



PLANNED COURSE OF STUDY

Course Title	English Language Arts – First Grade
Grade Level	First
Content Area / Dept.	ELA
Length of Course	One Year
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Course Description:

In this academy, we worked on completing the ELA curriculum and pacing guide. We recorded the standards for each of the lessons in Journeys. Using the focus wall, each skill, strategy, and all vocabulary was included with the standards on the document provided.

Students will benefit from this work because teachers will be consistent in their teaching and they will all receive instruction on skills and strategies needed to meet the common core standards for first grade.

Course Rationale:

The ELA curriculum and pacing guide is needed so that each teacher focuses on the skills and strategies first grade students need to meet the common core standards. Every educator will be aware of which core standards each lesson includes. This will allow our students to successfully complete first grade.



Philosophy of English Language Arts in Elementary

The School District of Springfield Township has adopted a Comprehensive Balanced Literacy Framework for teaching literacy in the elementary grades. Guiding students toward proficient and lifelong reading is the goal of the district. The components of a Comprehensive Balanced Literacy Framework outlined below, comprise the core instructional program.

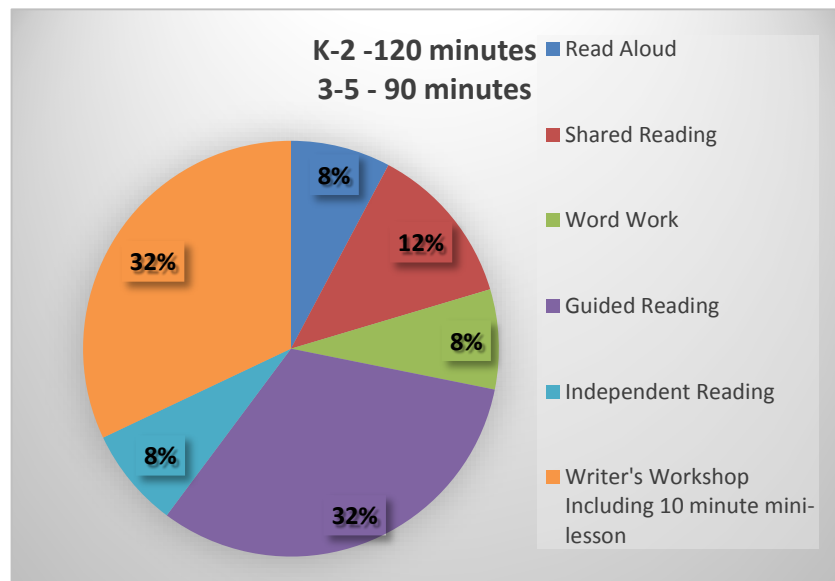
What is Balanced Literacy?

The Balanced Literacy Framework is based on the Gradual Release of Responsibility model based on Vygotsky’s research. The framework is taught from the ideology of “I do, We do, You do.” This pedagogical approach encourages every student to become independent readers and writers.

The district has adopted *The Journeys Program* by HMHC and the Fountas and Pinnell *Continuum of Literacy Learning as the vehicle* to teach the strategies and skills in the Comprehensive Balanced Literacy Framework. These programs provide the instructional resources designed to meet the many instructional achievement levels of our students. Not all the components of the Journeys program are used, but rather, the teachers make instructional decisions based on the continued monitoring of their students’ instructional needs. A brief description of The Balanced Literacy Framework components and the Journeys resources that correspond to each piece is provided below. The chart below indicates the approximate amount of time on average that would be devoted to the balanced literacy components. Keep in mind that the amount of time on a given day may change based on a variety of factors.

The Components of the Balanced Literacy Framework include:

- Read Aloud (8%)
- Shared Reading (12%)
- Word Work (8%)
- Guided Reading (32%)
- Independent Reading and Writing (8%)
- Writer’s Workshop (32%)





Read Aloud (I Do)

The interactive read aloud engages the students in actively discussing a text during the reading to deepen comprehension through discourse and active thinking. As the program unfolds, students learn to appreciate literature and develop a love for reading. The Read Aloud provides the students the opportunity to listen to age appropriate text in a variety of genres. It serves as an important vehicle for text-talk, extension of students' ability to think critically while practicing their metacognitive reading comprehension practices.

