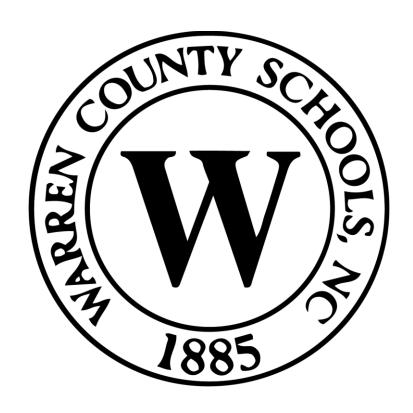
Warren County Pacing Guide



ELA 1st grade

NC Standards	Vocabulary	Key Skills	Timeframe
Resources: HMH Module 1 Nice to Meet you! Essential Question: How can making new friends and learning new things help?	Week 1: High Frequency/Big Idea/Power	Week 1: Foundational Skills	4 weeks 8/17- 9/11/2020
RL.1.1 Ask and answer questions about key details in a text.	words:	35	<i>y</i> , 11, 2020
RL.1.3 Describe characters, settings, and major events in a story, using key details.	challenge,	Phonics:	
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	emotions,	Consonants m, s, t,	
RL.1.5 Explain major differences between books that tell stories and books that give information.	friendship, enjoy,	b; Short a	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	excited, noisy,	Dooding Worldson	
Picture that Character:	favorite, furry, goodness,	Reading Workshop and Vocabulary:	
https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehen	great, hall,	classify and	
sion/k1_narrative_text_structure/k1_c007_picture_the_character.pdf	library, nervous,	categorize	
	new, try, go, is,		
Character Compare:	like, see, the,	Writing: Oral	
https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehen	this, to, we, this	Story	
sion/k1_narrative_text_structure/k1_c008_charater_compare.pdf			
	Week 2: High	Week 2:	
Sequence a Story:	Frequency/Big	Foundational	
https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehen sion/k1_narrative_text_structure/k1_c009_sequence_a_story.pdf	Idea/Power	Skills	
SION/ KI_NaiTative_lexi_Sitactale/ Ki_coop_sequence_a_Sioly.pdi	area, population,	Phonics Consonant:	
Retell Wheel:	working, accept,	s, n, d, p, c /k/;	
https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehen	calm, happened,	Short a	
sion/k1_narrative_text_structure/k1_c014_retell_wheel.pdf	introduce, kinds,		
	last, partner,	Reading	
RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words.	ridiculous,	Workshop:	
RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	search, together,	Story Structure,	
RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable	trip, wished	Monitor and	
words. RF.1.4.b Decode regularly spelled one-syllable words.		Clarify, Author's Purpose,	
RF.1.4.6 Decode regularly spelled one-syllable words. RF.1.4.f Read words with inflectional endings.		Make Inferences,	
RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.		Central Idea	
Letter/Sound Match:		Writing Form:	
$https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1$		Oral Story	
_letter_sound_correspondence/k1_p025_letter_sound_match.pdf			
	Week 3: High	Week 3:	
	Frequency/Big	Foundational	
	Idea/Power	Skills	

Onset Rime Slide:	words:	Phonics:	
https://www.fcrr.org/sites/q/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1	camouflage,	Consonants r, f, s	
_phonics_onset_and_rime/k1_p026_onset_and_rime_slide.pdf	characteristic,	/z/; Short i;	
Piece it together:	mammal approve,	Inflection -s	
$\underline{\text{https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1}$	beautiful,		
_syllable_patterns/k1_p054_piece_it_together.pdf	changed,	Reading Workshop	
	chilly, copied,	and Vocabulary:	
RI.1.1 Ask and answer questions about key details in a text.	flutter, folds,	Characters	
RI.1.2 Identify the main topic and retell key details of a text.	grumbled,	Ask and Answer	
RI.1.7 Use the illustrations and details in a text to describe its key ideas	paddled,	Questions	
	quivered, swayed,		
L.1.1.c Use common, proper, & possessive nouns.	ugly, weird	Writing Form:	
L.1.1.d Form frequently occurring verbs.		Oral Story	
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.			
https://drive.google.com/file/d/1bq4SuePHOgM_4b6pStBp8S7WFEhj_lOP/view?usp=sharing			
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.			
https://drive.google.com/file/d/10p_ZvGuc85bqx343VFaKIvYZWUB2jbVG/view?usp=sharing			
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			
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			1

through other media.

SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 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.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.			
Resources: HMH Module 2	Week 1: High	Week 1:	4 weeks
Week 1: 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.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.c Use common, proper, & possessive nouns. L.1.5.a Sort words into categories to gain a sense of the concepts the categories represent.	Frequency/Big Idea/Power words: area population working, belong, gifted, help, market, mess, neighbors, persists, sell, set, sketch, smeared, toiled	Foundational Skills Phonics Consonant: g, k; Review Short a, i Reading Workshop: Ideas and Support, Text Organization, Retell, Setting, Speaking and Listening: Social Communication Writing Form: Descriptive Essay	9/14- 10/9/2020
Rhyme: http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k 1 phonological_awareness/k1 rhyme/k1 pa001 rhyme_or_no_rhyme.pdf 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.1.2 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.	Week 2: High Frequency/Big Idea/Power words: are, buy, little, said, too, up, will, you,	Week 2: Foundational Skills Phonics Consonant: I, h; Short o;	

 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. Picture it Syllables: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syllables.pdf Sound Pie:
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- 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.

https://drive.google.com/file/d/1bg4SuePHOgM_4b6pStBp8S7WFEhj_lOP/view?usp=sharing

- 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.
- 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.

