

Warren County Pacing Guide



ELA 1st grade

NC Standards	Vocabulary	Key Skills	Timeframe
<p>Resources: HMH Module 1 Nice to Meet you!</p> <p>Essential Question: How can making new friends and learning new things help?</p> <p>RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5 Explain major differences between books that tell stories and books that give information. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>Picture that Character: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehension/k1_narrative_text_structure/k1_c007_picture_the_character.pdf</p> <p>Character Compare: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehension/k1_narrative_text_structure/k1_c008_character_compare.pdf</p> <p>Sequence a Story: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehension/k1_narrative_text_structure/k1_c009_sequence_a_story.pdf</p> <p>Retell Wheel: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehension/k1_narrative_text_structure/k1_c014_retell_wheel.pdf</p> <p>RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.4.b Decode regularly spelled one-syllable words. RF.1.4.f Read words with inflectional endings. RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.</p> <p>Letter/Sound Match: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_letter_sound_correspondence/k1_p025_letter_sound_match.pdf</p>	<p>Week 1: High Frequency/Big Idea/Power words: challenge, emotions, friendship, enjoy, excited, noisy, favorite, furry, goodness, great, hall, library, nervous, new, try, go, is, like, see, the, this, to, we, this</p> <p>Week 2: High Frequency/Big Idea/Power words: area, population, working, accept, calm, happened, introduce, kinds, last, partner, ridiculous, search, together, trip, wished</p> <p>Week 3: High Frequency/Big Idea/Power</p>	<p>Week 1: Foundational Skills</p> <p>Phonics: Consonants m, s, t, b; Short a</p> <p>Reading Workshop and Vocabulary: classify and categorize</p> <p>Writing: Oral Story</p> <p>Week 2: Foundational Skills</p> <p>Phonics Consonant: s, n, d, p, c /k/; Short a</p> <p>Reading Workshop: Story Structure, Monitor and Clarify, Author's Purpose, Make Inferences, Central Idea</p> <p>Writing Form: Oral Story</p> <p>Week 3: Foundational Skills</p>	<p>4 weeks 8/17- 9/11/2020</p>

<p>Onset Rime Slide: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_phonics_onset_and_rime/k1_p026_onset_and_rime_slide.pdf</p> <p>Piece it together: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syllable_patterns/k1_p054_piece_it_together.pdf</p> <p>RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas</p> <p>L.1.1.c Use common, proper, & possessive nouns. L.1.1.d Form frequently occurring verbs. L.1.1.e Convey sense of time. L.1.1.f Use frequently occurring adjectives. L.1.1.i Understand and use question words. L.1.1.k Use personal, possessive, and indefinite pronouns L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.</p> <p>https://drive.google.com/file/d/1bq4SuePHOgM_4b6pStBp8S7WFEhj_IOP/view?usp=sharing</p> <p>L.1.5.a Sort words into categories to gain a sense of the concepts the categories represent. L.1.5.b Define words by category and by one or more key attributes.</p> <p>https://drive.google.com/file/d/1Op_ZvGuc85bqx343VFakIvYZWUB2jbVG/view?usp=sharing</p> <p>L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. https://drive.google.com/file/d/1Fu0Gxa8kC9bvEf_z59MmrI67YQfhVsU0/view?usp=sharing</p> <p>SL.1.1.a Follow agreed-upon rules for discussions. SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>words: camouflage, characteristic, mammal approve, beautiful, changed, chilly, copied, flutter, folds, grumbled, paddled, quivered, swayed, ugly, weird</p>	<p>Phonics: Consonants r, f, s /z/; Short i; Inflection -s</p> <p>Reading Workshop and Vocabulary: Characters Ask and Answer Questions</p> <p>Writing Form: Oral Story</p>	
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<p>SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p> <p>W.1.3.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>W.1.3.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>			
<p style="text-align: center;">Resources: HMH Module 2</p> <p style="text-align: center;">Essential Question: How does everyone in my family and community make them special?</p> <p>Week 1:</p> <p>RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.4.b Decode regularly spelled one-syllable words.</p> <p>RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.</p> <p>L.1.2.h Write a letter or letters for most consonant and short-vowel sounds.</p> <p>L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions.</p> <p>L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words.</p> <ul style="list-style-type: none"> • L.1.1.c Use common, proper, & possessive nouns. • L.1.5.a Sort words into categories to gain a sense of the concepts the categories represent. <p>Rhyme:</p> <p>http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_rhyme/k1_pa001_rhyme_or_no_rhyme.pdf</p> <ul style="list-style-type: none"> • L.1.5.b Define words by category and by one or more key attributes. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <ul style="list-style-type: none"> • RL.1.3 Describe characters, settings, and major events in a story, using key details. 	<p>Week 1: High Frequency/Big Idea/Power words: area population working, belong, gifted, help, market, mess, neighbors, persists, sell, set, sketch, smeared, toiled</p> <p>Week 2: High Frequency/Big Idea/Power words: are, buy, little, said, too, up, will, you,</p>	<p>Week 1: Foundational Skills</p> <p>Phonics Consonant: g, k; Review Short a, i</p> <p>Reading Workshop: Ideas and Support, Text Organization, Retell, Setting, Speaking and Listening: Social Communication</p> <p>Writing Form: Descriptive Essay</p> <p>Week 2: Foundational Skills</p> <p>Phonics Consonant: l, h; Short o;</p>	<p>4 weeks 9/14- 10/9/2020</p>

