

<b>Lesson 1- Warm-Up</b>		
H F W - help, let's, now Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.6.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Communication-Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>	<b>Standard</b>	<b>#</b>
Let's Tap – nonfiction  Robust Vocab. - bothered, distance, form, instruct, perform, supportive	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in identifying the topic of expository text that is heard or read; Participate in connecting the information and events in text to self and to the world; Participate in drawing conclusions based on information gathered from pictures and print Listen to acquire information from a variety of sources Participate in differentiating between real and imaginary in media presentations Ask questions for clarification and understanding Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, & table of contents of a book; use context clues and pictures to aid in decoding new words	1.LA.2.3.1 1.LA.2.2.1  1.LA.2.1.2 1.LA.2.1.3  1.LA.6.1.4 1.LA.6.3.3  1.LA.6.2.1 1.LA.1.1.1 1.LA.1.2.2
<b>Reading Skills</b>		
Make predictions	Comprehension/Interpretation – Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.1.3
Answer ?s	Answer questions (who, what, when, where, why, how) about expository text, heard or read	1.LA.2.2.2
Word segmentation	Reading Process – Count the number of syllables in a spoken word Communication- Listen and follow one and two step oral directions	1.LA.1.3.4 1.LA.6.1.3
Inflections –s	Reading Process – Identify the meaning of words by using common inflectional endings	1.LA.1.8.1
Short /a/ - am, at, cat, pan, ran, man, map, tap,  Accuracy	Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words Writing Components - spell correctly Grade 1 high frequency words Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.5.1 1.LA.5.2.1 1.LA.1.7.2
<b>Grammar Skills</b>		
Sentences Conventions - <b>a, the</b>	Writing Components – Print legibly Writing Components - capitalize the first word in a sentence, use periods at the end of sentences, and identify question marks and exclamation marks; Spell correctly Grade 1 high frequency words	1.LA.5.4.1 1.LA.5.4.2 1.LA.5.2.1
<b>Writing Skills</b>		
Labels Edit, Publish, Revise and Share	Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross- Curricular</b>		
Social Studies- Movement	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 2- Warm-Up</b>	<b>Standard</b>	<b>#</b>
H F W – in, no , too Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>		
The Van – fantasy	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.3.1 1.LA.2.1.2 1.LA.2.1.3
	Participate in differentiating between real and imaginary in media presentations Ask questions for clarification and understanding	1.LA.6.3.3 1.LA.6.2.1
Robust Vocab. - escape, fright, nearby, cram, solution, strategy	Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, & table of contents of a book; use context clues and pictures to aid in decoding new words	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1
<b>Reading Skills</b>		
Make predictions	Comprehension/Interpretation – Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.1.3
Use graphic organizers	Reading Process – Read simple graphs, charts, and diagrams	1.LA.1.2.3
Syllable blending & on-set rime	Reading Process - blend two to four phonemes into recognizable words	1.LA.1.3.3
Short /a/ - hat, had, sad, sat, bat, bag, at, can, <b>help, now</b>	Reading Process - apply knowledge of common onsets, rimes, and word patterns to decode and generate new words	1.LA.1.5.1
Phonograms –ap, -at, -ag, -and	Writing Components - spell correctly Grade 1 high frequency words	1.LA.5.2.1
Word segmentation	Reading Process – Count the number of syllables in a spoken word; blend two to four phonemes into recognizable words	1.LA.1.5.1
Accuracy	Communication- Listen and follow one and two step oral directions Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1..LA.6.1.3 1.LA.1.7.2
<b>Grammar Skills</b>		
Word Order Conventions	Writing Components – Print legibly; capitalize the first word in a sentence, names of people, and the pronoun I; use periods at the end of sentences, and identify question marks and exclamation marks; Spell correctly Grade 1 high frequency words	1.LA.5.1.1 1.LA.5.4.1 1.LA.5.4.2 1.LA.5.2.1
<b>Writing Skills</b>		
Sentences Edit, Publish, Revise and Share	Writing Components – identify nouns and verbs Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.5.3.2 1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Social Studies- Problem Solving	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 3-Warm-Up</b>	<b>Standard</b>	<b>#</b>
H F W – get, hold, home, so. soon Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>		
Big Rigs – nonfiction	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read; Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1  1.LA.2.1.3
Robust Vocab. - especially, memorize, sensed, capacity, haul, proud	Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, & table of contents of a book; use context clues and pictures to aid in decoding new words	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1
<b>Reading Skills</b>		
Classify/categorize		
Make inferences	Reading Process - apply knowledge of common onsets, rimes, and word patterns to decode and generate new words	1.LA.1.5.1
Rhyme recognition and production	Reading Process - apply knowledge of common onsets, rimes, and word patterns to decode and generate new words	1.LA.1.5.1
Short /i/ - in, pin, pig, big, dig, did, had, sat, <b>no, too</b>	Reading Process – Identify the meaning of words by using common inflectional endings Writing Components - spell correctly Grade 1 high frequency words	1.LA.1.8.1 1.LA.5.2.1
Contraction `s	Reading Process – Identify the meaning of words by using common inflectional endings	1.LA.1.8.1
Punctuation – with expression	Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.7.2
<b>Grammar Skills</b>		
Naming Parts of sentences		
<b>Writing Skills</b>		
voice sentences about me Edit, Publish, Revise and Share	Writing Applications – write narratives based on personal experience Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.4.1.1 1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Social Studies - Careers	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 4 - Warm Up</b>	<b>Standard</b>	
H F W – late, oh, yes Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>	<b>Standard</b>	<b>#</b>
Get Up, Rick! – fantasy	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1 1.LA.2.1.3
Robust Vocab - ambled, politely, pouted, considerate, routine, unexpected	Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, & table of contents of a book; use context clues and pictures to aid in decoding new words	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1
<b>Reading Skills</b>		
Story elements – beg, mid, end	Comprehension/Interpretation – Sequence and retell a story that is heard or read into a beginning, middle, and end	1.LA.2.3.4
Summarize	Comprehension/Interpretation – Sequence and retell a story that is heard or read into a beginning, middle, and end	1.LA.2.3.4
Phoneme isolation	Reading Process – Identify first, middle, and last sound in a word	1.LA.1.3.1
Digraph /k/ ck – pick, pack, tack, back, sack, sick, big, in, hold, so Phonograms –ick, -ink, -ill, -it	Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words Writing components- spell correctly first grade high frequency words	1.LA.1.5.1 1.LA.5.2.1
Punctuation	Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.7.2
<b>Grammar Skills</b>		
Telling Parts		
<b>Writing Skills</b>		
caption sentences ideas	Writing Process – Participate in generating ideas using pre-writing strategies;	1.LA.3.1.1
Edit, Publish, Revise and Share	Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Mathematics - Time	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 5 - Warm Up</b>	<b>Standard</b>	