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

Hoop a Story (compare):

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehen sion/k1_narrative_text_structure/k1_c013_hoop_a_story_venn_diagram.pdf

Week 3:

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.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.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. 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.1.3 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. https://drive.google.com/file/d/1ba4SuePHOgM 4b6pStBp8S7WFEhi IOP/view?usp=sharing 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. • 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. Use determiners. Treasure Chest (Blending): http://fcrr.fsu.acsitefactory.com/sites/a/files/upcbnu2836/files/media/PDFs/student center activities/k 1 phonological awareness/k1 phoneme segmenting and blending/k1 pa047 treasure chest.pdf Picture Slide (Blending): http://fcrr.fsu.acsitefactory.com/sites/q/files/upcbnu2836/files/media/PDFs/student_center_activities/k 1 phonological awareness/k1 phoneme segmenting and blending/k1 pa048 picture slide.pdf Resources: HMH Module 3 Week 1: High Week 1: 4 Weeks Foundational 10/10-Essential Question: How do animals' bodies help them? Frequency/Big Idea/Power Week 1: Skills 11/6/2020

words: day,

Phonics Consonant:

every, fly,

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	have, look, made,	qu /kw/, x, z;	
words.	they, write,	Short e; Review	
• RF.1.4.b Decode regularly spelled one-syllable words.	empty, exclaimed,	Short e, i, o, u	
14 300000 1090100 0110 07110010 100 00	hunts,	3.16. 7 3, 1, 3, 2	
Syllables:	propel, sinking,	Reading	
http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k	soon, spring,	Workshop:	
1_phonological_awareness/k1_syllables/k1_pa016_clapping_names.pdf	stubby,	Text Features	
phonological_awareness/ki_synables/ki_paolo_elapphig_hames.par	surprise, twigs,	Ask and Answer	
• RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.	warm	Questions	
• L.1.2.h Write a letter or letters for most consonant and short-vowel sounds.	waim	Story Structure	
• L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Speaking and	
• L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling		Listening: Ask and	
conventions.		Answer Questions	
L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade		Answer Questions	
appropriate irregular words.		Writing Form:	
		Research Essay	
• SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		Research Essay	
• L.1.1. Use frequently occurring prepositions.		Week 2:	
• L.1.1. Use frequently occurring prepositions. • L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common	Maak 2: Hiah	Week 2: Foundational	
	Week 2: High	Skills	
conjunctions.	Frequency/Big Idea/Power	Skills	
RL.1.1 Ask and answer questions about key details in a text.		Di	
• RL.1.3 Describe characters, settings, and major events in a story, using key details.	words: all, down,	Phonics	
• RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	four, from, her,	Consonant: ck /k/	
• RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	now, saw, went,		
• RI.15 Know and use various text features to locate key facts or information in a text.	dull, experts,	Reading	
• RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided	lenses, once,	Workshop: Text	
by the words in a text.	pupils, sharp,	Organization	
• RI.1.7 Use the illustrations and details in a text to describe its key ideas.	sheds, shingle,	Create Mental	
• L.1.1.i Understand and use question words.	shriek, stroll,	Images	
W.1.2.a With guidance and support from adults, organize information and ideas around a topic to plan and	swivel, thank	Point of View	
prepare to write.		Monitor and	
• W.1.5 Participate in shared research and writing projects.		Clarify	
• L.1.1.a Use singular and plural nouns with matching verbs in basic sentences.			
• L.1.1.f Use frequently occurring adjectives.		Writing Form:	
		Research Essay	
Sound Match:		, , , , , , , , , , , , , , , , , , ,	
http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k			
1_phonological_awareness/k1_phoneme_matching/k1_pa025_one_card_out.pdf			
Week 2:		Week 3:	
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. Skills • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Week 3: High Phonics Consonant: • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable Frequency/Big Idea/Power sh: • RF.1.4.a Know the spelling-sound correspondences for common consonant digraphs. words: by, call, Review s and sh • RF.1.4.b Decode regularly spelled one-syllable words. could, know, some, Reading Feed the Animals (Syllables): Workshop: there were. http://fcrr.fsu.acsitefactory.com/sites/a/files/upcbnu2836/files/media/PDFs/student_center_activities/k Story Structure would, circling. 1 phonological awareness/k1 syllables/k1 pa017 feed the animals.pdf clenched, herd. Summarize Text Organization limit, mark. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. pelted, predators, Chronological · L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. Order prey, puny, · L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. raised, school, · L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling Writing Form: scold Research Essay 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. 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.1.6 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. RF.1.1.a Recognize and use capitalization and ending punctuation. · 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.f Use end punctuation for sentences.

L.1.2.d Recognize end punctuation.
L.1.2.e Name end punctuation.

The Sound Game:

 $\frac{\text{http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k}{1_phonological_awareness/k1_phoneme_segmenting/k1_pa044_the_sound_game.pdf}$

Story Grammar:

 $\frac{\text{https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehension/k1_narrative_text_structure/k1_c012_story_grammar.pdf}$

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.

