

First Grade Reading Pacing Guide

Points to Know about the document

- **This document was completed in alignment with the Journeys reading program. It will be updated accordingly to align with the newly-adopted Open Court Reading once the curriculum is received.**
- **Phonemic Awareness:** Complete the phonemic awareness warm-up activity from Journeys.
- **Yellow highlighted words** = Standards that are graded
- **Pink highlighted words** = 2010 standards
- **Phonemic Awareness/Phonics Procedures - warm-up**
 - Day 1: Blend words and Introduce Letter-Sound card
 - Day 2-3: Blend words in sentences
 - Day 4-5: Sentence dictation
- **First 2 weeks of school - Establish rules and procedures for stations**

Standards taught throughout the year:

1.1 - The student will develop oral communication skills. (all)

1.2 The student will demonstrate growth in oral early literacy skills.

a - Listen and respond to a variety of print and media materials

c - Participate in a variety of oral language activities, including choral speaking and recitation, such as

Listen to, discuss, and react to stories/poems read aloud, talk about words and their meanings as they are encountered in stories, poems, and conversations, ask and answer questions about what is said in order to gather additional information or clarify something not understood, and describe people, places, things, and events with details

Participate in listening and speaking activities.

1.4 - The student will apply knowledge of how print is organized and read. (all)

1.5 - The student will apply phonetic principles to read and spell. (all)

1.9i - Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression

Use expression to convey meaning when reading aloud

Reread as necessary to confirm and self-correct word recognition and understanding

Practice reading and rereading texts at their independent reading level (also 1.10h)

1.10h EK_h Read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines

1.11 - The student will print legibly in manuscript. (all)

1.12 - The student will write in a variety of forms to include narrative, descriptive, and opinion. (will also participate in shared writing projects)

a - Identify audience and purpose

b - Use prewriting activities to generate ideas

c - Focus on one topic

g - Use letter to phonetically spell words

h - Share writing with others (1.13 EK also)

1.13 - The student will edit for capitalization, punctuation, and spelling.

a - Use complete sentences

b - Begin each sentence with a capital letter and use ending punctuation

c - Use correct spelling for commonly used sight words and phonetically regular words.

1.14 The student will conduct research to answer questions or solve problems using available resources.

Research Strand - (Will be done with Animal Unit during Science and put in Lesson 14 and 15 with Writing a Report)

Lesson 1: What is a Pal? and Friends Forever

Essential Question: What is important about being a friend?

<p>Communication and Multimodal Literacies</p>	<p>All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs</p>
<p>Phonemic Awareness and Letter Sound Card: Beginning sounds Card: apple, fish, pig, duck, noodle</p>	<p>1.3a Create rhyming words. 1.3b Count phonemes (sounds) in one-syllable words. 1.3c Blend sounds to make one-syllable words. 1.3d Segment one-syllable words into individual phonemes</p> <p>Words: Nan, cap, mat, fan, dad, Dan, can Sentences: T19-T20</p>
<p>Comprehension: Skill: Main Idea Strategy: Summarize</p>	<p>1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea</p> <p>1.10g Identify the main idea EKg - identify the main idea and key details</p>
<p>Vocabulary: Classify and Categorize</p>	<p>1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas</p> <p>1.7 EKc Ask for the meaning of unknown words and make connections to familiar words by sorting words into categories (e.g., colors, animals) defining words by category and by one or more attributes (e.g., a swan is a bird that swims, a cardinal is a red bird) identifying real-life connections between words and their use (e.g., places that are safe)</p>
<p>Grammar: Nouns</p>	<p>1.7f Use common singular and plural nouns. EKf Use common irregular plural forms, such as <i>man/men, child/children, and mouse/mice</i></p>
<p>Writing: Labels Trait: Idea</p>	<p>1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.13e Revise by adding descriptive words when writing about people, places, things, and events.</p>

Lesson 2: The Storm and Storms!

Essential Question: What clues tell you how a character feels?

<p>Communication and Multimodal Literacies</p>	<p>All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs 1.2d Participate in creative dramatics. (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking</p>
<p>Phonemic Awareness and Letter Sound Card: Beginning Sound Card: igloo, seal, horse, rooster</p>	<p>1.3a Create rhyming words. 1.3b Count phonemes (sounds) in one-syllable words. 1.3c Blend sounds to make one-syllable words. 1.3d Segment one-syllable words into individual phonemes Words: bat, mop, zip, go, jar, his, is, rip, hip, if Sentences: T111-T112</p>
<p>Comprehension: Skill: Understanding Characters Strategy: Infer/Predict</p>	<p>1.4 Read left/right-top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.9 d Make and confirm predictions - Set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection 1.9 f Identify characters, settings, and important events. EK f Identify and describe characters, settings, and important events in a story using detail</p>
<p>Vocabulary: Context Clues</p>	<p>1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.7a The student will use words, phrases, and sentences. EKa Use sentence-level context as a clue to the meaning of words and phrases 1.7d Use text clues such as words or pictures to discern meanings of unknown words.</p>
<p>Grammar: Nouns</p>	<p>1.7f Use common singular and plural nouns. EKf Use common irregular plural forms, such as <i>man/men, child/children, and mouse/mice</i></p>
<p>Writing: Captions Trait: Ideas</p>	<p>1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.13c Revise by addition descriptive words when writing about people, places, things, and events.</p>

