to texts, including words that selacions and phrases based on grade-level	 
Describe characters, settings, and major events in a story, using level data. C default, which is telling the darity, who is telling the story at various, points in a text. CC.13.1.E Explain major differences between books that tell stories and books out grange of to tay types. CC.13.1.F I dentify words and phrases in stories or poems that suggest tellings, or events. CC.13.1.1 Use illustrations and details in a story to describe characters, setting, or events. CC.13.1 Use illustrations and details in a stories. CC.13.1 Use words and phrases based on grade-tweet the storemany the describe characters, setting, or events. CC.13.1 Use words and phrases based on grade-tweet the storemany starts cC.13.1 Use words and phrases based on grade-tweet the words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that describe characters based on grade-tweet the words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that describe characters in stories. CC.13.1.1	
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key details.       CC:1.3.1.D       Tequinity works:         CC:1.3.1.D       Tequinity works:       tod, only, across, because, dance, open, shoes.         points in a text.       CC:1.3.1.E       using adjectives         Explain major       differences batween       using adjectives         differences batween       accuracy and       explain major         a wide reading or range       of text types.       Read addow with accuracy and         explain major       accuracy and       expression.         differences batween       Read addow with accuracy and       expression.         a wide reading or arged       of text types.       Read addow with accuracy and         explain major       accuracy and       expression.         discribe characters, setting, or events.       CC.1.3.1.F       experiences of         color.3.1.6       Use illustrations and       details in a story to deacribe characters, setting, or events.       CC.1.3.1.F         CC.1.3.1.1       Determine or clarify the meaning of winknown and multiple-meaning words that accuracy and reading and content CC.1.3.1.1       Use words and phrases         based on grade-level       reading and content CC.1.3.1.4       Use words and phrases         conversations, teading, and content cC.1.3.1.4       Use words and phrases         base words and phrases       acquing t	
CC.1.3.1.D       Identify who is telling         Identify who is telling       before and the second s	
<ul> <li>Identify who is telling the story at various points in a text.</li> <li>CC.1.3.1.E</li> <li>Explain major</li> <li>Total and book that tell stories and book that tell stories</li> <li>Total and book st</li></ul>	
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<ul> <li>by points in a text.</li> <li>CC.1.3.1.E</li> <li>Explain major</li> <li>Write sentences</li> <li>Write sentence</li></ul>	
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CC.1.3.1.K	
Read and comprehend	
	Read and comprehend

literature on grade-
level, reading
independently and
proficiently.
CC.1.4.1.A
Write informative/
explanatory texts to
examine a topic and
convey ideas and
information.
CC.1.4.1.B
UC.1.4.1.D
Identify and write about
one specific topic.
CC.1.4.1.C
Develop the topic with
two or more facts.
CC.1.4.1.D
Group information and
provide some sense of
closure.
CC.1.4.1.E
Choose words and
phrases for effect.
CC.1.4.1.F
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling. • Capitalize
deteo and names of
dates and names of
people. • Use end
punctuation; use
commas in dates and
words in series. • Spell
words drawing on
common spelling
patterns, phonemic
awareness and spelling
conventions.
CC.1.4.1.G
Write opinion pieces on
familiar topics.
CC.1.4.1.H
Form an opinion by
choosing among given
topics.
CC.1.4.1.I
Support the opinion
with reasons related to

the opinion.	
CC.1.4.1.J	
Create an	
organizational structure	
that includes reasons	
and provides some	
sense of closure.	
CC.1.4.1.K	
Use a variety of words	
and phrases.	
CC.1.4.1.L	
Demonstrate a grade-	
appropriate command	
of the conventions of	
standard English	
grammar, usage,	
capitalization,	
punctuation, and	
spelling. • Capitalize	
dates and names of	
people. • Use end	
punctuation; use	
commas in dates and	
words in series.	
words drawing on	
common spelling	
patterns, phonemic	
awareness and spelling	
conventions.	
CC.1.4.1.M	
Write narratives to	
develop real or	
imagined experiences	
or events.	
CC.1.4.1.N	
Establish who and what	
the narrative will be	
about.	
CC.1.4.1.0	
Include thoughts and	
feelings to describe	
experiences and events	
CC.1.4.1.P	
Recount two or more	
appropriately	
sequences events	
using temporal words to	
signal event order and	
provide some sense of	
closure.	
CC.1.4.1.Q	
Use a variety of words	