H F W – find, much, thank Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>	<b>Standard</b>	<b>#</b>
Dot and Bob – realistic fiction	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1 1.LA.2.1.3
Robust Vocab - horrible, invigorated, presented, aid, persistent, sweltering	Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, & table of contents of a book; use context clues and pictures to aid in decoding new words	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1
<b>Reading Skills</b>		
Story elements – characters	Comprehension/Interpretation – Orally identify and describe the characters in a story that is read aloud	1.LA.2.3.2
Recognize story structure	Comprehension/Interpretation – Answer questions (who, what, when, where, why, how) about text heard or read	1.LA.2.2.2
Phoneme categorization	Reading Process – Identify first, middle, and last sound in a word	1.LA.1.3.1
Short Vowel /o/ - top, hop, hot, not, dot, lot, back, pick, oh, yes	Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words	1.LA.1.5.1
Inflections –ed, -ing	Reading Process - identify meaning of words by using common inflectional endings –ed, -ing	1.LA.1.8.1
Accuracy	Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.7.2
<b>Grammar Skills</b>		
Telling Sentences		
<b>Writing Skills</b>		
Sentences about things word choice Edit, Publish, Revise and Share	Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Science – Trees and leaves	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 6 - Warm Up</b>	<b>Standard</b>	
H F W - how, make, of. some Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>	<b>Standard</b>	<b>#</b>
All On The Map – nonfiction	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read; Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1 1.LA.2.1.3
Robust Vocab - commotion, muffle, overflowing, locate, search, symbol,	Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, & table of contents of a book; use context clues and pictures to aid in decoding new words	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1
<b>Reading Skills</b>		
Classify & Categorize		1.LA.2.3.2
Monitor Comprehension; Adjust Reading Rate	Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.7.2
Variant /o/ (all) – all, call, fall, wall, ball, tall, not, top, much, thank	Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words	1.LA.1.5.1
Contraction n't	Reading Process - identify meaning of words by using common inflectional endings –ed, -ing	1.LA.1.8.1
Punctuation	Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.7.1
<b>Grammar Skills</b>		
Questions	Writing Components – Use periods at the end of sentences, and identifying question marks and exclamations	1.LA.5.4.2
<b>Writing Skills</b>		
Sentences about Places	Writing Applications – Participate in writing brief explanations or observations of real objects, persons, places, events, or processes	1.LA.4.2.2
Word Choice		
Edit, Publish, Revise and Share	Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Social Studies - Maps	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 7 - Warm Up</b>	<b>Standard</b>	
H F W – , day, eat, first, said, time, was Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>	<b>Standard</b>	<b>#</b>
Little Red Hen Gets Help - fantasy	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read; Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1 1.LA.2.1.3
Robust Vocab - chorus, odor, shoved, assemble, consume, enthusiastic	Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, & table of contents of a book; use context clues and pictures to aid in decoding new words	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1
<b>Reading Skills</b>		
Compare & Contrast		
Answering Questions	Comprehension/Interpretation – Answer questions (who, what, when, where, why, how) about text heard or read	1.LA.2.2.2
Short /e/ – set, sent, ten, tell, let, get, all, call, make, of	Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words	1.LA.1.5.1
Initial Blends w/ l	Reading Process – blend two to four phonemes into recognizable words	1.LA.1.3.3
Expression	Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.7.1
<b>Grammar Skills</b>		
Exclamations	Writing Components – Use periods at the end of sentences, and identifying question marks and exclamations	1.LA.5.4.2
<b>Writing Skills</b>		
Sentences about events	Writing Applications – Participate in writing brief explanations or observations of real objects, persons, places, events, or processes	1.LA.4.2.2
Edit, Publish, Revise and Share	Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Social Studies - Helping	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 8 - Warm Up</b>	<b>Standard</b>	
H F W – Don't, her. line. Mr. new, says, water Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>	<b>Standard</b>	<b>#</b>
Beth's Job – Fiction	Comprehension/Interpretation – Tell the purpose for reading text; Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world	1.LA.2.1.1 1.LA.2.3.1 1.LA.2.1.2
Robust Vocab - applauded, chatty, gather, duty, envy, resent	Reading Process – Match oral words to printed words; Locate and identify the title, author and illustrator, & table of contents of a book; Use context clues and pictures to aid in decoding new words; Read abbreviations appropriate to grade level: Participate in drawing conclusions based on information gathered from pictures and print	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1 1.LA.1.4.2 1.LA.2.1.3
<b>Reading Skills</b>		
Details Use Graphic Organizers	Reading Process – Read simple graphs, charts, and diagrams	1.LA.1.2.3
Digraph /th/:then, them, this, that, path, with Short Vowel /e/: ten, get, said, was Phoneme Blending	Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words; Identify first, middle, and last sound in a word; Add, delete or change initial sounds to make words; Match vowel & consonant sounds to all letters	1.LA.1.5.1 1.LA.1.3.3 1.LA.1.3.1 1.LA.1.3.2 1.LA.1.4.1
Initial blends with s	Reading Process-Blend two or four phonemes into recognizable words	1.LA.5.2.1
Fluency- Expression	Writing Component- Spell correctly grade 1 high frequency words	
	Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.7.2
<b>Grammar Skills</b>		
Nouns: People or Places	Writing Components – Identify nouns and verbs	1.LA.5.3.2
<b>Writing Skills</b>		
Questions and Conventions	Writing Applications – Use periods at the ends of sentences and identify question marks and exclamation points	1.LA.5.4.2
Prewriting	Writing Process – Participate in generating ideas using prewriting strategies (e.g., sketching);	1.LA.3.1.1
Edit, Publish, Revise and Share	Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Classroom Jobs	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 9 - Warm Up</b>	<b>Standard</b>	
H F W – be, does, food, grow, live, many Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>	<b>Standard</b>	<b>#</b>
Plants Can't Jump- Non Fiction	Comprehension/Interpretation – Tell the purpose for reading text; Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read; Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.1.1 1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1 1.LA.2.1.3
Robust Vocab - claimed, dine, groaned, function, nutritious, classify	Reading Process – Match oral words to printed words; Locate and identify the title, author and illustrator, & table of contents of a book; Use context clues and pictures to aid in decoding new words; Read abbreviations appropriate to grade level	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1 1.LA.1.4.2
<b>Reading Skills</b>		
Details Monitor Comprehension- Adjust Reading Rate	Comprehension/Interpretation- Answer questions (who, what, when, where, why, how) about expository text, heard, or read	1.LA.2.2.2