Lesson 3: Curious George at School and School Long Ago

Essential Question: Why is the order of story events important?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card: Beginning Sounds Card: ostrich, fox, lion	1.3a Create rhyming words. 1.3b Count phonemes (sounds) in one syllable words. 1.3c Blend sounds to make one-syllable words. 1.3d Segment one-syllable words into individual phonemes Words: pig, hot, jet, kite, lip, box, log, tax, lid, on Sentences: T203-T204
Comprehension: Skill: Sequencing Strategy: Monitor/Clarify	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.9 g Retell stories and events, using beginning, middle, and end in a sequential order. EK Retell stories using the characters, settings, and events in correct sequence from beginning to end 1.6c Use information in the story to read words. (Use pictures and/or rereading to confirm vocabulary choice and notice when words or sentences do not make sense in context)
Vocabulary: Multiple-Meaning Words	1.6a Use words, phrases, and sentences. EKa Use sentence-level context as a clue to the meaning of words and phrases EKa Use titles, pictures, and information in the story to make predictions about vocabulary EKa Use pictures and/or rereading to confirm vocabulary choice 1.6e Reread and self-correct. EKe Reread and self-correct when text does not make sense
Grammar: Action verbs	1.7h Use verbs to identify actions.
Writing: Sentences Trait: Word Choice	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.13c Revise by adding descriptive words when writing about people, places, things, and events.
Other:	Practice Test: Pam Looks for a Friend (Journeys)

Lesson 4: Lucia's Neighborhood and City Mouse and Country Mouse

Essential Question: What information do words and pictures give?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card: Beginning Sounds Card: elephant, yo-yo, kangaroo, worm, volcano, jump	1.3a Create rhyming words. 1.3b Count phonemes (sounds) in one-syllable words. 1.3c Blend sounds to make one-syllable words. 1.3d Segment one-syllable words into individual phonemes Words: bend, net, pens, den, red, bed, set, fed, yet, web Sentences: T295-T296
Comprehension: Skill: Text and Graphic features Strategy: Question	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.10d Identify text features such as pictures, headings, charts, and captions. EKd Preview reading material and set a purpose by looking at the book's cover and graphics and by reading titles and headings EKd Identify and use text features to locate facts and information in a text EKd Distinguish between information provided by pictures or illustrations and information provided by words in the text 1.9e and 1.10f Ask and answer who, what, where, when, why, and how questions about what is read
Vocabulary: ABC Order	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.8a Use knowledge of alphabetical order by first letter EKa alphabetize a list of 5-8 words according to first letter
Grammar: Adjectives	1.7g Use adjectives to describe nouns 1.12e Revise by adding descriptive words when writing about people, places, things and events EKe Write to describe a person, place, or thing using adjectives EKe Revise writing with additional descriptive words
Writing: Class Story Trait: Word Choice	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.13c Revise by adding descriptive words when writing about people, places, things, and events.

Lesson 5: Gus Takes the Train and City Zoo

Essential Question: How does the setting make a story interesting?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. o EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card: Final Sound Card: umbrella, queen, zebra	1.3a Create rhyming words. 1.3d Segment one-syllable words into individual phonemes Words: hat, pig, rain, back, dog, cup, hug/hugs, bug/bugs, Sentences: T389-T390
Comprehension: Skill: Story Structure Strategy: Analyze/Evaluate	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.7e Use knowledge of story structure. EK e Use knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension. 1.9 f Identify characters, setting, and important events. EK f Identify and describe characters, settings, and important events in a story using detail
Vocabulary: Antonyms	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas
Grammar: Adjectives	1.7g Use adjectives to describe nouns 1.12e Revise by adding descriptive words when writing about people, places, things and events EKe Write to describe a person, place, or thing using adjectives EKe Revise writing with additional descriptive words
Writing: Class Story Trait: Ideas	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing
Other:	Benchmark Test #1:

Lesson 6: Jack and the Wolf and The Three Little Pigs

Essential Question: What lessons can you learn from story characters?