Shared Reading/Performance Reading (We Do)

Shared reading goes beyond the interactive read-aloud. Students reread the text with teacher support over the course of a few days. The students go beyond active listening and discussion by participating in the reading in some way. It can be called performance reading as well. The goal of shared reading is increased fluency leading to higher levels of comprehension.

Guided Reading/Literature Circle or Book Clubs (We Do)

Guided Reading is the core of the reading program. It is the ability for students to work with the strategies and concepts introduced during the whole class instruction. The goal is to help the children through the process of becoming independent readers. When planning, it is important to schedule this time to maintain the integrity of a balanced literacy approach. The other students are working in book clubs, literature centers or a must do activity.

Word Work (We Do)

Word Study is an approach to spelling instruction that moves away from memorization. In this approach, teachers use a variety of hands-on activities to explore layers of information. Students study patterns and meanings of words and how they relate to our systems of reading and writing.

It includes the following:

- Phonemic Awareness
- Phonics
- Structural Analysis
- **Word Study** lessons are used to support decoding, encoding and vocabulary development.
- **Vocabulary** lessons must include text and content vocabulary, as well as, academic vocabulary.

Independent Reading and Writing (You Do)

Students write independently. This allows time for students to work through the process of writing while the teacher conferences with other students to individualize their growth in the newly gained skills.



Guided/Interactive Writing (We Do)

The elementary program uses the Writer's Workshop Model of teaching writing. In this model, the focus is on writers rather than the process. The instruction from the teachers is to use the writing process to get pieces ready for publication. Students should also have practice on all aspects of writing including "quick writes," writing responses in all content areas, process writing and writing on demand. All steps of the writing process need not be completed for each writing piece. Required published pieces are listed below and are based on the Journeys' themes. These formats include opinion/argument, informational, and narrative modes. The teacher may also supplement poetry, technology/web-based pieces, advertisement, etc.



School District of Springfield Township

Montgomery County, PA

Curriculum Map

Month		Lessons	Topics
September	4 weeks	BTS, 1-2	Main idea, summarize, understand characters, infer/predict
October	4 weeks	3-6	
November	4 weeks	7-10	
December	3 weeks	11-12	
January	4 weeks	13-15, <u>Whales</u>	
February	4 weeks	16-20	
March	4 weeks	21-23	
April	3 weeks	24-25, <u>Owl At Home</u>	
May	5 weeks	26-29	Lessons 26-30 Time Permitting
June	2 weeks	30	



Lesson Topic	Back to School
Essential Question	
Anchor Text	<i>Jack's Talent</i> (Realistic Fiction)
Paired Selection	<i>Back to School</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.1.1 RL.1.2	RI.1.1 RI.1.2 RI. 1.9	RF.1.1a, 1b, 1c RF.1.2b, 2c RF. 1.3b	None	SL.1.1a SL. 1.1b SL.1.1c	L1.1A

High Frequency Words	I, to, like, a, see, the, we, go, is, are
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Focus Literacy Skills

Foundation	Phonics	Short <i>a</i> Consonants <i>m, s, t, c</i> Phonogram <i>-at</i> Decode with <i>a, m, s, t, c</i>
	Phonemic Awareness	Short <i>a</i> Rhyming Initial and final consonant sounds
	Fluency	
Comprehension Skills and Strategies	Target Skill:	Listen and discuss a story read aloud
	Target Strategy:	Summarize
	Supporting Skill	Genre: Informational text
Language	Selection Vocabulary	<i>talent, experiment, challenges, geography</i>
	Oral Vocabulary	
	Academic Vocabulary	
	Vocabulary Skill	
	Grammar	Use punctuation for meaning
Writing	Writing Mode	
	Writing Form	Print upper and lower case letters
	Focus Trait	
	Write about reading	
Speaking and Listening	Read aloud	
	Skill	Listen for sentence patterns



Lesson Topic	1 - Friendship
Essential Question	What is important about being a friend?
Anchor Text	<i>What is a Pal?</i> (Informational text)
Paired Selection	<i>Friends Forever</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.1.2 RL. 1.4	RI.1.1 RI.1.2 RI. 1.9	RF. 1.1a RF. 1.2b, 1.2c RF. 1.3b, 1.3g RF. 1.4a, 1.4b, 1.4c	None	SL. 1.1a, 1.1b, 1.1c SL. 1.2 SL. 1.4 SL. 1.6	L1.1a, 1.1b L1.2d, 1.2e L1.5a, 1.5c L1.6