Short vowel /u/:us, bus, must, cut, cub, club, with, then, don't, says Short vowel /e/ Phoneme Segmentation	Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words; Blend two to four phonemes into recognizable words; Identify first, middle, and last sound in a word; Add, delete or change initial sounds to make words; Match vowel & consonant sounds to all letters	1.LA.1.5.1 1.LA.1.3.3 1.LA.1.3.1 1.LA.1.3.2 1.LA.1.4.1
Initial Blends r Fluency- Phrasing	Writing Component- Spell correctly grade 1 high frequency words  Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.5.2.1  1.LA.1.7.2
<b>Grammar Skills</b>		
Nouns: Animals or Things	Writing Components – Identify nouns and verbs	1.LA.5.3.2
<b>Writing Skills</b>		
Lists Organization Prewriting  Edit, Publish, Revise and Share	Writing Process – Participate in generating ideas using prewriting strategies (e.g., sketching); Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.1.1  1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Science- Plants	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 10 - Warm Up</b>	<b>Standard</b>	
H F W – arms, every, feet, head, school, use, way, your Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>	<b>Standard</b>	<b>#</b>
Soccer Song	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world	1.LA.2.3.1 1.LA.2.1.2
Robust Vocab - ashamed, mused, soared, athletic, awkward, superb	Reading Process – Match oral words to printed words; Locate and identify the title, author and illustrator, & table of contents of a book; Use context clues and pictures to aid in decoding new words; Read abbreviations appropriate to grade level	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1 1.LA.1.4.2
<b>Reading Skills</b>		
Plot Recognize Story Structure	Comprehension/Interpretation- Tell the purpose for reading text; Answer questions (who, what, when, where, why, how) about expository text, heard, or read; Sequence and retell a story that is heard or read into a beginning, middle, and end	1.LA.2.1.1 1.LA.2.2.2 1.LA.2.3.4
Diphthong /ng/: long, song, sing, ring, bring, thing, us, must, does, food Contraction 'll	Writing Component- Spell correctly grade 1 high frequency words	1.LA.5.2.1
Phoneme Segmentation	Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words; Blend two to four phonemes into recognizable words; Identify first, middle, and last sound in a word; Add, delete or change initial sounds to make words; Match vowel & consonant sounds to all letters	1.LA.1.5.1 1.LA.1.3.3 1.LA.1.3.1 1.LA.1.3.2 1.LA.1.4.1
Fluency- Phrasing	Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.7.2
<b>Grammar Skills</b>		
One and More Than One	Reading Process – Identify the meaning of words by using common inflectional endings (e.g. s, ed, ing)	1.LA.1.8.1
<b>Writing Skills</b>		
Dialog Voice Prewriting  Edit, Publish, Revise and Share	Writing Process – Participate in generating ideas using prewriting strategies (e.g., sketching) Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.1.1  1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Sports	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 11 - Warm Up</b>	<b>Standard</b>	
H F W – animals, cold, fish, from, their, under, very Big Book & Poems  Question of the Day	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4  1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>	<b>Standard</b>	<b>#</b>
Land of Ice- Non Fiction  Robust Vocab - nuzzled, praced, raging, adapt, intriguing, inhabit	Comprehension/Interpretation – Tell the purpose for reading text; Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read  Reading Process – Match oral words to printed words; Locate and identify the title, author and illustrator, & table of contents of a book; Use context clues and pictures to aid in decoding new words; Read abbreviations appropriate to grade level	1.LA.2.1.1 1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1  1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1 1.LA.1.4.2
<b>Reading Skills</b>		
Compare and Contrast Make Inferences  r-Controlled Vowel /or/ or, ore: or, for, form, more, store, sort, long, bring, your, head Compound Words  Review Blending and Segmentation  Fluency- Phrasing	Comprehension/Interpretation- Answer questions (who, what, when, where, why, how) about expository text, heard, or read; Sequence and retell a story that is heard or read into a beginning, middle, and end; Participate in drawing conclusions based on information gathered from pictures and print  Writing Component- Spell correctly grade 1 high frequency words  Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words; Blend two to four phonemes into recognizable words; Identify first, middle, and last sound in a word; Add, delete or change initial sounds to make words; Match vowel & consonant sounds to all letters  Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.2.2.2 1.LA.2.3.4 1.LA.2.1.3  1.LA.5.2.1  1.LA.1.5.1 1.LA.1.3.3 1.LA.1.3.1 1.LA.1.3.2 1.LA.1.4.1  1.LA.1.7.2
<b>Grammar Skills</b>		
Special Names and Titles for People	Writing Component – Capitalize the first word in a sentence, names of people, and the pronoun I	1.LA.5.4.1
<b>Writing Skills</b>		
Interview Questions Organization Prewriting Edit, Publish, Revise and Share	Writing Process – Participate in generating ideas using prewriting strategies (e.g., sketching) Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.1.1  1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Habitats	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 12 - Warm Up</b>	<b>Standard</b>	
H F W – came, could, gold, happy, made, night, saw, were Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>	<b>Standard</b>	<b>#</b>
King Midas and His Gold - Myth	Comprehension/Interpretation – Tell the purpose for reading text; Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.1.1 1.LA.2.3.1 1.LA.2.1.2 1.LA.2.1.3
Robust Vocab - reward, handsomely, cruel, greedy, consequences, regret	Reading Process – Match oral words to printed words; Locate and identify the title, author and illustrator, & table of contents of a book; Use context clues and pictures to aid in decoding new words; Read abbreviations appropriate to grade level	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1 1.LA.1.4.2
<b>Reading Skills</b>		
Setting Ask Questions	Comprehension/Interpretation- Answer questions (who, what, when, where, why, how) about expository text, heard, or read; Sequence and retell a story that is heard or read into a beginning, middle, and end; Identify the setting in a story heard or read aloud	1.LA.2.2.2 1.LA.2.3.4 1.LA.2.3.3
Digraph: /sh/ sh, /th/ th: shop, shot, shut, rush, wish, fish, for, more, from, very Initial Blends with l, s, r	Writing Component- Spell correctly grade 1 high frequency words	1.LA.5.2.1
Review Blending and Segmentation	Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words; Blend two to four phonemes into recognizable words; Identify first, middle, and last sound in a word; Add, delete or change initial sounds to make words; Match vowel & consonant sounds to all letters	1.LA.1.5.1 1.LA.1.3.3 1.LA.1.3.1 1.LA.1.3.2 1.LA.1.4.1
Fluency- Expression	Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.7.2
<b>Grammar Skills</b>		
Special Names of Places		
<b>Writing Skills</b>		
Riddles Conventions Prewriting Edit, Publish, Revise and Share	Writing Process – Participate in generating ideas using prewriting strategies (e.g., sketching) Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.1.1 1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Leadership	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 13- Warm-Up</b>		
H F W –air, fly, friends, grew, need, play, rain, watch Big Book & Poems	Read at least 150 regular and irregular sight words fluently	1.LA.1.7.1
Question of the Day	Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems, rhymes, and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources Communication-Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4 1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>	<b>Standard</b>	<b>#</b>
