



Grade Level: First Grade - Reading / Language Arts

Date: August 16, 2011

Teacher with contact information: Karlene Hardy karlhard@mackayschools.org

SUBJECT INFORMATION

Students decode regularly spelled two-syllable words fluently by applying their knowledge of basic phonic. Students blend and segment phonemes. Students identify the number of syllables in a word. Students use decoding skills and vocabulary in all grade-level content areas. This knowledge is applied to achieve reading of high frequency words and connected text.

COMMON CORE / STATE CONTENT STANDARDS/VOCABULARY

OBJECTIVES

Reading

- Match oral words to printed words.
- Locate information using alphabetical order to the first letter.
- Practice reading environmental print with assistance (e.g. signs, symbols).
- Locate and identify the title, author, and illustrator.
- Read simple graphs, charts, and diagrams.
- Identify, first, middle, and last sound in a word.
- Add, delete, or change initial sounds to make words.
- Blend sounds together to make words.
- Use word families to build words.
- Count the number of syllables in a spoken word.
- Match vowel and consonant sounds to all letters.
- Read abbreviations appropriate to grade level.
- Use context clues and pictures to aid in reading new words.

Goal 1.1: Acquire Concepts About Print

-
- 1.LA.1.1.1 Match oral words to printed words (e.g., pointing to print as one reads).
 - 1.LA.1.1.2 Locate information using alphabetical order to the first letter.

Goal 1.2: Acquire Concepts About Text

- 1.LA.1.2.1 Practice reading environmental print with assistance (e.g. signs, symbols).
- 1.LA.1.2.2 Locate and identify the title, author, and illustrator and table of contents of a book or reading selection.
- 1.LA.1.2.3 Read simple graphs, charts, and diagrams.

Goal 1.3: Acquire Phonological Awareness Skills

- 1.LA.1.3.1 Identify, first, middle, and last sound in a word.
- 1.LA.1.3.2 Add, delete, or change initial sounds to make words.
- 1.LA.1.3.3 Blend two to four phonemes into recognizable words.
- 1.LA.1.3.4 Count the number of syllables in a spoken word.

Goal 1.4: Acquire Decoding Skills Using Word Parts

- 1.LA.1.4.1 Match vowel and consonant sounds to all letters.
- 1.LA.1.4.2 Read abbreviations appropriate to grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

- 1.LA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.

Goal 1.6: Acquire Decoding Skills Using Context

- 1.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.

Goal 1.7: Acquire Fluency

- 1.LA.1.7.1 Read at least 150 regular and irregular sight words fluently.
- 1.LA.1.7.2 Read aloud Grade 1 text fluently with at least 54 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).

Goal 1.8: Vocabulary and Concept Development

- 1.LA.1.8.1 Identify the meaning of words by using common inflectional endings (e.g. s, ed, ing).
- 1.LA.1.8.2 Identify common antonyms, synonyms, and homonyms.
- 1.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 1 content area text.
- 1.LA.1.8.4 Use personal and picture dictionaries to confirm and determine meanings of

unfamiliar words.

Standard 2: Comprehension/Interpretation

Students begin to read and analyze a variety of grade-level-appropriate literary and expository texts. Students identify topics of text heard or read and answer questions. Students identify plot and describe characters in stories heard or read and sequence a series of events from the story. Students apply their knowledge of the purpose and structures of expository and literary text to understand content. Students determine if a literary selection is reality or fantasy.

Goal 2.1: Acquire Strategies and Skills for Comprehending Text

1.LA.2.1.1 Tell the purpose for reading text.

1.LA.2.1.2 Participate in connecting the information and events in texts to self and to the world.

1.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.

Goal 2.2: Acquire Skills to Comprehend Expository Text

1.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read.

1.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read.

1.LA.2.2.3 Identify facts and sequence important information from expository text into correct order using pictures clues.

1.LA.2.2.4 Follow one-step written directions.

Goal 2.3: Acquire Skills for Comprehending Literary Text

1.LA.2.3.1 Explain whether a literary selection, heard or read, is fiction or nonfiction.

1.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud.

1.LA.2.3.3 Identify the setting in a story heard or read aloud.

1.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end.

Standard 3: Writing Process

Students begin to learn the five steps in the writing process. Students engage in generating writing topics, planning writing, and drafting. Students revise and edit before publishing their original piece of writing. Students practice all five steps of the writing process for multiple pieces of writing.

Goal 3.1: Acquire Prewriting Skills

-
- 1.LA.3.1.1 Participate in generating ideas using prewriting strategies (e.g., sketching).
 - 1.LA.3.1.2 Participate in identifying the main idea.

Goal 3.2: Acquire Skills for Writing a Draft

- 1.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea.

Goal 3.3: Acquire Skills for Revising a Draft

- 1.LA.3.3.1 Revise writing by adding, substituting, or retelling text.

Goal 3.4: Acquire Skills for Editing a Draft

- 1.LA.3.4.1 Edit the draft for errors in beginning capitalization and ending punctuation.

Goal 3.5: Acquire Skills to Publish Writing

- 1.LA.3.5.1 Publish and illustrate draft with assistance.
- 1.LA.3.5.2 Share writing with intended audience.

Standard 4: Writing Applications

Students write for a specific purpose and audience. Students write about real events and familiar topics. Students write multiple types of functional text to communicate meaning. Writing modes include expressive, expository, and literary response.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

- 1.LA.4.1.1 Write narratives based on personal experience.
- 1.LA.4.1.2 Participate in creating simple rhymes, poems, or songs.