High Frequency Words	and, be, help, play, with, you
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Focus Literacy Skills

Foundation	Phonics	Short a Consonants n, d, p, f
	Phonemic Awareness	Beginning sound Blend phonemes
	Fluency	Accuracy: word recognition
Comprehension Skills and Strategies	Target Skill:	Main idea
	Target Strategy:	Summarize
	Supporting Skill	Genre: Informational text
Language	Selection Vocabulary	<i>fun, pal, pet, what</i>
	Oral Vocabulary	<i>beautiful, excellent, invitation, miss, ruin, suddenly</i>
	Academic Vocabulary	<i>ally, relative, aid</i>
	Vocabulary Skill	Classify and categorize words
	Grammar	Nouns
Writing	Writing Mode	Narrative
	Writing Form	Labels
	Focus Trait	Ideas
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Lion and the Mouse</i> - Listening comprehension
	Skill	How to have a good discussion Fluency: Monitor/Clarify



Lesson Topic	2- Weather
Essential Question	What happens during a storm?
Anchor Text	<i>The Storm</i> (Realistic Fiction)
Paired Selection	<i>Storms!</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL.1.2 RL. 1.4 RL. 1.7	RI.1.6 RI. 1.9	RF. 1.2b, 1.2c, 1.2d RF. 1.3b, 1.3f RF. 1.4a, 1.4b	None	SL. 1.1a, 1.1c SL. 1.3 SL. 1.4 SL. 1.5 SL. 1.6	L1.1b L1.2d L1.4a L1.5c

High Frequency Words	for, have, he, look, too, what
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Focus Literacy Skills

Foundation	Phonics	Short <i>i</i> Consonants <i>r, h, z/s, b, g</i> Phonogram <i>-it</i>
	Phonemic Awareness	Beginning sound Blend phonemes
	Fluency	Accuracy: words connected in text
Comprehension Skills and Strategies	Target Skill:	Understanding characters
	Target Strategy:	Infer/Predict
	Supporting Skill	Genre: Realistic Fiction
Language	Selection Vocabulary	<i>storm, Pop, come, wet, bed</i>
	Oral Vocabulary	<i>bandits, brave, chattered, ears, steady, still</i>
	Academic Vocabulary	<i>precipitation, thermometer, lightning</i>
	Vocabulary Skill	Context Clues
	Grammar	Possessives
Writing	Writing Mode	Narrative
	Writing Form	Captions
	Focus Trait	Ideas
	Write about reading	Performance Tasks
Speaking and Listening	Read aloud	<i>Susie and the Bandits</i> - Listening Comprehension
	Skill	Ask and Answer Questions Word Recognition



Lesson Topic	3- School
Essential Question	Why is going to school important?
Anchor Text	<i>Curious George at School</i> (Fantasy)
Paired Selection	<i>School Long Ago</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL 1.1 RL.1.2 RL. 1.5 RL 1.10	RI. 1.9	RF. 1.1a RF. 1.2b, 1.2c RF. 1.3b, 1.3f RF. 1.4a	None	SL. 1.2 SL. 1.4 SL. 1.5	L1.1b, 1.1e L1.2b, 1.2d L1.4a L1.5c

High Frequency Words	do, find, funny, sing, no, they
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Focus Literacy Skills

Foundation	Phonics	Short <i>o</i> Consonants <i>l, x</i> Inflection <i>-s</i>
	Phonemic Awareness	Beginning sound Blend phonemes
	Fluency	Phrasing: Punctuation
Comprehension Skills and Strategies	Target Skill:	Sequence of Events
	Target Strategy:	Monitor/Clarify
	Supporting Skill	Author's Word Choice
Language	Selection Vocabulary	<i>curious, school, this, George, kids, mess, paints, job</i>
	Oral Vocabulary	<i>apart, crept, proud, sneaked, snout, worried</i>
	Academic Vocabulary	<i>mascot, educator, principal</i>
	Vocabulary Skill	Multiple-Meaning Words
	Grammar	Action Verbs • Present Tense
Writing	Writing Mode	Narrative Writing
	Writing Form	Sentences
	Focus Trait	Word Choice
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Stone Stew</i> -Listening Comprehension
	Skill	Using Visuals Fluency: Attention to End Marks