A Butterfly Grows Non-fiction	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in identifying the topic of expository text that is heard or read; Participate in connecting the information and events in text to self and to the world; Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.3.1 1.LA.2.2.1 1.LA.2.1.2 1.LA.2.1.3
Robust Vocab. –astonishing, continue, doubt, transform, examine, devour	Communication- Listen to acquire information from a variety of sources; Participate in differentiating between real and imaginary in media presentations; Ask questions for clarification and understanding Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, & table of contents of a book; Use context clues and pictures to aid in decoding new words	1.LA.6.1.4 1.LA.6.3.3 1.LA.6.2.1 1.LA.1.1.1 1.LA.1.2.2
<b>Reading Skills</b>		
Sequence a Story	Comprehension/Interpretation-Identify facts and sequence important information from expository text into correct order using picture clues	1.LA.2.2.3
Use Graphic Organizers	Comprehension/Interpretation- Sequence and retell a story that is heard or read, into a beginning, middle and end	1.LA.2.3.4
Diagraph /ch/ ch, tch – chip, chin, inch, such, catch, match, wish, shop, saw, were	Reading Process-Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words Writing Components- Spell correctly grade 1 high frequency words.	1.LA.1.5.1 1.LA.5.2.1
Phoneme Deletion	Reading Process- Add, delete, or change initial sounds to make words	1.LA.1.3.2
Inflections –es	Reading Process – Identify the meaning of words by using common inflectional endings	1.LA.1.8.1
Fluency- phrasing & expression Intonation	Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.7.2
<b>Grammar Skills</b>		
Names of Days and Months		
<b>Writing Skills</b>		
Sequence Story- organization	Writing Process – Use ideas generated and organized in prewriting to write a draft that includes a main idea	1.LA.3.2.1
Edit, Publish, Revise and Share	Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross- Curricular</b>		
Science- butterflies and life cycles	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 14- Warm-Up</b>	<b>Standard</b>	<b>#</b>
H F W – again, feel, house, know, loud, Mrs., put, say Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems, rhymes, and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>		
“Mark’s Big Day” Play	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in drawing conclusions based on information gathered from pictures and print Communication- Participate in differentiating between real and imaginary in media presentations; Ask questions for clarification and understanding Reading Process – Match oral words to printed words; Locate and identify the title, author and illustrator, & table of contents of a book; Use context clues and pictures to aid in decoding new words	1.LA.2.3.1 1.LA.2.1.2 1.LA.2.1.3  1.LA.6.3.3 1.LA.6.2.1  1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1
Robust Vocab-approached, energetic, pace, blunder, reassure		
<b>Reading Skills</b>		
Author’s Purpose/ Point of View  Summarize	Comprehension/Interpretation – Participate in drawing conclusions based on information gathered from pictures and print Comprehension/Interpretation- Sequence and retell a story that is heard or read, into a beginning, middle and end	1.LA.2.1.3  1.LA.2.3.4
r-controlled vowel /ar/ -far, farm, arm, art, part, park, chin, such, fly, watch	Reading Process - Blend two to four phonemes into recognizable words; apply knowledge of common onsets, rimes, and word patterns to decode and generate new words Writing Components- Spell grade 1 high frequency words	1.LA.1.3.3 1.LA.1.5.1  1.LA.5.2.1
Phoneme Blending and Deletion	Reading Process- Add, delete or change initial sounds to make words; blend two or four phonemes into recognizable words Communication- Listen and follow one and two step oral directions	1.LA.1.3.2 1.LA.1.3.3 1..LA.6.1.3
Inflections –s,-ed,-ing	Reading Process – Identify the meaning of words by using common inflectional endings	1.LA.1.8.1
Intonation	Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.7.2
<b>Grammar Skills</b>		
Names of Holidays Conventions	Writing Components – Print legibly; capitalize the first word in a sentence, names of people, and the pronoun I; Use periods at the end of sentences, and identify question marks and exclamation marks	1.LA.5.1.1 1.LA.5.4.1 1.LA.5.4.2
<b>Writing Skills</b>		
Email Edit, Publish, Revise and Share	Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Plays	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 15-Warm-Up</b>	<b>Standard</b>	<b>#</b>
H F W – about, books, family, name, people, read, work, writing Big Book & Poems	Read at least 150 regular and irregular sight words fluently Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker Recite short poems, rhymes, and songs Demonstrate awareness of different media Listen to acquire information from a variety of sources.	1.LA.1.7.1 1.LA.6.1.1  1.LA.6.2.4 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>		
Tomas Rivera Biography	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read; Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1 1.LA.2.1.3
Robust Vocab- cozily, interrupted, triumphantly, accomplishment, ambition, admire	Reading Process – Match oral words to printed words; Locate and identify the title, author and illustrator, & table of contents of a book; Use context clues and pictures to aid in decoding new words	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1
<b>Reading Skills</b>		
Sequence	Comprehension/Interpretation- Sequence and retell a story that is heard or read, into a beginning, middle and end	1.LA.2.3.4
Ask Questions	Comprehension/Interpretation- Answer questions (who, what, when, where, why, how) about expository text, heard or read	1.LA.2.2.2
Diagraphs /kw/ qu /hw/wh/- quit, quick, quiz, whiz, which, when, arm, part, house, put Phoneme Segmentation and Deletion	Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words	1.LA.1.5.1
Inflections –ed, -ing	Reading Process- Add, delete or change initial sounds to make words; blend two or four phonemes into recognizable words. Communication- Listen and follow one and two step oral directions	1.LA.1.3.2 1.LA.1.3.3 1..LA.6.1.3
Reading Rate	Reading Process – Identify the meaning of words by using common inflectional endings	1.LA.1.8.1
	Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year	1.LA.1.7.2
<b>Grammar Skills</b>		
Using I and Me		
<b>Writing Skills</b>		
Personal Narrative Voice	Writing Applications- Write narratives based on personal experiences	1.LA.4.1.1
Edit, Publish, Revise and Share	Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Family & Author's	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

Lesson 16- Warm-Up	Standard	#
<p>HFW- always, by, Cow's, join, nice, please, room Big Book &amp; Poems</p> <p>Question of the Day</p>	<p>Read at least 150 regular and irregular sight words fluently Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker Recite short poems, rhymes, and songs Demonstrate awareness of different media Listen to acquire information from a variety of sources</p> <p>Listen for specific answers in order to respond to questions Stay on topic when speaking</p>	<p>1.LA.1.7.1 1.LA.6.1.1</p> <p>1.LA.6.2.4 1.LA.6.1.4</p> <p>1.LA.6.1.2 1.LA.6.2.3</p>
<b>Story</b>		
<p>One More Friend Fiction</p> <p>Robust Vocab-captured, mercy, struggling, compatible, amiable, relax</p>	<p>Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read; Participate in drawing conclusions based on information gathered from pictures and print</p> <p>Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, &amp; table of contents of a book; use context clues and pictures to aid in decoding new words</p>	<p>1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1 1.LA.2.1.3</p> <p>1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1</p>
<b>Reading Skills</b>		