Goal 4.2: Acquire Expository (Informational/Research) Writing Skills

- 1.LA.4.2.1 Participate in writing to communicate (e.g., thank you notes, invitations, posters).
- 1.LA.4.2.2 Participate in writing brief explanations or observations of real objects, persons, places, events, or processes.

Goal 4.4: Acquire Skills for Literary Response

- 1.LA.4.4.1 Participate in writing or drawing a response that identifies a text to self, text to world, and/or text to text connection.
- 1.LA.4.4.2 Participate in writing or drawing a response to a literature selection that identifies the main characters.

Standard 5: Writing Components

Students use the conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an initial capital letter and an end mark. Students print legibly and begin to spell common grade-level-appropriate words correctly.

Goal 5.1: Acquire Handwriting Skills

1.LA.5.1.1 Print legibly.

Goal 5.2: Acquire Spelling Skills

1.LA.5.2.1 Spell correctly Grade 1 high-frequency words.

1.LA.5.2.2 Use invented spelling to spell independently.

Goal 5.3: Acquire Skills for Sentence Structure

1.LA.5.3.1 Write a complete sentence with words spaced appropriately.

1.LA.5.3.2 Identify nouns and verbs.

Goal 5.4: Acquire Skills for Using Conventions

1.LA.5.4.1 Capitalize the first word in a sentence, names of people, and the pronoun I.

1.LA.5.4.2 Use periods at the end of sentences, and identify question marks and exclamation points.

Standard 6: Communication

Students listen critically and respond appropriately to oral communication. Students speak in a manner that guides the listener to understand important ideas by using proper grammar. Students deliver brief oral presentations about familiar experience or interests that are organized around a coherent topic. Students use skills of viewing to effectively understand and comprehend visually presented grade-level-appropriate information. Students use visual elements to produce visual presentations.

Goal 6.1: Acquire Listening Skills

1.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.

1.LA.6.1.2 Listen for specific answers in order to respond to questions.

1.LA.6.1.3 Listen and follow one and two-step oral directions.

1.LA.6.1.4 Listen to acquire information from a variety of sources.

Goal 6.2: Acquire Speaking Skills

- 1.LA.6.2.1 Ask questions for clarification and understanding.
- 1.LA.6.2.2 Give, restate, and follow simple two-step directions.
- 1.LA.6.2.3 Stay on topic when speaking.
- 1.LA.6.2.4 Recite short poems, rhymes, and songs.
- 1.LA.6.2.5 Use descriptive words when speaking about people, places, things, and events.

Goal 6.3: Acquire Viewing Skills

- 1.LA.6.3.1 Demonstrate awareness of different media.
- 1.LA.6.3.2 Demonstrate understanding of the main idea of media presentations.
- 1.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations.

- Identify Vocabulary

INSTRUCTIONAL MATERIALS

Textbook Reading Series StoryTown Harcourt

Grade1

UNITS WITH INSTRUCTIONAL DATES

<p>Week 1 Book 1-1 Theme 1 Follow Me Week Literature Leveled Readers Phonemic Awareness Phonics/ Spelling High Frequency Words Focus Skill Focus Strategy Fluency Grammar Writing Lesson 1 GSS: Tag MS: Let's Tap</p>		<p><u>Goal 1.1: Acquire Concepts About Print</u></p> <p>1.LA.1.1.1 Match oral words to printed words (e.g., pointing to print as one reads).</p> <p>1.LA.1.1.2 Locate information using alphabetical order to the first letter.</p>
---	--	---

<p>PS: Wag, Hop, Hide! (B) Let's Go!</p> <p>(O) Let's Help!</p> <p>(A) A Hat for Pat</p> <p>(E) We Can Help Word Segmentation Short Vowel /a/a</p> <p>Inflection -s help, let's, now</p> <p>Make Predictions Answer Questions Accuracy Sentences Form: Labels</p> <p>Trait: Conventions Theme Writing Reading- Writing Connection Writing Form: Sentences About Me Lesson</p>		
<p>Week 2 Lesson 2 GSS: Sad, Sad Dan</p> <p>MS: The Van</p> <p>PS: People Movers (B) Where Are You, Max?</p> <p>(O) In the Van</p> <p>(A) The Bag</p> <p>(E) Lot's of Vans</p>		<p><u>Goal 1.2: Acquire Concepts About Text</u></p> <p>1.LA.1.2.1 Practice reading environmental print with assistance (e.g. signs, symbols).</p> <p>1.LA.1.2.2 Locate and identify the title, author, and illustrator and table of contents of a book or reading selection.</p> <p>1.LA.1.2.3 Read simple graphs, charts, and</p>

<p>Syllable Blending and Segmentation</p> <p>Onset-Rime Blending and Segmentation Short Vowel /a/a</p> <p>Phonograms -ap, -at, -ag, -and in, no, too</p> <p>Make Predictions Use Graphic Organizers Accuracy Word Order Form: Sentences</p> <p>Trait: Conventions Lesson</p>		<p>diagrams.</p>
<p>Week 3 Lesson 3 GSS: Miss Jill</p> <p>MS: Big Rigs</p> <p>PS: Trailer Truck (B) Dad Can Tap</p> <p>(O) Jill Can Dig</p> <p>(A) The Milk Van</p> <p>(E) Dad Drives Rhyme Recognition and Production Short Vowel /i/i</p> <p>Contraction 's get, hold, home, so, soon</p>		<p><u>Goal 1.2: Acquire Concepts About Text</u></p> <p>1.LA.1.2.1 Practice reading environmental print with assistance (e.g. signs, symbols).</p> <p>1.LA.1.2.2 Locate and identify the title, author, and illustrator and table of contents of a book or reading selection.</p> <p>1.LA.1.2.3 Read simple graphs, charts, and diagrams.</p>

