

Covington Elementary School/ Reading Curriculum Map

Grade: First

TIME: When and for how long will the content be taught	Standard: List the exact standard as adopted or our locally adopted skill	Topic: Brief explanation of what you will be doing to teach this standard	Assessments: How and when students will be assessed
<p>August Daily for one week</p>	<p>1.RF.1-Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation). 1.RF.2-Blend sounds, including consonant blends, to produce single-and multi-syllable words. (E) 1.RF.3-Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E) 1.RF.4-Segment the individual phonemes in one-syllable words. (E) 1.RF.5-Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g. cat, go, black, boat, her), independent of context. (E) 1.RF.6-Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. (E) 1.RC.3-Using key details, identify and describe the elements of plot, character, and setting. (E) 1.CC.1-Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) 1.CC.4-Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E) 1.CC.6-Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings. 1.W.1-Write all uppercase (capital) and</p>	<p>Roxie Reading Phonics Heggerty Phonemic Awareness Short a, Short i Character and setting Consonant pattern-ck, x/ks Rhyming Sentences (yes/no) Plot and Summarize Sight Words Subject of a Sentence -Sam, Come Back-Reading Street-Book 1, Story 1 pg 12-36 -Reading street workbook pages and decodables Pg 121-136 -Pig in a Wig-Reading Street-Book 1, story 2 Pg 38-64 -Reading Street workbook pages and decodables Pg 137-152 -Journals/DLR Leveled Readers/AR books -Reading Centers/games -Teachers Pay Teachers resources -HM Books -Heggerty Phonemic Awareness -Vocabulary Unit -Smekens Binder -Reading Eggs -DOL</p>	<p>Exit ticket- three a week (ex. Reading Eggs) Weekly Story Reading Test NWEA Orally Roxie Reading Phonics Lesson Activities</p>

	<p>lowercase letters legibly, and space letters, words, and sentences appropriately.</p> <p>1.W.8-Demonstrate command of capitalization, punctuation, and spelling, focusing on (E)</p> <p>1.W.8.b.-Punctuation-I.-Correctly using a period, question mark, and exclamation mark at the end of a sentence. II.-Using commas in dates and to separate items in a series. (E)</p> <p>-Retell basic gist -Voices-thinking, distracting, reading -Literature-Fiction/Non-Fiction</p>		
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September
Daily for one week

1.RF.1-Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
1.RF.2-Blend sounds, including consonant blends, to produce single-and multi-syllable words. (E)
1.RF.3-Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)
1.RF.4-Segment the individual phonemes in one-syllable words. (E)
1.RF.5-Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g. cat, go, black, boat, her), independent of context. (E)
1.RF.6-Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. (E)
1.RF.7-Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake) and contractions (e.g., isn't). (E)
1.RF.8-Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.
1.RC.2-Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.
1.RC.3-Using key details, identify and describe the elements of plot, character, and setting. (E)
1.RC.8-Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)
1.CC.1-Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)

Roxie Reading Phonics
Heggerty Phonemic Awareness
Short o, Short e, Short u
Plural (s)
Consonant s/z/
Inflected endings-s, ing
Consonant blends-beginning/final
Rhyming Words
Sentences-predicates
Declarative sentences
Interrogative sentences
Exclamatory sentences
Main Idea and details
Cause and Effect
Text Structure
Character, setting-visualize
-Big Blue Ox-Reading Street-Book 1, Story 3
pg 66-92
-Reading street workbook pages and decodables
Pg 153-168
-A Fox and a Kit-Reading Street-Book 1, story 4
Pg 94-118
-Reading Street workbook pages and decodables
Pg 169-184
-Get the Egg-Reading Street-Book 1, story 5
Pg 120-144
-Reading street workbook pages and decodables
Pg 185-200
-Animal Park-Reading Street-Book 1, story 6
Pg 146-189
-Reading Street workbook pages and decodables
Pg 201-216
-Journals/DLR/morning bundle
Leveled Readers/AR books
-Reading Centers/games
-Teachers Pay Teachers resources
-HM Books
-Heggerty Phonemic Awareness

Exit Ticket- three a week (ex. Reading Eggs)
Weekly Story Reading Test
Orally
Roxie Phonics Lesson Activities

	<p>1.CC.4-Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)</p> <p>1.CC.5-Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.</p> <p>1.CC.6-Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p> <p>1.W.1-Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p> <p>1.W.7.c-Usage-Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.W.8-Demonstrate command of capitalization, punctuation, and spelling, focusing on (E)</p> <p>1.W.8.b.-Punctuation-I.-Correctly using a period, question mark, and exclamation mark at the end of a sentence. II.-Using commas in dates and to separate items in a series. (E)</p> <p>-Recall basic gist -Compare a visualization to an Illustration</p>	<p>-DOL -Vocabulary Unit -Smekens Binder -Reading Eggs</p>	