Syllable Hopscotch:

http://fcrr.fsu.acsitefactory.com/sites/q/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_syllables/k1_pa018_syllable_hopscotch.pdf

- 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.

https://drive.google.com/file/d/1bg4SuePHOgM 4b6pStBp8S7WFEhi IOP/view?usp=sharing

- 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.1.7 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. 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 guestions 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. https://drive.google.com/file/d/1yzRVQnztZssd6CHafhFAUBtv8hubLVEC/view?usp=sharing • 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. Story Grammar: https://www.fcrr.org/sites/q/files/upcbnu2836/files/media/PDFs/student center activities/k1 comprehen sion/k1 narrative text structure/k1 c012 story grammar.pdf Resources: HMH Module 4 Week 1: High Week 1: 4 Weeks 11/9-Foundational Essential Question: Why is it important to do my best and get along with others? Frequency/Big Idea/Power Skills 12/4/2020 Week 1: words: be, here, RF.1.2 Print all upper- and lowercase letters legibly. Phonics Consonant: me, play, • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. started, today, Digraph ch; • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable Review use, very, bend, coach, drills. ch and sh • RF.1.4.a Know the spelling-sound correspondences for common consonant digraphs. equipment, fan, • RF.1.4.b Decode regularly spelled one-syllable words. field, goal, jog, Reading pace, rules, Workshop: Syllable Say: team, twist **Ideas** and Support http://fcrr.fsu.acsitefactory.com/sites/q/files/upcbnu2836/files/media/PDFs/student_center_activities/k Central Idea 1 phonological awareness/k1 syllables/k1 pa020 syllable say.pdf **Fvaluate** Point of View • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. Speaking and · L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. Listening: Give and Follow · 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 Instructions

conventions.

- · 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.

https://drive.google.com/file/d/1qW36hK80i Gt6TbPHGBBLSWdJ1vCSSL4/view?usp=sharing

- 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.

Letter/Sound Dominoes:

https://www.fcrr.org/sites/a/files/upcbnu2836/files/media/PDFs/student center activities/k1 phonics/k1 letter sound correspondence/k1 p016 letter sound dominoes.pdf

Week 2:

- 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.

Week 2: High Frequency/Big Idea/Power words: jump, right, say, their, walk, way, where, why, afford, body, champions, opponent, professional, spreading, well

excuse, exercise, guy, hero, match,

Week 3: High Frequency/Big Idea/Power words: after before does don't, grow, into, no. wash. dusk. fruits, heap. ieered. penalty, quarrel, seed, short, stumbled trouble

Week 2: Foundational Skills

Writing Form:

Procedural Text

Phonics Consonant: Diaraphs th. wh: Triaraph -tch: Inflections -s, -es

Reading Workshop: Central Idea Synthesize Text Features Retell Characters

Writing Form: Procedural Text

Week 3: Foundational Skills

Phonics Consonant: Initial Blends with s: Review sh. th. st

Reading Workshop: Point of View Make Connections Theme Central Idea

- · L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- \cdot 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.

Writing Form: Procedural Text

- 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.
- \cdot 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.

https://drive.google.com/file/d/1mQeFZxUgIqMVscPOAOz_4A32MmUSrR_v/view?usp=sharing

- 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

Story Question Cube:

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_comprehen sion/k1 narrative text structure/k1 c011 story question.pdf

Week 3:

- 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.

Syllable Graph:

http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k 1 phonological awareness/k1 syllables/k1 pa019 syllable graph.pdf

- 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.
- \cdot 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.

Resources: HMH Module 5	Week 1: High	Week 1:	<mark>4 Weeks</mark>
Essential Question: Why do light and dark come and go?	Frequency/Big	Foundational	<mark>12/72020-</mark>
Neek 1:	Idea/Power	Skills	<mark>1/15/2021</mark>
RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	words: around,		
RF.1.3.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	came, come,	Phonics Consonant:	
RF.1.4.b Decode regularly spelled one-syllable words.	found, other,	Initial Blends with	
	people, two,	l; Review st, sl, fl,	
Picture it in Syllables:	worked, blackout,	cl	
https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syll	busy, gravity,		
ıble_patterns/k1_p053_picture_it_in_syllables.pdf	huddled, idea,	Reading	
	normal, revolve,	Workshop:	
RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.	rolls, still, sweep,	Text Features	
L.1.2.h Write a letter or letters for most consonant and short-vowel sounds.	tilts, universe	Make Inferences	
L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Story Structure	
L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling		Media Literacy:	
conventions.		Digital Tools	
L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade			
appropriate irregular words.		Writing Form:	
RI.1.5 Know and use various text features to locate key facts or information in a text.		Imaginative Story	
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		Week 2:	
word relationships.	Frequency/Big	Foundational	
L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common		Skills	
conjunctions.	words: again,		
RL.1.3 Describe characters, settings, and major events in a story, using key details.	away,	Phonics Consonant:	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	because, cold,	Initial Blends with	
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	fall, full, or,	r;	
RI.1.5 Know and use various text features to locate key facts or information in a text.	pretty, arrives,	Compound Words	
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided	avoid, bare,	·	
by the words in a text.	blanket,	Reading	
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	faces, fades,	Workshop:	
W.1.3.a With guidance and support from adults, organize information and	hidden, nears,	Text Features	
deas around a topic to plan and prepare to write.	pattern,	Make and Confirm	
L.1.1.a Use singular and plural nouns with matching verbs in basic sentences.	seasons, shines,	Predictions	
L.1.1.c Use common, proper, & possessive nouns.	weather	Make Connections	
L.1.1.d Form frequently occurring verbs.		Ideas and Support	
		Writing Form:	
Categorizing Words and Information:		Imaginative Story	
http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k			
l_vocabulary/k1_word_structure_word_analysis/k1_v019_categor_ring.pdf	Week 3: High	Week 3:	

Frequency/Big Foundational Week 2: Idea/Power Skills RF.1.2 Print all upper- and lowercase letters legibly. words: any, done, • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. laugh, Phonics Consonant: • RF.1.4.b Decode regularly spelled one-syllable words. Final Blends: long, more, pull, teacher, think, Inflection -ed Piece it together: able, creatures, https://fcrr.org/sites/q/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syll groan, reaching, Reading able patterns/k1 p054 piece it together.pdf Workshop: Central shivering, starry, swooping, wait, Idea wasted, worth Make and Confirm • RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables. Predictions • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. Theme · 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 Writing Form: **Imaginative Story** 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 guestions 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.