<ul style="list-style-type: none"> • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text. • W.1.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • L.1.1.f Use frequently occurring adjectives. • L.1.1.l Use determiners. <p>Picture it Syllables: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syllable_patterns/k1_p053_picture_it_in_syllables.pdf</p> <p>Sound Pie: http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_phoneme_matching/k1_pa033_sound_pie.pdf</p> <p>Week 2: RF.1.2 Print all upper- and lowercase letters legibly.</p> <ul style="list-style-type: none"> • RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.b Decode regularly spelled one-syllable words. <p>Clapping Game: http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_syllables/k1_pa016_clapping_names.pdf</p> <ul style="list-style-type: none"> • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • L.1.1.c Use common, proper & possessive nouns. • L.1.5.a Sort words into categories to gain a sense of the concepts the categories represent. • L.1.5.b Define words by category and by one or more key attributes. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>belong, gifted, help, market, mess, neighbors, persists, sell, set, sketch, smeared, toiled</p> <p>Week 3: High Frequency/ Big Idea/Power words: against, churn, close, docked, drive, harbor, heal, pointing, spoon, stock, unload, about, eat, how, make, out, put, takes, who</p>	<p>Review Short a, i, o Reading Workshop: Setting Summarize Text Features Make Connections Content-Area Words</p> <p>Writing Form: Descriptive Essay</p> <p>Week 3: Foundational Skills</p> <p>Phonics Consonant: w, j, y, v; Short u; Review Short i, o, u</p> <p>Reading Workshop: Setting Ask and Answer Questions Text Organization Content-Area Words</p> <p>Writing Form: Descriptive Essay</p>	
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<ul style="list-style-type: none"> • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • RI.1.5 Know and use various text features to locate key facts or information in a text. • RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.9 Identify basic similarities in and differences between two texts on the same topic. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. <p>https://drive.google.com/file/d/1bq4SuePHOgM_4b6pStBp8S7WFEhj_I0P/view?usp=sharing</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.</p> <ul style="list-style-type: none"> • W.1.2.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • L.1.1.f Use frequently occurring adjectives. • L.1.1.k Use personal, possessive, and indefinite pronouns. <p>Syllable Say: http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_syllables/k1_pa020_syllable_say.pdf</p> <p>Hoop a Story (compare): https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehension/k1_narrative_text_structure/k1_c013_hoop_a_story_venn_diagram.pdf</p> <p>Week 3:</p> <p>RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <ul style="list-style-type: none"> • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. 			
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<p>SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <ul style="list-style-type: none"> • L.1.1.d Form frequently occurring verbs. • L.1.1.j Use frequently occurring prepositions. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <ul style="list-style-type: none"> • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RI.1.1 Ask and answer questions about key details in a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • L.1.1.i Understand and use question words. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. <p>https://drive.google.com/file/d/1bq4SuePHOgM_4b6pStBp8S7WFEhj_IOP/view?usp=sharing</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.</p> <ul style="list-style-type: none"> • W.1.2.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • L.1.1.a Use singular and plural nouns with matching verbs in basic sentences. • L.1.1.f Use frequently occurring adjectives. • L.1.1.l Use determiners. <p>Treasure Chest (Blending): http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_phoneme_segmenting_and_blending/k1_pa047_treasure_chest.pdf</p> <p>Picture Slide (Blending): http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_phoneme_segmenting_and_blending/k1_pa048_picture_slide.pdf</p>			
<p>Resources: HMH Module 3</p> <p>Essential Question: How do animals' bodies help them?</p> <p>Week 1:</p> <p>RF.1.2 Print all upper- and lowercase letters legibly.</p> <ul style="list-style-type: none"> • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 	<p>Week 1: High Frequency/Big Idea/Power words: day, every, fly,</p>	<p>Week 1: Foundational Skills</p> <p>Phonics Consonant:</p>	<p>4 Weeks 10/10-11/6/2020</p>

<ul style="list-style-type: none"> • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.b Decode regularly spelled one-syllable words. <p>Syllables: http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_syllables/k1_pa016_clapping_names.pdf</p> <ul style="list-style-type: none"> • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • L.1.1.j Use frequently occurring prepositions. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. <p>RL.1.1 Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.5 Know and use various text features to locate key facts or information in a text. • RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • L.1.1.i Understand and use question words. <p>W.1.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <ul style="list-style-type: none"> • W.1.5 Participate in shared research and writing projects. • L.1.1.a Use singular and plural nouns with matching verbs in basic sentences. • L.1.1.f Use frequently occurring adjectives. <p>Sound Match: http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_phoneme_matching/k1_pa025_one_card_out.pdf</p> <p>Week 2: RF.1.2 Print all upper- and lowercase letters legibly.</p>	<p>have, look, made, they, write, empty, exclaimed, hunts, propel, sinking, soon, spring, stubby, surprise, twigs, warm</p> <p>Week 2: High Frequency/Big Idea/Power words: all, down, four, from, her, now, saw, went, dull, experts, lenses, once, pupils, sharp, sheds, shingle, shriek, stroll, swivel, thank</p>	<p>qu /kw/, x, z; Short e; Review Short e, i, o, u</p> <p>Reading Workshop: Text Features Ask and Answer Questions Story Structure Speaking and Listening: Ask and Answer Questions</p> <p>Writing Form: Research Essay</p> <p>Week 2: Foundational Skills</p> <p>Phonics Consonant: ck /k/</p> <p>Reading Workshop: Text Organization Create Mental Images Point of View Monitor and Clarify</p> <p>Writing Form: Research Essay</p> <p>Week 3: Foundational</p>	
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<ul style="list-style-type: none"> • RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.a Know the spelling-sound correspondences for common consonant digraphs. • RF.1.4.b Decode regularly spelled one-syllable words. <p>Feed the Animals (Syllables): http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_syllables/k1_pa017_feed_the_animals.pdf</p> <ul style="list-style-type: none"> • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • L.1.1.j Use frequently occurring prepositions. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. <p>RL.1.1 Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.6 Identify who is telling the story at various points in a text. • RI.1.1 Ask and answer questions about key details in a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>RF.1.1.a Recognize and use capitalization and ending punctuation.</p> <ul style="list-style-type: none"> • W.1.2.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.5 Participate in shared research and writing projects. • L.1.1.c Use common, proper, & possessive nouns. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.2.a Capitalize the first word in a sentence. • L.1.2.d Recognize end punctuation. • L.1.2.e Name end punctuation. • L.1.2.f Use end punctuation for sentences. 	<p>Week 3: High Frequency/Big Idea/Power words: by, call, could, know, some, there, were, would, circling, clenched, herd, limit, mark, pelted, predators, prey, puny, raised, school, scold</p>	<p>Skills</p> <p>Phonics Consonant: sh; Review s and sh</p> <p>Reading Workshop: Story Structure Summarize Text Organization Chronological Order</p> <p>Writing Form: Research Essay</p>	
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<p>The Sound Game: http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_phoneme_segmenting/k1_pa044_the_sound_game.pdf</p> <p>Story Grammar: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehension/k1_narrative_text_structure/k1_c012_story_grammar.pdf</p> <p>Week 3: RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.a Know the spelling-sound correspondences for common consonant digraphs. • RF.1.4.b Decode regularly spelled one-syllable words.</p> <p>Syllable Hopscotch: http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_syllables/k1_pa018_syllable_hopscotch.pdf</p> <ul style="list-style-type: none"> • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. <p>RF.1.4.f Read words with inflectional endings.</p> <ul style="list-style-type: none"> • L.1.1.d Form frequently occurring verbs. • L.1.1.e Convey sense of time. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. <p>https://drive.google.com/file/d/1bq4SuePHOgM_4b6pSt8p8S7WFEhj_IOP/view?usp=sharing</p> <ul style="list-style-type: none"> • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <ul style="list-style-type: none"> • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RI.1.2 Identify the main topic and retell key details of a text. 			
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<ul style="list-style-type: none"> • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. • W.1.2.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion. • SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <p>https://drive.google.com/file/d/1yzRVQnztZssd6CHgfhFAUBtv8hubLVEC/view?usp=sharing</p> <ul style="list-style-type: none"> • L.1.1.a Use singular and plural nouns with matching verbs in basic sentences. • L.1.1.c Use common, proper, & possessive nouns. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. <p>Story Grammar: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehension/k1_narrative_text_structure/k1_c012_story_grammar.pdf</p>			
<p style="text-align: center;">Resources: HMH Module 4</p> <p style="text-align: center;">Essential Question: Why is it important to do my best and get along with others?</p> <p>Week 1: RF.1.2 Print all upper- and lowercase letters legibly.</p> <ul style="list-style-type: none"> • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.a Know the spelling-sound correspondences for common consonant digraphs. • RF.1.4.b Decode regularly spelled one-syllable words. <p>Syllable Say: http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_syllables/k1_pa020_syllable_say.pdf</p> <ul style="list-style-type: none"> • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling 	<p>Week 1: High Frequency/Big Idea/Power words: be, here, me, play, started, today, use, very, bend, coach, drills, equipment, fan, field, goal, jog, pace, rules, team, twist</p>	<p>Week 1: Foundational Skills</p> <p>Phonics Consonant: Digraph ch; Review ch and sh</p> <p>Reading Workshop: Ideas and Support Central Idea Evaluate Point of View Speaking and Listening: Give and Follow Instructions</p>	<p>4 Weeks 11/9- 12/4/2020</p>