Communication and Multimodal Literacies	<p>All 1.1 standards listed above.</p> <p>1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs</p> <p>1.2d Participate in creative dramatics. (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking</p>
Phonemic Awareness and Letter Sound Card Segment Phonemes Card: cat and apple	<p>1.3a Create rhyming words. 1.3b Count phonemes (sounds) in one-syllable words.</p> <p>Words: Am, cat, sat, bad, hat, tan, back, pack Sentences: T19-20</p>
Comprehension: Skill: Understanding characters Strategy: Summarize	<p>1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea</p> <p>1.9 f Identify characters, setting, and important events. EK f Identify and describe characters, settings, and important events in a story using detail</p>
Vocabulary: Classify and Categorize	<p>1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas</p> <p>1.7 EKc Ask for the meaning of unknown words and make connections to familiar words by sorting words into categories (e.g., colors, animals) defining words by category and by one or more attributes (e.g., a swan is a bird that swims, a cardinal is a red bird) identifying real-life connections between words and their use (e.g., places that are safe)</p>
Grammar: Complete Sentences	<p>1.1j Express ideas orally in complete sentences EKj Speak in complete sentences when appropriate to task and situation</p> <p>1.13a Use complete sentences EKa Use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates</p>
Writing: Sentences Trait: Ideas	<p>1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing.</p> <p>1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing</p>

Lesson 7: How Animals Communicate and Insect Messages

Essential Question: How do animals communicate?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. o EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card Segment Phonemes Card: igloo	1.3a Create rhyming words. Words: lick, it, rip, drip, pick, drill, will Sentences: T113-114
Comprehension: Skill: Details Strategy: Infer/Predict	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.9 d Make and confirm predictions. EK b/d Set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection 1.10g Identify the main idea EKg - identify the main idea and key details
Vocabulary: Using a Glossary	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.8 Use simple reference materials
Grammar: Sentence Parts	1.1j Express ideas orally in complete sentences EKj Speak in complete sentences when appropriate to task and situation 1.13a Use complete sentences EKa Use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates
Writing: Poetry Trait: Word Choice	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.9 Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression

Lesson 8: A Musical Day and Drums

Essential Question: Why is the order of story events important?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card Segment Phonemes (count sounds) Card: ostrich and seal	1.3a Create rhyming words. Words: lock, rob, on , flop, slip, glass, clap, plop Sentences: T207-208
Comprehension: Skill: Sequencing Strategy: Analyze/Evaluate	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.9 g Retell stories and events, using beginning, middle, and end in a sequential order. EKg Retell stories using the characters, settings, and events in correct sequence from beginning to end
Vocabulary: Classify and Categorize	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.7 EKc Ask for the meaning of unknown words and make connections to familiar words by sorting words into categories (e.g., colors, animals) defining words by category and by one or more attributes (e.g., a swan is a bird that swims, a cardinal is a red bird) identifying real-life connections between words and their use (e.g., places that are safe)
Grammar: Statements	1.1j Express ideas orally in complete sentences EKj Speak in complete sentences when appropriate to task and situation 1.13a Use complete sentences EKa Use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates
Writing: Thank You Note Trait: Word Choice	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.13a Use complete sentences EKa Use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates

Lesson 9: Dr. Seuss and Two Poems from Dr. Seuss

Essential Question: How do words and pictures help tell a story?

Communication	All 1.1 standards listed above.
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and Multimodal Literacies	<p>1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs</p> <p>1.2c Participate in a variety of oral language activities, including choral speaking and recitation EKc Participate in daily oral language activities (e.g., choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns)</p>
Phonemic Awareness and Letter Sound Card Segment and count sounds in pairs of words Card: elephant and seal	<p>1.3a Create rhyming words.</p> <p>Words: slot/lot, top/stop, trap/rap, ray/tray, stem/snug, skin/smell Sentences: T301-302</p>
Comprehension: Skill: Text and Graphic Features Strategy: Question	<p>1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation</p> <p>1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme</p> <p>1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea</p> <p>1.10d Identify text features such as pictures, headings, charts, and captions. EK Preview reading material and set a purpose by looking at the book’s cover and graphics and by reading titles and headings EK Identify and use text features to locate facts and information in a text EK Distinguish between information provided by pictures or illustrations and information provided by words in the text</p> <p>1.9e and 1.10f Ask and answer who, what, where, when, why, and how questions about what is read.</p>
Vocabulary: Antonyms	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas
Grammar: Singular and Plural Nouns	<p>1.7f Use common singular and plural nouns. EKf Use common irregular plural forms, such as <i>man/men, child/children, and mouse/mice</i></p>
Writing: Description Trait: Ideas	<p>1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing.</p> <p>1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing</p>

Lesson 10: A Cupcake Party and At the Bakery

Essential Question: How do the parts of a story work together?

Communication and Multimodal	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order.
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Literacies	EKb Retelling stories orally and through informal drama, dictating or retelling stories, first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card Count sounds in word pairs Card: mouse and umbrella	1.3b Count phonemes (sounds) in one-syllable words. 1.3d Segment one-syllable words into individual phonemes. Words: list/lit, ram/ramp, mint/mitt, mouse/pig, hunt/lump, hand/tent Sentences: T395-396
Comprehension: Skill: Story Structure Strategy: Visualize	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.9 f Identify characters, setting, and important events. EK f Identify and describe characters, settings, and important events in a story using detail
Vocabulary: Synonyms	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas
Grammar: <i>Prepositions</i> Commas in Dates	1.13a Use complete sentences EKa Use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates
Writing: Description Trait: Organization	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12d Organize writing to suit purpose EKd Use prewriting strategies, including, but not limited to: webbing, clustering, brainstorming, and semantic mapping, to organize ideas and information EK Write narratives that include at least two sequenced events, with details, and a conclusion EK Write to describe a person, place, or thing using adjectives
Other:	Benchmark Test #2

Lesson 11: Sea Animals and Water

Essential Question: Why do authors write stories?

