

Township of Union Public Schools  
Administration Building

**K - 5**  
**CURRICULUM GUIDE APPROVAL REQUEST FORM**

Please present the attached guide to the Board of Education for approval. The guide has been reviewed by all involved parties and is aligned with the New Jersey Core Curriculum Content Standards.

**Title:** Language Arts

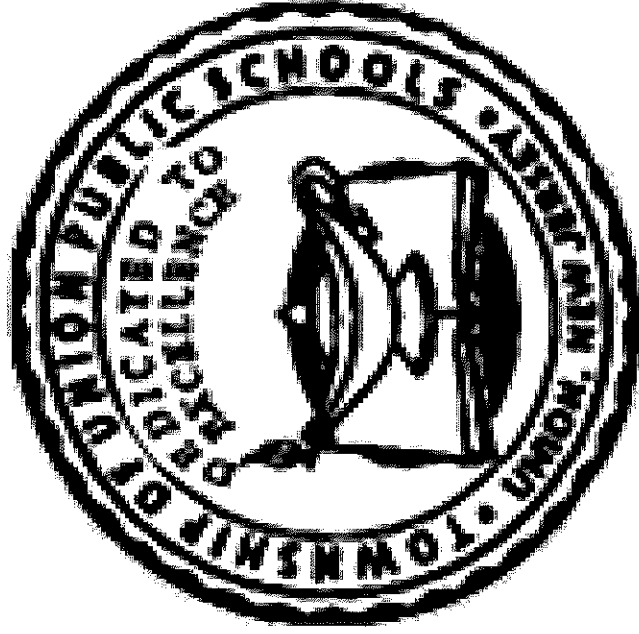
**Department/Grade:** Grade 1

**Supervisor:** Maureen Corbett

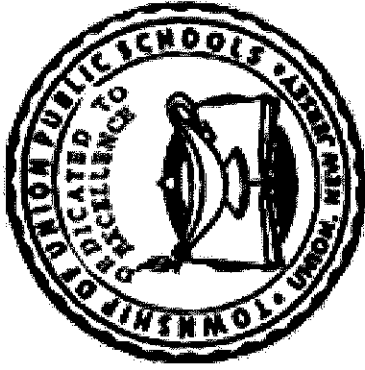
**Submission Date:** May 5, 2015

**Board Approval Date:** \_\_\_\_\_

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Grade One Language Arts**  
**Curriculum Guide**  
**2015**



## **Board Members**

**David Arminio, President**

**Vito Nufrio, Vice President**

**Guy Francis**

**Richard Galante**

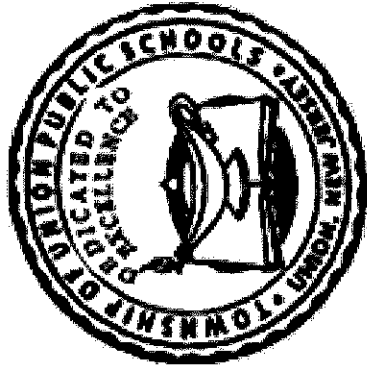
**Lois Jackson**

**Thomas Layden**

**Ron McDowell**

**Angel Salcedo**

**Nancy Zuena**



**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
Administration

**District Superintendent** ..... **Mr. Gregory Tatum**

**Assistant Superintendent** ..... **Dr. Noreen Lishak**

**Director of Student Information/Technology** ..... **Ms. Ann M. Hart**

## DEPARTMENT SUPERVISORS

Language Arts/Social Studies/Mathematics/Science Pre-K-2 .....	Mrs. Maureen Corbett
Language Arts/Social Studies 2-5.....	Mr. Robert Ghiretti
Mathematics/Science 2-5.....	Mrs. Theresa Matthews
School Counseling K-12 .....	Mrs. Nicole Ahern
Language Arts/6-12 .....	Ms. Mary Malyska
Science 6-12 .....	Mrs. Maureen Guilfoyle
Social Studies/Business .....	Mrs. Libby Galante
Mathematics 6-12 .....	Mr. Jason Mauriello
World Language/ESL/Career Education/Computers/G&T.....	Ms. Yvonne Lorenzo
Art/Music K-12 .....	Mr. Ronald Rago
Physical Education/Health .....	Ms. Linda Ionta

**Curriculum Committee**

**Melissa Glenn**

**Danielle House**

**Carolyn Scheffer**

# Table of Contents

<b>Title Page</b>	
<b>Board Members</b>	
<b>Administration</b>	
<b>Department Supervisors</b>	
<b>Curriculum Committee</b>	
<b>Table of Contents</b>	
<b>District Mission/Philosophy Statement</b>	
<b>District Goals</b>	
<b>Course Description</b>	
<b>Recommended Texts</b>	
<b>Course Proficiencies</b>	
<b>NJDOE Model Curriculum</b>	
<b>Curriculum Units</b>	
<b>Appendix: New Jersey Core Curriculum Content Standards</b>	

## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.



## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

## **Course Description**

This guide has been created to assist first grade teachers in meeting the goals required to master the proficiencies outlined in the Common Core Standards for Language Arts & Literacy.

The guide consists of the objectives in the following areas of language arts: reading (literature and informational text), 1<sup>st</sup> grade writing and language, and speaking and listening.

*“Treasures* is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers.”

-McMillian/McGraw-Hill

## **Recommended Textbooks**

Macmillan/McGraw-Hill Treasures Textbooks, Workbooks, and Masters

## Course Proficiencies

### *Course Proficiencies Determined by UNION PUBLIC SCHOOLS*

#### **WHAT EVERY STUDENT MUST KNOW BY THE END OF FIRST GRADE– LANGUAGE ARTS** Revised October 2014

##### **Reading**

- Identify key ideas and details in Literature and Informational text. (RL.1.1-RL.1.3, RI.1.1-RI.1.3))
- Identify craft and structure in Literature and informational text. (RL.1.4-RL.1.6, RI.1.4-RI.1.4)
- Integrate knowledge and ideas in literature and informational text. (R.L.1.7 & R.L.1.0, RI.1.7-RI.1.9)
- Demonstrate understanding of print concepts. (RF.1.1)
- Demonstrate understanding of spoken words, syllables, and sounds. (RF.1.2)
- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.1.3)
- Read with sufficient accuracy and fluency to support comprehension. (RF.1.4)

##### **Speaking and Listening**

- Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)
- Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements. (SL.1.2)
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood (SL.1.3)
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)
- Produce complete sentences when appropriate to task and situation. (SL.1.6)

### **Writing**

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for an opinion, and provide some sense of closure. (W.1.1)
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)
- With guidance and support from peers, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)
- Participate in shared research and writing projects. (W.1.7)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)

### **Language**

- Observe conventions of grammar and usage when writing or speaking. (L.1.1)
- Observe conventions of capitalization, punctuation, and spelling when writing. (L.1.2)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading content, choosing flexibly from an array of strategies. (L.1.4)

## Course Proficiencies Continued

### *Course Proficiencies as Outlined by Treasures Reading Program*

Students will be able to...