Lesson Topic	4- Neighborhoods
Essential Question	Who can you meet in a neighborhood?
Anchor Text	<i>Lucia's Neighborhood</i> (Informational Text)
Paired Selection	<i>City Mouse and Country Mouse</i> (Fable)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.1.2	RI. 1.1 RI. 1.4 RI. 1.5 RI. 1.7 RI. 1.9	RF. 1.2b, 1.2c RF. 1.3b RF. 1.4a	W. 1.3 W. 1.5	SL. 1.4 SL. 1.5 SL. 1.6	L. 1.1e, 1.1F L.1.2e L.1.5c

High Frequency Words	all, does, here, me, my, who
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Focus Literacy Skills

Foundation	Phonics	Short <i>e</i> Consonants <i>y, w, k, v, j</i> Phonogram <i>-et</i>
	Phonemic Awareness	Beginning sound Blend phonemes
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Text and Graphic features
	Target Strategy:	Question
	Supporting Skill	Author's word choice
Language	Selection Vocabulary	<i>Lucia, book, car, firefighter's, goal, hi, home, librarian, neighborhood, pants, plant, street</i>
	Oral Vocabulary	<i>canvas, combinations, ease, important, rhythm, row</i>
	Academic Vocabulary	<i>urban, citizen, services</i>
	Vocabulary Skill	Alphabetical order
	Grammar	Adjectives <ul style="list-style-type: none"> • Size and shape
Writing	Writing Mode	Narrative Writing
	Writing Form	Class Story
	Focus Trait	Word Choice
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Painting Word Pictures</i> –Listening Comprehension
	Skill	Ask and Answer questions about text read aloud Fluency: Intonation



Lesson Topic	5- At the Zoo
Essential Question	What happens on the train?
Anchor Text	<i>Gus Takes the Train</i> (Fantasy)
Paired Selection	<i>City Zoo</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL.1.2 RL. 1.3 RL. 1.5 RL. 1.7	RI. 1.5 RI. 1.9	RF. 1.2b, 1.2c, 1.2d RF. 1.3b RF. 1.4a, 1.4c	W. 1.3 W. 1.7 W. 1.8	SL. 1.5	L.1.1f L.1.2d L.1.4a L.1.5c

High Frequency Words	friend, full, good, hold, many, pull
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Focus Literacy Skills

Foundation	Phonics	Short <i>u</i> Consonants <i>qu, z</i>
	Phonemic Awareness	Final sounds Segment phonemes
	Fluency	Accuracy: Self-correct
Comprehension Skills and Strategies	Target Skill:	Story structure
	Target Strategy:	Analyze/Evaluate
	Supporting Skill	Genre: Fantasy
Language	Selection Vocabulary	<i>takes, conductor, train, window</i>
	Oral Vocabulary	<i>alleys, dash, ferry, space, subways, sealed</i>
	Academic Vocabulary	<i>habitat, diet, conservation</i>
	Vocabulary Skill	Synonyms
	Grammar	Adjectives • Color and number
Writing	Writing Mode	Narrative writing
	Writing Form	Class Story
	Focus Trait	Ideas
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Training Around the Town</i> -Listening Comprehension
	Skill	Listen to and correct mistakes in reading Fluency: Word Recognition



Lesson Topic	6- Traditional Stories
Essential Question	What lessons can you learn from story characters?
Anchor Text	<i>Jack and the Wolf</i> (Fable)
Paired Selection	<i>The Three Little Pigs</i> (Fairy Tale)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL.1.2 RL. 1.4 RL. 1.7	RI. 1.9	RF. 1.1a RF. 1.2b, 1.2c, 1.2d RF. 1.3a, 1.3g RF. 1.4a, 1.4b	W.1.2 W.1.5	SL. 1.1b, 1.1c SL. 1.2 SL. 1.6	L.1.1f L.1.2d L.1.4a L.1.5c L.1.6

High Frequency Words	away, call, come, every, hear, said
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Focus Literacy Skills