<p>Classify/ Categorize Monitor Comprehension: Make Inferences Punctuation Naming Parts of Sentences Form: Sentences About Me</p> <p>Trait: Voice</p>		
<p>Week 4 Lesson 4 GSS: Pick a Sack</p> <p>MS: Get Up, Rick!</p> <p>PS: Cock-a-Doodle-Do (B) Look Out, Mack!</p> <p>(O) Mack Can Tap</p> <p>(A) The Backpack</p> <p>(E) Jack's Day Phoneme Isolation (all positions) Digraph /k/ck</p> <p>Phonograms -ick, -ink, -ill, -it</p> <p>late, oh, yes</p> <p>Story Elements: Beginning, Middle, Ending Summarize Punctuation Telling Parts of Sentences</p>		<p><u>Goal 1.3: Acquire Phonological Awareness Skills</u></p> <p>1.LA.1.3.1 Identify, first, middle, and last sound in a word. 1.LA.1.3.2 Add, delete, or change initial sounds to make words. 1.LA.1.3.3 Blend two to four phonemes into recognizable words. 1.LA.1.3.4 Count the number of syllables in a spoken word.</p> <p><u>Goal 1.4: Acquire Decoding Skills Using Word Parts</u></p> <p>1.LA.1.4.1 Match vowel and consonant sounds to all letters. 1.LA.1.4.2 Read abbreviations appropriate to grade level.</p> <p><u>Goal 1.5: Acquire Decoding Skills Using Syllabication</u></p> <p>1.LA.1.5.1 Apply</p>

<p>Form: Caption Sentences</p> <p>Trait: Ideas</p> <p>Theme Writing Reading- Writing Connection</p> <p>Writing Form: Sentences</p> <p>About Me (continued)</p>		<p>knowledge of common onsets, rimes and word patterns to decode and generate new words.</p> <p><u>Goal 1.6: Acquire Decoding Skills Using Context</u></p> <p>1.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.</p> <p><u>Goal 1.7: Acquire Fluency</u></p> <p>1.LA.1.7.1 Read at least 150 regular and irregular sight words fluently.</p> <p>1.LA.1.7.2 Read aloud Grade 1 text fluently with at least 54 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).</p> <p><u>Goal 1.8: Vocabulary and Concept Development</u></p> <p>1.LA.1.8.1 Identify the meaning of words by using common inflectional endings (e.g. s, ed, ing).</p> <p>1.LA.1.8.2 Identify common antonyms, synonyms, and homonyms.</p> <p>1.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 1 content area text.</p> <p>1.LA.1.8.4 Use personal and picture dictionaries to confirm and determine meanings of unfamiliar words.</p>
---	--	--

<p>Week 5 Lesson 5</p> <p>GSS: Jobs</p> <p>MS: Dot and Bob</p> <p>PS: Trees Help (B) Tom and Jill</p> <p>(O) Jack and Mom</p> <p>(A) Ron and Kim</p> <p>(E) My Garden Phoneme Categorization (all positions) Short Vowel /o/o</p> <p>Inflection -ed, -ing (no spelling change)</p> <p>find, much, thanks</p> <p>Story Elements: Characters Recognize Story Structure Accuracy Telling Sentences Form: Sentences About Things</p> <p>Trait: Word Choice</p>		
<p>Week 6 Lesson 6</p> <p>GSS: Tall, Tall Wall</p>		

MS: All on the Map

PS: Roads
(B) My Home Map

(O) The Pond Map

(A) The Store Map

(E) Up Hill
Phoneme Isolation,
Identification, and
Categorization

Variant Vowel /o/a (all)

Contraction
n't, 's

how, make, some, of

Classify/
Categorize
Monitor Comprehension:
Adjust Reading Rate
Punctuation
Questions
Form:
Sentences About
Places

Trait:
Word Choice

Book 1-2 Theme 3
Turning Corners
Week
Literature
Leveled Readers
Phonemic Awareness
Phonics/ Spelling

<p>High Frequency Words Focus Skill Focus Strategy Fluency Grammar Writing Lesson</p>		
<p>Week 7 Lesson 7 GSS: Ten Eggs</p> <p>MS: Little Red Hen Gets Help</p> <p>PS: Let's Make Tortillas! (B) Fox Gets Help</p> <p>(O) Who Will Help?</p> <p>(A) Help For Yak</p> <p>(E) Let's Eat! Phoneme Blending Short Vowel /e/e</p> <p>Initial Blends with l day, eat, first, said, time, was</p> <p>Compare and Contrast Answer Questions Expression Exclamations Form: Sentences About Events</p> <p>Trait: Ideas</p>		<p><u>Goal 1.3: Acquire Phonological Awareness Skills</u></p> <p>1.LA.1.3.1 Identify, first, middle, and last sound in a word.</p> <p>1.LA.1.3.2 Add, delete, or change initial sounds to make words.</p> <p>1.LA.1.3.3 Blend two to four phonemes into recognizable words.</p> <p>1.LA.1.3.4 Count the number of syllables in a spoken word.</p> <p><u>Goal 1.4: Acquire Decoding Skills Using Word Parts</u></p> <p>1.LA.1.4.1 Match vowel and consonant sounds to all letters.</p> <p>1.LA.1.4.2 Read abbreviations appropriate to grade level.</p> <p><u>Goal 1.5: Acquire Decoding Skills Using Syllabication</u></p> <p>1.LA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.</p> <p><u>Goal 1.6: Acquire Decoding</u></p>