Communication	All 1.1 standards listed above.
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and Multimodal Literacies	1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card: Blend Phonemes Card: thumb	1.3b Count phonemes (sounds) in one-syllable words. 1.3c Blend sounds to make one-syllable words. 1.3d Segment one-syllable words into individual phonemes Words: jump, fast, went, that, ask, path, thin, math, with
Comprehension: Skill: Author's purpose Strategy: Analyze/Evaluate	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea
Vocabulary: Classify and Categorize	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.7 EKc Ask for the meaning of unknown words and make connections to familiar words by sorting words into categories (e.g., colors, animals) defining words by category and by one or more attributes (e.g., a swan is a bird that swims, a cardinal is a red bird) identifying real-life connections between words and their use (e.g., places that are safe)
Grammar: Proper Nouns	1.13b Begin each sentence with a capital letter and use ending punctuation. EKb Capitalize days of the week and months of the year and capitalize names of people
Writing: Sentences Trait: Ideas	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing

Lesson 12: How Leopard Got His Spots and The Rain Forest

Essential Question: Why is the order of story events important?

Communication and Multimodal	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order.
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Literacies	EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card: Blend and Segment Card: chick	1.3c Blend sounds to make one-syllable words. 1.3d Segment one-syllable words into individual phonemes Words: tan, chop, then, rich, ditch, chain, catch, chick Sentences: T115-116
Comprehension: Skill: Sequence Strategy: Question	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.9 g Retell stories and events, using beginning, middle, and end in a sequential order. EK Retell stories using the characters, settings, and events in correct sequence from beginning to end 1.9e and 1.10f Ask and answer who, what, where, when, why, and how questions about what is read.
Vocabulary: Homophones	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.6b Use titles and pictures. EKa Use titles, pictures, and information in the story to make predictions about vocabulary EKb Use pictures and/or rereading to confirm vocabulary choice 1.6d Use knowledge of sentence structure. EKd Use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud
Grammar: Proper Nouns	1.13b Begin each sentence with a capital letter and use ending punctuation. EKb Capitalize days of the week and months of the year and capitalize names of people
Writing: Letter Trait: Sentence Fluency	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12e Revise by adding descriptive words when writing about people, places, things, and events. EKe Write to describe a person, place, or thing using adjectives EKe Revise writing with additional descriptive words (i.e., adjectives) 1.13 Use commas in dates

Lesson 13: Seasons and The Four Seasons

Essential Question: What changes do the different seasons cause?

Communication and Multimodal	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order.
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Literacies	EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card: Blend and Segment Card: sheep, whale, fish	1.3c Blend sounds to make one-syllable words. 1.3d Segment one-syllable words into individual phonemes Words to blend: hot, fish, pack, whale, graph, what Words to count sounds: shop, wet, dash Sentences: T211-212
Comprehension: Skill: Cause and Effect Strategy: Visualize	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.7d Use text clues such as words or pictures to discern meanings of unknown words.
Vocabulary: Endings -ed, -ing, -s	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.6a Use words, phrases, and sentences. EKa Expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., <i>look, looks, looked, looking</i>)
Grammar: Subject and verbs	1.7f Use singular and plural nouns 1.7h Use verbs to identify actions
Writing: Sentences Traits: Ideas	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities) , focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation) , spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12e Revise by adding descriptive words when writing about people, places, things, and events. EKe Write to describe a person, place, or thing using adjectives EKe Revise writing with additional descriptive words (i.e., adjectives)
Other:	Practice Test: Friends

Lesson 14: The Big Race and The Olympic Games

Essential Question: What clues help you figure out why events happen?

Communication and Multimodal	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order.
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Literacies	EKB Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card: Middle sounds and substitute phoneme Card: acorn	1.3e Add or delete phonemes to make new words Words to change: tack/take, sack/sock, pan/pen Words to blend: cape, shade, sat, chase, crash Sentences: T307-308
Comprehension: Skill: Conclusions Strategy: Infer/Predict	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.9 d Make and confirm predictions. EK b/d Set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection
Vocabulary: Classify and Categorize	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.7 EKc Ask for the meaning of unknown words and make connections to familiar words by sorting words into categories (e.g., colors, animals) defining words by category and by one or more attributes (e.g., a swan is a bird that swims, a cardinal is a red bird) identifying real-life connections between words and their use (e.g., places that are safe)
Grammar: Verbs and Time	1.7h Use verbs to identify actions
Writing: Report Trait: Ideas	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities) , focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.14 The student will conduct research to answer questions or solve problems using available resources.