Foundation	Phonics	Review short <i>a</i> Double Final Consonants and <i>ck</i> Phonogram <i>-ack</i>
	Phonemic Awareness	Final sound Segment phonemes
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Understanding characters
	Target Strategy:	Summarize
	Supporting Skill	Story message
Language	Selection Vocabulary	<i>sheep, trick, wolf, once upon a time</i>
	Oral Vocabulary	<i>clang, fault, figure, jumbled, plenty, tossed</i>
	Academic Vocabulary	<i>moral, consequence, tradition</i>
	Vocabulary Skill	Shades of meaning
	Grammar	Complete sentences
Writing	Writing Mode	Informative writing
	Writing Form	Sentences that describe
	Focus Trait	Ideas
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>Night of the Wolf</i> -Listening Comprehension
	Skill	Ask and answer questions: About stories Fluency: Expression



Lesson Topic	7-Animal Communication
Essential Question	How do animals communicate?
Anchor Text	<i>How Animals Communicate</i> (Informational Text)
Paired Selection	<i>Insect Messages</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL.1.2 RL. 1.3 RL. 1.5 RL. 1.7 RL. 1.9		RF. 1.2b, 1.2c, 1.2 RF. 1.4a, 1.4b	W.1.2	SL.1.1a,1.1b, 1.1c SL. 1.2 SL. 1.3 SL. 1.4 SL. 1.6	L.1.1a, 1.1b L.1.2c

High Frequency Words	animal, how, make, of, some, why
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Focus Literacy Skills

Foundation	Phonics	Review short <i>i</i> Blends with <i>r</i> Phonogram <i>-ip</i>
	Phonemic Awareness	Segment Phonemes Blend phonemes
	Fluency	Rate
Comprehension Skills and Strategies	Target Skill:	Main idea and details
	Target Strategy:	Infer/Predict
	Supporting Skill	Text and Graphic features
Language	Selection Vocabulary	<i>baby, bees, bird, dance, down, elephants, food, smell</i>
	Oral Vocabulary	<i>agreement, crowd, discussed, warn, creek, bills</i>
	Academic Vocabulary	<i>behavior, instinct, senses</i>
	Vocabulary Skill	Using a Glossary
	Grammar	Commas in a series
Writing	Writing Mode	Informative writing
	Writing Form	Poetry
	Focus Trait	Word Choice
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>Prairie Dogs</i> -Listening Comprehension
	Skill	Discuss informational text: Main Idea and Details Fluency: Pace



Lesson Topic	8- Music
Essential Question	How is music part of your everyday life?
Anchor Text	<i>A Musical Day</i> (Realistic Fiction)
Paired Selection	<i>Drums</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL.1.2 RL. 1.5 RL. 1.6 RL. 1.7	RI. 1.5 RI. 1.6 RI. 1.7 RI. 1.9	RF. 1.1a RF. 1.2b, 1.2c, 1.2d RF. 1.4a	W.1.2 W.1.7 W.1.8	SL.1.1a SL.1.2 SL. 1.6	L.1.1a, 1.1j L.1.2a, 1.2b L.1.5b

High Frequency Words	her, now, our, she, today, would
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Focus Literacy Skills

Foundation	Phonics	Review short <i>o</i> Blends with <i>l</i> Phonogram <i>-ock</i>
	Phonemic Awareness	Segment phonemes Middle sound
	Fluency	Phrasing; Natural Pauses
Comprehension Skills and Strategies	Target Skill:	Sequence of Events
	Target Strategy:	Analyze/Evaluate
	Supporting Skill	Narrator
Language	Selection Vocabulary	<i>aunt, band, guitars, music</i>
	Oral Vocabulary	<i>crisp, edges, faraway, peeked, smudge, village</i>
	Academic Vocabulary	<i>percussion, composer, rehearse</i>
	Vocabulary Skill	Define words
	Grammar	Statements
Writing	Writing Mode	Informative writing
	Writing Form	Thank-you Note
	Focus Trait	Word choice
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Neighbors</i> - Listening Comprehension
	Skill	Ask and answer questions about a text read aloud Fluency: Phrasing and Natural Pausing



Lesson Topic	9- Writing
Essential Question	What makes a story or poem funny?
Anchor Text	<i>Dr. Seuss</i> (Biography)
Paired Selection	Two Poems from Dr. Seuss (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.10	RI. 1.1 RI. 1.5 RI. 1.6 RI. 1.7 RI. 1.9	RF. 1.2b, 1.2c, 1.2d RF. 1.4a, 1.4b	W.1.2	SL. 1.1a, 1.1b, 1.1c SL. 1.2 SL. 1.4 SL. 1.6	L.1.1c L.1.2d, 1.2e L.1.4a