#### **I. Read and Respond to Literature and Informational Text by navigating the following skills:**

- Find and Relate Key Ideas and Details
  - Ask and answer questions about key ideas and details
  - Retell Stories including the central message or main idea
  - Identify Main Idea
  - Use Key Details to Describe Story Parts and make connections within a text [Characters, Settings, Major Events]
- Recognize Craft and Structure
  - Identify Words and Phrases that Describe feelings and appeal to the senses
  - Locate Facts and Information using text features and search tools
  - Compare Fiction and Informational Texts
    - Real and Make Believe
    - Pictures and Photos
    - Stories and Information
  - Identify Point of View within a story
- Integrate Knowledge and Ideas from a story
  - Using Illustrations and Details to describe characters, settings, and events
  - Compare and Contrast what happens within story elements across multiple texts
  - Identify and reason to support key points within a story

## **II. Develop Foundational Reading Skills and Build Fluency**

- Understand concepts of print
  - Identify the First word, Understand Capitalization, Identify Ending Punctuation
- Develop Phonological Awareness
  - Distinguish Short Vowels from Long Vowels
  - Blend Sounds in Words
  - Recognize Beginning, middle vowel, and ending sounds
  - Segment words into sounds
- Know phonics sounds
  - Know consonants, vowels (short and long), r-controlled, diphthongs, digraphs, silent letters, blends, inflectional endings, plurals, possessives, contractions, compound words, prefixes, and syllables [closed, open, final stable, vowel-team, final 3, r-controlled vowel]
- Recognize High-Frequency Words
- Build Fluency
  - Read with a purpose and understanding
  - Read with accuracy, appropriate rate, phrasing, and expressions
  - Use Self-Monitoring Strategies

## **III. Build Writing Skills**

- Write with a purpose
  - Write opinions about a topic or book
  - Write to inform and to explain through a report or How-To
  - Write personal narrative or creative stories
  - Write a friendly letter
- Assume the Writing Process
  - Prewrite, Draft, Revise, Edit, Present/Publish
- Research to Build and Present Knowledge
  - Use the Research Process to make a plan, find information, organize, summarize, present findings, and answer questions.

#### **IV. Cultivate Speaking and Listening Skills**

- Improve Comprehension through Collaborative Discussion and Question/Answer Sessions
  - Participate in discussions
  - Listen during discussions
  - Respond and Build on Ideas
  - Ask and Answer Questions to gather more information and understand something more clearly
- Present Knowledge and Ideas
  - Use Details, Ideas, and Feelings to describe
  - Use Drawings and Pictures to express ideas, thoughts, and feelings
  - Use Complete Sentences when speaking

#### **V. Develop Conventions of Standard English**

- Write the Letters A-Z, upper and lower case
- Write Sentences
  - Correct Word Order
  - Subjects and Predicates
  - Statements, Questions, Exclamations
  - Writing and Joining Sentences
- Recognize Nouns
  - Singular and Plural
  - Add -s, -es, -ies
  - Irregular Plural
  - Common and Proper
    - Names, Places, Days, Months, and Holidays
  - Possessive Nouns
  - Pronouns
    - Subject, object, Using I and Me, Possessive pronouns, Using Anyone, Everyone, Anything, and Everything

- Recognize Verbs
  - Action verbs
  - Past-Tense Verbs
  - Matching Subject Nouns and Verbs in Sentences
  - Present-Tense Verbs
  - Future-Tense Verbs
  - Am, I, Is, Are, Was, and Were
- Recognize Adjectives
  - Adjectives that Compare
  - Color and Number Words
  - Using A vs. An
  - Using This, That, These and Those
- Recognize Adverbs that tell when and how
- Recognize Prepositions and Conjunctions
- Use proper Capitalization and Punctuations [Ending Punctuation, Commas]
- Recognize common spelling patterns, practice with irregularly spelled words, spell sound by sound

#### **VI. Foster Vocabulary Acquisition and Use**

- Understand Multiple Meaning Words
- Use Context Clues
- Understand Word Parts
- Build Vocabulary
  - Use Content words
  - Categorize and Classify
  - Make Real Life Connections
- Understand Word Relationships
- Learn and Use New Words



CONTENT AREA: English Language Arts		GRADE: 1	UNIT #: 1	UNIT NAME: ALL ABOUT US	CORRESPONDING CCSS
#	STUDENT LEARNING OBJECTIVES				
1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				RF.1.2
2	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.				RF.1.2b
3	Isolate and pronounce initial, medial vowel, and final sound (phonemes) in single-spoken words.				RF.1.2c
4	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				RF.1.2d
5	Know and apply grade-level phonics and word analysis skills in decoding words.				RF.1.3
6	Decode regularly spelled one-syllable words.				RF.1.3b
7	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.				RF.1.3d
8	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				W.1.3
9	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				L.1.1
10	Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.				L.1.2
11	Use end punctuation for sentences.				L.1.2b
<b>WORD STUDY</b>					
jump, not, up, it, over, too, be, ride, run, come, down, good, pull, help, now, use, very					

### Common Core State Standards

Code #	
<b>RF.1.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>RF.1.2b</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>RF.1.2c</b>	Isolate and pronounce initial, medial vowel, and final sound (phonemes) in single-spoken words.
<b>RF.1.2d</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.1.3b</b>	Decode regularly spelled one-syllable words.
<b>RF.1.3d</b>	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
<b>W.1.3</b>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<b>L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.1.2</b>	Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.
<b>L.1.2b</b>	Use end punctuation for sentences.