<p>October Daily for one week</p>	<p>1.RF.1-Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</p> <p>1.RF.2-Blend sounds, including consonant blends, to produce single-and multi-syllable words. (E)</p> <p>1.RF.3-Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)</p> <p>1.RF.4-Segment the individual phonemes in one-syllable words. (E)</p> <p>1.RF.5-Use letter-sound knowledge of single consonants (hard and soft sounds),</p>	<p>August and September Roxie Reading Phonics Heggerty Phonemic Awareness Vowel sound-a, al (ball) Consonant digraph-sh, th consonants-c/s/, g/j/ Long a:a_e Rhyming words Sequence Predict and set purpose Common Nouns Cause and Effect Monitor and Clarify</p>	<p>Exit Ticket-three a week (ex.Reading Eggs) Unit 1 Test Weekly Reading Test Orally Roxie Phonics Lesson Activities</p>

	<p>short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g. cat, go, black, boat, her), independent of context. (E)</p> <p>1.RF.6-Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. (E)</p> <p>1.RF.7-Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake) and contractions (e.g., isn't). (E)</p> <p>1.RF.8-Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.</p> <p>1.RC.2-Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.</p> <p>1.RC.3-Using key details, identify and describe the elements of plot, character, and setting. (E)</p> <p>1.RC.4-Make and confirm predictions about what will happen next in a story.</p> <p>1.RC.8-Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)</p> <p>1.RC.10-Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)</p> <p>1.CC.1-Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p> <p>1.CC.4-Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)</p> <p>1.CC.5-Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing</p>	<p>-A Big Fish for Max-Reading Street-Book 2, Story 1 pg 12-42</p> <p>-Reading street workbook pages and decodables Pg 217-232</p> <p>-The Farmer in the Hat-Reading Street-Book 2, story 2 Pg 44-76</p> <p>-Reading Street workbook pages and decodables Pg 233-248</p> <p>-Journals/DLR/morning bundle Leveled Readers/AR books</p> <p>-Reading Centers/games</p> <p>-Teachers Pay Teachers resources</p> <p>-HM Books</p> <p>-Heggerity Phonemic Awareness</p> <p>-Vocabulary Unit</p> <p>-Smekens Binder</p> <p>-Reading Eggs</p> <p>-DOL</p>	
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	<p>people, places, things, and events.</p> <p>1.CC.6-Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p> <p>1.W.1-Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p> <p>1.W.3-Produce(when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)</p> <p>1.W.7-Demonstrate common of English grammar and usage, when writing or speaking, focusing on:</p> <p>1.W.7a-Nouns/Pronouns- Using sentences that include common and proper nouns and personal pronouns.</p> <p>1.W.7.c-Usage-Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.W.8-Demonstrate command of capitalization, punctuation, and spelling, focusing on (E)</p> <p>1.W.8.b.-Punctuation-I.-Correctly using a period, question mark, and exclamation mark at the end of a sentence. II.-Using commas in dates and to separate items in a series. (E)</p> <p>1.W.8c-Encoding-I.-spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.II.-correctly spelling words with common spelling patterns.III-correctly spelling common irregularly-spelled, grade appropriate words (e.g., said, does, gone). (E)</p> <p>-Discern between topic and main idea -Generate during reading questions -Close Reading-Phase 1 -List and Order Details -Recall Basic Gist</p>		
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<p>November Daily for one week</p>	<p>1.RF.1-Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation). 1.RF.2-Blend sounds, including consonant blends, to produce single-and multi-syllable words. (E) 1.RF.3-Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E) 1.RF.4-Segment the individual phonemes in one-syllable words. (E) 1.RF.5-Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g. cat, go, black, boat, her), independent of context. (E) 1.RF.6-Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. (E) 1.RF.7-Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake) and contractions (e.g., isn't). (E) 1.RF.8-Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading. 1.RC.2-Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson. 1.RC.3-Using key details, identify and describe the elements of plot, character, and setting. (E) 1.RC.4-Make and confirm predictions about what will happen next in a story. 1.RC.5-Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks). 1.RC.6--Retell main ideas and key details of a text. (E) 1.RC.8-Identify how a nonfiction text can</p>	<p>August, September, October Roxie Reading Phonics Heggerty Phonemic Awareness Consonant digraph-wh, ch, ph, tch Long i:i_e Long o: o_e Long u:u_e Long e:e_e, e, ee syllables-vc/cv Author's purpose Important ideas Proper Nouns:days, months, holidays, special titles Inflected endings-ed Singular and Plural Nouns Background Knowledge Compare and Contrast Nouns in sentences questioning Sequence and Inferring -Who Works Here?-Reading Street-Book 2, Story 3 pg 78-102 -Reading street workbook pages and decodables Pg 249-264 -The Big Circle Street-Book 2, story 4 Pg 104-136 -Reading Street workbook pages and decodables Pg 265-280 -Life in the Forest-Reading Street-Book 2, story 5 Pg 138-168 -Reading street workbook pages and decodables Pg 281-296 -Honey Bees-Reading Street-Book 2, story 6 Pg 170-219 -Reading Street workbook pages and decodables Pg 297-312 -Journals/DLR/morning bundle Leveled Readers/AR books -Reading Centers/games -Teachers Pay Teachers resources</p>	<p>Exit Ticket- three a week (ex. Reading Eggs) Weekly Reading Test Roxie Phonics Lesson Activities</p>