High Frequency Words	after, draw, pictures, read, was, write
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Focus Literacy Skills

Foundation	Phonics	Review short <i>e</i> Blends with <i>s</i>
	Phonemic Awareness	Segment phonemes Middle sound
	Fluency	Accuracy: Word recognition
Comprehension Skills and Strategies	Target Skill:	Text and graphic features
	Target Strategy:	Question
	Supporting Skill	Genre: Biography
Language	Selection Vocabulary	<i>books, Dr., hit, rhymes, wrote</i>
	Oral Vocabulary	<i>trip, yanking, twice, awake, wonder, try</i>
	Academic Vocabulary	<i>literature, verse, paragraph</i>
	Vocabulary Skill	Antonyms
	Grammar	Singular and plural nouns
Writing	Writing Mode	Informative Writing
	Writing Form	Description
	Focus Trait	Ideas
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Little Red Hen</i> - Listening Comprehension
	Skill	Retell story and tell lesson Fluency: Monitor/Clarify



Lesson Topic	10- Feelings
Essential Question	How can you show a friend you care about him or her?
Anchor Text	<i>A Cupcake Party</i> (Fantasy)
Paired Selection	<i>Happy Times</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL.1.3 RL. 1.4 RL. 1.7 RL. 1.10	RI. 1.9	RF.1.2b, 1.2c, 1.2d RF.1.4a	W.1.1 W.1.2	SL. 1.1a	L.1.1h L.1.2c L.1.5d

High Frequency Words	eat, give, one, put, small, take
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Focus Literacy Skills

Foundation	Phonics	Review short <i>u</i> Final blends Phonogram <i>-ump</i>
	Phonemic Awareness	Segment phonemes Middle sound
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Story structure
	Target Strategy:	Visualize
	Supporting Skill	Dialogue
Language	Selection Vocabulary	<i>baked, cupcakes, party, tree</i>
	Oral Vocabulary	<i>enemies, forest, hibernate, must, pouches, predators</i>
	Academic Vocabulary	<i>emotion, esteem, zeal</i>
	Vocabulary Skill	Synonyms
	Grammar	Using <i>a, an, and the</i>
Writing	Writing Mode	Informative writing
	Writing Form	Description
	Focus Trait	Organization
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>Chipper Chips In-</i> Listening Comprehension
	Skills	Discuss sensory words and words about feelings Retell story and the lesson it teaches Fluency: Stress



Lesson Topic	11- Marine Habitats
Essential Question	What kind of plants and animals would you find in the ocean?
Anchor Text	<i>At Home in the Ocean</i> (Informational text)
Paired Selection	<i>Water</i> (Informational text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI. 1.1 RI.1.3 RI. 1.5 RI. 1.8 RI. 1.9 RI. 1.10	RF. 1.2b, 1.2d RF. 1.3a RF. 1.4 a	W. 1.2 W. 1.7 W. 1.8	SL.1.1a, 1.1b, 1.1c SL. 1.4 SL. 1.5 SL. 1.6	L.1.1a, 1.1b L.1.2a L.1.5a

High Frequency Words	blue, cold, far, little, live, their, water, where
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Focus Literacy Skills

Foundation	Phonics	Digraph <i>th</i> Base words and <i>-s, -es, -ed, -ing</i> endings
	Phonemic Awareness	Blend Phonemes Segment phonemes
	Fluency	Phrasing punctuation
Comprehension Skills and Strategies	Target Skill:	Author's Purpose
	Target Strategy:	Analyze/Evaluate
	Supporting Skill	Details
Language	Selection Vocabulary	<i>biggest, feet, grow, manatees, ocean, penguins, sea otters, turtle, warm, whales</i>
	Oral Vocabulary	<i>companions, exchange, gracefully, portions, practice, strict</i>
	Academic Vocabulary	<i>arctic, current, tidal</i>
	Vocabulary Skill	Classify and categorize color words
	Grammar	Proper nouns
Writing	Writing Mode	Informative writing
	Writing Form	Sentences that inform (adverbs)
	Focus Trait	Ideas
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Piano Lessons</i> -Listening Comprehension
	Skill	Listen for natural pauses Answer questions about a text read aloud Fluency: Phrasing