CONTENT AREA: English Language Arts		GRADE: 1	UNIT #: 2	UNIT NAME: OUR FAMILIES, OUR NEIGHBORS	CORRESPONDING CCSS/NJCCCS
#	STUDENT LEARNING OBJECTIVES				
1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				RF.1.2
2	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.				RF.1.2b
3	Know the spelling-sound correspondences for common consonant digraphs.				RF.1.2c
4	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				RF.1.2d
5	Know and apply grade-level phonics and word analysis skills in decoding words.				RF.1.3
6	Know the spelling-sound correspondences for common consonant digraphs.				RF.1.3a
7	Decode regularly spelled one-syllable words.				RF.1.3b
8	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.				RF.1.3d
9	Recognize and read grade-appropriate irregularly spelled words.				RF.1.3g
10	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				W.1.2
11	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure				W.1.3
12	Use common, proper, and possessive nouns.				L.1.1b
13	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).				L.1.5b
<b>WORD STUDY</b>					
her, our, they, two, eat, no, of, some, who, live, many, out, place, again, could, make, one, then, three, all, put, show, together, under, want					

Code #	Common Core State Standards
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3b	Decode regularly spelled one-syllable words.
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
W.1.2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
L.1.1b	Use common, proper, and possessive nouns.
L.1.5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

CONTENT AREA: English Language Arts		GRADE: 1	UNIT #: 3	UNIT NAME: HAVE FUN	CORRESPONDING CCSS/NJCCCS
#	STUDENT LEARNING OBJECTIVES				
1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				RF.1.2
2	Isolate and pronounce initial, medial vowel, and final sound (phonemes) in spoken single-syllable words.				RF.1.2c
3	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				RF.1.2d
4	Know and apply grade-level phonics and word analysis skills in decoding words.				RF.1.3
5	Know the spelling- sound correspondence for common consonant digraphs.				RF.1.3a
6	Decode regularly spelled one-syllable words.				RF.1.3b
7	Know final -e and common vowel team conventions for representing long vowel sounds.				RF.1.3c
8	Recognize and read grade-appropriate irregularly spelled words.				RF.1.3g
9	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure.				W.1.1
10	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				W.1.3
11	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.				W.1.5
12	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.				L.1.2d
13	Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)				L.1.1e
<b>WORD STUDY</b>					
away, school, today, way, why, call, funny, how, more, so, there, every, from, into, people, soon, your, after,					

done, find, new, old, work

Code #	Common Core State Standards
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sound (phonemes) in spoken single-syllable words.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	Know the spelling- sound correspondence for common consonant digraphs.
RF.1.3b	Decode regularly spelled one-syllable words.
RF.1.3c	Know final –e and common vowel team conventions for representing long vowel sounds.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CONTENT AREA: English Language Arts		GRADE: 1	UNIT #: 4	UNIT NAME: LET'S TEAM UP	CORRESPONDING CCSS/NJCCCS
#	STUDENT LEARNING OBJECTIVES				
1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				RF.1.2
2	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.				RF.1.2b
3	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				RF.1.2d
4	Know final –e and common vowel team conventions for representing long vowel sounds.				RF.1.3c
5	Recognize and read grade-appropriate irregularly spelled words.				RF.1.3g
6	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				W.1.2
7	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				W.1.3
8	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking				L.1.1
9	Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop).				L.1.1c
10	Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)				L.1.1e
<b>WORD STUDY</b>					
<p>Across, cart, eight, once, saw, upon, walked, borrow, trip, about, give, pretty, says, were, write, concentrate, splendid, better, buy, change, move, difficult, ripe, ball, head, never, should, shout, meadow, perhaps, also, because, blue, or, other, until, beautiful, danger</p>					

### Common Core State Standards

Code #	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop).
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3c	Know final –e and common vowel team conventions for representing long vowel sounds.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.



CONTENT AREA: English Language Arts		GRADE: 1	UNIT #: 5	UNIT NAME: NATURE WATCH	CORRESPONDING CCSS
#	STUDENT LEARNING OBJECTIVES				
1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				RF.1.2
2	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.				RF.1.2b
3	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.				RF.1.2c
4	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				RF.1.2d
5	Know and apply grade-level phonics and word analysis skills in decoding words.				RF.1.3
6	Decode regularly spelled one-syllable words.				RF.1.3b
7	Recognize and read grade-appropriate irregularly spelled words.				RF.1.3g
8	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 tasks, purposes, and audiences.				W.CCR.10
9	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.				W.1.1
10	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				W.1.2
11	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				L.1.1
12	Use frequently offering adjectives.				L.1.1f
13	Use frequently occurring prepositions (e.g., during, beyond, toward).				L.1.1i
14	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the				L.1.5a

categories represent:

**WORD STUDY**

another, climbed, full, poor, through, leaped, lucky, grew, house, knew, would, curious, idea, great, know,  
sound, their, warm, extreme, predict, against, below, fall, orange, sure, yellow, season, wondered, air, enough,  
eyes, learn, open, cub, wild

Code #	Common Core State Standards
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3b	Decode regularly spelled one-syllable words.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
W.CCR.10	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 tasks, purposes, and audiences.
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1f	Use frequently offering adjectives.
L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

CONTENT AREA: English Language Arts		GRADE: 1	UNIT #: 6	UNIT NAME: ADVENTURES	CORRESPONDING CCSS
#	STUDENT LEARNING OBJECTIVES				
1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				RF.1.2
2	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.				RF.1.2b
3	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				RF.1.2d
4	Know and apply grade-level phonics and word analysis skills in decoding words.				RF.1.3
5	Decode regularly spelled one-syllable words.				RF.1.3b
6	Decode two-syllable words following basic patterns by breaking the words into syllables.				RF.1.3e
7	Recognize and read grade-appropriate irregularly spelled words.				RF.1.3g
8	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				W.1.2
9	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				W.1.3
10	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.				W.1.5
11	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				L.1.1
12	Use singular and plural nouns with matching verbs in basis sentences (e.g., He hops; We hop).				L.1.1c
13	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).				L.1.1d

## WORD STUDY

always, father, four, love, mother, firm, supposed, along, early, instead, nothing, thought, errand, suddenly, build, goes, laugh, only, interesting, ordinary, been, before, gone, searching, clues, invisible, around, begin, brought, certain, minutes, straight, cancel, daydream

<b>Common Core State Standards</b>	
<b>Code #</b>	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3b	Decode regularly spelled one-syllable words.
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1c	Use singular and plural nouns with matching verbs in basis sentences (e.g., He hops; We hop).
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

## Curriculum Units

### **Unit 1: All About Us**

*The Big Question:* "What Makes You Special?"

Unit Research: Make an "All About Me" book.

### **Unit 2: Our Families, Our Neighbors**

*The Big Question:* "How Do Families and Neighbors Help One Another?"

Unit Research: Create a community mural. Write a report on a community helper.

### **Unit 3: Have Fun**

*The Big Question:* "How Can We Have Fun?"

Unit Research: Create a joke book using various resources.

### **Unit 4: Let's Team Up**

*The Big Question:* "How Do Teams Work Together?"

Unit Research: Demonstrate Teamwork with A Group: Act out a scene from a story that displays teamwork.

### **Unit 5: Nature Watch**

*The Big Question:* "What Can We Learn About the World of Nature?"

Unit Research: Write a report on an object in nature; animal or plant.

### **Unit 6: Adventures**

*The Big Question:* "What Kinds of Adventures Can We Have on Any Day?"

Unit Research: Write about many adventures you've had or family members have had. Create an adventure storybook and compare how the adventures are alike/different.

## Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Start Smart (optional)</u> <u>September</u>	<u>15 days</u>
<u>Unit 1 – All About Us</u> <u>October - Early November</u>	<u>30 days</u>
<u>Unit 2 – Our Families, Our Neighbors</u> <u>Mid November - December</u>	<u>30 days</u>
<u>Unit 3 – Have Fun</u> <u>Late December - January</u>	<u>30 days</u>
<u>Unit 4 – Let's Team Up</u> <u>February - Mid March</u>	<u>30 days</u>
<u>Unit 5 – Nature Watch</u> <u>Mid March - April</u>	<u>30 days</u>
<u>Unit 6 – Adventures</u> <u>May – June</u>	<u>30 days</u>

**Unit 1 - All About Us: "What makes you special?"**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b><u>Week 1: We Are Special</u></b></p> <ul style="list-style-type: none"> <li>• What do you like to do?</li> <li>• What makes you special?</li> </ul>	<p><b><u>Phonemic Awareness:</u></b> Rhyme, Phoneme Isolation Phoneme Blending, Phoneme Segmentation</p> <p><b><u>Comprehension:</u></b> <b>Genre:</b> Fiction, Expository <b>Strategy:</b> Analyze Story Structure <b>Skill:</b> Character &amp; Setting</p> <p><b><u>High Frequency Words:</u></b> Jump, not up</p> <p><b><u>Oral Vocabulary:</u></b> Cheerful, genuine, interest, prefer, unique</p> <p><b><u>Fluency:</u></b> Expression</p> <p><b><u>Phonics:</u></b> Short a <b><u>Spelling:</u></b> man, ran, can, cat, hat, mat</p> <p><b><u>Grammar:</u></b> Sentences/capitalization</p> <p><b><u>Writing:</u></b> Personal Narrative</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>



Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b><u>Week 2: Ready, Set, Move!</u></b></p> <ul style="list-style-type: none"> <li>• How do you like to move?</li> <li>• What can you do?</li> </ul>	<p><b><u>Phonemic Awareness:</u></b> Initial Sound Alliteration, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p> <p><b><u>Comprehension:</u></b> <b>Genre:</b> Fiction, Expository <b>Strategy:</b> Analyze Story Structure <b>Skill:</b> Sequence of Events</p> <p><b><u>High Frequency Words:</u></b> It, Over, Too</p> <p><b><u>Oral Vocabulary:</u></b> energy, exhausted, express, movements, stretch</p> <p><b><u>Fluency:</u></b> Appropriate phrasing</p> <p><b><u>Phonics:</u></b> Short a <b><u>Spelling:</u></b> dad, sad, nap, tap, sack, back</p> <p><b><u>Grammar:</u></b> Word Order; Sentence Punctuation</p> <p><b><u>Writing:</u></b> Personal Narrative</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

<b>Essential Questions</b>	<b>Instructional Objectives/ Skills and Benchmarks (CPIs)</b>	<b>Activities</b>	<b>Assessments</b>
<p><b>Week 3: "Growing Up"</b></p> <ul style="list-style-type: none"> <li>• <b>How have you changed since you were little?</b></li> </ul>	<p><b>Phonemic Awareness:</b>            Contrast Vowel Sounds,            Phoneme Substitution,            Phoneme Blending,            Phoneme Segmentation</p> <p><b>Comprehension:</b>  <b>Genre:</b> Expository  <b>Strategy:</b> Analyze Text Structure  <b>Skill:</b> Sequence of Events</p> <p><b>High Frequency Words:</b>            Be, Ride, Run</p> <p><b>Oral Vocabulary:</b>            Adult, change, imitate, learn, practice</p> <p><b>Fluency:</b> Intonation</p> <p><b>Phonics:</b> Short i</p> <p><b>Spelling:</b> pin, win, hit, sit, miss, kiss</p> <p><b>Grammar:</b> Statements; Sentence Punctuation</p> <p><b>Writing:</b> Descriptive Sentences</p>	<p>Approaching Reproducible            On Level Reproducible            Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments:            Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 4: "Pets"</u></p> <ul style="list-style-type: none"> <li>• What Pets Do you Know?</li> <li>• What Are They Like?</li> </ul>	<p><b>Phonemic Awareness:</b>            Contrast Vowel Sounds,            Phoneme Deletion, Rhyme,            Phoneme Categorization            Blending/Segmentation</p> <p><b>Comprehension:</b>  <b>Genre:</b> Fiction; Expository  <b>Strategy:</b> Analyze Story Structure  <b>Skill:</b> Plot</p> <p><b>High Frequency Words:</b>            Come, Down, Good, Pull</p> <p><b>Oral Vocabulary:</b>            Adorable, dear, needs, sensible,            train</p> <p><b>Fluency:</b> Intonation</p> <p><b>Phonics:</b> l blends  <b>Spelling:</b> clip, flip, slip, flag,            black, plan</p> <p><b>Grammar:</b> Questions;            Exclamations Sentence            Punctuation</p> <p><b>Writing:</b> Descriptive Sentences</p>	<p>Approaching Reproducible            On Level Reproducible            Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension            Activity</p> <p>Leveled Readers/ Four            Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments:            Approaching, On Level,            Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly            Assessments</p> <p>Spelling Formative            Assessments</p> <p>Comprehension Main            Selection Assessments</p> <p>Published Writing:            Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/            Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b><u>Week 5: "Playing Together"</u></b></p> <ul style="list-style-type: none"> <li>• <b>What do you like doing with your friends?</b></li> </ul>	<p><b><u>Phonemic Awareness:</u></b> Phoneme Deletion, Phoneme Categorization Blending/Segmentation</p> <p><b><u>Comprehension:</u></b> <b>Genre:</b> Poetry; Expository <b>Strategy:</b> Analyze Text Structure <b>Skill:</b> Author's Purpose</p> <p><b><u>High Frequency Words:</u></b> Help, now, use, very</p> <p><b><u>Oral Vocabulary:</u></b> Admire, challenging, charity, focus, offer</p> <p><b><u>Fluency:</u></b> Phrasing</p> <p><b><u>Phonics:</u></b> final blends <b><u>Spelling:</u></b> land, sand, fast, past, sink, wink</p> <p><b><u>Grammar:</u></b> Writing sentences; Sentence Punctuation</p> <p><b><u>Writing:</u></b> Personal Narrative</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