Compound Word Hunt:

 $\frac{\text{https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_vocabulary}{\text{k1 morphemic elements/k1 compound word hunt.pdf}}$

Week 3:

- 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.

Syllable Closed Sort:

 $\frac{\text{https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syllable_patterns/k1_p055_syllable_closed_sort.pdf}$

- · 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

to produce and publish writing, including in collaboration with peers. • L.1.1.d Form frequently occurring verbs. • L.1.1.e Convey sense of time. • L.1.1.f Use frequently occurring adjectives.			
Name of the second seco		N/ 1.4	4.144
Resources: HMH Module 6	Week 1:	Week 1:	4 Weeks
Essential Question: What do holidays and symbols tell about our country?	High/Frequency/	Foundational	1/19-
Week 1:	Big Idea/Power	Skills	<mark>2/12/2021</mark>
• RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words.	words:	Phonics Consonant:	
 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 	another, gave, house, over, own,	Long e, i, o (CV);	
· Kr.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	read, water,	Possessives	
words. • RF.1.3.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	white, brag,	with 's	
• RF.1.4.b Decode regularly spelled one-syllable words.	emblem, forever,	wiiit 3	
17.1.4.b becode regularly specified one-syllable words.	freedom,	Reading	
Word Syllable Game:	grouchy,	Workshop:	
https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syll_	monuments,	Text Features	
able_patterns/k1_p056_word_syllable_game.pdf	peace,	Elements of	
	scene, sights,	Poetry	
• RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.	symbol, true	Make and Confirm	
· L.1.1.c Use common, proper, & possessive nouns.		Predictions	
• L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Elements of	
• L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling		Drama	
conventions.		Media Literacy:	
· L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently		Reference	
occurring grade appropriate irregular words.		Sources	
• 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.		Writing Form:	
• L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning		Personal Narrative	
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	Week 2: High	Week 2:	
conjunctions.	Frequency/Big	Foundational	
• RL.1.1 Ask and answer questions about key details in a text.	Idea/Power	Skills	
• RL.1.3 Describe characters, settings, and major events in a story, using key details.	words: always,		
. E.	began,	Phonics Consonant:	

https://drive.google.com/file/d/1ZaLRBTQKi7-souC2zbQOWySLSc6exu8m/view?usp=sharing	better, gives,	Long a (VCe); Soft	
• RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal	hurt, shall,	c	,
to the senses.	should, things,		
	audience, base,	Reading	
https://drive.google.com/file/d/1RhW3V7cAFclhMKiHHQMgFsR09iKvpOua/view?usp=sharing	contest,	Workshop:	
The state of the s	hope, liberty,	Point of View	
• RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	national, onstage,	Evaluate	
• RI.1.5 Know and use various text features to locate key facts or information in a text.	program,	Ideas and Support	
K1.1.5 Know and use various text features to locate key facts of information in a text.	split, stand,	Make Connections	
https://drive.google.com/file/d/1NfOZpRk9k7snr12cyVpUca0NK_KfMVdr/view?usp=sharing	towers, vote	Text Organization	
Interport of the google control of the control of t	Towers, vote	Text Organization	
• RF.1.1.a Recognize and use capitalization and ending punctuation.		Writing Form:	,
• W.1.3.a With guidance and support from adults, organize information and		Personal Narrative	
ideas around a topic to plan and prepare to write.			
· W.1.6 With guidance and support from adults, recall information from experiences		Week 3:	
or gather information from provided sources to answer a question.	Week 3: High	Foundational	
• L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and	Frequency/Big	Skills	
exclamatory sentences.	Idea/Power		
• L.1.1.i Understand and use question words.	words:	Phonics Consonant:	
· L.1.2.a Capitalize the first word in a sentence.	carry, draw,	Long i, o (VCe);	
· L.1.2.d Recognize end punctuation.	eight,	Silent Letters	
· L.1.2.e Name end punctuation.	even, goes, may,	(kn, wr)	
· L.1.2.f Use end punctuation for sentences.	seven, shows,		
Week 2:	brittle,	Reading	
• RF.1.2 Print all upper- and lowercase letters legibly.	celebrate, center,	Workshop:	
· RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable	Constitution,	Text Features	
words.	famous,	Create Mental	
• RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes),	government,	Images	
including consonant blends.	papers,	Story Structure	
• RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes)	parade, share,	Elements of	
in spoken single-syllable words.	signed, tradition	Poetry	
· 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		Writing Form:	
vowel sounds.		Personal Narrative	
· 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.			

- 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.
- \cdot 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.
- \cdot 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.

Week 3:

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.