Lesson 15: Animal Groups and Animal Picnic

Essential Question: How are animals the same and different?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events
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	in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card: Identify and Substitute Medial sounds Card: ice cream	1.3e Add or delete phonemes to make new words. Words: rid/ride, hat/hit, kit/kite, Kate/cat, lake/like Sentences: T403-404
Comprehension: Skill: Compare and Contrast Strategy: Monitor/Clarify	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.6b Use titles and pictures to make predictions EKb Use pictures and/or rereading to confirm vocabulary choice 1.6c Use information in the story to read words. (Use pictures and/or rereading to confirm vocabulary choice and notice when words or sentences do not make sense in context) 1.6d Use knowledge of sentence structure. EKd Use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud
Vocabulary: er, -est	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.7g Use adjectives to describe nouns
Grammar: Verb - be	
Writing: Report Trait: Word Choice	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.14 The student will conduct research to answer questions or solve problems using available resources.
Other:	Benchmark Test #3

Lesson 16: Let's Go to the Moon and Mae Jemison

Essential Question: What is important to know about the moon?

Communication and Multimodal	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in
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Literacies	a story, and creating stories, poems, plays, and song
Phonemic Awareness and Letter Sound Card: Substitute medial phonemes Card: ocean and uniform	1.3e Add or delete phonemes to make new words. 1.3f Blend and segment multisyllabic words at the syllable level. Words: tap/tip, tip/tape, tape/top, hope, so, robe, note, stove Sentences: T19-T20
Comprehension: Skill: Main idea and Details Strategy: Question	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.10g Identify the main idea EKg - identify the main idea and key details 1.9e and 1.10f <u>Ask</u> and answer who, what, where, when, why, and how questions about what is read.
Vocabulary: Suffixes -y, -ful	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas
Grammar: Questions	1.6d Use punctuation clues, including period, question mark , exclamation point, commas, and quotation marks to guide comprehension 1.9e and 1.10f <u>Ask</u> and answer who, what, where, when, why, and how questions about what is read. 1.13a Use complete sentences that begin with a capital letter, use correct ending punctuation , and use commas in dates
Writing: Sentences Trait: Ideas	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities) , focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation) , spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12e Revise by adding descriptive words when writing about people, places, things, and events. EKe Write to describe a person, place, or thing using adjectives EKe Revise writing with additional descriptive words (i.e., adjectives)

Lesson 17: The Big Trip and Lewis and Clark's Big Trip

Essential Question: How are ways to travel the same and different?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events
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	in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card: Substitute medial phonemes Card: eagle	1.3e Add or delete phonemes to make new words Words: bat/bet, bit/but, bed/bead, bed/bud, bean, me, she, these, clean, pet Sentences: T117-T118
Comprehension: Skill: Compare/Contrast Strategy: Visualize	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea
Vocabulary: Classification/ Categorize	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.7 EKc Ask for the meaning of unknown words and make connections to familiar words by sorting words into categories (e.g., colors, animals) defining words by category and by one or more attributes (e.g., a swan is a bird that swims, a cardinal is a red bird) identifying real-life connections between words and their use (e.g., places that are safe)
Grammar: Kinds of Sentences	1.6d Use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks to guide comprehension 1.13a Use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates
Writing: Sentences Trait: Ideas	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities) , focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation) , spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12e Revise by adding descriptive words when writing about people, places, things, and events. EKe Write to describe a person, place, or thing using adjectives EKe Revise writing with additional descriptive words (i.e., adjectives)

Lesson 18: Where Does Food Come From?

Essential Question: Why do authors write nonfiction?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events
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	in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound Card: Substitute medial phonemes Card: acorn	1.3e Add or delete phonemes to make new words. Words: get/gate, mat/meet, meet/mitt, mitt/might, pain, day, rain, hay Sentences: T215-T216
Comprehension: Skill: Author's purpose Strategy: Summarize	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea
Vocabulary: Multiple-Meaning Words	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.6a Use words, phrases, and sentences. EKa Use sentence-level context as a clue to the meaning of words and phrases EKa Use titles, pictures, and information in the story to make predictions about vocabulary EKa Use pictures and/or rereading to confirm vocabulary choice 1.6e Reread and self-correct. EKe Reread and self-correct when text does not make sense
Grammar: Names of Months, Days, and Holidays	1.13b Begin each sentence with a capital letter and use ending punctuation. EKb Capitalize days of the week and months of the year EKb Capitalize names of people
Writing: Friendly Letter Trait: Fluency	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.3 Use commas in dates