**Unit 2 – Our Families, Our Neighbors: “How do families and neighbors help one another?”**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 1: “Animal Families”</b></p> <ul style="list-style-type: none"> <li>• How are animal families like our families?</li> </ul>	<p><b>Phonemic Awareness:</b> Phoneme Blending; Isolation, and Segmentation</p> <p><b>Comprehension:</b> <b>Genre:</b> Poetry; Expository <b>Strategy:</b> Summarize <b>Skill:</b> Main Idea/Details</p> <p><b>High Frequency Words:</b> Her, our, they, two</p> <p><b>Oral Vocabulary:</b> Guide, protect, provide, separate, wild</p> <p><b>Fluency:</b> Phrasing</p> <p><b>Phonics:</b> short o <b>Spelling:</b> hop, top, log, hog, hot, lot</p> <p><b>Grammar:</b> Nouns; Sentence Punctuation</p> <p><b>Writing:</b> Report</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 2: "Helping Out"</u></p> <ul style="list-style-type: none"> <li>• How do you help out?</li> <li>• What jobs do you like to do?</li> </ul>	<p><b>Phonemic Awareness:</b> Phoneme Blending, Identify, and Segmentation; identify and Generate Rhyme</p> <p><b>Comprehension:</b> <b>Genre:</b> Folktale; Expository <b>Strategy:</b> Summarize <b>Skill:</b> Retell</p> <p><b>High Frequency Words:</b> Eat, of, no some, who</p> <p><b>Oral Vocabulary:</b> Appreciate, cooperate, partner, responsibility, scrumptious</p> <p><b>Fluency:</b> Intonation</p> <p><b>Phonics:</b> short e <b>Spelling:</b> leg, beg, men, hen, let, get</p> <p><b>Grammar:</b> Plural Nouns; Sentence Punctuation</p> <p><b>Writing:</b> How-To Sentences</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 3: “Our Neighborhood”</b></p> <ul style="list-style-type: none"> <li>• <b>Where do you live?</b></li> <li>• <b>What is your neighborhood like?</b></li> </ul>	<p><b>Phonemic Awareness:</b> Phoneme Substitution, Blending/Segmentation, Categorization</p> <p><b>Comprehension:</b> <b>Genre:</b> Expository <b>Strategy:</b> Summarize <b>Skill:</b> Main Idea/Details</p> <p><b>High Frequency Words:</b> Live, many, out, place</p> <p><b>Oral Vocabulary:</b> Amazed, frequently, service, useful, variety</p> <p><b>Fluency:</b> Expression</p> <p><b>Phonics:</b> s blends, r blends <b>Spelling:</b> spill, spin, grab, grass, drip, drop</p> <p><b>Grammar:</b> Irregular Plural Nouns; Sentence Punctuation</p> <p><b>Writing:</b> How-To Sentences</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 4: "At Home"</u></p> <ul style="list-style-type: none"> <li>• What is a home?</li> </ul>	<p><b>Phonemic Awareness:</b> Phoneme Isolation, Blending/ Segmentation, Categorization</p> <p><b>Comprehension:</b> <b>Genre:</b> Fiction; Expository <b>Strategy:</b> Visualize <b>Skill:</b> Plot</p> <p><b>High Frequency Words:</b> Live, many, out, place</p> <p><b>Oral Vocabulary:</b> Amazed, frequently, service, useful, variety</p> <p><b>Fluency:</b> Expression</p> <p><b>Phonics:</b> short u <b>Spelling:</b> run, fun, nut, cut, bug, rug, could, one</p> <p><b>Grammar:</b> Proper Nouns; Capitalize Proper Nouns</p> <p><b>Writing:</b> Story Writing</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>



Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 5:</b> <b><u>"Neighborhood Fun"</u></b></p> <ul style="list-style-type: none"> <li>• How do people in your neighborhood have fun together?</li> </ul>	<p><b>Phonemic Awareness:</b> Phoneme Addition, Blending/ Segmentation</p> <p><b>Comprehension:</b> <b>Genre:</b> Fiction; Expository <b>Strategy:</b> Visualize <b>Skill:</b> Retell</p> <p><b>High Frequency Words:</b> All, put, show, together, under, want</p> <p><b>Oral Vocabulary:</b> Audience, brilliant, enjoy, entertain, perform</p> <p><b>Fluency:</b> Expression</p> <p><b>Phonics:</b> digraphs; th, sh, -ng <b>Spelling:</b> fish, shop, ship, with, thin, thank</p> <p><b>Grammar:</b> Capitalize Proper Nouns; Days, Months, Holidays</p> <p><b>Writing:</b> Story Writing</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