Syllables:

 $\frac{\text{https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_syllable_patterns/k1_p054_piece_it_together.pdf}$

- 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 seguence 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. 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.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 quidance 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. Resources: HMH Module 7 Week 1: High Week 1: 4 Weeks Frequency/Big 2/15-Essential Question: How do things in nature change? Foundational Week 1: Idea/Power Skills 3/12/2021 • RF.1.2 Print all upper- and lowercase letters legibly. words: • RF.1.3.a Distinguish long from short vowel sounds in spoken Phonics Consonant: animal, heads, Long u, e (VCe); single-syllable words. keep, let's, point, • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. something, voice, Soft q (q, dge) • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken won't, break, single-syllable words. deep, direction, Reading divide, fiery, • RF.1.4.b Decode regularly spelled one-syllable words. Workshop: • RF.1.4.c Know final -e and common vowel team conventions for representing long vowel sounds. **Ideas** and Support fluffy, landed, • RF.1.4.q Recognize and read grade-appropriate irregularly spelled words. Text Organization mission, nature. · L.1.2.h Write a letter or letters for most consonant and short-vowel sounds. Make Inferences problem, Point of View · L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships. spectacular, · L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spindly Research: Gather

spelling conventions.

- \cdot 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.
- \cdot 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.

Week 2:

- 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.

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· L.1.6 Use words and phrases learned through conversations, reading, and being

Week 2: High Frequency/ Big Idea/Power words: below, far, hear, hold, old, only, open, round, decided, dunes,

decided, dunes, edges, explore, ledges, lugged, noticed, preserve, rest, shrubs, spines, trace

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 Information

Writing Form: Poem

Week 2: Foundational Skills

Phonics Consonant: Long e (ea, ee); Short e (ea)

Reading Workshop: Setting Monitor and Clarify Central Idea Summarize Text Organization

Writing Form:

Week 3:
Foundational
Skills

Phonics Consonant:
Long a (ai, ay);
St, Contractions with
'm, 's, n't, 'll

Reading Workshop: Central Idea Synthesize Content-Area

Words

read to, including common conjunctions.	Writing Form:	
• RL.1.3 Describe characters, settings, and major events in a story, using key details.	Poem	
• 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.		
Week 3:		
• 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.		

· L.1.1.h Produce and expand simple, compound, declarative, interrogative,	<u> </u>		
imperative, and exclamatory sentences.			
• L.1.1.k Use personal, possessive, and indefinite pronouns.			
• L.1.2.b Capitalize the pronoun "I."			
Resources: HMH Module 8	Week 1: High	Week 1:	4 Weeks
Essential Question: What lessons can we learn from stories?	Frequency/ Big	Foundational	3/13-
Week 1:	Idea/Power	Skills	4/16/2021
• RF.1.3.a Distinguish long from short vowel sounds in spoken	words:	Skills	4/10/2021
single-syllable words.	along, answer,	Phonics Consonant:	
• RF.1.3.b Orally produce single-syllable words by blending sounds			
	children, going,	Long o (oa, ow);	
(phonemes), including consonant blends.	mother, talk,	Long o, i (oe, ie)	
• RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable	upon, woman,	D. P.	
words.	anxious, bother,	Reading	
• RF.1.4.b Decode regularly spelled one-syllable words.	follow,	Workshop:	
• RF.1.4.c Know final -e and common vowel team conventions for representing long vowel sounds.	gratefully,	Text Features	
• RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.	interrupt,	Theme	
• L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	involved, panted,	Create Mental	
• L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling	pastime, relaxing,	Images	
conventions.	rush, supposed,	Characters	
• L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade	warn	Media Literacy:	
appropriate irregular words.		Digital Texts and	
• SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details,		Features	
expressing ideas and feelings clearly.		Writing Form:	
• L.1.1.d Form frequently occurring verbs.		Personal Narrative	
· 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.	Week 2: High	Week 2:	
• L.1.5.b Define words by category and by one or more key attributes.	Frequency/Big	Foundational	
• L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common	Idea/Power	Skills	
conjunctions.	words:		
· RL.1.1 Ask and answer questions about key details in a text.	bring, eyes,	Phonics Consonant:	
• RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or	family,	Long i (igh, y);	
lesson.	girl, move, soon,	Long i, o	
• RL.1.3 Describe characters, settings, and major events in a story, using key details.	together, warm,		
• RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	autumn, boldly,	Reading	
• RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	chirped,	Workshop:	
• RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	gnaws, labor,	Theme	
• RI.1.5 Know and use various text features to locate key facts or information in a text.	nook, scamper,	Make Connections	
• RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided	sly, sneaks,	Elements of	
by the words in a text.	squeaks,	Drama	
• RI.1.7 Use the illustrations and details in a text to describe its key ideas.	storyteller,	Make Inferences	
• W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some	thumps	Setting	

details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.

- 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.

Week 2:

- 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.

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- \cdot 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.
- \cdot 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.
- 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.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.
- \cdot W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Week 3: High Frequency/Big Idea/Power words: brown, few, funny, myself, new, onc

myself, new, once, thank, words, beyond, chose, express, grand, lesson, nonsense, pretended, reply, tale, taught, wise Writing Form: Personal Narrative

Week 3: Foundational Skills

Phonics Consonant: r-Controlled Vowel ar; Two-Syllable Words

Reading Workshop: Point of View Synthesize Central Idea Characters

Writing Form: Personal Narrative

- · L.1.1.e Convey sense of time.
- L.1.1.k Use personal, possessive, and indefinite pronouns.

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.

Onset/Rime:

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

- 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.q 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.