<p>Main Idea</p> <p>Summarize</p> <p>R- controlled vowels er, ir, ur – her, fur, turn, bird, girl, first, quit, when, name, work Phoneme blending, segmentation and deletion</p> <p>Inflections –er, est</p> <p>Reading Rate</p>	<p>Comprehension/Interpretation- Sequence and retell a story that is heard or read, into the beginning, middle and end</p> <p>Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words</p> <p>Reading Process- Add, delete or change initial sounds to make words; Blend two or four phonemes into recognizable words; Identify first, middle and last sound in a word Communication- Listen and follow one and two step oral directions</p> <p>Reading Process – Identify the meaning of words by using common inflectional endings</p> <p>Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year</p>	<p>1.LA.2.3.4</p> <p>1.LA.1.5.1</p> <p>1.LA.1.3.2 1.LA.1.3.3 1.LA.1.3.1 1..LA.6.1.3</p> <p>1.LA.1.8.1</p> <p>1.LA.1.7.2</p>
<b>Grammar Skills</b>		
Using he, she, it and they		
<b>Writing Skills</b>		
<p>Invitation</p> <p>Ideas</p> <p>Edit, Publish, Revise and Share</p>	<p>Writing Applications- Participate in writing to communicate (e.g. thank you notes, invitations, posters)</p> <p>Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience</p>	<p>1.LA.4.2.1</p> <p>1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2</p>
<b>Cross-Curricular</b>		
<p>Friends</p>	<p>Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text</p>	<p>1.LA.1.8.3</p>

<b>Lesson 17- Warm-Up</b>	<b>Standard</b>	<b>#</b>
<p>HFW- buy, carry, money, other, paint, paper, would Big Book &amp; Poems</p> <p>Question of the Day</p>	<p>Read at least 150 regular and irregular sight words fluently Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker Recite short poems, rhymes, and songs Demonstrate awareness of different media. Listen to acquire information from a variety of sources</p> <p>Listen for specific answers in order to respond to questions Stay on topic when speaking</p>	<p>1.LA.1.7.1 1.LA.6.1.1</p> <p>1.LA.6.2.4 1.LA.6.1.4</p> <p>1.LA.6.1.2 1.LA.6.2.3</p>
<b>Story</b>		
<p>Can Elephants Paint? Non-fiction</p> <p>Robust Vocab- agreement, unnoticed, unthinkable, rejoice, predicament, extraordinary</p>	<p>Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read; Participate in drawing conclusions based on information gathered from pictures and print</p> <p>Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, &amp; table of contents of a book; Use context clues and pictures to aid in decoding new words</p>	<p>1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1 1.LA.2.1.3</p> <p>1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1</p>
<b>Reading Skills</b>		
<p>Main Idea</p> <p>Reread</p> <p>Syllable /le/- hand, handle, wig, wiggle, single, little, turn, girl, by, room</p> <p>Phoneme substitution</p> <p>Inflections –ed, ing double final consonant</p> <p>Intonation</p>	<p>Comprehension/Interpretation- Participate identifying the topic of expository text that is heard or read</p> <p>Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words</p> <p>Reading Process- Add, delete or change initial sounds to make words; Identify first, middle and last sound in a word Communication- Listen and follow one and two step oral directions</p> <p>Reading Process – Identify the meaning of words by using common inflectional endings</p> <p>Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year</p>	<p>1.LA.2.2.1</p> <p>1.LA.1.5.1</p> <p>1.LA.1.3.2 1.LA.1.3.1 1.LA.6.1.3</p> <p>1.LA.1.8.1</p> <p>1.LA.1.7.2</p>
<b>Grammar Skills</b>		
Possessive `s and pronouns		
<b>Writing Skills</b>		
<p>Friendly letter</p> <p>Voice</p> <p>Edit, Publish, Revise and Share</p>	<p>Writing Applications- Participate in writing to communicate (e.g. thank you notes, invitations, posters)</p> <p>Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience</p>	<p>1.LA.4.2.1</p> <p>1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2</p>
<b>Cross-Curricular</b>		
<p>Animals helping people</p>	<p>Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text</p>	<p>1.LA.1.8.3</p>

Lesson 18- Warm-Up	Standard	#
<p>HFV- mouse, hour, over, pretty, surprise, three Big Book &amp; Poems</p> <p>Question of the Day</p>	<p>Read at least 150 regular and irregular sight words fluently Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker Recite short poems, rhymes, and songs Demonstrate awareness of different media Listen to acquire information from a variety of sources</p> <p>Listen for specific answers in order to respond to questions Stay on topic when speaking.</p>	<p>1.LA.1.7.1 1.LA.6.1.1</p> <p>1.LA.6.2.4 1.LA.6.1.4</p> <p>1.LA.6.1.2 1.LA.6.2.3</p>
<b>Story</b>		
<p>Snow Surprise</p> <p>Robust Vocab- bulged, jostled, argue, command, labored, wary</p>	<p>Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read; Participate in drawing conclusions based on information gathered from pictures and print</p> <p>Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, &amp; table of contents of a book; Use context clues and pictures to aid in decoding new words</p>	<p>1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1 1.LA.2.1.3</p> <p>1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1</p>
<b>Reading Skills</b>		
<p>Author's Purpose/point of view</p> <p>Make inferences</p> <p>Long vowel /o/ ow, oa- low, slow, grow, road, soap, boat, little, handle, carry, would Phonograms -ow, -oat, -own, oast</p> <p>Phoneme blending and substitution</p> <p>Reading Rate</p>	<p>Comprehension/Interpretation- Tell the purpose for reading text</p> <p>Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words Writing Components- Spell correctly grade 1 high frequency words</p> <p>Reading Process- Add, delete or change initial sounds to make words; identify first, middle and last sound in a word; blend two or four phonemes into recognizable words Communication- Listen and follow one and two step oral directions</p> <p>Read aloud Grade 1 text fluently with at least 54 correct words per minute by end of the year</p>	<p>1.LA.2.1.1</p> <p>1.LA.1.5.1 1.LA.5.2.1</p> <p>1.LA.1.3.2 1.LA.1.3.1 1.LA.1.3.3 1..LA.6.1.3</p> <p>1.LA.1.7.2</p>
<b>Grammar Skills</b>		
Homophones		
<b>Writing Skills</b>		
<p>Thank you letter</p> <p>Word choice Edit, Publish, Revise and Share</p>	<p>Writing Applications- Participate in writing to communicate (e.g. thank you notes, invitations, posters)</p> <p>Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience</p>	<p>1.LA.4.2.1</p> <p>1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2</p>
<b>Cross-Curricular</b>		
<p>Snow/ predictions</p>	<p>Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text</p>	<p>1.LA.1.8.3</p>

<b>Lesson 19- Warm Up</b>	<b>Standard</b>	<b>#</b>
H F W – dear, door, hurry, mother, should, sky, told Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>		
Little Rabbit’s Tale - Folktale	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in drawing conclusions based on information gathered from pictures and print.	1.LA.2.3.1 1.LA.2.1.2  1.LA.2.1.3
Robust Vocab – courteous, devious, rapidly, unreasonable, gullible, hastily	Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, & table of contents of a book; use context clues and pictures to aid in decoding new words	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1
<b>Reading Skills</b>		
Cause and Effect		
Recognize story structure	Sequence and retell a story that is heard, or read, into a beginning, middle and end	1.LA.2.3.4
Long Vowel /e/, e, ee, ea Short Vowel /o/ ow, oa –me, see, feet, seat, mean, team, slow, road, our, over	Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words; Components- Spell correctly grade 1 high frequency words	1.LA.1.5.1 1.LA.5.2.1
Review substitution and segmentation	Reading Process – Identify first, middle, and last sound in a word; Add, delete, or change initial sounds to make new words	1.LA.1.3.1 1.LA.1.3.2