<p>conventions.</p> <ul style="list-style-type: none"> • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • RF.1.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RI.1.1 Ask and answer questions about key details in a text. • RI.1.2 Identify the main topic and retell key details of a text. <p>https://drive.google.com/file/d/1qW36hK80j_Gt6TbPHGBBLSWdJ1vCSSL4/view?usp=sharing</p> <ul style="list-style-type: none"> • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text. • W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. • W.1.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.1.j Use frequently occurring prepositions. • L.1.2.d Recognize end punctuation. • L.1.2.e Name end punctuation. • L.1.2.f Use end punctuation for sentences. <p>Letter/Sound Dominoes: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_letter_sound_correspondence/k1_p016_letter_sound_dominoes.pdf</p> <p>Week 2:</p> <ul style="list-style-type: none"> • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.a Know the spelling-sound correspondences for common consonant digraphs. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.f Read words with inflectional endings. • L.1.1.b Form frequently occurring nouns; form regular plural nouns (/s/ or /es/). • L.1.1.d Form frequently occurring verbs. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. 	<p>Week 2: High Frequency/Big Idea/Power words: jump, right, say, their, walk, way, where, why, afford, body, champions, excuse, exercise, guy, hero, match, opponent, professional, spreading, well</p> <p>Week 3: High Frequency/Big Idea/Power words: after, before, does, don't, grow, into, no, wash, dusk, fruits, heap, jeered, penalty, quarrel, seed, short, stumbled, trouble</p>	<p>Writing Form: Procedural Text</p> <p>Week 2: Foundational Skills</p> <p>Phonics Consonant: Digraphs th, wh; Trigraph -tch; Inflections -s, -es</p> <p>Reading Workshop: Central Idea Synthesize Text Features Retell Characters</p> <p>Writing Form: Procedural Text</p> <p>Week 3: Foundational Skills</p> <p>Phonics Consonant: Initial Blends with s; Review sh, th, st</p> <p>Reading Workshop: Point of View Make Connections Theme Central Idea</p>	
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<ul style="list-style-type: none"> • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. <p>L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.</p> <ul style="list-style-type: none"> • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>https://drive.google.com/file/d/1mQeFZxUgIqMVscPOAOz_4A32MmUSrR_v/view?usp=sharing</p> <ul style="list-style-type: none"> • RI.1.5 Know and use various text features to locate key facts or information in a text. • RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas • W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. • W.1.2.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • L.1.1.c Use common, proper, & possessive nouns. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.2.d Recognize end punctuation. • L.1.2.e Name end punctuation. • L.1.2.f Use end punctuation for sentences <p>Story Question Cube: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehension/k1_narrative_text_structure/k1_c011_story_question.pdf</p> <p>Week 3:</p> <ul style="list-style-type: none"> • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable 		Writing Form: Procedural Text	
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<p>words.</p> <ul style="list-style-type: none"> • RF.1.4.a Know the spelling-sound correspondences for common consonant digraphs. • RF.1.4.b Decode regularly spelled one-syllable words. <p>Syllable Graph: http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_syllables/k1_pa019_syllable_graph.pdf</p> <ul style="list-style-type: none"> • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RF.1.4.f Read words with inflectional endings. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.6 Identify who is telling the story at various points in a text. • RL.1.9 Compare and contrast the adventures and experiences of characters in stories. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • RF.1.1.a Recognize and use capitalization and ending punctuation. • W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.2.a Capitalize the first word in a sentence. • L.1.2.d Recognize end punctuation. • L.1.2.e Name end punctuation. • L.1.2.f Use end punctuation for sentences. 			
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<p style="text-align: center;">Resources: HMH Module 5</p> <p style="text-align: center;">Essential Question: Why do light and dark come and go?</p> <p>Week 1:</p> <ul style="list-style-type: none"> • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). • RF.1.4.b Decode regularly spelled one-syllable words. <p>Picture it in Syllables: https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syllable_patterns/k1_p053_picture_it_in_syllables.pdf</p> <ul style="list-style-type: none"> • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RI.1.5 Know and use various text features to locate key facts or information in a text. • RF.1.4.f Read words with inflectional endings. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <ul style="list-style-type: none"> • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.5 Know and use various text features to locate key facts or information in a text. • RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • W.1.3.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • L.1.1.a Use singular and plural nouns with matching verbs in basic sentences. • L.1.1.c Use common, proper, & possessive nouns. • L.1.1.d Form frequently occurring verbs. <p>Categorizing Words and Information: http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_vocabulary/k1_word_structure_word_analysis/k1_v019_categorizing.pdf</p>	<p>Week 1: High Frequency/Big Idea/Power words: around, came, come, found, other, people, two, worked, blackout, busy, gravity, huddled, idea, normal, revolve, rolls, still, sweep, tilts, universe</p> <p>Week 2: High Frequency/Big Idea/Power words: again, away, because, cold, fall, full, or, pretty, arrives, avoid, bare, blanket, faces, fades, hidden, nears, pattern, seasons, shines, weather</p> <p>Week 3: High</p>	<p>Week 1: Foundational Skills</p> <p>Phonics Consonant: Initial Blends with l; Review st, sl, fl, cl</p> <p>Reading Workshop: Text Features Make Inferences Story Structure Media Literacy: Digital Tools</p> <p>Writing Form: Imaginative Story</p> <p>Week 2: Foundational Skills</p> <p>Phonics Consonant: Initial Blends with r; Compound Words</p> <p>Reading Workshop: Text Features Make and Confirm Predictions Make Connections Ideas and Support Writing Form: Imaginative Story</p> <p>Week 3:</p>	<p>4 Weeks 12/7/2020-1/15/2021</p>
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<p>Week 2: RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.4.b Decode regularly spelled one-syllable words.</p> <p>Piece it together: https://fccr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syllable_patterns/k1_p054_piece_it_together.pdf</p> <ul style="list-style-type: none"> • RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RF.1.4.f Read words with inflectional endings. • L.1.1.d Form frequently occurring verbs. • L.1.1.e Convey sense of time. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RI.1.1 Ask and answer questions about key details in a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.5 Know and use various text features to locate key facts or information in a text. • RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text. • RI.1.9 Identify basic similarities in and differences between two texts on the same topic. • W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. • W.1.3.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • L.1.1.d Form frequently occurring verbs. • L.1.1.e Convey sense of time. 	<p>Frequency/Big Idea/Power words: any, done, laugh, long, more, pull, teacher, think, able, creatures, groan, reaching, shivering, starry, swooping, wait, wasted, worth</p>	<p>Foundational Skills</p> <p>Phonics Consonant: Final Blends; Inflection -ed</p> <p>Reading Workshop: Central Idea Make and Confirm Predictions Theme</p> <p>Writing Form: Imaginative Story</p>	
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<p>Compound Word Hunt: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_vocabulary/k1_morphemic_elements/k1_compound_word_hunt.pdf</p> <p>Week 3:</p> <ul style="list-style-type: none"> • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.4.b Decode regularly spelled one-syllable words. <p>Syllable Closed Sort: https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syllable_patterns/k1_p055_syllable_closed_sort.pdf</p> <ul style="list-style-type: none"> • RF.1.4.f Read words with inflectional endings. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.1.d Form frequently occurring verbs. • L.1.1.e Convey sense of time. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RF.1.4.f Read words with inflectional endings. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.1 Ask and answer questions about key details in a text. • RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. • W.1.3.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.4 With guidance and support from adults, use a variety of digital tools and resources 			
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<p>to produce and publish writing, including in collaboration with peers.</p> <ul style="list-style-type: none"> • L.1.1.d Form frequently occurring verbs. • L.1.1.e Convey sense of time. • L.1.1.f Use frequently occurring adjectives. 			
<p style="text-align: center;">Resources: HMH Module 6</p> <p style="text-align: center;">Essential Question: What do holidays and symbols tell about our country?</p> <p>Week 1:</p> <ul style="list-style-type: none"> • RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.3.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). • RF.1.4.b Decode regularly spelled one-syllable words. <p>Word Syllable Game: https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syllable_patterns/k1_p056_word_syllable_game.pdf</p> <ul style="list-style-type: none"> • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.1.c Use common, proper, & possessive nouns. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RF.1.4.f Read words with inflectional endings. • RF.1.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.1 Ask and answer questions about key details in a text. • RL.1.3 Describe characters, settings, and major events in a story, using key details. 	<p>Week 1: High/Frequency/Big Idea/Power words: another, gave, house, over, own, read, water, white, brag, emblem, forever, freedom, grouchy, monuments, peace, scene, sights, symbol, true</p> <p>Week 2: High Frequency/Big Idea/Power words: always, began,</p>	<p>Week 1: Foundational Skills</p> <p>Phonics Consonant: Long e, i, o (CV); Possessives with 's</p> <p>Reading Workshop: Text Features Elements of Poetry Make and Confirm Predictions Elements of Drama Media Literacy: Reference Sources</p> <p>Writing Form: Personal Narrative</p> <p>Week 2: Foundational Skills</p> <p>Phonics Consonant:</p>	<p>4 Weeks 1/19-2/12/2021</p>