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- \cdot 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.
- 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 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. • L.1.1.j Use frequently occurring prepositions.			
Resources: HMH Module 9	Week 1: High	Week 1:	<mark>4 weeks</mark>
Essential Question: What do plants need to live and grow?	Frequency/Big	Foundational	<mark>4/19-</mark>
Week 1:	Idea/Power	Skills	<mark>5/14/202</mark>
• RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	words:		
RF.1.4.b Decode regularly spelled one-syllable words.	almost, also,	Phonics Consonant:	
· RF.1.4.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	between, ever,	r-Controlled	
a printed word.	food, really, sing,	Vowels or, ore;	
· RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables.	three, bear,	Two-Syllable	
· RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.	cradle, harvest,	Words	
L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	ingredients,		
L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling	nutrients, shade,	Reading	
conventions.	soil, sow,	Workshop:	
L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade	sweet, terrific,	Elements of	
appropriate irregular words.	wave, whispers	Poetry	
RI.1.5 Know and use various text features to locate key facts or information in a text.	·	Evaluate	
L.1.1.c Use common, proper, & possessive nouns.		Text Organization	
L.1.5.a Sort words into categories to gain a sense of the concepts the categories represent.		Media Literacy:	
L.1.5.b Define words by category and by one or more key attributes.		Nonfiction Forms	
L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common			
conjunctions.		Writing Form:	
· RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		Descriptive Essay	
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.	Week 2: High	Week 2:	
· W.1.2.a With guidance and support from adults, organize information and ideas around a topic to plan and	Frequency/Big	Foundational	
prepare to write.	Idea/Power	Skills	
• W.1.6 With guidance and support from adults, recall information from experiences or gather information	words:		
from provided sources to answer a question.	boy, door, father,	Phonics Consonant:	
L.1.1.f Use frequently occurring adjectives.	maybe, nearest,	r-Controlled	
L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory	says, shouted,	Vowels er, ir, ur;	
sentences.	until, cook,	Two-Syllable	
· L.1.2.a Capitalize the first word in a sentence.	corner, delicate,	Words	
L.1.2.d Recognize end punctuation.	delicious.		
L.1.2.e Name end punctuation.	discoveries.	Reading	
L.1.2.f Use end punctuation for sentences.	dreary, expected,	Workshop: Story	
5.2.2., ose one paneraurion for someness.	gear, pounding,	Structure	
Week 2:	smooth,	Monitor and	
PRF.1.2 Print all upper- and lowercase letters legibly.	stretched, sturdy	Clarify	
RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Sire icheu, siuruy	Elements of	

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

- 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.q 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.

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- \cdot 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.
- \cdot 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.

Week 3:

RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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

Week 3: Foundational Skills

Poetry

Retell

Writing Form: Descriptive Essay

Phonics Consonant: Final Blends ng, nk; Inflection -ing; Review Inflections -s, -es

Reading
Workshop:
Text Features
Ask and Answer
Questions
Elements of
Poetry
Chronological
Order

Writing Form: Descriptive Essay

• RF.1.4.b Decode regularly spelled one-syllable words. · RF.1.4.f Read words with inflectional endings. • RF.1.4.q 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. 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. https://drive.google.com/file/d/1bq4SuePHOgM 4b6pStBp8S7WFEhi IOP/view?usp=sharing · 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 guestions 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. Resources: HMH Module 10 Week 1: High Week 1: Essential Question: How can thinking in new ways help solve problems? Frequency/Big Foundational Week 1: Idea/Power Skills • RF.1.2 Print all upper- and lowercase letters legibly. words: • RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. begin, brother, Phonics Consonant: • RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable front, picture, Contractions with words room, someone, 've, 're; Suffixes -er, -est sometimes, young, Onset/Rime: dancing, designed,

https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_pho	feed,	Reading	\neg
nics_onset_and_rime/k1_p030_word_swat.pdf	float, floor,	Workshop:	
mics_oriser_urid_friffley k1_poso_worid_swur.puj	model, real,	Central Idea	
• RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.	straight, training,	Retell	
L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	whatever, whole		
	whatever, whole	Setting Research: Present	
• L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling			
conventions.		Information	
• L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade		s	
appropriate irregular words.		Writing Form:	
• L.1.1.d Form frequently occurring verbs.		Biographical Essay	
· 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	Week 2: High	Week 2:	
word relationships.	Frequency/Big	Foundational	
	Idea/Power	Skills	
https://drive.google.com/file/d/1bq4SuePHOgM_4b6pStBp8S7WFEhj_lOP/view?usp=sharing	words:		
	been, heard,	Phonics Consonant:	
· L.1.5.c Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity	hurry, learn,	Vowel Pattern oo	
by defining or choosing them or by acting out the meanings.	loved, often,	(/0/)	
· L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common	study, world,	Consonant + le	
conjunctions.	artist,		
• RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or	conducting,	Reading	
lesson.	gallery,	Workshop:	
• RL.1.3 Describe characters, settings, and major events in a story, using key details.	lab, merrily,	Setting	
• RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	method, mural,	Make Inferences	
• RI.1.2 Identify the main topic and retell key details of a text.	promise, rid,	Theme	
• RI.1.7 Use the illustrations and details in a text to describe its key ideas.	rummaged,	Create Mental	
• W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic,	specimens,	Images	
and provide closure.	spoiled	Elements of	
• W.1.2.a With guidance and support from adults, organize information and ideas around a topic to plan and	•	Poetry	
prepare to write.		·	
• W.1.5 Participate in shared research and writing projects.		Writing Form:	
		Biographical Essay	
https://drive.google.com/file/d/1gdJ4MFaTUZ4M1FzUCQg4agSnJE2HRTu_/view?usp=sharing		' '	
• W.1.6 With guidance and support from adults, recall information from experiences or gather information	Week 3: High	Week 3:	
from provided sources to answer a question.	Frequency/Big	Foundational	
· L.1.1.k Use personal, possessive, and indefinite pronouns.	Idea/Power	Skills	
Week 2:	words:		
• RF.1.2 Print all upper- and lowercase letters legibly.	bear, color,	Phonics Consonant:	
• RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	happy,	Vowel Patterns:	
• RF.1.4.b Decode regularly spelled one-syllable words.	money, music,	/0/	
14. 1.1. December regularity species one synapic words.	money, masic,	, =,	