<p>Theme Writing Reading- Writing Connection Writing Form: Describing An Event Lesson</p>		<p><u>Skills Using Context</u></p> <p>1.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.</p> <p><u>Goal 1.7: Acquire Fluency</u></p> <p>1.LA.1.7.1 Read at least 150 regular and irregular sight words fluently. 1.LA.1.7.2 Read aloud Grade 1 text fluently with at least 54 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).</p> <p><u>Goal 1.8: Vocabulary and Concept Development</u></p> <p>1.LA.1.8.1 Identify the meaning of words by using common inflectional endings (e.g. s, ed, ing). 1.LA.1.8.2 Identify common antonyms, synonyms, and homonyms. 1.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 1 content area text. 1.LA.1.8.4 Use personal and picture dictionaries to confirm and determine meanings of unfamiliar words.</p>
<p>Week 8 GSS: Thanks, Seth! MS:</p>		<p><u>Goal 1.3: Acquire Phonological Awareness Skills</u></p>

<p>Beth's Job</p> <p>PS: Flowers Grow (B) Jim's Job</p> <p>(O) Liz Can Mix</p> <p>(A) Helping Mr. Ross</p> <p>(E) I Help Clean Phoneme Blending Digraph /th/th</p> <p>Short Vowel /e/e</p> <p>Initial Blends with s don't, her, line, Mr., news, says, water</p> <p>Details Use Graphic Organizers Expression Nouns: People or Places Form: Questions</p> <p>Trait: Conventions Lesson</p>		<p>1.LA.1.3.1 Identify, first, middle, and last sound in a word.</p> <p>1.LA.1.3.2 Add, delete, or change initial sounds to make words.</p> <p>1.LA.1.3.3 Blend two to four phonemes into recognizable words.</p> <p>1.LA.1.3.4 Count the number of syllables in a spoken word.</p>
<p>Week 9 Lesson 9 GSS: A Nut Falls</p> <p>MS: Plants Can't Jump</p> <p>PS: Cornfield Leaves (B) Dogs Can't Kick</p> <p>(O) A Puppy Can't Clap</p>		

<p>(A) Trees Can't Run</p> <p>(E) Animals Eat Plants</p> <p>Phoneme</p> <p>Segmentation</p> <p>Short Vowel /u/u</p> <p>Short Vowel /e/e</p> <p>Initial Blends with r be does, food, grow, live, many</p> <p>Details</p> <p>Monitor Comprehension: Adjust Reading Rate Phrasing</p> <p>Nouns: Animals or Things Form: Lists</p> <p>Trait: Organization</p> <p>Book 1-2 Theme 3 Turning Corners (continued) Week Literature Leveled Readers Phonemic Awareness Phonics/ Spelling High Frequency Words Focus Skill Focus Strategy Fluency Grammar Writing</p>		
<p>End of 1st Quarter</p>		
<p>Week10 Lesson 10 GSS: Frog Gets His Song</p>		<p><u>Goal 1.3: Acquire Phonological Awareness Skills</u></p>

<p>MS: Soccer Song</p> <p>PS: Now You Know About Soccer (B) Use Your Feet!</p> <p>(O) Cliff's Feet</p> <p>(A) Home Run</p> <p>(E) What Game Is It? Phoneme Segmentation Diphthong /ng/ng</p> <p>Contraction 'll</p> <p>arms, every, feet, head, school, use, way, your</p> <p>Plot Recognize Story Structure Phrasing One and More Than One Form: Dialog</p> <p>Trait: Voice</p>		<p>1.LA.1.3.1 Identify, first, middle, and last sound in a word.</p> <p>1.LA.1.3.2 Add, delete, or change initial sounds to make words.</p> <p>1.LA.1.3.3 Blend two to four phonemes into recognizable words.</p> <p>1.LA.1.3.4 Count the number of syllables in a spoken word.</p>
<p>week11 Lesson 11</p> <p>GSS: Sid Scores</p> <p>MS: Land Of Ice</p> <p>PS: My Father's Feet (B) The Pond</p>		<p><u>Goal 1.3: Acquire Phonological Awareness Skills</u></p> <p>1.LA.1.3.1 Identify, first, middle, and last sound in a word.</p> <p>1.LA.1.3.2 Add, delete, or change initial sounds to make words.</p> <p>1.LA.1.3.3 Blend two</p>