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	<p>be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)</p> <p>1.RC.9-Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.</p> <p>1.RC.10-Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)</p> <p>1.CC.1-Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p> <p>1.CC.2-Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p> <p>1.CC.3-Ask and answer questions about what a speaker says to clarify something is not understood.</p> <p>1.CC.4-Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)</p> <p>1.CC.5-Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.</p> <p>1.CC.6-Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p> <p>1.W.1-Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p> <p>1.W.3-Produce(when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)</p> <p>1.W.7-Demonstrate common of English grammar and usage, when writing or speaking, focusing on:</p>	<ul style="list-style-type: none"> -HM Books -Heggerity Phonemic Awareness -Vocabulary Unit -Smekens Binder -Reading Eggs -DOL 	
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	<p>1.W.7a-Nouns/Pronouns- Using sentences that include common and proper nouns and personal pronouns.</p> <p>1.W.7.c-Usage-Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.W.8-Demonstrate command of capitalization, punctuation, and spelling, focusing on (E)</p> <p>1.W.8a-Capitalization-Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. (E)</p> <p>1.W.8.b.-Punctuation-I.-Correctly using a period, question mark, and exclamation mark at the end of a sentence. II.-Using commas in dates and to separate items in a series. (E)</p> <p>1.W.8c-Encoding-I.-spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.II.-correctly spelling words with common spelling patterns.III-correctly spelling common irregularly-spelled, grade appropriate words (e.g., said, does, gone). (E)</p> <p>-Discern between topic and main idea -Generate During Reading Questions -Close Reading-Phase 1 -Build upon background knowledge</p>		
<p>December Daily for one week</p>	<p>1.RF.1-Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</p> <p>1.RF.2-Blend sounds, including consonant blends, to produce single-and multi-syllable words. (E)</p> <p>1.RF.3-Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)</p> <p>1.RF.4-Segment the individual phonemes in one-syllable words. (E)</p> <p>1.RF.5-Use letter-sound knowledge of single consonants (hard and soft sounds),</p>	<p>August, September, October, November Roxie Reading Phonics Heggerty Phonemic Awareness Syllable-cv, vowel sound of y Rhyming words Action Verbs Sequence Summarize</p> <p>-A Place to Play-Reading Street-Book 3, Story 1 pg 12-42 -Reading street workbook pages and</p>	<p>Exit Ticket- three a week (ex.Reading Eggs) Unit 2 Test Orally Roxie Phonics Lesson Activities</p>

	<p>short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g. cat, go, black, boat, her), independent of context. (E)</p> <p>1.RF.6-Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. (E)</p> <p>1.RF.7-Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake) and contractions (e.g., isn't). (E)</p> <p>1.RF.8-Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.</p> <p>1.RC.2-Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.</p> <p>1.RC.3-Using key details, identify and describe the elements of plot, character, and setting. (E)</p> <p>1.RC.4-Make and confirm predictions about what will happen next in a story.</p> <p>1.RC.5-Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p> <p>1.RC.6--Retell main ideas and key details of a text. (E)</p> <p>1.RC.8-Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)</p> <p>1.RC.9-Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.</p> <p>1.RC.10-Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)</p> <p>1.CC.1-Participate in collaborative conversations about grade-appropriate</p>	<p>decodables Pg 313-328</p> <ul style="list-style-type: none"> -Journals/DLR/morning bundle Leveled Readers/AR books -Reading Centers/games -Teachers Pay Teachers resources -HM Books -Heggerity Phonemic Awareness -Vocabulary Unit -Smekens Binder -Reading Eggs -DOL 	
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	<p>topics and texts with peers and adults in small and larger groups. (E)</p> <p>1.CC.2-Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p> <p>1.CC.3-Ask and answer questions about what a speaker says to clarify something is not understood.</p> <p>1.CC.4-Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)</p> <p>1.CC.5-Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.</p> <p>1.CC.6-Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p> <p>1.W.1-Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p> <p>1.W.3-Produce(when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)</p> <p>1.W.7-Demonstrate common of English grammar and usage, when writing or speaking, focusing on:</p> <p>1.W.7a-Nouns/Pronouns- Using sentences that include common and proper nouns and personal pronouns.</p> <p>1.W.7b-Verbs-Using sentences with verbs to convey a sense of past, present, and future.</p> <p>1.W.7.c-Usage-Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.W.8-Demonstrate command of capitalization, punctuation, and spelling, focusing on (E)</p>		