<p>https://drive.google.com/file/d/1ZaLRBTQKi7-souC2zbQOWySLSc6exu8m/view?usp=sharing</p> <ul style="list-style-type: none"> • RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <p>https://drive.google.com/file/d/1RhW3V7cAFclhMKiHHQMgFsR09iKvpOua/view?usp=sharing</p> <ul style="list-style-type: none"> • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.5 Know and use various text features to locate key facts or information in a text. <p>https://drive.google.com/file/d/1NfOZpRk9k7snr12cyVpUcaONK_KfMVdr/view?usp=sharing</p> <ul style="list-style-type: none"> • RF.1.1.a Recognize and use capitalization and ending punctuation. • W.1.3.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.1.i Understand and use question words. • L.1.2.a Capitalize the first word in a sentence. • L.1.2.d Recognize end punctuation. • L.1.2.e Name end punctuation. • L.1.2.f Use end punctuation for sentences. <p>Week 2:</p> <ul style="list-style-type: none"> • RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.c Know final -e and common vowel team conventions for representing long vowel sounds. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RF.1.4.f Read words with inflectional endings. 	<p>better, gives, hurt, shall, should, things, audience, base, contest, hope, liberty, national, onstage, program, split, stand, towers, vote</p> <p>Week 3: High Frequency/Big Idea/Power words:</p> <p>carry, draw, eight, even, goes, may, seven, shows, brittle, celebrate, center, Constitution, famous, government, papers, parade, share, signed, tradition</p>	<p>Long a (VCe); Soft c</p> <p>Reading Workshop: Point of View Evaluate Ideas and Support Make Connections Text Organization</p> <p>Writing Form: Personal Narrative</p> <p>Week 3: Foundational Skills</p> <p>Phonics Consonant: Long i, o (VCe); Silent Letters (kn, wr)</p> <p>Reading Workshop: Text Features Create Mental Images Story Structure Elements of Poetry</p> <p>Writing Form: Personal Narrative</p>	
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<ul style="list-style-type: none"> • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.6 Identify who is telling the story at various points in a text. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text. • RI.1.9 Identify basic similarities in and differences between two texts on the same topic. • W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. • W.1.3.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • L.1.1.a Use singular and plural nouns with matching verbs in basic sentences. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.2.f Use end punctuation for sentences. <p>Week 3:</p> <ul style="list-style-type: none"> RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words. <p>Syllables: https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syllable_patterns/k1_p054_piece_it_together.pdf</p> <ul style="list-style-type: none"> • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.3.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.c Know final -e and common vowel team conventions for representing long vowel sounds. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling 			
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<p>conventions.</p> <ul style="list-style-type: none"> • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • L.1.1.d Form frequently occurring verbs. • L.1.1.e Convey sense of time. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.5 Know and use various text features to locate key facts or information in a text. • RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. • W.1.3.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • L.1.1.c Use common, proper, & possessive nouns. • L.1.1.d Form frequently occurring verbs. • L.1.1.e Convey sense of time. • L.1.2.c Capitalize dates and names of people. • L.1.2.g Use commas in dates. 			
<p style="text-align: center;">Resources: HMH Module 7</p> <p style="text-align: center;">Essential Question: How do things in nature change?</p> <p>Week 1:</p> <ul style="list-style-type: none"> • RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.c Know final -e and common vowel team conventions for representing long vowel sounds. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and 	<p>Week 1: High Frequency/Big Idea/Power words:</p> <p>animal, heads, keep, let's, point, something, voice, won't, break, deep, direction, divide, fiery, fluffy, landed, mission, nature, problem, spectacular, spindly</p>	<p>Week 1: Foundational Skills</p> <p>Phonics Consonant: Long u, e (VCe); Soft g (g, dge)</p> <p>Reading Workshop: Ideas and Support Text Organization Make Inferences Point of View Research: Gather</p>	<p>4 Weeks 2/15- 3/12/2021</p>