Contractions `ve,`re	Reading Process - Identify meaning of words by using common inflectional endings –ed, -ing	1.LA.1.8.1
Phrasing		
<b>Grammar Skills</b>		
Describing Words- Color, Size, and Shape		
<b>Writing Skills</b>		
Description of a thing Ideas	Writing Process- Participating and generating ideas using prewriting strategies	1.LA.3.1.1
Edit, Publish, Revise and Share	Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Science- Apples and Weather	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 20- Warm Up</b>	<b>Standard</b>	<b>#</b>
H F W – cool, dry, four, holes, move, place, warm Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>		
Ways People Live– nonfiction  Robust Vocab – grumbling, chided, realized, bitterly, dwelling, amusement	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read; Participate in drawing conclusions based on information gathered from pictures and print  Reading Process – Match oral words to printed words; Locate and identify the title, author and illustrator, & table of contents of a book; Use context clues and pictures to aid in decoding new words	1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1  1.LA.2.1.3  1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1
<b>Reading Skills</b>		
Cause and Effect  Use Graphic Organizers  Long Vowel /a/ ai, ay – day, say, play, plain, rain, wait, feet, me, door, told Phonograms- ay, ain, ail, aid  Review Deletion and Substitution  Phrasing	Reading Process – Read simple graphs, charts, and diagrams  Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words; Components-Spell correctly grade 1 high frequency words  Reading Process – Apply knowledge of common onsets, rimes and word patterns to decode and generate new words; Add, delete, or change initial sounds to make new words	1.LA.1.2.3  1.LA.1.5.1 1.LA.5.2.1  1.LA.1.5.1 1.LA.1.3.2
<b>Grammar Skills</b>		
Describing Words- Taste, smell, sound, and feel		
<b>Writing Skills</b>		
Description of a place Sentence Fluency  Edit, Publish, Revise and Share	Writing Applications – Participate in writing brief explanations or observations of real objects, persons, places, events, or processes Writing Components – Print legibly; Capitalize the first word in a sentence, names of people, and the pronoun I; Use periods at the end of sentences and identify question marks and exclamation points Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.4.2.2 1.LA.5.1.1 1.LA.5.4.1 1.LA.5.4.2  1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Social Studies- Habitats, Climate, Countries, Ways People Live	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 21- Warm Up</b>	<b>Standard</b>	<b>#</b>
H F W – around, found, gone, hears, might, near, open, tired Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking.	1.LA.6.1.2 1.LA.6.2.3
<b>Story</b>		
Flake, The Missing Hamster- Play	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Follow one-step written directions; Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.4 1.LA.2.1.3
Robust Vocab – sympathy, sensitive, devoted, alarmed, mysterious, overjoyed	Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, & table of contents of a book; use context clues and pictures to aid in decoding new words	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1
<b>Reading Skills</b>		
Problem/Solution		
Summarize	Comprehension/Interpretation – Answer questions (who, what, when, where, why, how) about text heard or read; Sequence and retell a story that us heard or read, into a beginning , middle and end	1.LA.2.2.2 1.LA.2.3.4
Long Vowel /a/ a-e-came, game, gate, late, lake, take, day, play, four, place Phonograms- ake, ate, ane, ade	Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words; Components-Spell correctly grade 1 high frequency words	1.LA.1.5.1 1.LA.5.2.1
Review Blending, segmentation, deletion, and substitution	Reading Process – Apply knowledge of common onsets, rimes and word patterns to decode and generate new words; Add, delete, or change initial sounds to make new words; Identify first, middle, and last sound in a word	1.LA.1.5.1 1.LA.1.3.2 1.LA.1.3.1
Expression		
<b>Grammar Skills</b>		
Describing Words- How many		
<b>Writing Skills</b>		
Play Edit, Publish, Revise and Share	Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2
<b>Cross-Curricular</b>		
Social Studies – Pet Care, Responsibility	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3

<b>Lesson 22- Warm Up</b>	<b>Standard</b>	<b>#</b>	
H F W – because, light, right, those, walked Big Book & Poems	Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources	1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4	
Question of the Day	Listen for specific answers in order to respond to questions Stay on topic when speaking	1.LA.6.1.2 1.LA.6.2.3	
<b>Story</b>			
We're going on a Picnic!- Fantasy	Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in drawing conclusions based on information gathered from pictures and print	1.LA.2.3.1 1.LA.2.1.2  1.LA.2.1.3	
Robust Vocab –incident, gradual, downpour, seek, oblivious, indecisive	Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, & table of contents of a book; use context clues and pictures to aid in decoding new words	1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1	
<b>Reading Skills</b>			
Problem/Solution	Communication- Ask questions for clarification and understanding  Reading Process – Apply knowledge of common onsets, rimes and word patterns to decode and generate new words; Add, delete, or change initial sounds to make new words; Identify first, middle, and last sound in a word  Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words; Components- Spell correctly grade 1 high frequency words  Identify the meaning of words by using common inflection (ed, ing)	1.LA.6.2.1  1.LA.1.5.1	
Asking Questions			
Phoneme Addition			1.LA.1.5.1 1.LA.1.3.2 1.LA.1.3.1
Long Vowel /i/ i-e-like, line, nine, mine, mile, while, take, came, gone, near			
Inflections- ed, ing (drop e)			1.LA.1.8.1
Expression			
<b>Grammar Skills</b>			
Describing Words- Feelings			
<b>Writing Skills</b>			
Description of a Memory Word Choice Edit, Publish, Revise and Share	Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience	1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2	
<b>Cross-Curricular</b>			
Social Studies – Picnic	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3	

Warm Up – Lesson 23	Standard	#
<p>H F W – brown, city, hello, loudly, love, pulled Big Book &amp; Poems</p> <p>Question of the Day</p>	<p>Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources</p> <p>Listen for specific answers in order to respond to questions Stay on topic when speaking</p>	<p>1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4</p> <p>1.LA.6.1.2 1.LA.6.2.3</p>
<b>Story</b>		
<p>On Saturday- Nonfiction</p> <p>Robust Vocab – asserted, offended, retorted, congenial, congregate, cheerful</p>	<p>Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read; Participate in drawing conclusions based on information gathered from pictures and print</p> <p>Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, &amp; table of contents of a book; use context clues and pictures to aid in decoding new words</p>	<p>1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1 1.LA.2.1.3</p> <p>1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1</p>
<b>Reading Skills</b>		
<p>Draw Conclusions</p> <p>Answer Questions</p> <p>Long /o/ o-e home, hope, rope, rode, rose, those, like, nine, right, walk</p> <p>Phonograms- ose, oke, one, ole</p> <p>Punctuation</p>	<p>Comprehension/Interpretation- Participate in drawing conclusions based on information gathered from pictures and print</p> <p>Comprehension/Interpretation- Answer questions who, what, where, when, why, how about expository text heard or read</p> <p>Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words. Writing Components- Spell correctly grade 1 high frequency words</p> <p>Reading Process - identify meaning of words by using common inflectional endings –ed, -ing</p>	<p>1.LA.2.1.3</p> <p>1.LA.2.2.2</p> <p>1.LA.1.5.1 1.LA.5.2.1</p> <p>1.LA.1.8.1</p>