Lesson 19: Tomas Rivera and Life Then and Now

Essential Question: What clues help you figure out how characters feel?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKB Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
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<p>Phonemic Awareness and Letter Sound Card: Substitute medial phonemes Card: ocean</p>	<p>1.3e Add or delete phonemes to make new words.</p> <p>Words: pit/pat, rid/road, road/red, boat, snow, goat, crow, hope Sentences: T313-T314</p>
<p>Comprehension: Skill: Conclusions</p> <p>Strategy: Monitor/Clarify</p>	<p>1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.6c Use information in the story to read words. (Use pictures and/or rereading to confirm vocabulary choice and notice when words or sentences do not make sense in context) 1.6e Reread and self-correct. EK e Reread and self-correct when text does not make sense</p>
<p>Vocabulary: Synonyms</p>	<p>1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas</p>
<p>Grammar: Future tense</p>	<p>1.6a Expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., <i>look, looks, looked, looking</i>)</p>
<p>Writing: Personal Narrative Trait: Organization</p>	<p>1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12 Write narratives that include at least two sequenced events, with details, and a conclusion. 1.12d Organize writing to suit purpose EKd Use prewriting strategies, including but not limited to: webbing, clustering, brainstorming, and semantic mapping, to organize ideas and information</p>

Lesson 20: Little Rabbit's Tale and Silly Poems

Essential Question: What makes a story funny?

<p>Communication and Multimodal Literacies</p>	<p>All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs 1.2d Participate in creative dramatics. (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking</p>
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Phonemic Awareness and Letter Sound Card: Segment syllables Picture Cards: snow and man	1.3f Blend and segment multisyllabic words at the syllable level Words: playground, baseball, sailboat, summertime, snowman, sunshine, inside Sentences: T407-T408
Comprehension: Skill: Cause and effect Strategy: Infer/Predict	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.6b Use titles and pictures to make predictions EKb Use pictures and/or rereading to confirm vocabulary choice 1.9 d Make and confirm predictions. EK b/d Set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection
Vocabulary: Compound words	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.5g Read and spell simple two-syllable compound words.
Grammar: Prepositions	
Writing: Personal Narrative Trait: Word choice	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12 Write narratives that include at least two sequenced events, with details, and a conclusion. 1.12e Revise by adding descriptive words when writing about people, places, things, and events. EKe Write to describe a person, place, or thing using adjectives EKe Revise writing with additional descriptive words (i.e., adjectives)
Other:	Benchmark Test #4

Lesson 21: “The Tree” from Poppleton Forever and It Comes from Trees

Essential Question: What do characters do when there is a problem?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound	1.3e Add or delete phonemes to make new words

Card: Substitute Vowel Sounds Card: art and orange	Words: cat/cart, ham/harm, mat/mart, ban/barn, mash/marsh, fame/farm Sentences: T19-T20
Comprehension: Skill: Story Structure Strategy: Analyze/Evaluate	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.6b Use titles and pictures. EK b Use titles, pictures, and information in the story to make predictions about vocabulary EK b Use pictures and/or rereading to confirm vocabulary choice 1.6d Use knowledge of sentence structure. EK d Use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud 1.7e Use knowledge of story structure. EK e Use knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension. 1.9 f Identify characters, setting, and important events. EK f Identify and describe characters, settings, and important events in a story using detail
Vocabulary: Prefix re-	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas
Grammar: Subject Pronouns	1.13 Capitalize the pronoun I
Writing: Sentences Trait: Voice	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation) , spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12e Revise by adding descriptive words when writing about people, places, things, and events. EKe Write to describe a person, place, or thing using adjectives EKe Revise writing with additional descriptive words (i.e., adjectives)

Lesson 22: Amazing Animals and The Ugly Duckling

Essential Question: What clues tell you why animals look as they do?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKB Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic	1.3e Add or delete phonemes to make new words

<p>Awareness and Letter Sound Card: Substitute vowel sounds Card: bird</p>	<p>Words: hit/hurt, fast/first, bat/Bert, shirt, her, turn, perch, curl Sentences: T115-T116</p>
<p>Comprehension: Skill: Conclusions Strategy: Visualize</p>	<p>1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea</p>
<p>Vocabulary: Using a Dictionary Entry</p>	<p>1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.8b Use a picture dictionary to find meanings of unfamiliar words. EKb Use a picture dictionary to locate unfamiliar words</p>
<p>Grammar: The Pronoun I</p>	<p>1.13 Capitalize the pronoun I</p>
<p>Writing: Sentences Trait: Word Choice</p>	<p>1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12e Revise by adding descriptive words when writing about people, places, things, and events. EKe Write to describe a person, place, or thing using adjectives EKe Revise writing with additional descriptive words (i.e., adjectives)</p>

Lesson 23: Whistle for Willie and Pet Poems

Essential Question: What causes events in a story to happen?