**Unit 3: Have Fun! – “How can we have fun?”**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b><u>Week 1: “Let’s Laugh”</u></b></p> <ul style="list-style-type: none"> <li>• What makes you laugh?</li> <li>• How do you make other people laugh?</li> </ul>	<p><b><u>Phonemic Awareness:</u></b> Phoneme Identity, Addition, Substitution, Blending/Segmentation</p> <p><b><u>Comprehension:</u></b> Genre: Fiction; Expository Strategy: Analyze Story Structure Skill: Retell</p> <p><b><u>High Frequency Words:</u></b> Away, school, today, way, why</p> <p><b><u>Oral Vocabulary:</u></b> Amuse, delighted, humorous, mood, ridiculous</p> <p><b><u>Fluency:</u></b> Expression: Intonation</p> <p><b>Phonics:</b> long a: a_e <b>Spelling:</b> make, take, came, game, gate, late <b>Grammar:</b> Verbs; Exclamation Marks <b>Writing:</b> Story Writing</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 2: "Family Fun"</b></p> <ul style="list-style-type: none"> <li>• What do you like to do with your family?</li> <li>• How do you have fun together?</li> </ul>	<p><b>Phonemic Awareness:</b> Alliteration, Phoneme Deletion, Segmentation, Blending/Segmentation</p> <p><b>Comprehension:</b> <b>Genre:</b> Drama; Expository <b>Strategy:</b> Analyze Story Structure <b>Skill:</b> Make and Confirm Predictions</p> <p><b>High Frequency Words:</b> Call, funny, how, more, so, there</p> <p><b>Oral Vocabulary:</b> Connections, relief, support, possessions, typical</p> <p><b>Fluency:</b> Expression</p> <p><b>Phonics:</b> long i; _e; soft c and g <b>Spelling:</b> like, spike, ride, hide, bike, mine</p> <p><b>Grammar:</b> Present-Tense Verbs; Book Titles</p> <p><b>Writing:</b> Story Writing</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 3: "Making Art"</b></p> <ul style="list-style-type: none"> <li>• What types of art do you know about?</li> <li>• What kind of art do you like to make?</li> </ul>	<p><b>Phonemic Awareness:</b> Identify and Generate Rhyme, Phoneme Segmentation, Phoneme Blending</p> <p><b>Comprehension:</b> <b>Genre:</b> Expository <b>Strategy:</b> Monitor Comprehension; Reread <b>Skill:</b> Main Idea/Details</p> <p><b>High Frequency Words:</b> your, every, from, into, people, soon</p> <p><b>Oral Vocabulary:</b> Astonishing, complicated, original, continue, talented</p> <p><b>Fluency:</b> Intonation</p> <p><b>Phonics:</b> digraphs ch/tch, wh, ph <b>Spelling:</b> whip, whale, catch, match, chin, chop</p> <p><b>Grammar:</b> Past- and Future-Tense Verbs; Capitalize Proper Nouns</p> <p><b>Writing:</b> Persuasive Writing</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 4:</b>  <u>“Being Creative”</u></p> <ul style="list-style-type: none"> <li>• <b>What does it mean to be creative?</b></li> <li>• <b>How are you creative?</b></li> </ul>	<p><b>Phonemic Awareness:</b>  Phoneme Segmentation,  Phoneme Isolation Phoneme Blending/Segmentation</p> <p><b>Comprehension:</b>  <b>Genre:</b> Fiction, Expository  <b>Strategy:</b> Monitor Comprehension; Reread  <b>Skill:</b> Draw Conclusions</p> <p><b>High Frequency Words:</b>  done, find, new, old, work, after</p> <p><b>Oral Vocabulary:</b>  Create, hobby, inspire, resourceful, structure</p> <p><b>Fluency:</b> Intonation</p> <p><b>Phonics:</b> long o, u, e with silent e  <b>Spelling:</b> hope, nose, note, rope, cute, cube</p> <p><b>Grammar:</b> /s and are;  Sentence punctuation</p> <p><b>Writing:</b> Descriptive Sentences</p>	<p>Approaching Reproducible  On Level Reproducible  Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments:  Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b><u>Week 5: "Kids Around the World"</u></b></p> <ul style="list-style-type: none"> <li>• How are children from other places like you?</li> <li>• How are they different?</li> </ul>	<p><b><u>Phonemic Awareness:</u></b> Phoneme Segmentation, Phoneme Blending, Deletion, and Blending/Segmentation</p> <p><b><u>Comprehension:</u></b> <b>Genre:</b> Poetry, Expository <b>Strategy:</b> Monitor Comprehension; Reread <b>Skill:</b> Compare and Contrast</p> <p><b><u>High Frequency Words:</u></b> water, any, boy, by, does, friends, girl</p> <p><b><u>Oral Vocabulary:</u></b> similar, skill, culture, custom, language</p> <p><b><u>Fluency:</u></b> Intonation</p> <p><b><u>Phonics:</u></b> three letter blends <b><u>Spelling:</u></b> strike, string, splash, split, scrub, scrap</p> <p><b><u>Grammar:</u></b> contractions with not, apostrophes in contractions</p> <p><b><u>Writing:</u></b> Descriptive Sentences</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Unit 4: Let's Team Up - "How Do Teams Work Together?"

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1:</u></p> <p><u>"Teammates"</u></p> <ul style="list-style-type: none"> <li>• Which parts of the story help you predict what is going to happen?</li> </ul>	<p><b>Phonemic Awareness:</b> Rhyme, Phoneme Categorization Phoneme Blending, Phoneme Segmentation</p> <p><b>Comprehension:</b> <b>Genre:</b> Folktales, Expository <b>Strategy:</b> Ask Questions <b>Skill:</b> Make and Confirm Predictions <b>Compare and Contrast</b></p> <p><b>High Frequency Words:</b> Across, carry, eight, once, saw, upon, walked</p> <p><b>Oral Vocabulary:</b> Encourage, friendship, relationship, rely, suggest</p> <p><b>Fluency:</b> Prosody <b>Phonics:</b> Long a: ai, ay <b>Spelling:</b> Mail, chain, play, rain, way, day; walked, eight</p> <p><b>Grammar:</b> Was and Were, Capitalize proper nouns</p> <p><b>Writing:</b> Personal Narrative</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 2: "Family Time"</b></p> <ul style="list-style-type: none"> <li>• Who are the main characters in the story?</li> <li>• Where does the story take place?</li> </ul>	<p><b>Phonemic Awareness:</b> Rhyme, Phoneme Identity Phoneme Blending, Phoneme Segmentation</p> <p><b>Comprehension:</b> <b>Genre:</b> Fiction, Expository <b>Strategy:</b> Ask Questions <b>Skill:</b> Character &amp; Setting Retell</p> <p><b>High Frequency Words:</b> About, give, pretty, says, were, write</p> <p><b>Oral Vocabulary:</b> Concerned, fortunate, member, share, trust <b>Fluency:</b> Prosody</p> <p><b>Phonics:</b> Long e: e, ea, ee, ie <b>Spelling:</b> me, feed, seat, we, keep, beak; give write <b>Grammar:</b> Sentence Punctuation</p> <p><b>Writing:</b> Personal Narrative</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>



Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 3: “Helping the Community”</b></p> <ul style="list-style-type: none"> <li>• <b>What are the most important parts of the beginning, middle, and end of the story?</b></li> </ul>	<p><b>Phonemic Awareness:</b> Phonemic Categorization, Phoneme Blending, Contrast sounds, Segmentation</p> <p><b>Comprehension:</b> <b>Genre:</b> Expository <b>Strategy:</b> Ask Questions <b>Skill:</b> Retell, Draw Conclusions</p> <p><b>High Frequency Words:</b> Better, buy, change, move</p> <p><b>Oral Vocabulary:</b> Accomplish, agree, argue, attempt, goal</p> <p><b>Fluency:</b> Prosody</p> <p><b>Phonics:</b> Long o: o, oa, ow, oe <b>Spelling:</b> low, boat, no, row, coat, go; move better <b>Grammar:</b> Go and Do <b>Writing:</b> Report</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 4: “Better Together”</b></p> <ul style="list-style-type: none"> <li>• What is the problem in the story, and how is the problem solved?</li> </ul>	<p><b>Phonemic Awareness:</b> Phonemic Categorization, Phoneme Identity, Segmentation</p> <p><b>Comprehension:</b> <b>Genre:</b> Fiction, Expository <b>Strategy:</b> Visualize <b>Skill:</b> Retell, Plot</p> <p><b>High Frequency Words:</b> Ball, head, never, should, shout</p> <p><b>Oral Vocabulary:</b> Approach, assist, determined, quarrel, view</p> <p><b>Fluency:</b> Prosody</p> <p><b>Phonics:</b> Long i: l, y, igh, ie</p> <p><b>Spelling:</b> find, night, by, kind, right, my; never, should</p> <p><b>Grammar:</b> Commas</p> <p><b>Writing:</b> Story</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 5: “Animal Teams”</b></p> <ul style="list-style-type: none"> <li>• What are the most important parts of the beginning, middle, and end of the story?</li> </ul>	<p><b>Phonemic Awareness:</b> Phonemic Categorization, Phoneme Deletion/Addition, Phoneme Blending</p> <p><b>Comprehension:</b> <b>Genre:</b> Expository, Poetry <b>Strategy:</b> Visualize <b>Skill:</b> Retell, Main Idea and Details</p> <p><b>High Frequency Words:</b> Also, because, blue, or, other, until</p> <p><b>Oral Vocabulary:</b> Behavior, group, plead, soar, vivid</p> <p><b>Fluency:</b> Prosody <b>Phonics:</b> Long e: y, ey</p> <p><b>Spelling:</b> bumpy, puppy, funny, penny, sandy, bunny; or, because <b>Grammar:</b> Adverbs that tell when; Apostrophes in Contractions</p> <p><b>Writing:</b> Story</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