<b>Grammar Skills</b>		
<p>Describing words- er, est</p>		
<b>Writing Skills</b>		
<p>Descriptive Poem</p> <p>Voice Edit, Publish, Revise and Share</p>	<p>Writing Applications- Participate in creating simple rhymes, poems, or songs.</p> <p>Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience</p>	<p>1.LA.4.1.2</p> <p>1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2</p>
<b>Cross-Curricular</b>		
<p>Days of the week, Places, Neighborhoods</p>	<p>Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text</p>	<p>1.LA.1.8.3</p>

<b>Warm Up – Lesson 24</b>	<b>Standard</b>	<b>#</b>
<p>H F W –become, busy, eyes, high, listen, remembered, talk, visitor Big Book &amp; Poems</p> <p>Question of the Day</p>	<p>Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources</p> <p>Listen for specific answers in order to respond to questions Stay on topic when speaking</p>	<p>1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4</p> <p>1.LA.6.1.2 1.LA.6.2.3</p>
<b>Story</b>		
<p>Mystery of the Night Song- Realistic Fiction</p> <p>Robust Vocab – pleased, joy, stammered, puzzling, probing, unrelenting</p>	<p>Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in drawing conclusions based on information gathered from pictures and print</p> <p>Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, &amp; table of contents of a book; use context clues and pictures to aid in decoding new words</p>	<p>1.LA.2.3.1 1.LA.2.1.2 1.LA.2.1.3</p> <p>1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1</p>
<b>Reading Skills</b>		
<p>Draw Conclusions</p> <p>Make Inferences</p> <p>Long Vowels /a/ a-e, /i/ i-e Ice, nice, race, page, edge, large, home, those, love, hello</p> <p>Contractions- 's, n't, 'll</p> <p>Punctuation</p>	<p>Comprehension/Interpretation- Participate in drawing conclusions based on information gathered from pictures and print</p> <p>Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words Components- Spell correctly grade 1 high frequency words</p> <p>Reading Process - identify meaning of words by using common inflectional endings –ed, -ing</p>	<p>1.LA.2.1.3</p> <p>1.LA.1.5.1 1.LA.5.2.1</p> <p>1.LA.1.8.1</p>
<b>Grammar Skills</b>		
<p>Multiple- Meaning Words (homophones)</p>		
<b>Writing Skills</b>		
<p>Rhyming Poem</p> <p>Organization</p> <p>Edit, Publish, Revise and Share</p>	<p>Writing Applications- Participate in creating simple rhymes, poems, or songs.</p> <p>Writing Process- Ideas generated and organized in pre-writing to write a draft that includes a main idea.</p> <p>Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience</p>	<p>1.LA.4.1.2</p> <p>1.LA.3.2.1</p> <p>1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2</p>
<b>Cross-Curricular</b>		
<p>Mysteries</p>	<p>Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text</p>	<p>1.LA.1.8.3</p>

<b>Warm Up – Lesson 25</b>	<b>Standard</b>	<b>#</b>
<p>H F W – Clear, color, good-bye, hair, kinds, only, toes Big Book &amp; Poems</p> <p>Question of the Day</p>	<p>Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources</p> <p>Listen for specific answers in order to respond to questions Stay on topic when speaking</p>	<p>1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4</p> <p>1.LA.6.1.2 1.LA.6.2.3</p>
<b>Story</b>		
<p>Amazing Animals- Nonfiction</p> <p>Robust Vocab – deserve, usually, peaceful, variety, incredible, typical</p>	<p>Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read; Participate in drawing conclusions based on information gathered from pictures and print</p> <p>Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, &amp; table of contents of a book; use context clues and pictures to aid in decoding new words</p>	<p>1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1 1.LA.2.1.3</p> <p>1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1</p>
<b>Reading Skills</b>		
<p>Alphabetize</p> <p>Use Graphic Organizers</p> <p>Long vowel /(y) oo/ u-e Use, cute, cube, tube, tune, rule, nice, large, hear, talk</p> <p>Inflections –ed, -ing (drop e)</p> <p>Intonation</p>	<p>Reading process- Locate information using alphabetical order to the first letter</p> <p>Reading Process – Read simple graphs, charts, and diagrams</p> <p>Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words Components- Spell correctly grade 1 high frequency words</p> <p>Reading Process - identify meaning of words by using common inflectional endings –ed, -ing</p>	<p>1.LA.1.1.2 1.LA.1.2.3</p> <p>1.LA.1.5.1 1.LA.5.2.1</p> <p>1.LA.1.8.1</p>
<b>Grammar Skills</b>		
Verbs		
<b>Writing Skills</b>		
<p>Research Report Sentence Fluency Edit, Publish, Revise and Share</p>	<p>Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience</p>	<p>1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2</p>
<b>Cross-Curricular</b>		
<p>Animals (Mammals) Survival</p>	<p>Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text</p>	<p>1.LA.1.8.3</p>

<b>Warm Up – Lesson 26</b>	<b>Standard</b>	<b>#</b>
<p>H F W – climbed, earth, fooling, thought, table Big Book &amp; Poems</p> <p>Question of the Day</p>	<p>Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources</p> <p>Listen for specific answers in order to respond to questions Stay on topic when speaking</p>	<p>1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4</p> <p>1.LA.6.1.2 1.LA.6.2.3</p>
<b>Story</b>		
<p>Blast Off!- Fantasy</p> <p>Robust Vocab – fondly, pale, shadowy, imaginative, similar, affectionate</p>	<p>Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in drawing conclusions based on information gathered from pictures and print</p> <p>Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, &amp; table of contents of a book; Use context clues and pictures to aid in decoding new words</p>	<p>1.LA.2.3.1 1.LA.2.1.2 1.LA.2.1.3</p> <p>1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1</p>
<b>Reading Skills</b>		
<p>Story Elements</p> <p>Adjust reading rate</p> <p>Long Vowel /i/ y, ie, igh My, try, tried, ties, light, might, use, rule, color, hair</p> <p>Contractions `d, `ve, `re</p> <p>Intonation</p>	<p>Comprehension/interpretation- Orally identify and describe the characters in a story that is read aloud; Identify the setting in a story heard or read aloud; Sequence and retell a story that is heard or read into a beginning, middle and end</p> <p>Reading process- Read aloud grade one text fluently with a least 54 correct words per minute</p> <p>Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words. Components- Spell correctly grade 1 high frequency words</p> <p>Reading Process - Identify meaning of words by using common inflectional endings –ed, -ing</p>	<p>1.LA.2.3.2 1.LA.2.3.3 1.LA.2.3.4</p> <p>1.LA.1.7.2</p> <p>1.LA.1.5.1 1.LA.5.2.1</p> <p>1.LA.1.8.1</p>
<b>Grammar Skills</b>		
<p>Verbs- that tell about now</p>		
<b>Writing Skills</b>		
<p>Research Report Conventions Edit, Publish, Revise and Share</p>	<p>Writing Process- Edit the draft for errors in beginning capitalization and ending punctuation; Publish and illustrate draft with assistance; Revise writing by adding, substituting or retelling text; Share writing with intended audience</p>	<p>1.LA.3.4.1 1.LA.3.5.1 1.LA.3.3.1 1.LA.3.5.2</p>
<b>Cross-Curricular</b>		
<p>Space, Planets, Adventure</p>	<p>Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text</p>	<p>1.LA.1.8.3</p>

Warm Up – Lesson 27	Standard	#
<p>H F W – answered, baby, done, heard, pools, pushed, together Big Book &amp; Poems</p> <p>Question of the Day</p>	<p>Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources</p> <p>Listen for specific answers in order to respond to questions Stay on topic when speaking</p>	<p>1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4</p> <p>1.LA.6.1.2 1.LA.6.2.3</p>
<b>Story</b>		