<p>spelling conventions.</p> <ul style="list-style-type: none"> • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • L.1.1.f Use frequently occurring adjectives. • L.1.5.c Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.6 Identify who is telling the story at various points in a text. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text. • W.1.3.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • L.1.1.d Form frequently occurring verbs. • L.1.1.e Convey sense of time. <p>Week 2:</p> <ul style="list-style-type: none"> • RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.c Know final -e and common vowel team conventions for representing long vowel sounds. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. <p>https://drive.google.com/file/d/1bq4SuePHOGM_4b6pStBp8S7WFEhj_IOP/view?usp=sharing</p> <ul style="list-style-type: none"> • L.1.6 Use words and phrases learned through conversations, reading, and being 	<p>Week 2: High Frequency/ Big Idea/Power words: below, far, hear, hold, old, only, open, round, decided, dunes, edges, explore, ledges, lugged, noticed, preserve, rest, shrubs, spines, trace</p> <p>Week 3: High Frequency/Big Idea/Power words: air, different, drink, enough, never, small, through, under, affect, coexist, fossils, fragile, hike, interesting, poisonous, popular, report, rim, tour</p>	<p>Information</p> <p>Writing Form: Poem</p> <p>Week 2: Foundational Skills</p> <p>Phonics Consonant: Long e (ea, ee); Short e (ea)</p> <p>Reading Workshop: Setting Monitor and Clarify Central Idea Summarize Text Organization</p> <p>Writing Form: Poem</p> <p>Week 3: Foundational Skills</p> <p>Phonics Consonant: Long a (ai, ay); Contractions with 'm, 's, n't, 'll</p> <p>Reading Workshop: Central Idea Synthesize Content-Area Words</p>	
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<p>read to, including common conjunctions.</p> <ul style="list-style-type: none"> • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RI.1.1 Ask and answer questions about key details in a text. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • W.1.3.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.1.3.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.1.k Use personal, possessive, and indefinite pronouns. <p>Week 3:</p> <ul style="list-style-type: none"> • RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.c Know final -e and common vowel team conventions for representing long vowel sounds. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • L.1.1.c Use common, proper, & possessive nouns. • L.1.5.a Sort words into categories to gain a sense of the concepts the categories represent. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. • W.1.3.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 		<p>Writing Form: Poem</p>	
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<ul style="list-style-type: none"> • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.1.k Use personal, possessive, and indefinite pronouns. • L.1.2.b Capitalize the pronoun "I." 			
<p style="text-align: center;">Resources: HMH Module 8</p> <p style="text-align: center;">Essential Question: What lessons can we learn from stories?</p> <p>Week 1:</p> <ul style="list-style-type: none"> • RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.c Know final -e and common vowel team conventions for representing long vowel sounds. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • L.1.1.d Form frequently occurring verbs. • L.1.1.j Use frequently occurring prepositions. • L.1.5.a Sort words into categories to gain a sense of the concepts the categories represent. • L.1.5.b Define words by category and by one or more key attributes. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.1 Ask and answer questions about key details in a text. • RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.5 Know and use various text features to locate key facts or information in a text. • RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some 	<p>Week 1: High Frequency/ Big Idea/Power words: along, answer, children, going, mother, talk, upon, woman, anxious, bother, follow, gratefully, interrupt, involved, panted, pastime, relaxing, rush, supposed, warn</p> <p>Week 2: High Frequency/Big Idea/Power words: bring, eyes, family, girl, move, soon, together, warm, autumn, boldly, chirped, gnaws, labor, nook, scamper, sly, sneaks, squeaks, storyteller, thumps</p>	<p>Week 1: Foundational Skills</p> <p>Phonics Consonant: Long o (oa, ow); Long o, i (oe, ie)</p> <p>Reading Workshop: Text Features Theme Create Mental Images Characters Media Literacy: Digital Texts and Features Writing Form: Personal Narrative</p> <p>Week 2: Foundational Skills</p> <p>Phonics Consonant: Long i (igh, y); Long i, o</p> <p>Reading Workshop: Theme Make Connections Elements of Drama Make Inferences Setting</p>	<p>4 Weeks 3/13-4/16/2021</p>