and phrases.
CC.1.4.1.R
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling. • Capitalize
dates and names of
people. • Use end
punctuation; use
commas in dates and
words in series. • Spell
words drawing on
common spelling
patterns, phonemic
awareness and spelling
conventions.
CC.1.4.1.T
With guidance and
support from adults and
peers, focus on a topic,
respond to questions
and suggestions from
peers, and add details
to strengthen writing as
needed.
CC.1.4.1.U
With guidance and
support, use a variety of
digital tools to produce
and publish writing
including in
collaboration with
peers.
CC.1.4.1.V
Participate in individual
or shared research and
writing projects.
CC.1.4.1.Ŵ
With guidance and
support, recall
information from
experiences or gather
information from
provided sources to
answer a question.
CC.1.4.1.X
Write routinely over
extended time frames

		(time for research,		
		reflection, and revision)		
		and shorter time frames		
		(a single sitting or a day		
		or two) for a range of		
		discipline-specific tasks,		
		purposes and		
		audiences.		
		CC.1.5.1.A		
		Participate in		
		collaborative		
		conversations with		
		peers and adults in		
		small and larger		
		groups. CC.1.5.1.B		
		Confirm understanding		
		of a text read aloud or		
		information presented		
		orally or through other		
		media by asking and		
		answering questions		
		about key details and		
		requesting clarification		
		if something is not		
		understood.		
		CC.1.5.1.C		
		Ask and answer		
		questions about what a		
		speaker says in order to		
		gather additional		
		information or clarify		
		something that is not		
		understood.		
		CC.1.5.1.D		
		Describe people,		
		places, things, and		
		events with relevant		
		details, expressing		
		ideas and feelings		
		clearly. CC.1.5.1.E		
		Produce complete		
		sentences when		
		appropriate to task and		
		situation.		
		CC.1.5.1.F		
		Add drawings or other		
		visual displays when		
		sharing aloud to clarify		
		ideas, thoughts, and		
		feelings.		
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Unit 6 (Weeks 31-37)	<ul> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Effective readers use appropriate strategies to construct meaning.</li> <li>Effective readers use appropriate strategies to construct meaning.</li> </ul>	Phonological/Phone mic Awareness Segment and blend phonemes Remove phonemes Create words Remove phonemes Isolate medial phonemes Add final phonemes Add final phonemes Adding endings Change phonemes Segment and blend words Rhyming words Letter Recognition/Phonics Final syllable: le Diphthongs: ow, ou Syllables: v/cv, vc/v Vowel patterns: ow, ou Syllables: v/cv, vc/v Vowel patterns: ow, ou Vowel sound in foot: oo Suffixes: -er, -or Diphthongs: oi, oy Vowel digraphs and diphthongs Vowel sound in ball: aw, au Long o: o; Long i: i Prefixes un and re Fluency Accuracy rate and expression Accuracy, rate, expression, and appropriate phrasing	<ul> <li>How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read?</li> <li>How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?</li> <li>How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?</li> <li>What does a reader look for and</li> </ul>	CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content. CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence. CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one- syllable words to make new words. CC.1.1.D Know and apply grade- level phonics and word analysis skills in	<ul> <li>Week 1</li> <li>Identify words that have the sound /ou/.</li> <li>Build and write words with diphthongs ow and ou.</li> <li>Build and write words with final syllable -le.</li> <li>Identify the character, plot, and setting of a story.</li> <li>Identify high frequency words: along, behind, eyes, never, pulling, toward.</li> <li>Write imperative sentences.</li> <li>Read aloud with accuracy and expression.</li> <li>Week 2</li> <li>Identify words that have the sound /ou/, long o, oo.</li> <li>Build and write words with vowel patters: ow, ou.</li> <li>Build and write words with syllable patterns VC/V and V/CV.</li> <li>Draw conclusions</li> </ul>	RazKids.com Leveled Readers Decodable Readers Reteach Sleuth Independent Practice Stations ELL	Spelling test Weekly test Oral assessment Progress monitoring Reading A-Z Running records Timed fluency test Informal observation Unit benchmark test
	• Effective research requires the use of varied resources to gain or expand	Expression and intonation Appropriate phrasing <b>Comprehension</b> Modify and clarify	how can s/he find it? How does a reader know a source can be trusted? How does	decoding words. • Identify common consonant diagraphs, final-e, and common vowel teams. • Decode one and two-syllable	<ul> <li>about a selection.</li> <li>Identify high frequency words: loved, should, door, wood.</li> <li>Write sentences</li> </ul>		