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	<p>1.W.8a-Capitalization-Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. (E)</p> <p>1.W.8.b.-Punctuation-I.-Correctly using a period, question mark, and exclamation mark at the end of a sentence. II.-Using commas in dates and to separate items in a series. (E)</p> <p>1.W.8c-Encoding-I.-spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.II.-correctly spelling words with common spelling patterns.III-correctly spelling common irregularly-spelled, grade appropriate words (e.g., said, does, gone). (E)</p> <p>-Discern between explicit and implicit ideas -Think about personal connections</p>		
<p>January Daily for one week</p>	<p>1.RF.1-Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</p> <p>1.RF.2-Blend sounds, including consonant blends, to produce single-and multi-syllable words. (E)</p> <p>1.RF.3-Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)</p> <p>1.RF.4-Segment the individual phonemes in one-syllable words. (E)</p> <p>1.RF.5-Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g. cat, go, black, boat, her), independent of context. (E)</p> <p>1.RF.6-Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. (E)</p> <p>1.RF.7-Decode grade-appropriate base words and affixes including common</p>	<p>Review of 1 semester Roxie Reading Phonics Heggerty Phonemic Awareness Syllable pattern of cv Vowel sounds of y Sequence Summarize Action verbs Compare/Contrast Inferring Consonant Sounds-ng, nk Compound words Verbs with s Fact and Opinion Monitor and Clarify or/ore Ending es Verbs that do not add -s -Ruby in Her Own Time-Reading Street-Book 2, story 3, story 2 Pg 44-82 -Reading Street workbook pages and decodables Pg 329-344</p>	<p>Exit Ticket -three a week (ex. Reading Eggs) Weekly Reading Test Orally NWEA Roxie Phonics Lesson Activities</p>

	<p>prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake) and contractions (e.g., isn't). (E)</p> <p>1.RF.8-Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.</p> <p>1.RC.1-Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)</p> <p>1.RC.2-Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.</p> <p>1.RC.3-Using key details, identify and describe the elements of plot, character, and setting. (E)</p> <p>1.RC.4-Make and confirm predictions about what will happen next in a story.</p> <p>1.RC.5-Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p> <p>1.RC.6--Retell main ideas and key details of a text. (E)</p> <p>1.RC.8-Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)</p> <p>1.RC.9-Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.</p> <p>1.RC.10-Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)</p> <p>1.CC.1-Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p> <p>1.CC.2-Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p> <p>1.CC.3-Ask and answer questions about what a speaker says to clarify something</p>	<p>-The Class Pet-Reading Street-Book 3, Story 3 pg 84-116</p> <p>-Reading street workbook pages and decodables Pg 345-360</p> <p>-Frog and Toad Together-Reading Street-Book 3, story 4 Pg 118-148</p> <p>-Reading Street workbook pages and decodables Pg 361-376</p> <p>-Journals/DLR/morning bundle Leveled Readers/AR books</p> <p>-Reading Centers/games</p> <p>-Teachers Pay Teachers resources</p> <p>-HM Books</p> <p>-Heggerity Phonemic Awareness</p> <p>-Vocabulary Unit</p> <p>-Smekens Binder</p> <p>-Reading Eggs</p> <p>-DOL</p>	
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	<p>is not understood.</p> <p>1.CC.4-Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)</p> <p>1.CC.5-Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.</p> <p>1.CC.6-Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p> <p>1.W.1-Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p> <p>1.W.2- Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate), and give reasons why the proposal should be considered. (E)</p> <p>1.W.3-Produce(when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)</p> <p>1.W.5-With Support, apply the writing process to:</p> <ul style="list-style-type: none">a.-Plan by generating ideas for writing through oral discussions and drawings;b.-Develop drafts in pictorial or written form by organizing ideas;c.-Revise writing to add details to pictures or words (e.g., sentence structure); edit writing for conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); andd.-Use available technology to produce and publish legible documents. <p>1.W.7-Demonstrate common of English grammar and usage, when writing or speaking, focusing on:</p> <p>1.W.7a-Nouns/Pronouns- Using sentences that include common and</p>		
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	<p>proper nouns and personal pronouns. 1.W.7b-Verbs-Using sentences with verbs to convey a sense of past, present, and future. 1.W.7.c-Usage-Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 1.W.8-Demonstrate command of capitalization, punctuation, and spelling, focusing on (E) 1.W.8a-Capitalization-Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. (E) 1.W.8.b-Punctuation-I.-Correctly using a period, question mark, and exclamationmark at the end of a sentence. II.-Using commas in dates and to separate items in a series. (E) 1.W.8c-Encoding-I.-spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.II.-correctly spelling words with common spelling patterns.III-correctly spelling common irregularly-spelled, grade appropriate words (e.g., said, does, gone). (E)</p> <p>-Recall basic gist -Root visualizations in textual evidence -Build upon background knowledge -List and order details</p>		