<p>details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p> <ul style="list-style-type: none"> • W.1.3.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • L.1.1.c Use common, proper, & possessive nouns. • L.1.1.k Use personal, possessive, and indefinite pronouns. <p>Week 2:</p> <ul style="list-style-type: none"> • RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. <p>https://drive.google.com/file/d/1bq4SuePHOgM_4b6pStBp8S7WFEhj_IOP/view?usp=sharing</p> <ul style="list-style-type: none"> • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.1 Ask and answer questions about key details in a text. • RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RL.1.9 Compare and contrast the adventures and experiences of characters in stories. <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p> <ul style="list-style-type: none"> • W.1.3.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.1.3.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<p>Week 3: High Frequency/Big Idea/Power words:</p> <p>brown, few, funny, myself, new, once, thank, words, beyond, chose, express, grand, lesson, nonsense, pretended, reply, tale, taught, wise</p>	<p>Writing Form: Personal Narrative</p> <p>Week 3: Foundational Skills</p> <p>Phonics Consonant: r-Controlled Vowel ar; Two-Syllable Words</p> <p>Reading Workshop: Point of View Synthesize Central Idea Characters</p> <p>Writing Form: Personal Narrative</p>	
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<ul style="list-style-type: none"> • L.1.1.e Convey sense of time. • L.1.1.k Use personal, possessive, and indefinite pronouns. <p>Week 3:</p> <ul style="list-style-type: none"> • RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <p>Onset/Rime:</p> <p>https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_phonics_onset_and_rime/k1_p029_rime_closed_sort.pdf</p> <ul style="list-style-type: none"> • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. <p>https://drive.google.com/file/d/1bq4SuePHOgM_4b6pSt8p8S7WFEhj_I0P/view?usp=sharing</p> <ul style="list-style-type: none"> • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RI.1.1 Ask and answer questions about key details in a text. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. <p>W.1.3.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <ul style="list-style-type: none"> • W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion. • SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or 			
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through other media. • L.1.1.j Use frequently occurring prepositions.			
<p style="text-align: center;">Resources: HMH Module 9</p> <p style="text-align: center;">Essential Question: What do plants need to live and grow?</p> <p>Week 1:</p> <ul style="list-style-type: none"> • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RI.1.5 Know and use various text features to locate key facts or information in a text. • L.1.1.c Use common, proper, & possessive nouns. • L.1.5.a Sort words into categories to gain a sense of the concepts the categories represent. • L.1.5.b Define words by category and by one or more key attributes. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • W.1.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • L.1.1.f Use frequently occurring adjectives. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.2.a Capitalize the first word in a sentence. • L.1.2.d Recognize end punctuation. • L.1.2.e Name end punctuation. • L.1.2.f Use end punctuation for sentences. <p>Week 2:</p> <ul style="list-style-type: none"> • RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 	<p>Week 1: High Frequency/Big Idea/Power words: almost, also, between, ever, food, really, sing, three, bear, cradle, harvest, ingredients, nutrients, shade, soil, sow, sweet, terrific, wave, whispers</p> <p>Week 2: High Frequency/Big Idea/Power words: boy, door, father, maybe, nearest, says, shouted, until, cook, corner, delicate, delicious, discoveries, dreary, expected, gear, pounding, smooth, stretched, sturdy</p>	<p>Week 1: Foundational Skills</p> <p>Phonics Consonant: r-Controlled Vowels or, ore; Two-Syllable Words</p> <p>Reading Workshop: Elements of Poetry Evaluate Text Organization Media Literacy: Nonfiction Forms</p> <p>Writing Form: Descriptive Essay</p> <p>Week 2: Foundational Skills</p> <p>Phonics Consonant: r-Controlled Vowels er, ir, ur; Two-Syllable Words</p> <p>Reading Workshop: Story Structure Monitor and Clarify Elements of</p>	<p>4 weeks 4/19- 5/14/2021</p>