• RF.1.4 g Recognize and read grade-appropriate irregularly spelled words. • L.1.2, Spell untaught words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2 is Spell untaught words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2 is Spell untaught words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2 is Spell untaught words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2 is Spell untaught words phonetically, drawing on knowledge of sound-letter relationships. • L.1.2 is Decomption of the concepts the categories and spelling common conjunctions. • L.1.5 is Define words by category and by one or more key attributes. • L.1.5 is Define words by category and by one or more key attributes. • L.1.6 is words and phrases learned through conversations, reading, and being read to, including common conjunctions. • R.1.1 as the and answer questions about key details in a text. • R.1.1 As kand answer questions about key details in a text. • R.1.1 Se reliably the characters, setting, and major events in a story, using key details. • R.1.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • R.1.17 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 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. • 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 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. • 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 Write informative/explanatory texts in which they name a topic, s			Ι	
• 1.12, Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • 1.12, Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • 1.12 Let Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words. • 1.15.0 Sort words into categories to gain a sense of the concepts the categories represent. • 1.15.0 Sort words into categories to gain a sense of the concepts the categories represent. • 1.15.0 Sort words and phrases learned through conversations, reading, and being read to, including common conjunctions. • 1.16.1 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions. • 1.1.1 Selective characters, settings, and major events in a story, using key details. • 1.1.1 A Identify words and phrases in stories or poems that suggest relegings or appeal to the senses. • 1.1.1 Verify informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. • 1.1.1 Use frequently occurring adjectives. • 1.1.1 Use frequently occurring adjectives. • 1.1.1 Use frequently occurring adjectives. • 1.1.1 Use frequently occurring and perivate and one of final sounds (phonemes), including consonant blends. • 1.1.1 Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • 1.1.1.2 (Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. • 1.1.1.2 Form frequently occurring verbs. • 1.1.1.3 Form frequently occurring verbs. • 1.1.1.4 Form frequently occurring verbs. • 1.1.1.5 Form frequently occurring verbs. • 1.1.1.6 Form frequently occurring verbs. • 1.1.1.7 Form frequently occurring verbs. • 1.1.1.8 Form frequently occurring verbs. • 1.1.1.9 Form frequently occurring verbs.	• RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables.	second, sound,	(Spellings oo, ou,	
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L.1.5. 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. R.1.1 Ask and answer questions about key details in a text. R.1.1.2 Retail stories, including key details, and demonstrate understanding of their central message or lesson. R.1.1.3 Describe characters, settings, and major events in a story, using key details. R.1.1.4 Tous 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. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. W.1.1.1 For int all upper- and lowercase letters legibly. R.R.1.3. Drally produce single-syllable words by blending sounds (phonemes), including consonant blends. R.R.1.3. Calculate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. R.R.1.4.9 Recognize and read grade-appropriate irregularly spelled words. L.1.2. Spell untaught words phonetically, drawing on knowledge of sound-letter relationships. L.1.2. Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling convertions. L.1.1.4 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.1.1.c Use common, proper, & possessive nouns.	scraps, usually	Text Organization	
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word relationships.				
	• 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.			
• 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.			
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.1.2.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.			
Resources: HMH Module 11	Week 1: High	Week 1:	
Essential Question: What are the characteristics of narrative nonfiction, informational texts, and	Frequency/Big	Foundational	
biography?	Idea/Power	Skills	
Week 1:	words:		
• RF.1.3.b Orally produce single-syllable words by blending sounds	answer, point,	Phonics Consonant:	
(phonemes), including consonant blends.	right, voice, walk,	Diphthongs ow, ou;	
• RF.1.4.b Decode regularly spelled one-syllable words.	watch, where,	Diphthongs	
• RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.	write	oy, oi	
https://drive.google.com/file/d/1RhW3V7cAFclhMKiHHQMgFsR09iKvpOua/view?usp=sharing		Reading	
		Workshop:	
		Genre	
· L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Characteristics:	
· L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling		Narrative	
conventions.		Nonfiction	
· L.1.2.K Use conventional spelling for words with common spelling patterns and for frequently occurring grade		Author's Purpose	
appropriate irregular words.		Text Organization	
· 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.		Writing Form:	
· RI.1.2 Identify the main topic and retell key details of a text.		Opinion Letter	
• 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.	Week 2: High	Week 2:	
· W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state	Frequency/Big	Foundational	
an opinion, supply a reason for the opinion, and provide closure.	Idea/Power	Skills	
• W.1.1.a With guidance and support from adults, organize information and ideas around a topic to plan and	words:		
prepare to write.	done, there,	Phonics Consonant:	
• W.1.1.a With guidance and support from adults, organize information and ideas around a topic to plan and	words:		

