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

KINDERGARTEN ENGLISH/LANGUAGE ARTS MAP:

TIME FRAME	BIG IDEAS	CONCEPTS	ESSENTIAL QUESTIONS	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
Unit 1 (Weeks 1-6)	• Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. • An expanded vocabulary enhances one's ability to express ideas and information. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. • Effective readers use appropriate strategies to construct meaning. • Effective research requires the use of varied resources to gain or expand knowledge. • Rules of grammar and language conventions support clarity of communications	**Phonological/Phonemic 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/, l,ll/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 Verbs and sentences Simple sentences Sentences with adjectives	• 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? • How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? • How do strategic readers create meaning from informational and literary text? • 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? • How do task, purpose, and audience influence how speakers craft	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-	Week 1 • Identify objects with the sound /m/, s, ss/s/, t/t/. • Distinguish between initial and final phonemes. • Identify words with consonants /m/, s, ss/s/, t/t/. • Say words with consonants /m/, s, ss/s/, t/t/. • Identify and describe a character in a story. • Give reasons for characters actions and feelings. • Write sentences with nouns for people, places, animals, or things. • Write complete sentences. • Identify high frequency words: I, see, a, green. • Spell high frequency words: I, see, a, green. • Develop fluency by listening and following along with familiar text. Week 2 • Identify things with sounds: /p/, /n/, c/k/. • Distinguish between initial and final: /p/, /n/, c/k/. • Identify words with sounds of	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

between writers/speakers and readers/listeners.	Sentences with nouns, verbs, and adjectives **Conventions** Nouns for people, animals and things Nouns for places Simple sentences Adjectives Sentences **Listening and Speaking** Participate in discussion Follow instruction Restate instructions Five directions Ask questions and follow or restate directions Relate and experience in sequence **Vocabulary** Oral vocabulary High Frequency Words	and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message? • How does interaction with text provoke thinking and response? • What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? • What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? • What is this text really about? • 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? • What strategies and resources do I	level words with inflectional endings. • Read grade-appropriate irregularly spelled words. CC.1.1.1.E Read with accuracy and fluency to support comprehension: • Read on-level text with 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.B Ask and answer questions about key details 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.G Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.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.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content. CC.1.2.1.L	consonants: /p/, /n/, c/k/. • Pronounce and spell words with /p/, /n/, c/k/. • Write sentences with nouns that name places. • Write complete sentences. • Identify high frequency words: we, like, the, one. • Spell high frequency words: we, like, the, one. • Identify and describe a setting in a story. • Give reasons as to why the setting is important to the story. • Develop fluency by listening and following along with familiar text. Week 3 • Identify things with sounds: /b/, /g/, /f/, /i/ • Identify words with: /b/, /g/, /f/, /i/ • Pronounce and spell words with: /b/, /g/, /f/, /i/ • Distinguish between initial and final /b/, /g/, /f/ • Write sentences with verbs that show action • Identify high frequency words: look, do, you, was, yellow • Spell high frequency words: look, do, you, was, yellow		

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

				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.E Choose words and phrases for effect. 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	**Week 5** • Identify things with sounds: /r/, /w/, /j/, /k/, /e/ • Identify words with: /r/, /w/, /j/, /k/, /e/ • Distinguish between initial and final: /r/, /w/, /j/, /k/, /e/ • Identify short vowel sound of e • Use adjectives in a complete sentence • Use adjectives 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 • Identify plot of the story • Identify the problem in a plot • Identify the solution to the problem • Develop fluency by listening and following along with familiar texts **Week 6** • Identify words with sounds: v/v/, /y/, /z/or /kw/ • Build words that contain the consonants: v, y, z, or qu • Read words that contain v, y, z, qu • Write sentences that include nouns,		

				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	verbs, and adjectives • Write complete sentences • Identify high frequency words: where, here, for, me, go • Spell high frequency words: where, here, for, me, go • Identify realism and fantasy • Read aloud with accuracy		

				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 (weeks	• Effective readers	**Phonological/Phone mic Awareness**	• How do strategic	CC.1.1.1.B Demonstrate	Week1	RazKids.com	Spelling test Weekly test

| 7-12) | use appropriate strategies to construct meaning. • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. • Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. • Effective speakers prepare and communicate messages to address the audience and purpose. • Effective research requires the use of varied resources to gain or expand knowledge. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. • Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. • An expanded | Rhyming words Segment and blend phonemes Segment and count phonemes Plural -s Count syllables Segment and blend onset and rime Initial consonant blends Final consonant blends