<p>Onset/Rime: https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_phonics_onset_and_rime/k1_p031_change_a_word.pdf</p> <ul style="list-style-type: none"> • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. <p>https://drive.google.com/file/d/1bq4SuePHOgM_4b6pStBp8S7WFEhj_I0P/view?usp=sharing</p> <ul style="list-style-type: none"> • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.1 Ask and answer questions about key details in a text. • RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. • W.1.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.1.2.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.1.k Use personal, possessive, and indefinite pronouns. • L.1.2.f Use end punctuation for sentences. <p>Week 3:</p> <ul style="list-style-type: none"> • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 	<p>Week 3: High Frequency/Big Idea/Power words: above, blue, knew, number, push, sure, took, watch, energy, height, indigo, juicy, produces, protect, ripe, scientist, syrup, weigh, wonder</p>	<p>Poetry Retell</p> <p>Writing Form: Descriptive Essay</p> <p>Week 3: Foundational Skills</p> <p>Phonics Consonant: Final Blends ng, nk; Inflection -ing; Review Inflections -s, -es</p> <p>Reading Workshop: Text Features Ask and Answer Questions Elements of Poetry Chronological Order</p> <p>Writing Form: Descriptive Essay</p>	
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<ul style="list-style-type: none"> • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.f Read words with inflectional endings. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.1.b Form frequently occurring nouns; form regular plural nouns (/s/ or /es/). • L.1.1.d Form frequently occurring verbs. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. <p>https://drive.google.com/file/d/1bq4SuePHOgM_4b6pStBp8S7WFEhj_IOP/view?usp=sharing</p> <ul style="list-style-type: none"> • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.1 Ask and answer questions about key details in a text. • RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.5 Know and use various text features to locate key facts or information in a text. • RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • L.1.1.i Understand and use question words. • W.1.2.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • L.1.1.e Convey sense of time. • L.1.1.f Use frequently occurring adjectives. 			
<p style="text-align: center;">Resources: HMH Module 10</p> <p style="text-align: center;">Essential Question: How can thinking in new ways help solve problems?</p> <p>Week 1:</p> <ul style="list-style-type: none"> • RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <p>Onset/Rime:</p>	<p>Week 1: High Frequency/Big Idea/Power words: begin, brother, front, picture, room, someone, sometimes, young, dancing, designed,</p>	<p>Week 1: Foundational Skills</p> <p>Phonics Consonant: Contractions with 've, 're; Suffixes -er, -est</p>	

<p>https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_phonics_onset_and_rime/k1_p030_word_swat.pdf</p> <ul style="list-style-type: none"> • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • L.1.1.d Form frequently occurring verbs. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. <p>https://drive.google.com/file/d/1bq4SuePHOgM_4b6pStBp8S7WFEhj_IOP/view?usp=sharing</p> <ul style="list-style-type: none"> • L.1.5.c Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. • W.1.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.1.5 Participate in shared research and writing projects. <p>https://drive.google.com/file/d/1gdJ4MFaTUZ4M1FzUCQq4aqSnJE2HRTu_/view?usp=sharing</p> <ul style="list-style-type: none"> • W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • L.1.1.k Use personal, possessive, and indefinite pronouns. <p>Week 2:</p> <ul style="list-style-type: none"> • RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.4.b Decode regularly spelled one-syllable words. 	<p>feed, float, floor, model, real, straight, training, whatever, whole</p> <p>Week 2: High Frequency/Big Idea/Power words: been, heard, hurry, learn, loved, often, study, world, artist, conducting, gallery, lab, merrily, method, mural, promise, rid, rummaged, specimens, spoiled</p> <p>Week 3: High Frequency/Big Idea/Power words: bear, color, happy, money, music,</p>	<p>Reading Workshop: Central Idea Retell Setting Research: Present Information</p> <p>Writing Form: Biographical Essay</p> <p>Week 2: Foundational Skills</p> <p>Phonics Consonant: Vowel Pattern oo (/o/) Consonant + le</p> <p>Reading Workshop: Setting Make Inferences Theme Create Mental Images Elements of Poetry</p> <p>Writing Form: Biographical Essay</p> <p>Week 3: Foundational Skills</p> <p>Phonics Consonant: Vowel Patterns: /i/</p>	
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<ul style="list-style-type: none"> • RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • L.1.1.c Use common, proper, & possessive nouns. • L.1.5.a Sort words into categories to gain a sense of the concepts the categories represent. • L.1.5.b Define words by category and by one or more key attributes. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • RL.1.1 Ask and answer questions about key details in a text. • RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. • W.1.2.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • L.1.1.f Use frequently occurring adjectives. <p>Week 3:</p> <ul style="list-style-type: none"> • RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • L.1.1.d Form frequently occurring verbs. • L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common 	<p>second, sound, without, altitude, bounds, build, cab, dream, golden, instant, instructor, neat, scraps, usually</p>	<p>(Spellings oo, ou, ew); Vowel Patterns:/□/ (Spellings ue, u)</p> <p>Reading Workshop: Text Organization Make Connections Characters Central Idea</p> <p>Writing Form: Biographical Essay</p>	
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<p>conjunctions.</p> <ul style="list-style-type: none"> • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RL.1.9 Compare and contrast the adventures and experiences of characters in stories. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. <p>W.1.2.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <ul style="list-style-type: none"> • W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. 			
<p style="text-align: center;">Resources: HMH Module 11</p> <p style="text-align: center;">Essential Question: What are the characteristics of narrative nonfiction, informational texts, and biography?</p> <p>Week 1:</p> <ul style="list-style-type: none"> • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. <p>https://drive.google.com/file/d/1RhW3V7cAFclhMKiHHQMgFsR09iKvpOua/view?usp=sharing</p> <ul style="list-style-type: none"> • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RL.1.5 Explain major differences between books that tell stories and books that give information. • RI.1.1 Ask and answer questions about key details in a text. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure. • W.1.1.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. 	<p>Week 1: High Frequency/Big Idea/Power words: answer, point, right, voice, walk, watch, where, write</p> <p>Week 2: High Frequency/Big Idea/Power words: done, there,</p>	<p>Week 1: Foundational Skills</p> <p>Phonics Consonant: Diphthongs ow, ou; Diphthongs oy, oi</p> <p>Reading Workshop: Genre Characteristics: Narrative Nonfiction Author's Purpose Text Organization</p> <p>Writing Form: Opinion Letter</p> <p>Week 2: Foundational Skills</p> <p>Phonics Consonant:</p>	