<p>February Daily for one week</p>	<p>1.RF.1-Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation). 1.RF.2-Blend sounds, including consonant blends, to produce single-and multi-syllable words. (E) 1.RF.3-Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E) 1.RF.4-Segment the individual phonemes in one-syllable words. (E) 1.RF.5-Use letter-sound knowledge of</p>	<p>August-January review Roxie Reading Phonics Heggerty Phonemic Awareness Author's purpose Visualize -ar Adding endings Verbs past and future fact/opinion Text structure Er, ir, ur Verbs-am, is, are, was, were</p>	<p>Exit Ticket- three a week (Reading Eggs) Weekly Reading Test Orally Roxie Phonics Lesson Activities</p>

	<p>single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g. cat, go, black, boat, her), independent of context. (E)</p> <p>1.RF.6-Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. (E)</p> <p>1.RF.7-Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake) and contractions (e.g., isn't). (E)</p> <p>1.RF.8-Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.</p> <p>1.RC.1-Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)</p> <p>1.RC.2-Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.</p> <p>1.RC.3-Using key details, identify and describe the elements of plot, character, and setting. (E)</p> <p>1.RC.4-Make and confirm predictions about what will happen next in a story.</p> <p>1.RC.5-Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p> <p>1.RC.6--Retell main ideas and key details of a text. (E)</p> <p>1.RC.8-Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)</p> <p>1.RC.9-Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.</p> <p>1.RC.10-Define and sort words into</p>	<p>Draw conclusions</p> <p>Background knowledge</p> <p>Dge, er, est</p> <p>-I'm a Caterpillar-Reading Street-Book 3, story 5</p> <p>Pg 150-180</p> <p>-Reading street workbook pages and decodables</p> <p>Pg 377-392</p> <p>-Where Are My Animal Friends-Reading Street-Book 3, story 6</p> <p>Pg 182-231</p> <p>-Reading Street workbook pages and decodables</p> <p>Pg 393-408</p> <p>-Mama's Birthday Present-Reading Street-Book 4, story 1</p> <p>Pg 12-50</p> <p>-Reading Street workbook pages and decodables</p> <p>Pg 409-424</p> <p>-Journals/DLR/morning bundle</p> <p>Leveled Readers/AR books</p> <p>-Reading Eggs</p> <p>-Reading Centers/games</p> <p>-Teachers Pay Teachers resources</p> <p>-HM Books</p> <p>-Heggerity Phonemic Awareness</p> <p>-Vocabulary Unit</p> <p>-Smekens Binder</p> <p>-DOL</p>	
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	<p>categories (e.g., antonyms, living things, synonyms). (E)</p> <p>1.CC.1-Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p> <p>1.CC.2-Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p> <p>1.CC.3-Ask and answer questions about what a speaker says to clarify something is not understood.</p> <p>1.CC.4-Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)</p> <p>1.CC.5-Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.</p> <p>1.CC.6-Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p> <p>1.W.1-Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p> <p>1.W.2-Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate), and give reasons why the proposal should be considered. (E)</p> <p>1.W.3-Produce(when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)</p> <p>1.W.4-Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)</p> <p>1.W.5-With Support, apply the writing</p>		
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	<p>process to:</p> <p>a.-Plan by generating ideas for writing through oral discussions and drawings;</p> <p>b.-Develop drafts in pictorial or written form by organizing ideas;</p> <p>c.-Revise writing to add details to pictures or words (e.g., sentence structure); edit writing for conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and</p> <p>d.-Use available technology to produce and publish legible documents.</p> <p>1.W.7-Demonstrate common of English grammar and usage, when writing or speaking, focusing on:</p> <p>1.W.7a-Nouns/Pronouns- Using sentences that include common and proper nouns and personal pronouns.</p> <p>1.W.7b-Verbs-Using sentences with verbs to convey a sense of past, present, and future.</p> <p>1.W.7.c-Usage-Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.W.8-Demonstrate command of capitalization, punctuation, and spelling, focusing on (E)</p> <p>1.W.8a-Capitalization-Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. (E)</p> <p>1.W.8.b.-Punctuation-I.-Correctly using a period, question mark, and exclamationmark at the end of a sentence. II.-Using commas in dates and to separate items in a series. (E)</p> <p>1.W.8c-Encoding-I.-spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.II.-correctly spelling words with common spelling patterns.III-correctly spelling common irregularly-spelled, grade appropriate words (e.g., said, does, gone). (E)</p> <p>-Discern between explicit and implicit</p>		