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		CC.1.2.1.I	main idea.	
		Identify basic	<ul> <li>Identify high</li> </ul>	
		similarities in and	frequency words:	
		differences betwee		
		two texts on the sa		
		topic.	today.	
		CC.1.2.1.J	Spell high	
		Use words and phr	ases frequency words.	
		acquired through	Write sentences	
		conversations, read		
		and being read to,		
		responding to texts	, appropriate	
		including words that		
		signal connections		
		relationships betwe		
		the words and phra	ses. • Identify words that	
		CC.1.2.1.K	contain the sound	
		Determine or clarify	the aw.	
		meaning of unknow	<sup>/n</sup> • Generate rhyming	
		and multiple-meani	ng words.	
		word and phrases	<ul> <li>Build sort and</li> </ul>	
		based on grade-lev	el read words with	
		reading and conten	t. aw and au.	
		CC.1.2.1.L	Write words with	
		Read and compreh	and	
		literary non-fiction a	aw and au.	
		informational text o	Draw conclusions	
		grade level, reading	as you read.	
		independently and	<ul> <li>Identify high</li> </ul>	
		proficiently.	frequency words:	
		CC.1.3.1.A	early, learn,	
		Retell stories, inclu	ding science, built,	
		key details, and	- through.	
		demonstrate	<ul> <li>Write sentences</li> </ul>	
		understanding of th	using advarba	
		central message or	De est e le contration	
		lesson.	appropriate	
			phrasing.	
		CC.1.3.1.B	P	
		Ask and answer	Week 6	
		questions about ke	Identify words that	
		details in a text.	contain the long o	
		CC.1.3.1.C		
		Describe character	5,	
		settings, and major		
		events in a story, u	sing read words with	
		key details.	long o and long i.	
		CC.1.3.1.D	Build and write	
		Identify who is tellin	ng words with	
		the story at various	prefixes un and re.	
		points in a text.	<ul> <li>Identify the theme</li> </ul>	
		CC.1.3.1.E	of a story.	
		Explain major	Identify high	
L	I	· · · · · · · · · · · · · · · · · · ·	·····	I

	differences between	frequency words:		
	books that tell stories	answered, carry,		
	and books that give	different, poor.		
	information, drawing on	Write sentences		
	a wide reading or range	using prepositions		
	of text types.	and prepositional		
	CC.1.3.1.F	phrases.		
	Identify words and	<ul> <li>Read aloud with</li> </ul>		
	phrases in stories or	appropriate		
	poems that suggest	phrasing.		
	feelings or appeal to the	prirasing.		
	senses.			
	CC.1.3.1.G			
	Use illustrations and			
	details in a story to			
	describe characters,			
	setting, or events.			
	CC.1.3.1.H			
	Compare and contrast			
	the adventures and			
	experiences of			
	characters in stories.			
	CC.1.3.1.I			
	Determine or clarify the			
	meaning of unknown			
	and multiple-meaning			
	word and phrases			
	based on grade-level			
	reading and content			
	CC.1.3.1.J			
	Use words and phrases			
	acquired through			
	conversations, reading,			
	and being read to, and			
	responding to texts,			
	including words that			
	signal connections and			
	relationships between			
	the words and phrases.			
	CC.1.3.1.K			
	Read and comprehend			
	literature on grade-			
	level, reading			
	independently and			
	proficiently.			
	CC.1.4.1.A			
	Write informative/			
	explanatory texts to			
	examine a topic and			
	convey ideas and			
	information.			
	CC.1.4.1.B			
		L	1	1