Letter Recognition/Phonics Distinguish /a/ Short a Distinguish /i/ Distinguish /o/ Consonant pattern –ck Consonant x/ks/ Short i Consonant s/z/ Short o Inflected endings –s and -ing Distinguish /e/ Short e Distinguish /u/ Short u

Fluency Accuracy Appropriate rate Accuracy and rate

Comprehension Character and Setting Monitor and Clarify Plot Main idea and details Important details Story structure Cause and effect text structure Realistic story Brief composition

Writing: Story | 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? • How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? • 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? • What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? • What makes clear and effective | 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-level words with inflectional endings. • Read grade-appropriate irregularly spelled words. CC.1.1.1.E Read with accuracy and | • Identify words initial and medial sounds: /a/ • Identify words with final sound: /k/ • Build words that contain the letters a or ck. • Read words that contain the letters a or ck. • Write complete sentences. • Identify high frequency words: way, my, come, on, in. • Spell high frequency words: way, my come, on, in. • Identify the characters in a story. • Identify the setting in a story. • Read aloud with accuracy.

Week 2 • Identify words initial and medial sounds: /i/ • Identify words with final sound: /ks/ • Identify, read and sort words with short i. • Identify, read and sort words with x. • Write complete sentences. • Identify subjects of sentences. • Identify high frequency words: take, she, what, up • Alphabetize words by first letter. • Identify the plot in | Leveled Readers

Decodable Readers

Reteach

Sleuth

Independent Practice Stations

ELL | Oral assessment Progress monitoring Reading A-Z Running records Timed fluency test Informal observation Unit benchmark test |

	vocabulary enhances one's ability to express ideas and information.	Voice Fantasy story Short poem Personal narrative Organization Focus/ideas **Conventions** Sentences Subjects of sentences Predicates of Sentences Declarative sentences Interrogative sentences Exclamatory sentences **Listening and Speaking** Accuracy Trait: Voice Writing: Story Ask Question Share information and ideas Give introductions Dive directions **Vocabulary** Oral vocabulary High Frequency Words	writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience? • 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? • Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?	fluency to support comprehension: • Read on-level text with 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.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.I Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and	a story. • Identify the problem and solution in a plot . • Read aloud with accuracy. Week 3 • Identify words initial and medial sounds: /o/ • Add final z/z/ to spoken words. • Identify, read words with short o and –s plurals. • Write complete sentences. • Identify predicates of sentences. • Identify high frequency words: help, use, from, little, blue, get. • Write high frequency words. • Identify the characters in a story. • Identify the actions of a character in a story. • Read aloud at an appropriate rate. Week 4 • Add final s/s/, final z/z/ and /ing/ to spoken words. • Add endings –s and –ing to verbs. • Read words with inflected endings. • Write declarative sentences. • Identify high frequency words: eat, her, this, too, four, five. • Alphabetize words to the first or		

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

					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 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	• Identify high frequency words: home, into, many, them. • Spell high frequency words. • Identify cause and effect in a selection. • Read aloud with appropriate phrasing.		

				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.1.5.1.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.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 3 (Weeks 13-18)	• Effective readers use appropriate strategies to construct meaning. • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. • Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. • Effective speakers prepare and communicate messages to address the audience and purpose. • Effective research requires the use of varied resources to gain or expand knowledge. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. • Rules of grammar and language conventions support clarity of communications between	**Phonological/Phone mic Awareness** Segment and blend phonemes Segment and blend words Create words Segment and blend phonemes Segment and blend words **Letter Recognition/Phonics** Vowel sound in ball: a, al Consonant digraphs: sh, th Distinguish between long i and short i Create Words Consonants Digraphs: wh, ch, tch, ph Long i: i-e Contractions Distinguish between long o and short o Long o: o-e Distinguish between long u and short u Inflected ending: ed Long u: u-e and Long e: e-e Distinguish between long e and short e Syllables: vc/cv Long e: e, ee **Fluency** Accuracy and appropriate rate Monitor and clarify Appropriate phrasing **Comprehension** Sequence Set and predict purpose	• What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? • 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? • How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? • 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	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-level words with inflectional endings. • Read grade-appropriate irregularly spelled words. CC.1.1.1.E Read with accuracy and fluency to support comprehension: • Read on-level text with	Week 1 • Identify words with these sounds: /sh/ and /th/. • Identify words with the vowel sound in ball. • Build and read words that contain sh or th. • Build and read words that have the vowel sound in ball. • Write complete sentences. • Use common nouns in writing. • Identify high frequency words: want, know, good, put, catch, said. • Sort words into categories. • Identify sequence of a story. • Identify the beginning, middle, and end of a story. • Read aloud with accuracy at an appropriate rate. Week 2 • Identify words with the medial sound: long a. • Identify words with the sounds: /s/ and /j/. • Read and sort words with long a. • Distinguish between long a and short a. • Write complete sentences. • Use proper nouns	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