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	<p>ideas</p> <ul style="list-style-type: none"> -Generate during reading predictions -Close Reading-Phase 2 -List and Order Details 		
<p>March Daily for one week</p>	<p>1.RF.1-Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</p> <p>1.RF.2-Blend sounds, including consonant blends, to produce single-and multi-syllable words. (E)</p> <p>1.RF.3-Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)</p> <p>1.RF.4-Segment the individual phonemes in one-syllable words. (E)</p> <p>1.RF.5-Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g. cat, go, black, boat, her), independent of context. (E)</p> <p>1.RF.6-Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. (E)</p> <p>1.RF.7-Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake) and contractions (e.g., isn't). (E)</p> <p>1.RF.8-Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.</p> <p>1.RC.1-Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)</p> <p>1.RC.2-Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.</p> <p>1.RC.3-Using key details, identify and describe the elements of plot, character, and setting. (E)</p>	<p>Review previous skills</p> <p>Roxie Reading Phonics</p> <p>Heggerty Phonemic Awareness</p> <p>Contractions with not</p> <p>Draw conclusions</p> <p>Monitor and Clarify</p> <p>Ai, ay</p> <p>Plural possessives</p> <p>Adjectives</p> <p>Theme</p> <p>Visualize</p> <p>Adding endings</p> <p>Vowel digraph ea</p> <p>Adjectives for color, shape</p> <p>-Cinderella-Reading Street-Book 4, story 2 Pg 52-86</p> <p>-Reading Street workbooks and decodables Pg 425-440</p> <p>-A Trip to Washington D.C.-Reading Street-Book 4, Story 3 pg 88-118</p> <p>-Reading street workbook pages and decodables Pg 441-456</p> <p>-A Southern Ranch-Book 4, story 4 Pg 120-152</p> <p>-Reading Street workbook pages and decodables Pg 457-472</p> <p>-Journals/DLR/morning bundle</p> <p>Leveled Readers/AR books</p> <p>-Essential Skills</p> <p>-Smarty Ants</p> <p>-Reading Centers/games</p> <p>-Teachers Pay Teachers resources</p> <p>-HM Books</p> <p>-Heggerity Phonemic Awareness</p> <p>-Vocabulary Unit</p> <p>-Smekens Binder</p> <p>-Reading Eggs</p>	<p>Exit Ticket- three a week (ex. Reading Eggs)</p> <p>Unit 3 Test</p> <p>Orally</p> <p>Roxie Phonics Lesson Activities</p>

	<p>1.RC.4-Make and confirm predictions about what will happen next in a story.</p> <p>1.RC.5-Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p> <p>1.RC.6--Retell main ideas and key details of a text. (E)</p> <p>1.RC.7-Know and use various text features (e.g.,table of contents, glossary, illustrations) to locate and describe key facts or information in a text.</p> <p>1.RC.8-Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)</p> <p>1.RC.9-Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.</p> <p>1.RC.10-Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)</p> <p>1.CC.1-Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p> <p>1.CC.2-Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p> <p>1.CC.3-Ask and answer questions about what a speaker says to clarify something is not understood.</p> <p>1.CC.4-Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)</p> <p>1.CC.5-Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.</p> <p>1.CC.6-Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas,</p>	-DOL	
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	<p>thoughts, and feelings.</p> <p>1.W.1-Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p> <p>1.W.2-Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate), and give reasons why the proposal should be considered. (E)</p> <p>1.W.3-Produce(when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)</p> <p>1.W.4-Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)</p> <p>1.W.5-With Support, apply the writing process to:</p> <ul style="list-style-type: none">a.-Plan by generating ideas for writing through oral discussions and drawings;b.-Develop drafts in pictorial or written form by organizing ideas;c.-Revise writing to add details to pictures or words (e.g., sentence structure); edit writing for conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); andd.-Use available technology to produce and publish legible documents. <p>1.W.7-Demonstrate common of English grammar and usage, when writing or speaking, focusing on:</p> <p>1.W.7a-Nouns/Pronouns- Using sentences that include common and proper nouns and personal pronouns.</p> <p>1.W.7b-Verbs-Using sentences with verbs to convey a sense of past, present, and future.</p> <p>1.W.7.c-Usage-Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to</p>		
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	<p>prompts.</p> <p>1.W.8-Demonstrate command of capitalization, punctuation, and spelling, focusing on (E)</p> <p>1.W.8a-Capitalization-Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. (E)</p> <p>1.W.8.b.-Punctuation-I.-Correctly using a period, question mark, and exclamationmark at the end of a sentence. II.-Using commas in dates and to separate items in a series. (E)</p> <p>1.W.8c-Encoding-I.-spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.II.-correctly spelling words with common spelling patterns.III-correctly spelling common irregularly-spelled, grade appropriate words (e.g., said, does, gone). (E)</p> <p>-Think about personal connections -connect and excerpt to background knowledge -Generate during reading predictions -Close Reading-Phase 2</p>		