Identify and write about
one specific topic.
CC.1.4.1.C
Develop the topic with
two or more facts.
CC.1.4.1.D
Group information and
provide some sense of
closure.
CC.1.4.1.E
Choose words and
phrases for effect.
CC.1.4.1.F
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling. • Capitalize
dates and names of
people. • Use end
punctuation; use
commas in dates and
words in series. • Spell
words drawing on
common spelling
patterns, phonemic
awareness and spelling
conventions.
CC.1.4.1.G
Write opinion pieces on
familiar topics.
CC.1.4.1.H
Form an opinion by
choosing among given
topics.
CC.1.4.1.I
Support the opinion
with reasons related to
the opinion.
CC.1.4.1.J
Create an
organizational structure
that includes reasons
and provides some
sense of closure.
CC.1.4.1.K
Use a variety of words
and phrases.
CC.1.4.1.L
00.1.4.1.L

Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize	
of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize	
standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize	
standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize	
grammar, usage, capitalization, punctuation, and spelling. • Capitalize	
capitalization, punctuation, and spelling. • Capitalize	
punctuation, and spelling. • Capitalize	
spelling. • Capitalize	
spelling. • Capitalize	
dates and names of	
people. • Use end	
punctuation; use	
commas in dates and	
words in series. • Spell	
words drawing on	
common spelling	
patterns, phonemic	
awareness and spelling	
conventions.	
CC.1.4.1.M	
Write narratives to	
develop real or	
imagined experiences	
or events.	
CC.1.4.1.N	
Establish who and what	
the narrative will be	
about.	
CC.1.4.1.0	
Include thoughts and	
feelings to describe	
experiences and events	
CC.1.4.1.P	
Recount two or more	
appropriately	
sequences events	
using temporal words to	
signal event order and	
provide some sense of	
closure.	
CC.1.4.1.Q	
Use a variety of words	
and phrases.	
CC.1.4.1.R	
Demonstrate a grade-	
appropriate command	
of the conventions of	
standard English	
grammar, usage,	
gramma, usage,	
capitalization,	
punctuation, and	
spelling. • Capitalize	
dates and names of	

people. • Use end
punctuation; use
commas in dates and
words in series. • Spell
words drawing on
common spelling
patterns, phonemic
awareness and spelling
conventions.
CC.1.4.1.T
With guidance and
support from adults and
peers, focus on a topic,
respond to questions
and suggestions from
peers, and add details
to strengthen writing as
needed.
CC.1.4.1.U
With guidance and
support, use a variety of
digital tools to produce
and publish writing
including in
collaboration with
peers.
CC.1.4.1.V
Participate in individual
or shared research and
writing projects.
CC.1.4.1.W
With guidance and
support, recall
information from
experiences or gather
information from
provided sources to
answer a question.
CC.1.4.1.X
Write routinely over
extended time frames
(time for research,
reflection, and revision)
and shorter time frames
(a single sitting or a day
or two) for a range of
discipline-specific tasks,
purposes and
audiences.
CC.1.5.1.A
Participate in
collaborative

conversations with peers and adults in small and larger groups. CC.1.5.1.8 Confirm understanding of a text read aloud or information presented orally or through other orally or through other answering questions about key details and requestions about key details and requestions about what a speaker says in order to gather additional information or darfy something that is not understood. CC.1.5.1.0 Ask and answer questions about what a speaker says in order to gather additional information or darfy something that is not understood. CC.1.5.1.0 Describe project, and details, expressing ideas and feelings clearly.CC.1.5.1.E Produce complete sentences when appropriate to task and situation. CC.1.5.1.F Add drawings or other visual displays when appropriate to task and situation. CC.1.5.1.F Add drawings or other visual displays when appropriate to task and situation. CC.1.5.1.6 Add drawings or other visual displays when approprises displays when appropriate to task and s			1	
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