	writers/speakers 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** 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** Oral vocabulary High-frequency words	influence how text should be read? • 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? • 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? • Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?	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.I Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J Use words and phrases	in writing. • Identify high frequency words: could, be, old, paper, of, horse. • Write high frequency words. • Identify cause and effect in text. • Read aloud appropriate phrasing. Week 3 • Identify words with the medial sound: long i. • Say words with the sounds: /hw/ and /ch/ and /f/. • Read and sort words with long i or short i. • Read and sort words with wh, ch, tch, and ph. • Write complete sentences. • Use capitalization and punctuation in sentences. • Identify high frequency words: live, out, people, who, work. • Write high frequency words. • Identify the topic of a selection • Identify the author's purpose of a selection. • Read aloud with appropriate phrasing. Week 4 • Identify words with the medial sound: long o. • Build and read		

					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.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content. CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.B Ask and answer questions about key details in a text. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.D Identify who is telling the story at various points in a text. CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.3.1.G Use illustrations and	words with long o. • Write words with long o and contractions. • Write complete sentences. • Use proper nouns in writing. • Identify high frequency words: down, there, inside, together, now. • Write high frequency words. • Identify sequence and retell a selection using sequence. • Read aloud with accuracy at an appropriate rate. Week 5 • Identify words with the sound: long u. • Identify words with the sound long e. • Build and write words with long u or long e. • Write complete sentences. • Use singular and plural nouns in writing. • Identify high frequency words: grow, food, around, find, water, under. • Write high frequency words. • Identify the topic of a selection. • Identify the author's purpose of a selection. • Read aloud with appropriate phrasing.		

| | | | | 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 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- | Week 6
• Identify words with the sound: long e.
• Sort and write words that have the long e or syllable pattern vc or cv.
• Write complete sentences.
• Use nouns in writing.
• Identify high frequency words: also, family, new, other, some, their.
• Write high frequency words.
• Compare and contrast information in a selection.
• Read aloud with accuracy at an appropriate rate. | | |

| | | | | 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 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.1.5.1.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 19-24)	• Effective readers use appropriate strategies to construct meaning. • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. • Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. • Effective speakers prepare and communicate	**Phonological/Phone mic Awareness** Segment and blend phonemes Rhyming words Add initial phonemes Add phonemes Isolate final phonemes Segment and blend syllables Segment and blend words Isolate medial and final phonemes Rhyming words Change and add phonemes **Letter Recognition/Phonics** Syllable pattern: cv Vowel sounds of y Consonant patterns ng and nk	• 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? • How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke	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	Week 1 • Identify words with the vowel sounds of y. • Identify one syllable words with long i, long e, long o. • Write and read words that contain y: long e, long i. • Write words that contain syllables: long e, long i, or long o. • Identify and use action verbs in sentences. • Identify high frequency words: always, become, day, everything, nothing, stays,	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

	messages to address the audience and purpose. • Effective research requires the use of varied resources to gain or expand knowledge. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. • Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. • An expanded vocabulary enhances one's ability to express ideas and information.	Consonant patterns ng and nk Vowels: r-controlled ar Added endings Vowels: r-controlled er, ir, ur Consonant pattern: -dge Comparative endings: -er and -est **Fluency** Accuracy and appropriate rate Appropriate phrasing Expression and intonation **Comprehension** Sequence Summary Compare and contrast Inferring Author's purpose Visualize Fact and opinion Text structure Draw conclusions Background knowledge **Writing**: Organization Realistic story Voice Comments about a story Lists Captions and pictures Play scene **Conventions** Action verbs Verbs that add s Verbs for past and future Verbs: am, is, are, was were Contractions with not Adding endings Contractions	thinking and response? • 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? • What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? • 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? • 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? • Why learn new words? What strategies and	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-level words with inflectional endings. • Read grade-appropriate irregularly spelled words. CC.1.1.1.E Read with accuracy and fluency to support comprehension: • Read on-level text with 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.	things. • Write high frequency words. • Determine antonyms • Identify the sequence of a story. • Identify the beginning, middle, and end of a story. • Read aloud with accuracy at an appropriate rate. Week 2 • Identify words with consonant patterns: ng and nk. • Build and write words with consonant patterns: ng and nk. • Identify compound words. • Write sentences with verbs that add s. • Identify high frequency words: ever, sure, were, enough, every, any, own. • Write high frequency words. • Compare and contrast characters in a story. • Compare and contrast using background knowledge. • Read aloud with appropriate phrasing. Week 3 • Identify words with		