<p>Communication and Multimodal Literacies</p>	<p>All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs</p>
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Phonemic Awareness and Letter Sound Card: Substitute vowel sounds Card: cook	1.3a Create rhyming words. Words: brick/brook, lack/look, stayed/stood, foot, hood, shook Sentences: T211-T212
Comprehension: Skill: Cause and Effect Strategy: Monitor/Clarify	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.6c Use information in the story to read words. (Use pictures and/or rereading to confirm vocabulary choice and notice when words or sentences do not make sense in context) 1.6e Reread and self-correct when text does not make sense
Vocabulary: Classify and Categorize	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.7 EKc Ask for the meaning of unknown words and make connections to familiar words by sorting words into categories (e.g., colors, animals) defining words by category and by one or more attributes (e.g., a swan is a bird that swims, a cardinal is a red bird) identifying real-life connections between words and their use (e.g., places that are safe)
Grammar: Possessive Pronouns	
Writing: Summary Trait: Organization	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12d Organize writing to suit purpose EKd Use prewriting strategies, including, but not limited to: webbing, clustering, brainstorming, and semantic mapping, to organize ideas and information
Other:	Practice Test: What Lives in a Pond

Lesson 24: A Butterfly Grows and Best Friends

Essential Question: Why do authors put events in a certain order?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and	1.3e Add or delete phonemes to make new words

Letter Sound Card: Substitute Vowel Sounds Card: moon	Words: lake/lock, sat/sort, blow/blue, none/noon, soon, soup, you, new Sentences: T309-T310
Comprehension: Skill: Sequence Strategy: Question	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.9 g Retell stories and events, using beginning, middle, and end in a sequential order. EK Retell stories using the characters, settings, and events in correct sequence from beginning to end 1.9e and 1.10f Ask and answer who, what, where, when, why, and how questions about what is read.
Vocabulary: Multiple-Meaning Words	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.6a Use words, phrases, and sentences. EKa Use sentence-level context as a clue to the meaning of words and phrases EKa Use titles, pictures, and information in the story to make predictions about vocabulary EKa Use pictures and/or rereading to confirm vocabulary choice 1.6e Reread and self-correct. EKe Reread and self-correct when text does not make sense
Grammar: Pronouns and verbs	1.7h Use verbs to identify actions 1.13 Capitalize the pronoun I
Writing:Story Trait: Ideas	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12e Revise by adding descriptive words when writing about people, places, things, and events. EKe Write to describe a person, place, or thing using adjectives EKe Revise writing with additional descriptive words (i.e., adjectives) 1.12 Write narratives that include at least two sequenced events, with details, and a conclusion

Lesson 25: The New Friend and Neighborhoods

Essential Question: What clues tell you what a character is like?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKB Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs 1.2c Participate in a variety of oral language activities, including choral speaking and recitation of poems, rhymes and songs
Phonemic Awareness and	1.3e Add or delete phonemes to make new words

Letter Sound Card: Substitute Vowel Sounds Card: owl, boy, saw	Words: shoot/shut, turn/town, send/sound, down, loud, clown, cloud, Sentences: T405-T406
Comprehension: Skill: Sequence Strategy: Question	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.9 g Retell stories and events, using beginning, middle, and end in a sequential order. 1.9e and 1.10f Ask and answer who, what, where, when, why, and how questions about what is read.
Vocabulary: Multiple-Meaning Words	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.6a Use words, phrases, and sentences. EKa Use sentence-level context as a clue to the meaning of words and phrases EKa Use titles, pictures, and information in the story to make predictions about vocabulary EKa Use pictures and/or rereading to confirm vocabulary choice 1.6e Reread and self-correct when text does not make sense
Grammar: Pronouns and verbs	1.7h Use verbs to identify actions 1.13 Capitalize the pronoun I
Writing:Story Trait: Ideas	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12e Revise by adding descriptive words when writing about people, places, things, and events. EKe Write to describe a person, place, or thing using adjectives EKe Revise writing with additional descriptive words (i.e., adjectives) 1.12 Write narratives that include at least two sequenced events, with details, and a conclusion
Other:	Benchmark Test #5

Lesson 26: The Dot and Artists Create Art!

Essential Question: How are ways to make art the same and different?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and	1.3e Add or delete phonemes to make new words

<p>Letter Sound Card: Substitute Vowel Sounds Picture Card: bike</p>	<p>Words: cute/cut, made/mad, beat/bet Words for Picture Card: bike/biked/biking, hop/hopped/hopping, running, jumped Sentences: T19-20</p>
<p>Comprehension: Skill: Compare/ Contrast Strategy: Monitor/Clarify</p>	<p>1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.6c Use information in the story to read words. (Use pictures and/or rereading to confirm vocabulary choice and notice when words or sentences do not make sense in context) 1.7e Use knowledge of story structure. EKe Use knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension. 1.6e Reread and self-correct. EKe Reread and self-correct when text does not make sense</p>
<p>Vocabulary: <i>Figurative Language</i></p>	<p>1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas</p>
<p>Grammar: Exclamations</p>	<p>1.13b Begin each sentence with capital letter and use ending punctuation. EKb Use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates 1.6d Use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks to guide comprehension</p>
<p>Writing:Opinion sentences Trait: Voice</p>	<p>1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12f Write to express an opinion and give a reason.</p>

Lesson 27: What Can You Do? And The Wind and the Sun

Essential Question: How do words and photos together give information?