<p>(O) Hidden in the Forest</p> <p>(A) Under the Warm Sea</p> <p>(E) The Cold Land</p> <p>Phoneme Blending and Segmentation r-Controlled Vowel /or/or, ore</p> <p>Compound Words</p> <p>animals, cold, fish, from, their, under, very</p> <p>Compare and Contrast Monitor Comprehension: Make Inferences Phrasing Special Names and Titles for People Form: Sentences About Things</p> <p>Trait: Word Choice</p>		<p>to four phonemes into recognizable words.</p> <p>1.LA.1.3.4 Count the number of syllables in a spoken word.</p>
<p>Week 12 Lesson 12</p> <p>GSS: Fox and His Big Wish</p> <p>MS: King Midas and His Gold</p> <p>PS: Gold and Money (B) The Gold Eggs</p> <p>(O) The Bag of Gold</p> <p>(A) The Three Wishes</p>		<p><u>Goal 1.3: Acquire Phonological Awareness Skills</u></p> <p>1.LA.1.3.1 Identify, first, middle, and last sound in a word.</p> <p>1.LA.1.3.2 Add, delete, or change initial sounds to make words.</p> <p>1.LA.1.3.3 Blend two to four phonemes into recognizable words.</p> <p>1.LA.1.3.4 Count the number of syllables in a</p>

<p>(E) Gold Review Blending and Segmentation Digraph /sh/sh</p> <p>Initial Blends with l, s, r</p> <p>came, could, gold, happy, made, night, saw, were</p> <p>Setting Ask Questions Expression Special Names of Places Form: Riddles</p> <p>Trait: Conventions</p> <p>Book 1-3 Theme 4 Wild and Wonderful Week Literature Leveled Readers Phonemic Awareness Phonics/ Spelling High Frequency Words Focus Skill Focus Strategy Fluency Grammar Writing Lesson</p>		<p>spoken word.</p>
<p>Week 13 Lesson 13 GSS: Rich Gets Big</p> <p>MS: A Butterfly Grows</p>		

<p>PS: Caterpillars</p> <p>(B) From Chick to Hen</p> <p>(O) A Kitten Grows</p> <p>(A) A Frogs Life</p> <p>(E) A Child Grows</p> <p>Phoneme Deletion Digraph /ch/ch, tch</p> <p>Inflection -es air, fly, friends, grew, need, play, rain, watch</p> <p>Sequence Use Graphic Organizers Intonation Names of Days and Months Form: Sequence Story</p> <p>Trait: Organization Theme Writing Reading- Writing Connection Writing Form: Respond to a Selection</p>		
<p>Week 14 Lesson 14 GSS: Ann's Trip to the Stars</p> <p>MS: Mark's Big Day</p> <p>PS: Putting on a Play (B) Carl Can Run</p> <p>(O) A Card For Mark</p>		

<p>(A) Scarlet's Muffins</p> <p>(E) The Play Review Blending and Deletion r-Controlled Vowel /ar/ar</p> <p>Inflection -s, -ed, -ing</p> <p>again, feel, house, know, loud, Mrs., put, say</p> <p>Author's Purpose/ Point of View Summarize Intonation Names of Holidays Form: E-mail</p> <p>Trait: Conventions</p>		
<p>Week 15 Lesson</p> <p>15 GSS: A Quiz for Brent</p> <p>MS: Tomas Rivera</p> <p>PS: I Can (B) Susan L. Roth</p> <p>(O) Amy Hest</p> <p>(A) Joseph Bruchac</p> <p>(E) Grandparents Review Segmentation</p>		

<p>and Deletion Digraph /kw/qu /hw/wh</p> <p>Inflection -ed, -ing</p> <p>about, books, family, name, people, read, work, writing</p> <p>Sequence Ask Questions Reading Rate Using I and Me Form: Personal Narrative</p> <p>Trait: Voice</p> <p>Book 1-3 Theme 4 Wild and Wonderful (continued) Week Literature Leveled Readers Phonemic Awareness Phonics/ Spelling High Frequency Words Focus Skill Focus Strategy Fluency Grammar Writing</p>		
<p>Week 16 Lesson 16 GSS: A Perfect Lunch</p> <p>MS: One More Friend</p> <p>PS: Good Friends</p>		<p><u>Goal 1.3: Acquire Phonological Awareness Skills</u></p> <p>1.LA.1.3.1 Identify, first, middle, and last sound in a word.</p>

<p>(B) Room for a Friend</p> <p>(O) Always Room for More</p> <p>(A) A New Friend</p> <p>(E) The Big Picture Review Blending, Segmentation, and Deletion r-Controlled Vowels /ur/er, ir, ur</p> <p>Inflections -er, -est</p> <p>always, by, Cow's, join, nice, please, room</p> <p>Main Idea Summarize Reading Rate Using He, She, It and They Form: Invitation</p> <p>Trait: Ideas</p>		<p>1.LA.1.3.2 Add, delete, or change initial sounds to make words.</p> <p>1.LA.1.3.3 Blend two to four phonemes into recognizable words.</p> <p>1.LA.1.3.4 Count the number of syllables in a spoken word.</p>
<p>Week 17 Lesson 17</p> <p>GSS: Jungle Fun</p> <p>MS: Can Elephants Paint?</p> <p>PS: An Elephant's Three T's</p> <p>(B) An Animal Painter</p> <p>(O) Can Elephants Paint?</p> <p>(A) Congo the Painter</p>		<p><u>Goal 1.4: Acquire Decoding Skills Using Word Parts</u></p> <p>1.LA.1.4.1 Match vowel and consonant sounds to all letters.</p> <p>1.LA.1.4.2 Read abbreviations appropriate to grade level.</p>