<p>April Daily for one week</p>	<p>1.RF.1-Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</p> <p>1.RF.2-Blend sounds, including consonant blends, to produce single-and multi-syllable words. (E)</p> <p>1.RF.3-Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)</p> <p>1.RF.4-Segment the individual phonemes in one-syllable words. (E)</p> <p>1.RF.5-Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g. cat, go, black, boat, her), independent of context. (E)</p>	<p>Review prior skills Roxie Reading Phonics Heggerty Phonemic Awareness 3 letter blends Oa, ow Facts and details Important ideas Adjectives for size -kn, wr -ie, igh Fact and details Questioning Adjectives for what kind -ue, ew, ui Compound words Theme Story structure Adjectives for how many -oo as in moon</p>	<p>Weekly Reading Test Exit Ticket- three a week (ex. Reading Eggs) Orally Roxie Phonics Lesson Activities</p>

	<p>1.RF.6-Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. (E)</p> <p>1.RF.7-Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake) and contractions (e.g., isn't). (E)</p> <p>1.RF.8-Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.</p> <p>1.RC.1-Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)</p> <p>1.RC.2-Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.</p> <p>1.RC.3-Using key details, identify and describe the elements of plot, character, and setting. (E)</p> <p>1.RC.4-Make and confirm predictions about what will happen next in a story.</p> <p>1.RC.5-Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p> <p>1.RC.6--Retell main ideas and key details of a text. (E)</p> <p>1.RC.7-Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.</p> <p>1.RC.8-Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)</p> <p>1.RC.9-Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.</p> <p>1.RC.10-Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)</p> <p>1.CC.1-Participate in collaborative</p>	<p>-ly, ful Cause and effect Predict and set purpose Adjectives that compare -Peter's Chair-Reading Street-Book 4, Story 5 pg 154-188 -Reading street workbook pages and decodables Pg 473-488 -Henry & Mudge-Reading Street-Book 4, story 6 Pg 190-245 -Reading Street workbook pages and decodables Pg 489-504 -Tippy-Toe Chick, Go!-Reading Street-Book 5, story 1 Pg 12-50 -Reading street workbook pages and decodables Pg 505-520 -Mole and the Baby Bird-Reading Street-Book 5, story 2 Pg 52-88 -Reading Street workbook pages and decodables Pg 521-536 -Journals/DLR/morning bundle Leveled Readers/AR books -Reading Eggs -Reading Centers/games -Teachers Pay Teachers resources -HM Books -Heggerity Phonemic Awareness -Vocabulary Unit -Smekens Binders -DOL</p>	
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	<p>conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p> <p>1.CC.2-Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p> <p>1.CC.3-Ask and answer questions about what a speaker says to clarify something is not understood.</p> <p>1.CC.4-Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)</p> <p>1.CC.5-Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.</p> <p>1.CC.6-Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p> <p>1.W.1-Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p> <p>1.W.2-Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate), and give reasons why the proposal should be considered. (E)</p> <p>1.W.3-Produce(when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)</p> <p>1.W.4-Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)</p> <p>1.W.5-With Support, apply the writing process to:</p> <p>a.-Plan by generating ideas for writing through oral discussions and drawings;</p>		
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	<p>b.-Develop drafts in pictorial or written form by organizing ideas;</p> <p>c.-Revise writing to add details to pictures or words (e.g., sentence structure); edit writing for conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and</p> <p>d.-Use available technology to produce and publish legible documents.</p> <p>1.W.7-Demonstrate common of English grammar and usage, when writing or speaking, focusing on:</p> <p>1.W.7a-Nouns/Pronouns-Using sentences that include common and proper nouns and personal pronouns.</p> <p>1.W.7b-Verbs-Using sentences with verbs to convey a sense of past, present, and future.</p> <p>1.W.7.c-Usage-Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.W.8-Demonstrate command of capitalization, punctuation, and spelling, focusing on (E)</p> <p>1.W.8a-Capitalization-Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. (E)</p> <p>1.W.8.b-Punctuation-I.-Correctly using a period, question mark, and exclamationmark at the end of a sentence. II.-Using commas in dates and to separate items in a series. (E)</p> <p>1.W.8c-Encoding-I.-spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.II.-correctly spelling words with common spelling patterns.III-correctly spelling common irregularly-spelled, grade appropriate words (e.g., said, does, gone). (E)</p> <p>-Discern between topic and main idea -Root Visualizations in textual evidence -Connect an excerpt to background knowledge</p>		