		Listening and Speaking	resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?	CC.1.2.1.C	r controlled		
		Listening and Speaking Relate and experience in Sequence Share information and ideas Poetry recitation Give announcements **Vocabulary** Oral vocabulary High-frequency words	resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?	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.I Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.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.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content. CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.1.A	r controlled vowels: or • Build and write words with ending es and plural es. • Build and write words with r controlled vowel or, ore. • Write sentences with verbs that do not add s. • Identify high frequency words: very, car, away, our, house, school, friends. • Write high frequency words. • Identify facts and opinions in a selection. • Read aloud with appropriate phrasing. Week 4 • Identify words with r controlled vowel: ar • Build and write words with ending doubling the final consonant. • Build and write words with r controlled vowel ar. • Write sentences using verbs for the past and for the future. • Identify high frequency words: few, afraid, read, soon, how, again. • Write high frequency words. • Use a dictionary. • Identify a selection's topic.		

				Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.B Ask and answer questions about key details in a text. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.D Identify who is telling the story at various points in a text. CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the 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	• Identify the author's purpose for writing a selection. • Read aloud with expression and intonation. Week 5 • Identify words with r controlled vowel: er • Build and write words with the r controlled vowels: er, ir, ur. • Identify contractions. • Write sentences using: am, is, was, are, were. • Identify high frequency words: know, done, push, wait, visit. • Write high frequency words. • Alphabetize to the first letter. • Identify facts and opinions in a selection. • Read aloud with expression and intonation. Week 6 • Identify words with final j sound. • Build and write words with the consonant pattern –dge. • Build and write words with endings –er and –est. • Compare and contrast two different things in a text.		

				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 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.	• Identify high frequency words: does, good-bye, before, won't, owe, right. • Write sentences using contractions. • Read aloud with expression and intonation.		

					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 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. 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)	• Effective readers use appropriate strategies to construct meaning. • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. • Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. • Effective speakers prepare and communicate messages to address the audience and purpose. • Effective research requires the use of varied resources to gain or expand knowledge.	**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: ea Vowel Digraphs: oa, ow Consonant Patterns: kn, wr Vowel Digraphs: ie, igh Vowel Digraphs: ue,	• 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? • How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? • How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and	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	Week 1 • Identify words with long a sound. • Build and write words with vowel digraphs ay and ai. • Build and write words with singular and plural possessives. • Draw conclusions about a text. • Identify high frequency words: give, surprise, would, enjoy, worry, about. • Write high frequency words. • Write sentences using adjectives. • Read aloud with expression and intonation. Week 2 • Identify words with long e or short e sound. • Build and write words with vowel digraphs ea and	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

	• Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. • Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. • An expanded vocabulary enhances one's ability to express ideas and information.	ew, ui Vowel Sound in Moon: oo Suffixes –ly -ful **Fluency** Expression and intonation Accuracy and rate Accuracy, rate and expression Appropriate phrasing **Comprehension** Monitor and clarify Draw conclusions Theme Visualize Facts and details Questioning Story structure Cause and effect Predict and set purpose **Writing**: Organization A friendly letter Word choice Invitation Focus/idea Descriptive poem Sentences Realistic story Thank you note Writing directions **Conventions** Adjectives Adjectives for color and shape Adjectives for size Adjectives for what kind Adjectives for how many and articles Adjectives that compare **Listening and Speaking** Give descriptions	utilize resources to effectively communicate a message? • What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? • 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? • 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? • Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?	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-level words with inflectional endings. • Read grade-appropriate irregularly spelled words. CC.1.1.1.E Read with accuracy and fluency to support comprehension: • Read on-level text with 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	endings. • Identify a stories theme. • Write sentence using adjectives for colors and shapes. • Identify high frequency words: draw, colors, over, drew, great, sign, show. . • Read aloud with accuracy at an appropriate rate. Week 3 • Identify words with long o sound. • Identify and write words with ow and oa digraphs. • Identify and write words with consonant blends. • Identify the facts and details in a selection. • Identify high frequency words: once, wild, found, took, mouth. • Write sentences using adjectives for size. • Read aloud with expression and intonation. Week 4 • Identify words that rhyme with long i and long e words. . • Identify and write words with initial /n/ and /r/ sound. • Build words with digraphs ie and igh or consonant kn, wr.		