<p>(E) What Is This Animal?</p> <p>Phoneme Substitution Syllable /el/ -le</p> <p>Inflections -ed, -ing buy, carry, money, other, paint, paper, would</p> <p>Main Idea Monitor Comprehension: Reread Intonation Possessives ('s, and pronouns) Form: Friendly Letter</p> <p>Trait: Voice</p>		
<p>Week 18 Lesson 18</p> <p>GSS: Shadow In The Snow</p> <p>MS: Snow Surprise</p> <p>PS: The Snowflake Man (B) Muffin Surprise (O) Sand Surprise (A) Boat Surprise (E) Snow Play Review Blending and Substitution Long Vowel /o/ ow, oa</p> <p>Phonograms -ow, oat, own, oast mouse, our, over, pretty,</p>		

<p>surprise, three</p> <p>Author's Purpose/ Point of View Monitor Comprehension: Make Inferences Reading Rate Troublesome Words: Homophones Form: Thank-You Letter</p> <p>Trait: Word Choice</p> <p>Book 1-4 Theme 5 Where We Live</p> <p>Week Literature Leveled Readers Phonemic Awareness Phonics/ Spelling High Frequency Words Focus Skill Focus Strategy Fluency Grammar Writing</p>		
<p>End of 2nd quarter</p>		
<p>Week 19 Lesson</p> <p>19 GSS: Beaver's Green Treat MS: Little Rabbit's Tale PS: Grow, Apples, Grow! (B) Duck Starts a Story (O) An Insect Tale</p>		<p><u>Goal 1.4: Acquire Decoding Skills Using Word Parts</u></p> <p>1.LA.1.4.1 Match vowel and consonant sounds to all letters. 1.LA.1.4.2 Read abbreviations appropriate to grade level.</p> <p><u>Goal 1.5: Acquire Decoding Skills Using Syllabication</u></p>

<p>(A) Bobcat Tells a Tale</p> <p>(E) The Weather Review Segmentation and Substitution Long Vowel /e/e, ee, ea</p> <p>Contractions 've, 're</p> <p>deer, door, hurry, mother, should, sky, told</p> <p>Cause And Effect Recognize Story Structure Phrasing Describing Words: Color, Size, and Shape Form: Description of a Thing</p> <p>Trait: Ideas</p> <p>Theme Writing Reading-Writing Connection Writing Form: Description</p>		<p>1.LA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.</p>
<p>Week 20 Lesson 20 GSS: Kid's Play!</p> <p>MS: Ways People Live</p> <p>PS: Houses (B) In The Desert</p> <p>(O) In the Snow</p> <p>(A) In The Tropics</p>		

<p>(E) In Joan's Place Review Deletion and Substitution Long Vowel /a/, ai, ay</p> <p>Phonograms -ay, -ain, -ail, -aid cool, dry, four, holes, move, place, warm</p> <p>Cause And Effect Use Graphic Organizers Phrasing Describing Words: Taste, Smell, Sound, and Feel Form: Description of a Place</p> <p>Trait: Sentence Fluency</p>		
<p>Week 21 Lesson 21</p> <p>GSS: The Missing Cake</p> <p>MS: Flake, the Missing Hamster</p> <p>PS: Three Reasons Why Pets Are Great (B) Kate's Missing Frog</p> <p>(O) Jake Runs Away</p> <p>(A) The Missing Bird</p>		

<p>(E) Our Pet Hamster</p> <p>Review Blending, Segmentation, Deletion, and Substitution Long Vowel /a/a-e</p> <p>Phonograms -ake, -ate, -ane, -ade around, found, gone, hears, might, neat, open, tired</p> <p>Problem/ Solution Summarize Expression Describing Words: How Many Form: Play</p> <p>Trait: Conventions</p> <p>Book 1-4 Theme 5 Where We Live (continued) Week Literature Leveled Readers Phonemic Awareness Phonics/ Spelling High Frequency Words Focus Skill Focus Strategy Fluency Grammar Writing</p>		
<p>Week 22</p>		<p><u>Goal 1.5: Acquire Decoding</u></p>

<p>Lesson 22 GSS: Mike and Spike Hike</p> <p>MS: We're Going on a Picnic!</p> <p>PS: Beaks Eat (B) We're Going to Make a Hut</p> <p>(O) Let's Play Ball</p> <p>(A) The Flower Hunt</p> <p>(E) Inside, Outside Phoneme Addition Long Vowel /i/i-e</p> <p>Inflections -ed, -ing</p> <p>because, light, right, those, walked</p> <p>Problem/ Solution Ask Questions Expression Describing Words: Feelings Form: Description of a Memory</p> <p>Trait: Word Choice</p>		<p><u>Skills Using Syllabication</u></p> <p>1.LA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.</p>
<p>Week 23 Lesson 23</p> <p>GSS: Hang On, Rosie!</p> <p>MS: On Saturday</p>		

<p>PS: The River City</p> <p>(B) On My Street</p> <p>(O) On the Way to the Park</p> <p>(A) On a Hot Day</p> <p>(E) A Weekend of Fun</p> <p>Phoneme</p> <p>Blending and Addition</p> <p>Long Vowel</p> <p>/o/o-e</p> <p>Phonograms</p> <p>-ose, -oke,</p> <p>-one, -ole</p> <p>brown, city, hello, loudly,</p> <p>love, pulled</p> <p>Draw Conclusions</p> <p>Answer Questions</p> <p>Punctuation</p> <p>Describing Words:</p> <p>-er, -est</p> <p>Form:</p> <p>Descriptive Poem</p> <p>Trait:</p> <p>Voice</p>		
<p>Week 24</p> <p>Lesson 24</p> <p>GSS: What's in the Hedge?</p> <p>MS: Mystery of the Night</p> <p>Song</p> <p>PS: Make Some Music</p> <p>(B) The Mystery of the</p>		