<ul style="list-style-type: none"> • L.1.1.c Use common, proper, & possessive nouns. • L.1.1.d Form frequently occurring verbs. • L.1.1.k Use personal, possessive, and indefinite pronouns. • L.1.2.c Capitalize dates and names of people. <p>Week 2:</p> <ul style="list-style-type: none"> • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.f Read words with inflectional endings. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. <p>https://drive.google.com/file/d/1RhW3V7cAFclhMKiHHQMgFsR09iKvpOua/view?usp=sharing</p> <ul style="list-style-type: none"> • L.1.1.d Form frequently occurring verbs. • L.1.1.e Convey sense of time. • L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RL.1.5 Explain major differences between books that tell stories and books that give information. • RI.1.1 Ask and answer questions about key details in a text. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.5 Know and use various text features to locate key facts or information in a text. • RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • W.1.1.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • L.1.1.a Use singular and plural nouns with matching verbs in basic sentences. • L.1.1.c Use common, proper, & possessive nouns. • L.1.1.f Use frequently occurring adjectives. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.2.a Capitalize the first word in a sentence. • L.1.2.f Use end punctuation for sentences. <p>Week 3:</p> <ul style="list-style-type: none"> • RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable 	<p>think, warm, went, without, woman, worked</p> <p>Week 3: High Frequency/Big Idea/Power words: eight, enough, goes, move, thank, their, things, through</p>	<p>/ô/; Inflections</p> <p>Reading Workshop: Genre Characteristics: Informational Text Central Idea Text Features</p> <p>Writing Form: Opinion Letter</p> <p>Week 3: Foundational Skills</p> <p>Phonics Consonant: Long e (ie, y, ey)</p> <p>Reading Workshop: Genre Characteristics: Biography Text Organization Text Features</p> <p>Writing Form: Opinion Letter</p>	
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<p>words.</p> <ul style="list-style-type: none"> • RF.1.4.b Decode regularly spelled one-syllable words. • RF.1.4.c Know final -e and common vowel team conventions for representing long vowel sounds. • RF.1.4.f Read words with inflectional endings. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. <p>https://drive.google.com/file/d/1RhW3V7cAFclhMKiHHQMgFsR09iKvpOua/view?usp=sharing</p> <ul style="list-style-type: none"> • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RL.1.5 Explain major differences between books that tell stories and books that give information. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.5 Know and use various text features to locate key facts or information in a text. • RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <p>https://drive.google.com/file/d/186dZcdsIGkmXGVh_y8rdYfxLBoh9uhDY/view?usp=sharing</p> <ul style="list-style-type: none"> • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • W.1.1.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • L.1.1.c Use common, proper, & possessive nouns. • L.1.1.f Use frequently occurring adjectives. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.2.a Capitalize the first word in a sentence. • L.1.2.f Use end punctuation for sentences. 			
<p style="text-align: center;">Resources: HMH Module 12</p> <p>Essential Question: What are the characteristics of realistic fiction, folktales, and fantasy?</p> <p>Week 1:</p> <ul style="list-style-type: none"> • RF.1.2 Print all upper- and lowercase letters legibly. • RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables. • RF.1.4.f Read words with inflectional endings. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. <p>https://drive.google.com/file/d/1RhW3V7cAFclhMKiHHQMgFsR09iKvpOua/view?usp=sharing</p>	<p>Week 1: High Frequency/Big Idea/Power words: above, again, around, does, gives, live, says, what</p>	<p>Week 1: Foundational Skills</p> <p>Phonics Consonant: Suffixes -ful, -less, -ly, -y; Prefixes un-, re-</p> <p>Reading</p>	

<ul style="list-style-type: none"> • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RL.1.1 Ask and answer questions about key details in a text. • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.5 Explain major differences between books that tell stories and books that give information. • RL.1.6 Identify who is telling the story at various points in a text. <p>https://drive.google.com/file/d/186dZcdsIGkmXGVh_y8rdYfxLBoh9uhDY/view?usp=sharing</p> <ul style="list-style-type: none"> • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure. • W.1.1.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • L.1.1.a Use singular and plural nouns with matching verbs in basic sentences. • L.1.1.e Convey sense of time. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, sand exclamatory sentences. • L.1.2.f Use end punctuation for sentences. <p>Week 2:</p> <ul style="list-style-type: none"> • RF.1.4.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. <p>https://drive.google.com/file/d/1RhW3V7cAFclhMKiHHQMgFsR09iKvpOua/view?usp=sharing</p> <ul style="list-style-type: none"> • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RL.1.1 Ask and answer questions about key details in a text. • RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.5 Explain major differences between books that tell stories and books that give information. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • W.1.1.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from 	<p>Week 2: High Frequency/Big Idea/Power words: these, they, once, people, wash, water, who, world</p> <p>Week 3: High Frequency/Big Idea/Power words: animal, could, different, pull, should, talk, won't, would</p>	<p>Workshop: Genre Characteristics: Realistic Fiction Story Structure Point of View</p> <p>Writing Form: Opinion Essay</p> <p>Week 2: Foundational Skills</p> <p>Phonics Consonant: Two-Syllable Words: CV, CVC</p> <p>Reading Workshop: Genre Characteristics: Folktale Characters Theme</p> <p>Writing Form: Opinion Essay</p> <p>Week 3: Foundational Skills</p> <p>Phonics Consonant: Suffixes -er, -est; Inflections</p> <p>Reading Workshop: Genre Characteristics:</p>	
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<p>peers, and add details to strengthen writing as needed.</p> <ul style="list-style-type: none"> • L.1.1.c Use common, proper, & possessive nouns. • L.1.1.e Convey sense of time. • L.1.1.f Use frequently occurring adjectives. • L.1.1.j Use frequently occurring prepositions. • L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences. • L.1.2.c Capitalize dates and names of people. <p>Week 3:</p> <ul style="list-style-type: none"> • RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables. • RF.1.4.f Read words with inflectional endings. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. • L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • RL.1.1 Ask and answer questions about key details in a text. • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.5 Explain major differences between books that tell stories and books that give information. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • W.1.1.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • L.1.1.e Convey sense of time. • L.1.1.k Use personal, possessive, and indefinite pronouns. • L.1.2.b Capitalize the pronoun "I." • L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. <p>Picture it in Syllables: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syllable_patterns/k1_p053_picture_it_in_syllables.pdf</p> <p>Word Syllable Game: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syllable_patterns/k1_p056_word_syllable_game.pdf</p>		<p>Fantasy Setting Story Structure</p> <p>Writing Form: Opinion Essay</p>	
Review All Skills			5/17/2021-6/3/2021

1st grade Writing Guide:

<https://drive.google.com/file/d/1X7n8vOFy68jUinhZvvy6Ixlo8FDnPg7/view>

Standards based Stem Questions:

<https://drive.google.com/file/d/1QvgII2ITQCgEI6Jw8hMGq8zjIGHviOJH/view>

Standards based Sentence Frames:

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>