• L.1.1.c Use common, proper, & possessive nouns.	think,	/ô/; Inflections
• L.1.1.d Form frequently occurring verbs.	warm, went,	
· L.1.1.k Use personal, possessive, and indefinite pronouns.	without, woman,	Reading
· L.1.2.c Capitalize dates and names of people.	worked	Workshop:
Week 2:		Genre
• RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		Characteristics:
• RF.1.4.b Decode regularly spelled one-syllable words.		Informational
• RF.1.4.f Read words with inflectional endings.		Text
• RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.		Central Idea
3 3 11 1 3 7 1		Text Features
https://drive.google.com/file/d/1RhW3V7cAFclhMKiHHQMgFsR09iKvpOua/view?usp=sharing		
		Writing Form:
· L.1.1.d Form frequently occurring verbs.		Opinion Letter
· L.1.1.e Convey sense of time.		
· L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Week 3: High	Week 3:
· L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling	Frequency/Big	Foundational
conventions.	Idea/Power	Skills
· L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade	words:	
appropriate irregular words.	eight, enough,	Phonics Consonant:
• RL.1.5 Explain major differences between books that tell stories and books that give information.	goes, move,	Long e (ie, y, ey)
· RI.1.1 Ask and answer questions about key details in a text.	thank, their,	
· RI.1.2 Identify the main topic and retell key details of a text.	things, through	Reading
• RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.		Workshop:
· RI.1.5 Know and use various text features to locate key facts or information in a text.		Genre
· RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided		Characteristics:
by the words in a text.		Biography
• RI.1.7 Use the illustrations and details in a text to describe its key ideas.		Text Organization
· W.1.1.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from		Text Features
peers, and add details to strengthen writing as needed.		
• L.1.1.a Use singular and plural nouns with matching verbs in basic sentences.		Writing Form:
· L.1.1.c Use common, proper, & possessive nouns.		Opinion Letter
· 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.		
Week 3:		
• 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.f Read words with inflectional endings. • RF.1.4.g Recognize and read grade-appropriate irregularly spelled words. https://drive.google.com/file/d/1RhW3V7cAFclhMKiHHQMgFsR09iKvpOua/view?usp=sharing · L.1.2. | 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. https://drive.google.com/file/d/186dZcdsIGkmXGVh_y8rdYfxLBoh9uhDY/view?usp=sharing • RI.1.7 Use the illustrations and details in a text to describe its key ideas. · W.1.1.b With quidance 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 quidance 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. Resources: HMH Module 12 Week 1: High Week 1: Essential Question: What are the characteristics of realistic fiction, folktales, and fantasy? Frequency/Big Foundational Idea/Power Skills Week 1: words: above, • RF.1.2 Print all upper- and lowercase letters legibly. Phonics Consonant:

• RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables.

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• RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.

· RF.1.4.f Read words with inflectional endings.

again,

what

around, does,

gives, live, says,

Suffixes -ful. -

Prefixes un-, re-

less, -ly, -y;

Reading

- · L.1.2. 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.

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- 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.

Week 2:

- 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.q Recognize and read grade-appropriate irregularly spelled words.

https://drive.google.com/file/d/1RhW3V7cAFclhMKiHHQMgFsR09iKvpOua/view?usp=sharing

- · L.1.2. 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
- 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 quidance and support from adults, focus on a topic, respond to questions and suggestions from

Week 2: High Frequency/Big Idea/Power words: these, they, once, people, wash, water, who, world	Workshop: Genre Characteristics: Realistic Fiction Story Structure Point of View Writing Form: Opinion Essay Week 2: Foundational Skills Phonics Consonant: Two-Syllable Words: CV, CVC Reading Workshop: Genre Characteristics: Folktale Characters Theme	
	Writing Form: Opinion Essay	
Week 3: High Frequency/Big Idea/Power words:	Week 3: Foundational Skills	
animal, could, different, pull, should, talk, won't, would	Phonics Consonant: Suffixes -er, -est; Inflections	
, would	Reading Workshop:	

Genre

Characteristics:

Review All Skills		/2021- /2021
syllable_patterns/k1_p056_word_syllable_game.pdf		
ttps://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1		
/ord Syllable Game:		
syllable_patterns/k1_p053_picture_it_in_syllables.pdf		
ttps://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1		
icture it in Syllables:		
ccurring grade appropriate irregular words.		
L.1.2.K Use conventional spelling for words with common spelling patterns and for frequently		
L.1.2.b Capitalize the pronoun "I."		
L.1.1.k Use personal, possessive, and indefinite pronouns.		
L.1.1.e Convey sense of time.		
W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and ublish writing, including in collaboration with peers.		
eers, and add details to strengthen writing as needed.		
W.1.1.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from		
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.		
RL.1.5 Explain major differences between books that tell stories and books that give information.		
RL.1.3 Describe characters, settings, and major events in a story, using key details.		
RL.1.1 Ask and answer questions about key details in a text.		
oppropriate irregular words.		
L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade		
onventions.		
L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling		
RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.		
RF.1.4.f Read words with inflectional endings.		
RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables.		
/eek 3:		
L.1.2.c Capitalize dates and names of people.		
entences.	' '	
L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory	Opinion Essay	
L.1.1.j Use frequently occurring prepositions.	Writing Form:	
L.1.1.f Use frequently occurring adjectives.	,	
L.1.1.e Convey sense of time.	Setting Story Structure	
L.1.1.c Use common, proper, & possessive nouns.		

1st grade Writing Guide:

https://drive.google.com/file/d/1X7n8vOFy68jUinhZvvy6Ixlo8FDnPwq7/view

Standards based Stem Questions:

https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view

Standards based Sentence Frames:

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