**Unit 5: Nature Watch – “What can we learn about the world of nature?”**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 1: “In the Sky”</b></p> <ul style="list-style-type: none"> <li>• What events in the story happened because of something the characters did?</li> </ul>	<p><b>Phonemic Awareness:</b> Phonemic Categorization, Phoneme Blending, Contrast Sounds</p> <p><b>Comprehension:</b> <b>Genre:</b> Fiction, Biography <b>Strategy:</b> Ask Questions <b>Skill:</b> Retell, Cause and Effect</p> <p><b>High Frequency Words:</b> Another, climbed, full, poor, through</p> <p><b>Oral Vocabulary:</b> Discover, dusk, mysterious, pale, scatter</p> <p><b>Fluency:</b> Prosody <b>Phonics:</b> r – controlled vowels – er, ir, ur</p> <p><b>Spelling:</b> her, bird, fur, fern, dirt, burn; full, through</p> <p><b>Grammar:</b> Adjectives</p> <p><b>Writing:</b> Poem</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 2: "What Scientists Do?"</b></p> <ul style="list-style-type: none"> <li>• <b>What inferences about the characters or setting can you make based on detail?</b></li> </ul>	<p><b>Phonemic Awareness:</b> Phoneme Deletion, Identify and Generate Rhyme, Phoneme Substitution, Phoneme Blending</p> <p><b>Comprehension:</b> <b>Genre:</b> Expository <b>Strategy:</b> Ask Questions <b>Skill:</b> Make Inferences</p> <p><b>High Frequency Words:</b> Grew, house, knew, would</p> <p><b>Oral Vocabulary:</b> Career, curious, fascinating, improve, investigate <b>Fluency:</b> Prosody <b>Phonics:</b> r-controlled ar</p> <p><b>Spelling:</b> cart, barn, arm, art, yarn, harm; would, house <b>Grammar:</b> Adjectives that compare</p> <p><b>Writing:</b> Report</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 3: "What's the Weather?"</b></p> <ul style="list-style-type: none"> <li>• <b>What do you learn when comparing important pieces of information?</b></li> </ul>	<p><b>Phonemic Awareness:</b> Phonemic Categorization, Phoneme Substitution, Phoneme Blending/Addition</p> <p><b>Comprehension:</b> <b>Genre:</b> Expository <b>Strategy:</b> Ask Questions <b>Skill:</b> Compare and Contrast</p> <p><b>High Frequency Words:</b> Great, know, sound, their, warm</p> <p><b>Oral Vocabulary:</b> Breeze, commotion, conditions, forecast, tranquil</p> <p><b>Fluency:</b> Prosody <b>Phonics:</b> r-controlled vowels <i>or, oar, ore</i>; Vowel Digraph <i>ea</i> as Short <i>e</i></p> <p><b>Spelling:</b> born, cork, horn, corn, fork, pork; know, great <b>Grammar:</b> Synonyms and Antonyms</p> <p><b>Writing:</b> Report</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 4: "The Seasons"</u></p> <ul style="list-style-type: none"> <li>• <b>What are the important events in the story? Tell them in order.</b></li> </ul>	<p><b>Phonemic Awareness:</b> Phoneme Substitution, Phoneme Isolation, Phoneme Blending/Substitution <b>Comprehension:</b> <b>Genre:</b> Fiction, Expository <b>Strategy:</b> Summarize <b>Skill:</b> Sequence of Events</p> <p><b>High Frequency Words:</b> Against, below, fall, orange, sure, yellow <b>Oral Vocabulary:</b> Blaze, increase, observe, outline, scorch <b>Fluency:</b> Prosody <b>Phonics:</b> Vowel Diphthongs ou, ow</p> <p><b>Spelling:</b> cow, town, mouse, how, out, mouth; fall sure <b>Grammar:</b> Color and Number Words; Apostrophes in Contractions <b>Writing:</b> Poem</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 5: "Watching Animals Grow"</b></p> <ul style="list-style-type: none"> <li>• What are the important events in the story? Tell them in order.</li> </ul>	<p><b>Phonemic Awareness:</b> Phonemic Categorization, Phoneme Segmentation, Phoneme Blending</p> <p><b>Comprehension:</b> <b>Genre:</b> Expository, Poetry <b>Strategy:</b> Summarize <b>Skill:</b> Sequence of Events</p> <p><b>High Frequency Words:</b> Air, enough, eyes, learn, open</p> <p><b>Oral Vocabulary:</b> Mature, newborn, process, remain, slender</p> <p><b>Fluency:</b> Prosody <b>Phonics:</b> Vowel Diphthongs oi, oy</p> <p><b>Spelling:</b> spoil, coin, join, joy, toy, boy; eyes, enough <b>Grammar:</b> Prepositional Phrases</p> <p><b>Writing:</b> Persuasive</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>



Unit 6: Adventures – “What kinds of adventures can we have on any day?”