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<p>May Daily for one week</p>	<p>1.RF.1-Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation). 1.RF.2-Blend sounds, including consonant blends, to produce single-and multi-syllable words. (E) 1.RF.3-Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E) 1.RF.4-Segment the individual phonemes in one-syllable words. (E) 1.RF.5-Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g. cat, go, black, boat, her), independent of context. (E) 1.RF.6-Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. (E) 1.RF.7-Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake) and contractions (e.g., isn't). (E) 1.RF.8-Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading. 1.RC.1-Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E) 1.RC.2-Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson. 1.RC.3-Using key details, identify and describe the elements of plot, character, and setting. (E) 1.RC.4-Make and confirm predictions about what will happen next in a story. 1.RC.5-Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p>	<p>Review all prior skills Roxie Reading Phonics Heggerty Phonemic Awareness Final syllable-le Character, setting, plot Monitor, clarify Syllables v/cv, vc/v Vowel patterns-ow, ou Draw conclusions Background knowledge Imperative sentences Pronouns -Dot and Jabber and the Great Acorn Mystery-Reading Street-Book 5, Story 3 pg 90-128 -Reading street workbook pages and decodables Pg 537-552 -Simple Machines-Reading Street-Book 5, story 4 Pg 130-164 -Reading Street workbook pages and decodables Pg 553-568 -Extra Reading Book 5, story 5 & 6-Alexander Graham Bell: A Great Inventor and The Stone Garden -Extra workbook pages 569-623 -Journals/DLR/morning bundle Leveled Readers/AR books -Reading Centers/games -Teachers Pay Teachers resources -HM Books -Phonemic Awareness Heggerty -Vocabulary Unit -Smekens Binder -Reading Eggs -DOL</p>	<p>Exit Ticket- three a week Weekly Reading Test Unit 4 Test Orally NWEA Roxie Phonics Lesson Activities</p>
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	<p>1.RC.6--Retell main ideas and key details of a text. (E)</p> <p>1.RC.7-Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.</p> <p>1.RC.8-Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)</p> <p>1.RC.9-Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.</p> <p>1.RC.10-Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)</p> <p>1.CC.1-Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p> <p>1.CC.2-Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p> <p>1.CC.3-Ask and answer questions about what a speaker says to clarify something is not understood.</p> <p>1.CC.4-Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)</p> <p>1.CC.5-Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.</p> <p>1.CC.6-Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p> <p>1.CC.7-Give and follow oral directions with two or three steps.</p> <p>1.W.1-Write all uppercase (capital) and lowercase letters legibly, and space</p>		
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	<p>letters, words, and sentences appropriately.</p> <p>1.W.2-Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate), and give reasons why the proposal should be considered. (E)</p> <p>1.W.3-Produce(when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)</p> <p>1.W.4-Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)</p> <p>1.W.5-With Support, apply the writing process to:</p> <ul style="list-style-type: none">a.-Plan by generating ideas for writing through oral discussions and drawings;b.-Develop drafts in pictorial or written form by organizing ideas;c.-Revise writing to add details to pictures or words (e.g., sentence structure); edit writing for conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); andd.-Use available technology to produce and publish legible documents. <p>1.W.6-With support, conduct research on a topic.</p> <ul style="list-style-type: none">a. Identify several sources of information and indicate the sources.b. Organize information, using graphic organizers or other aids.C. Make informal presentations on information gathered. <p>1.W.7-Demonstrate common of English grammar and usage, when writing or speaking, focusing on:</p> <p>1.W.7a-Nouns/Pronouns- Using sentences that include common and proper nouns and personal pronouns.</p> <p>1.W.7b-Verbs-Using sentences with verbs to convey a sense of past, present, and</p>		
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	<p>future.</p> <p>1.W.7.c-Usage-Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.W.8-Demonstrate command of capitalization, punctuation, and spelling, focusing on (E)</p> <p>1.W.8a-Capitalization-Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. (E)</p> <p>1.W.8.b-Punctuation-I.-Correctly using a period, question mark, and exclamationmark at the end of a sentence. II.-Using commas in dates and to separate items in a series. (E)</p> <p>1.W.8c-Encoding-I.-spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.II.-correctly spelling words with common spelling patterns.III-correctly spelling common irregularly-spelled, grade appropriate words (e.g., said, does, gone). (E)</p> <p>-Close Reading-Phase 3 -Think like others -Generate during reading questions -Generate during reading predictions</p>		
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