<p>Green Apples</p> <p>(O) The Mystery of the Missing Cat</p> <p>(A) The Light on the Water</p> <p>(E) Where is Albert?</p> <p>Review</p> <p>Segmentation and Addition</p> <p>Consonants</p> <p>/s/c, /j/g, dge</p> <p>Long Vowel</p> <p>/a/a-e; /i/i-e</p> <p>Contractions</p> <p>'s, n't, 'll</p> <p>become, busy, eyes, high, listen, remembered, talk, visitor</p> <p>Draw Conclusions</p> <p>Monitor Comprehension</p> <p>Make Inferences</p> <p>Punctuation</p> <p>Troublesome Words:</p> <p>Multiple- Meaning Words</p> <p>Form:</p> <p>Rhyming Poem</p> <p>Trait:</p> <p>Organization</p> <p>Book 1-5 Theme 6 New</p> <p>Places, New Faces</p> <p>Week</p> <p>Literature</p> <p>Leveled Readers</p> <p>Phonemic Awareness</p> <p>Phonics/ Spelling</p> <p>High Frequency Words</p> <p>Focus Skill</p> <p>Focus Strategy</p>		
--	--	--

<p>Fluency Grammar Writing</p>		
<p>Week 25 Lesson 25 GSS: Duke's Work</p> <p>MS: Amazing Animals</p> <p>PS: The Little Turtle (B) Let's Look at Animals</p> <p>(O) Animals in the Forest</p> <p>(A) How Animals Survive</p> <p>(E) Special Animals Phoneme Deletion and Addition</p> <p>Long Vowel /(y)oo/u-e</p> <p>Inflections -ed, -ing</p> <p>clear, color, good-bye, hair, kinds, only, toes</p> <p>Alphabetize Use Graphic Organizers Intonation Verbs Form: Research Report</p> <p>Trait: Sentence Fluency</p> <p>Theme Writing Reading- Writing Connection Writing Form: Personal Narrative</p>		

<p>Week 26 Lesson 26 GSS: Night Flight</p> <p>MS: Blast Off!</p> <p>PS: Traveling Thorough Time (B) Dog Goes to the Sea</p> <p>(O) Little Pup Goes Down the Road</p> <p>(A) Going Places With Rosie Rabbit</p> <p>(E) Out in Space Phoneme Substitution and Addition Long Vowel /i/y, ie, igh</p> <p>Contractions 'd, 've, 're climbed, Earth, fooling, thought, table</p> <p>Story Elements Monitor Comprehension: Adjust Reading Rate Intonation Verbs That Tell About Now Form: Research Report</p> <p>Trait: Conventions</p>		
<p>Week 27 Lesson 27 GSS: What Brad Found</p> <p>MS: Ebb and Flo and the Baby Seal</p>		

PS: Fellini the Fur Seal
(B) The Family and the
Baby Whale

(O) Edmund and Drum and
the Baby Turtles

(A) Tess Finds a Seabird

(E) At the Beach

Review Blending,
Segmentation,
Deletion, Substitution,
and
Addition
Vowel
Diphthong
/ou/ow, ou

Phonograms
-out, -ow,
-own, -ound
answered, baby, done,
heard, pools, pushed,
together

Story Elements
Monitor Comprehension:
Make Inferences
Accuracy
Using Am, Is, and Are

Form: Book Review

Trait:
Word Choice

Book 1-5 Theme 6
New Places, New Faces
(continued)
Week
Literature

<p> Leveled Readers Phonemic Awareness Phonics/ Spelling High Frequency Words Focus Skill Focus Strategy Fluency Grammar Writing </p>		
<p> Week28 Lesson 28 GSS: What Brad Found MS: Ebb and Flo and the Baby Seal PS: Fellini the Fur Seal (B) The Family and the Baby Whale (O) Edmund and Drum and the Baby Turtles (A) Tess Finds a Seabird (E) At the Beach Review Blending, Segmentation, Deletion, Substitution, and Addition Vowel Diphthong /ou/ow, ou Phonograms -out, -ow, -own, -ound answered, baby, done, heard, pools, pushed, together </p>		

<p>Story Elements Monitor Comprehension: Make Inferences Accuracy Using Am, Is, and Are</p> <p>Form: Book Review</p> <p>Trait: Word Choice</p> <p>Book 1-5 Theme 6 New Places, New Faces (continued) Week Literature Leveled Readers Phonemic Awareness Phonics/ Spelling High Frequency Words Focus Skill Focus Strategy Fluency Grammar Writing week 28 Testing Review concepts</p>		
<p>End of 3rd quarter</p>		
<p>Week 29 Lesson 29 GSS: Patty's Family Sketches</p> <p>MS: At the Crayon, Factory</p> <p>PS: Crayons (B) I Am a Pot</p> <p>(O) Apple Pie</p> <p>(A) Billy's Birthday Card</p>		