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1 : “Let’s Go Out”</u></p> <ul style="list-style-type: none"> <li>• What details of the story help you to determine if it is fantasy or reality?</li> </ul>	<p><b>Phonemic Awareness:</b> Phonemic Identity, Phoneme Segmentation, Rhyme</p> <p><b>Comprehension:</b> <b>Genre:</b> Fiction, Expository <b>Strategy:</b> Visualize <b>Skill:</b> Fantasy and Reality, Character and Setting</p> <p><b>High Frequency Words:</b> Always, father, four, love, mother</p> <p><b>Oral Vocabulary:</b> Adventurous, anxious, inquisitive, insignificant, route</p> <p><b>Fluency:</b> Prosody <b>Phonics:</b> Vowel Digraphs /u/</p> <p><b>Spelling:</b> book, look, cook, took, hood, wood; mother, love <b>Grammar:</b> Adverbs that tell when; Apostrophes in Contractions</p> <p><b>Writing:</b> Personal Narrative: Letter</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 2 – “I Can Do It”</b></p> <ul style="list-style-type: none"> <li>• <b>What inferences about the characters or setting can you make based on details from the story?</b></li> </ul>	<p><b>Phonemic Awareness:</b> Phoneme Categorization, Phoneme Reversal, Phoneme Blending, Segmentation</p> <p><b>Comprehension:</b> <b>Genre:</b> Fiction, Expository <b>Strategy:</b> Visualize <b>Skill:</b> Making inferences; Plot</p> <p><b>High Frequency Words:</b> Along, early, instead, nothing, thought</p> <p><b>Oral Vocabulary:</b> Dare, humble, permit, predicament, solution</p> <p><b>Fluency:</b> Prosody <b>Phonics:</b> Vowel Digraphs /o/</p> <p><b>Spelling:</b> haul, cause, saw, claw, paw, dawn; nothing, along</p> <p><b>Grammar:</b> Pronouns</p> <p><b>Writing:</b> How-To Article</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b><u>Week 3 – “At Work”</u></b></p> <ul style="list-style-type: none"> <li>• How do you classify and categorize the details you read from the text?</li> </ul>	<p><b><u>Phonemic Awareness:</u></b> Phoneme Categorization, Phoneme Substitution, Segmentation</p> <p><b><u>Comprehension:</u></b> <b>Genre:</b> Expository <b>Strategy:</b> Monitor Comprehension/Reread <b>Skill:</b> Classify and Categorize</p> <p><b><u>High Frequency Words:</u></b> Build, goes, laugh, only</p> <p><b><u>Oral Vocabulary:</u></b> Duty, equipment, profession, satisfaction, thorough</p> <p><b><u>Fluency:</u></b> Prosody <b><u>Phonics:</u></b> Prefixes re-, un-</p> <p><b><u>Spelling:</u></b> retry, reuse, remake, unpack, unsafe, unlike; goes, build</p> <p><b><u>Grammar:</u></b> Pronouns; Commas in Letters</p> <p><b><u>Writing:</u></b> Report</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b>Week 4 – “<u>Bugs, Bugs, Bugs</u>”</b></p> <ul style="list-style-type: none"> <li>• Which parts of the story help you predict what is going to happen?</li> </ul>	<p><b>Phonemic Awareness:</b> Syllable Addition, Phoneme Segmentation, Phoneme Blending/Substitution</p> <p><b>Comprehension:</b> <b>Genre:</b> Fiction, Expository <b>Strategy:</b> Reread <b>Skill:</b> Make and Confirm Predictions</p> <p><b>High Frequency Words:</b> Been, before, gone, searching</p> <p><b>Oral Vocabulary:</b> Dull, feature, habit, swift, understand</p> <p><b>Fluency:</b> Prosody <b>Phonics:</b> Open and Closed Syllables</p> <p><b>Spelling:</b> Jumping, looking, waiting, stopping, running, planning; before, been <b>Grammar:</b> Using I and Me</p> <p><b>Writing:</b> How-To Article</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

<u>Essential Questions</u>	<u>Instructional Objectives/ Skills and Benchmarks (CPIs)</u>	<u>Activities</u>	<u>Assessments</u>
<p><u>Week 5 – “Special Days”</u></p> <ul style="list-style-type: none"> <li>• Who are the main characters in the story?</li> <li>• What is the setting?</li> </ul>	<p><u>Phonemic Awareness:</u> Phoneme Reversal, Phoneme Blending, Syllable Deletion, Phoneme Addition</p> <p><u>Comprehension:</u> <b>Genre:</b> Fiction, Poetry <b>Strategy:</b> Reread <b>Skill:</b> Character and Setting</p> <p><u>High Frequency Words:</u> Around, begin, brought, certain, minutes, straight</p> <p><u>Oral Vocabulary:</u> Fantastic, nutritious, plentiful, stubborn, visit</p> <p><b>Fluency:</b> Prosody <u>Phonics:</u> Final Stable Syllables <b>Spelling:</b> apple, table, purple, circle, turtle, title; certain, minutes <u>Grammar:</u> Adverbs That Tell How</p> <p><u>Writing:</u> Letter</p>	<p>Approaching Reproducible On Level Reproducible Beyond Reproducible</p> <p>Oral Vocabulary Cards</p> <p>Get Ready HF Word Story</p> <p>Main Selection</p> <p>Time for Kids</p> <p>Grammar Workbook</p> <p>Spelling Workbook</p> <p>Animated Comprehension Activity</p> <p>Leveled Readers/ Four Independent Work Stations</p> <p>Foldables</p> <p>Literature Big Books</p>	<p>Fluency Assessments: Approaching, On Level, Beyond</p> <p>Assess Now</p> <p>Diagnostic Assessments</p> <p>Student Weekly Assessments</p> <p>Spelling Formative Assessments</p> <p>Comprehension Main Selection Assessments</p> <p>Published Writing: Performance Assessment</p> <p>Teacher Conferencing</p> <p>Teacher Observations/ Anecdotal Notes</p>

## COMMON CORE STANDARDS

### Reading: Literature

#### **Key Ideas and Details**

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major events in a story, using key details.

#### **Craft and Structure**

- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.

#### **Integration of Knowledge and Ideas**

- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.8. (Not applicable to literature)
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

#### **Range of Reading and Level of Text Complexity**

- RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

## **Reading: Informational Text**

### **Key Ideas and Details**

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### **Craft and Structure**

- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### **Integration of Knowledge and Ideas**

- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

- RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

## **Reading: Foundational Skills**

### **Print Concepts**

- RF.1.1. Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### **Phonological Awareness**

- RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Distinguish long from short vowel sounds in spoken single-syllable words.
  - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### **Phonics and Word Recognition**

- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - Decode regularly spelled one-syllable words.
  - Know final -e and common vowel team conventions for representing long vowel sounds.
  - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.



- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

### **Fluency**

- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Writing**

### **Text Types and Purposes**

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### **Production and Distribution of Writing**

- W.1.4. (Begins in grade 3)
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## **Speaking & Listening**

### **Comprehension and Collaboration**

- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Ask questions to clear up any confusion about the topics and texts under discussion.

- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

## Language

### **Conventions of Standard English**

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Print all upper- and lowercase letters.
  - Use common, proper, and possessive nouns.
  - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
  - Use frequently occurring adjectives.
  - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - Use determiners (e.g., articles, demonstratives).
  - Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Capitalize dates and names of people.

- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### **Knowledge of Language**

- L.1.3. (Begins in grade 2)

### **Vocabulary Acquisition and Use**

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Use frequently occurring affixes as a clue to the meaning of a word.
  - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

- Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

## **Standard 10: Range, Quality, & Complexity » Range of Text Types for K-5**

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

<b>Literature</b>		<b>Informational Text</b>
<b>Stories</b>	<b>Dramas</b>	<b>Literary Nonfiction and Historical, Scientific, and Technical Texts</b>
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics
	<b>Poetry</b>	
	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	