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

					CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.D Identify who is telling the story at various points in a text. CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the 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	• Identify the cause and effect of a selection. • Identify high frequency words: told, only, across, because, dance, open, shoes. . • Write sentences using adjectives that compare. • Read aloud with accuracy and expression.		

				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 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 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.1.5.1.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.			

				CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.			
Unit 6 (Weeks 31-37)	• Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. • An expanded vocabulary enhances one's ability to express ideas and information. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. • Effective readers use appropriate strategies to construct meaning. • Effective readers use appropriate strategies to construct meaning. • Effective research requires the use of varied resources to gain or expand	**Phonological/Phone mic Awareness** Segment and blend phonemes Remove phonemes Create words Remove phonemes Isolate medial 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 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 Expression and intonation Appropriate phrasing **Comprehension** Modify and clarify	• 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? • How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? • 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? • What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does	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	Week 1 • Identify words that have the sound /ou/. • Build and write words with diphthongs ow and ou. • Build and write words with final syllable -le. • Identify the character, plot, and setting of a story. • Identify high frequency words: along, behind, eyes, never, pulling, toward. • Write imperative sentences. • Read aloud with accuracy and expression. Week 2 • Identify words that have the sound /ou/, long o, oo. • Build and write words with vowel patters: ow, ou. • Build and write words with syllable patterns VC/V and V/CV. • Draw conclusions about a selection. • Identify high frequency words: loved, should, door, wood. • Write sentences	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

	knowledge. • Effective speakers prepare and communicate messages to address the audience and purpose. • Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.	Character, setting, and plot Draw conclusions Compare and contrast Main idea and details Background knowledge Summarize Text structure Theme Inferring **Writing**: Voice Animal fantasy Letter to a character Word choice Questions Focus/idea Advertisement Sentences Autobiography Poem **Conventions** Imperative sentences Pronouns Pronouns: I and me More about pronouns Adverbs Prepositions and prepositional phrases **Listening and Speaking** Techniques in media Share information and ideas Respond to media **Vocabulary** Oral vocabulary High-frequency words	one organize and synthesize information from various sources? How does one best present findings? • 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? • 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? • Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?	words with common patterns. • Read grade-level words with inflectional endings. • Read grade-appropriate irregularly spelled words. CC.1.1.1.E Read with accuracy and fluency to support comprehension: • Read on-level text with 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.	using pronouns. • Find words in the dictionary. • Read aloud with accuracy and expression. • Read aloud with appropriate rate and phrasing. Week 3 • Identify words that have the sound oo as in look. • Build and write words with vowel digraph oo and with endings. • Make comparisons and contrasts as you read a selection. • Identify high frequency words: among, instead, another, none. • Understand the pronouns I and me. • Write sentences using I and me. • Read aloud with expression and intonation. Week 4 • Identify words that have the sound /oi/. • Generate rhyming words. • Read and sort words with oi and oy. • Read and sort words with suffixes er and or. • Identify the main idea of a selection. • Identify the details that support the		

| | | | | CC.1.2.1.I
Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.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.1.2.1.K
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.
CC.1.2.1.L
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.1.A
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CC.1.3.1.B
Ask and answer questions about key details in a text.
CC.1.3.1.C
Describe characters, settings, and major events in a story, using key details.
CC.1.3.1.D
Identify who is telling the story at various points in a text.
CC.1.3.1.E
Explain major | main idea.
• Identify high frequency words: goes, kinds, heavy, against, today.
• Spell high frequency words.
• Write sentences using pronouns.
• Read aloud with appropriate phrasing.

Week 5
• Identify words that contain the sound aw.
• Generate rhyming words.
• Build, sort and read words with aw and au.
• Write words with aw and au.
• Draw conclusions as you read.
• Identify high frequency words: early, learn, science, built, through.
• Write sentences using adverbs.
• Read aloud with appropriate phrasing.

Week 6
• Identify words that contain the long o and long i sound.
• Build, sort and read words with long o and long i.
• Build and write words with prefixes un and re.
• Identify the theme of a story.
• Identify high | | |
| | | | | | | | |

| | | | | differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
CC.1.3.1.F
Identify words and phrases in stories or poems that suggest feelings or appeal to the 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 | frequency words: answered, carry, different, poor.
• Write sentences using prepositions and prepositional phrases.
• Read aloud with appropriate phrasing. | | |

				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			

| | | | | 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.1.5.1.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. CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.			