<p>(E) At the Car Factory Review Blending, Segmentation, Deletion, Substitution, and Addition Long Vowel /e/y, ie</p> <p>Inflections -ed, -er, -est, -es able, almost, blue, great, poured, took, traveled</p> <p>Details Monitor Comprehension: Reread Accuracy Verbs That Tell About The Past Form: How-To</p> <p>Trait: Word Choice</p>		
<p>Week30 Lesson 28</p> <p>GSS: Patty's Family Sketches</p> <p>MS: At the Crayon, Factory</p> <p>PS: Crayons (B) I Am a Pot</p> <p>(O) Apple Pie</p> <p>(A) Billy's Birthday Card</p> <p>(E) At the Car Factory Review Blending, Segmentation,</p>		

<p>Deletion, Substitution, and Addition Long Vowel /e/y, ie</p> <p>Inflections -ed, -er, -est, -es able, almost, blue, great, poured, took, traveled</p> <p>Details Monitor Comprehension: Reread Accuracy Verbs That Tell About The Past Form: How-To</p> <p>Trait: Word Choice</p>		
<p>Week31 Lesson 29</p> <p>GSS: A New Room by the Sea</p> <p>MS: Sand Castle</p> <p>PS: Shape the Seashore</p> <p>(B) The Great House</p> <p>(O) The Camping Trip</p> <p>(A) The Flying Fish</p> <p>(E) The Town Garden Review Blending, Segmentation, Deletion, Substitution, and</p>		

<p>Addition Vowel Diphthong /oo/o, ew</p> <p>Phonograms -ool, -ew</p> <p>Contractions 'd, 've, 't boy, building, tomorrow, toward, welcoming</p> <p>Details Recognize Story Structure Reading Rate Using Was and Were Form: Story</p> <p>Trait: Voice</p>		
<p>Week 32 Lesson 29</p> <p>GSS: A New Room by the Sea</p> <p>MS: Sand Castle</p> <p>PS: Shape the Seashore</p> <p>(B) The Great House</p> <p>(O) The Camping Trip</p> <p>(A) The Flying Fish</p> <p>(E) The Town Garden Review Blending, Segmentation, Deletion, Substitution, and Addition</p>		

<p>Vowel Diphthong /oo/o, ew</p> <p>Phonograms -ool, -ew</p> <p>Contractions 'd, 've, 't boy, building, tomorrow, toward, welcoming</p> <p>Details Recognize Story Structure Reading Rate Using Was and Were Form: Story</p> <p>Trait: Voice</p>		
<p>Week 33 Lesson 30</p> <p>GSS: The Banjo Trick</p> <p>MS: Frog and Toad Together</p> <p>PS: August Afternoon (B) Hedgehog and Beaver Have a Picnic (O) Duck's Visit</p> <p>(A) Raccoon and Otter Make Muffins</p> <p>(E) Going Shopping Review Blending, Segmentation, Deletion, Substitution, and Addition Long Vowel</p>		

<p>/i/i; /o/o</p> <p>Phonograms -ind, -ild, -old any, front, nothing, ready, sorry</p> <p>Alphabetize Summarize Reading Rate Using Go and Went Form: Story</p> <p>Trait: Ideas</p>		
<p>Week 34 Lesson 28 GSS: Patty's Family Sketches</p> <p>MS: At the Crayon, Factory</p> <p>PS: Crayons (B) I Am a Pot</p> <p>(O) Apple Pie</p> <p>(A) Billy's Birthday Card</p> <p>(E) At the Car Factory Review Blending, Segmentation, Deletion, Substitution, and Addition Long Vowel /e/y, ie</p> <p>Inflections -ed, -er, -est, -es</p>		

<p>able, almost, blue, great, poured, took, traveled</p> <p>Details Monitor Comprehension: Reread Accuracy Verbs That Tell About The Past Form: How-To</p> <p>Trait: Word Choice</p>		
<p>Week 35</p>		
<p>Week 36 Lesson 29</p> <p>GSS: A New Room by the Sea</p> <p>MS: Sand Castle</p> <p>PS: Shape the Seashore</p> <p>(B) The Great House</p> <p>(O) The Camping Trip</p> <p>(A) The Flying Fish</p> <p>(E) The Town Garden Review Blending, Segmentation, Deletion, Substitution, and Addition Vowel Diphthong /oo/o, ew</p> <p>Phonograms -ool, -ew</p> <p>Contractions</p>		

<p>'d, 've, 't boy, building, tomorrow, toward, welcoming</p> <p>Details Recognize Story Structure Reading Rate Using Was and Were Form: Story</p> <p>Trait: Voice</p>		
<p>Week 37 Lesson 30</p> <p>GSS: The Banjo Trick</p> <p>MS: Frog and Toad Together</p> <p>PS: August Afternoon (B) Hedgehog and Beaver Have a Picnic (O) Duck's Visit</p> <p>(A) Raccoon and Otter Make Muffins</p> <p>(E) Going Shopping Review Blending, Segmentation, Deletion, Substitution, and Addition Long Vowel /i/i; /o/o</p> <p>Phonograms -ind, -ild, -old any, front, nothing, ready, sorry</p>		

Alphabetize Summarize Reading Rate Using Go and Went Form: Story Trait: Ideas		
Week38 End of the year testing AR Love for reading time		
Week39 End year testing	End of the year test and review	

ASSESSMENTS / TESTS

Children will be assessed at least 3 times on fluency within a year. They will take chapter tests, and end of the year assessments. They will be assessed with the IRI for the state.

GRADING PROCEDURES

Students will be graded on participation, ability to read the words per minute, tests, and evaluations, verbally, written sentences, and pictures/drawings.

CLASS RULES

Be kind to others, Work to your best abilities, and be respectful

MISCELLANEOUS