<p>Communication and Multimodal Literacies</p>	<p>All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. 1.2c Participate in a variety of oral language activities, including choral speaking and recitation of poems, rhymes, songs, and stories with repeated patterns)</p>
<p>Phonemic Awareness and Letter Sound</p>	<p>1.3f Blend and segment multisyllabic words at the syllable level.</p>

Card: Segment syllables Word Card: happy	Word: tighter, clapping, bedtime, faster, busier, silliest, happy/happier/happiest Sentences: T115-116
Comprehension: Skill: Text and Graphic Features Strategy: Analyze/Evaluate	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.6b Use titles and pictures. EKb Use titles, pictures, and information in the story to make predictions about vocabulary EKb Use pictures and/or rereading to confirm vocabulary choice 1.10d Identify text features such as pictures, headings, charts, and captions. EK Preview reading material and set a purpose by looking at the book’s cover and graphics and by reading titles and headings EK Identify and use text features to locate facts and information in a text EK Distinguish between information provided by pictures or illustrations and information provided by words in the text
Vocabulary: Classify and Categorize	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas 1.7 EKc Ask for the meaning of unknown words and make connections to familiar words by sorting words into categories (e.g., colors, animals) defining words by category and by one or more attributes (e.g., a swan is a bird that swims, a cardinal is a red bird) identifying real-life connections between words and their use (e.g., places that are safe)
Grammar: Kinds of Sentences	1.6d Use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks to guide comprehension 1.13a Use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates
Writing: Opinion sentences Trait: Fluency	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12f Write to express an opinion and give a reason.

Lesson 28: The Kite and Measuring Weather

Essential Question: How does a problem make a story interesting?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound	1.3e Add or delete phonemes to make new words. 1.3f Blend and segment multisyllabic words at the syllable level.

Card: Segment syllables Card: ice cream	Words: happy, try, story, my, high, fly, tie, cries, sight Sentences: T211-212
Comprehension: Skill: Story Structure Strategy: Infer/Predict	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.7e Use knowledge of story structure. EK e Use knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension. 1.9 d Make and confirm predictions. EK b/d Set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection 1.9 f Identify characters, setting, and important events. EK f Identify and describe characters, settings, and important events in a story using detail
Vocabulary: Homographs	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas
Grammar: Adjectives	1.7g Use adjectives to describe nouns
Writing: Opinion Sentences Trait: Word Choice	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12f Write to express an opinion and give a reason.
Other:	Practice Test: The Box

Lesson 29: A Boat Disappears and Busy Bugs

Essential Question: How do some story events make other events happen?

Communication and Multimodal Literacies	All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs
Phonemic Awareness and Letter Sound	1.3f Blend and segment multisyllabic words at the syllable level.

<p>Card: Segment syllables Picture Card: hand, sad, snow</p>	<p>Words: watches, turkey, surfer, smartest, handful, sadly, snowy, cupful, tricky, quickly Sentences: T305-306</p>
<p>Comprehension: Skill: Cause and effect Strategy: Visualize</p>	<p>1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea</p>
<p>Vocabulary: Prefix un-</p>	<p>1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas</p>
<p>Grammar: <i>Adverbs</i></p>	
<p>Writing:Opinion paragraph Trait: Ideas</p>	<p>1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12f Write to express an opinion and give a reason.</p>

Lesson 30: Winners Never Quit! And Be a Team Player

Essential Question: What can you learn from story characters?

<p>Communication and Multimodal Literacies</p>	<p>All 1.1 standards listed above. 1.2b Tell and retell stories and events in sequential order. EKb Retelling stories orally and through informal drama, dictating or retelling stories, indicating first, next, and last events in a story, and creating stories, poems, plays, and songs</p>
<p>Phonemic Awareness and Letter Sound</p>	<p>1.3f Blend and segment multisyllabic words at the syllable level. Words: winner, shorter, shudder</p>

Card: Segment syllables	CV Pattern: lady, begin, music, daisy, hotel
Comprehension: Skill: Understand characters Strategy: Summarize	1.4 Read left/right- top/bottom, match spoken words with print, and identify letters, words, sentences, and ending punctuation 1.9 Fiction: preview, predict, set purpose, relate, discuss, retell, theme 1.10 Nonfiction: preview, predict, set purpose, text features, discuss, main idea 1.9 f Identify characters, setting, and important events. EK f Identify and describe characters, settings, and important events in a story using detail
Vocabulary: Suffix -ly	1.7a-e: Discuss words in context, develop vocabulary, ask meaning of unknown words, connect to familiar words, use text clues to determine meaning, use vocabulary from content areas
Grammar: Adjectives that Compare	1.7g Use adjectives to describe nouns
Writing: Opinion Paragraph Trait: Organization	1.12a-c,g-h Identify audience and the purpose, generate ideas (previous experiences and teacher-directed activities), focus on one topic, participate in shared writing projects, spell phonetically, and share writing. 1.13a-c Use complete sentences(begin with capital, have ending punctuation), spell commonly used sight words correctly, use resources to spell words, use tools to produce writing 1.12f Write to express an opinion and give a reason. 1.13d Organize writing to suit purpose EKd Use prewriting strategies, including, including, but not limited to: webbing, clustering, brainstorming, and semantic mapping, to organize ideas and information
Other:	Benchmark Test #6