<p>Ebb and Flo and the Baby Seal- Fiction</p> <p>Robust Vocab –quivered, wailed, scattered, elated, lonesome, hopeless</p>	<p>Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world</p> <p>Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, &amp; table of contents of a book; Use context clues and pictures to aid in decoding new words</p>	<p>1.LA.2.3.1 1.LA.2.1.2</p> <p>1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1</p>
<b>Reading Skills</b>		
<p>Story Elements</p> <p>Make Inferences</p> <p>Vowel Diphthong /ou/ ow, ou How, cow, down, out, found, round, try, light, earth, table Phonograms- -out, -ow, -own, -ound</p> <p>Accuracy</p>	<p>Comprehension/interpretation- Orally identify and describe the characters in a story that is read aloud; identify the setting in a story heard or read aloud; Sequence and retell a story that is heard or read into a beginning, middle and end</p> <p>Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words. Components- Spell correctly grade 1 high frequency words</p>	<p>1.LA.2.3.2 1.LA.2.3.3 1.LA.2.3.4</p> <p>1.LA.1.5.1 1.LA.5.2.1</p>
<b>Grammar Skills</b>		
<p>Verbs- Using Am, IS, Are</p>		
<b>Writing Skills</b>		
<p>Book Review</p> <p>Word Choice</p> <p>Revise</p>	<p>Writing Process – Revise writing by adding, substituting or retelling text</p>	<p>1.LA.3.3.1</p>
<b>Cross-Curricular</b>		
<p>Oceans</p>	<p>Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text</p>	<p>1.LA.1.8.3</p>

<b>Warm Up – Lesson 28</b>	<b>Standard</b>	<b>#</b>
<p>H F W – able, almost, blue, great, poured, took, traveled Big Book &amp; Poems</p> <p>Question of the Day</p>	<p>Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources</p> <p>Listen for specific answers in order to respond to questions Stay on topic when speaking</p>	<p>1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4</p> <p>1.LA.6.1.2 1.LA.6.2.3</p>
<b>Story</b>		
<p>At the Crayon Factory Nonfiction</p> <p>Robust Vocab –quivered, wailed, scattered, elated, lonesome, hopeless</p>	<p>Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read</p> <p>Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, &amp; table of contents of a book; use context clues and pictures to aid in decoding new words</p>	<p>1.LA.2.3.1 1.LA.2.1.2 1.LA.2.2.1</p> <p>1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1</p>
<b>Reading Skills</b>		
<p>Details</p> <p>Reread</p> <p>Long Vowel /e/ y, ie Funny, happy, story, stories, hurry, hurried, how, out, baby, done</p> <p>Inflections- -ed, -er, -est, -es</p> <p>Reading Rate</p>	<p>Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words. Components- Spell correctly grade 1 high frequency words</p> <p>Reading Process - Identify meaning of words by using common inflectional endings –ed, -ing</p> <p>Reading process- Read aloud grade one text fluently with a least 54 correct words per minute</p>	<p>1.LA.1.5.1 1.LA.5.2.1</p> <p>1.LA.1.8.1</p> <p>1.LA.1.7.2</p>
<b>Grammar Skills</b>		
<p>Verbs- that tell about the past</p>		
<b>Writing Skills</b>		
<p>How-to</p> <p>Organization Revise</p>	<p>Writing application- Participate in writing to communicate</p> <p>Writing Process – Revise writing by adding, substituting or retelling text</p>	<p>1.LA.4.2.1</p> <p>1.LA.3.3.1</p>
<b>Cross-Curricular</b>		
<p>Factory/ Producing</p>	<p>Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text</p>	<p>1.LA.1.8.3</p>

<b>Warm Up – Lesson 29</b>	<b>Standard</b>	<b>#</b>
<p>H F W –boy, building, tomorrow, toward, welcoming Big Book &amp; Poems</p> <p>Question of the Day</p>	<p>Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources</p> <p>Listen for specific answers in order to respond to questions Stay on topic when speaking</p>	<p>1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4</p> <p>1.LA.6.1.2 1.LA.6.2.3</p>
<b>Story</b>		
<p>Sand Castle- Realistic Fiction</p> <p>Robust Vocab –wriggle, prickly, interested, cooperative, construct, assist</p>	<p>Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world; Participate in identifying the topic of expository text that is heard or read</p> <p>Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, &amp; table of contents of a book; use context clues and pictures to aid in decoding new words</p>	<p>1.LA.2.3.1 1.LA.2.1.2 1.LA.1.2.2</p> <p>1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1</p>
<b>Reading Skills</b>		
<p>Recognize Story Structure</p> <p>Reading Rate</p> <p>Vowel Diphthong /oo/ oo, ew Boot, tooth, soon, noon, new, grew, story, hurry, great, took Phonograms –ool, -ew</p> <p>Contractions `d, `ve, `re</p> <p>Reading Rate</p>	<p>Comprehension/interpretation- sequence and retell a story that is heard or read into a beginning, middle and end</p> <p>Reading process- read aloud grade one text fluently with a least 54 correct words per minute</p> <p>Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words Components- Spell correctly grade 1 high frequency words</p> <p>Reading Process - identify meaning of words by using common inflectional endings –ed, -ing</p> <p>Reading process- read aloud grade one text fluently with a least 54 correct words per minute</p>	<p>1.LA.2.3.4</p> <p>1.LA.1.7.2</p> <p>1.LA.1.5.1 1.LA.5.2.1</p> <p>1.LA.1.8.1</p> <p>1.LA.1.7.2</p>
<b>Grammar Skills</b>		
Using Was and Were		
<b>Writing Skills</b>		
<p>Story</p> <p>Voice</p> <p>Revise</p>	<p>Writing Process – Revise writing by adding, substituting or retelling text</p>	<p>1.LA.3.3.1</p>
<b>Cross-Curricular</b>		
<p>Beach/ Sand</p>	<p>Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text</p>	<p>1.LA.1.8.3</p>

<b>Warm Up – Lesson 30</b>	<b>Standard</b>	<b>#</b>
<p>H F W –any, front, nothing, ready, sorry Big Book &amp; Poems</p> <p>Question of the Day</p>	<p>Read at least 150 regular and irregular sight words fluently Communication-Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker; Recite short poems rhymes and songs; Demonstrate awareness of different media; Listen to acquire information from a variety of sources</p> <p>Listen for specific answers in order to respond to questions Stay on topic when speaking</p>	<p>1.LA.1.7.1 1.LA.6.1.1 1.LA.6.2.4 1.LA.6.3.1 1.LA.6.1.4</p> <p>1.LA.6.1.2 1.LA.6.2.3</p>
<b>Story</b>		
<p>Frog and Toad Together- Fantasy</p> <p>Robust Vocab –tiresome, seized, tremendous, patient, exhausted, outrageous</p>	<p>Comprehension/Interpretation – Explain whether a literary selection, heard or read, is fiction or nonfiction; Participate in connecting the information and events in text to self and to the world</p> <p>Reading Process – Match oral words to printed words; locate and identify the title, author and illustrator, &amp; table of contents of a book; Use context clues and pictures to aid in decoding new words</p>	<p>1.LA.2.3.1 1.LA.2.1.2</p> <p>1.LA.1.1.1 1.LA.1.2.2 1.LA.1.6.1</p>
<b>Reading Skills</b>		
<p>Summarize</p> <p>Alphabetize</p> <p>Long Vowels /i/ /o/ Fined, mined, mild, cold, fold, most, soon, new, boy, building</p> <p>Phonograms –ind, -ild, -old</p> <p>Reading Rate</p>	<p>Comprehension/interpretation- sequence and retell a story that is heard or read into a beginning, middle and end</p> <p>Reading process- locates information using alphabetical order to the first letter</p> <p>Reading Process - Apply knowledge of common onsets, rimes, and word patterns to decode and generate new words Components- Spell correctly grade 1 high frequency words</p> <p>Reading process- read aloud grade one text fluently with a least 54 correct words per minute</p>	<p>1.LA.2.3.4</p> <p>1.LA.1.1.2</p> <p>1.LA.1.5.1 1.LA.5.2.1</p> <p>1.LA.1.7.2</p>
<b>Grammar Skills</b>		
Using Go and went		
<b>Writing Skills</b>		
<p>Story</p> <p>Ideas</p> <p>Revise</p>	<p>Write narratives based on personal experience</p> <p>Writing Process – Revise writing by adding, substituting or retelling text</p>	<p>1.LA.4.1.1</p> <p>1.LA.3.3.1</p>
<b>Cross-Curricular</b>		
Weather/ Wind	Reading Process- Use words and concepts necessary for comprehending math, science, social studies, literature and other grade one content area text	1.LA.1.8.3