Lesson Topic	12- Jungle Animals
Essential Question	How are jungle animals different from animals on a farm?
Anchor Text	<i>How Leopard Got His Spots (Folktale)</i>
Paired Selection	<i>The Rain Forest (Informational text)</i>

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL. 1.2	RI. 1.5 RI. 1.9	RF. 1.2b, 1.2c, 1.2d RF. 1.3a, 1.3g RF. 1.4 a, 1.4b	W. 1.2	SL. 1.1c SL. 1.4	L.1.1a, 1.1h, 1.1j L.1.2d, 1.2e L.1.4a L.1.5b

High Frequency Words	been, brown, know, never, off, out, own, very
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Focus Literacy Skills

Foundation	Phonics	Digraphs <i>ch, tch</i> Possessives with 's Phonogram <i>-atch</i>
	Phonemic Awareness	Blend and segment phonemes Substitute initial phonemes
	Fluency	Rate
Comprehension Skills and Strategies	Target Skill:	Sequence of events
	Target Strategy:	Question
	Supporting Skill	Story lesson
Language	Selection Vocabulary	<i>danced, flowers, giraffe, hyena, leopard, paint, zebra</i>
	Oral Vocabulary	<i>adventure, frisky, shivered, spied, tumbled, view</i>
	Academic Vocabulary	<i>predator, primate, jungle</i>
	Vocabulary Skill	Homophones
	Grammar	Commands
Writing	Writing Mode	Informative Writing
	Writing Form	Instructions
	Focus Trait	Sentence fluency
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>Turtle, Frog, and Rat</i> -Listening Comprehension
	Skill	Giving clear descriptions Answer questions about a text read aloud Fluency: Rate



Lesson Topic	13- Seasons
Essential Question	What changes do the different seasons cause?
Anchor Text	<i>Seasons</i> (Informational text)
Paired Selection	<i>Four Seasons for Animals</i> (Informational text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI. 1.1 RI. 1.3 RI. 1.4 RI. 1.5 RI. 1.9	RF. 1.2b, 1.2d RF. 1.3a RF. 1.4 a, 1.4b, 1.4c	W. 1.1 W. 1.2 W. 1.8	SL. 1.1a, 1.1b SL. 1.3 SL. 1.4 SL. 1.6	L.1.1c, 1.1j L.1.4c

High Frequency Words	down, fall, goes, green, grow, new, open, yellow
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Focus Literacy Skills

Foundation	Phonics	Digraphs <i>sh, wh, ph</i> Contractions with <i>'s, n't</i>
	Phonemic Awareness	Blend and segment phonemes
	Fluency	Accuracy: Word Recognition
Comprehension Skills and Strategies	Target Skill:	Cause and effect
	Target Strategy:	Visualize
	Supporting Skill	Sound words
Language	Selection Vocabulary	<i>blow, day, leaves, school, seeds, snow, snowman, spring, summer, fall, winter</i>
	Oral Vocabulary	<i>bouquet, burst, glows, plow, shrivel, vines</i>
	Academic Vocabulary	<i>weather, cycle, sunlight</i>
	Vocabulary Skill	Word endings <i>-ed, -ing, or -s</i>
	Grammar	Subjects and verbs • Subject-verb agreement
Writing	Writing Mode	Informative writing
	Writing Form	Sentences that inform
	Focus Trait	Ideas
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Prickly Pride of Texas</i> - Listening Comprehension
	Skill	Main idea and details Fluency: Monitor/Clarify



Lesson Topic	14- Citizenship
Essential Question	Why is it important to have rules?
Anchor Text	<i>The Big Race</i> (Fantasy)
Paired Selection	<i>Rules and Laws</i> (Informational text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL. 1.5	RI. 1.5 RI. 1.9	RF. 1.2a, 1.2c, 1.2d RF. 1.3c RF. 1.4 a, 1.4b	W. 1.2 W. 1.7 W. 1.8	SL. 1.1a, 1.1b SL. 1.2 SL. 1.3 SL. 1.4 SL. 1.6	L.1.1e L.1.2d L.1.5d L.1.6

High Frequency Words	four, five, into, over, starts, three, two, watch
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Focus Literacy Skills

Foundation	Phonics	Long <i>a</i> (CVCe) Phonogram <i>-ake</i> Soft <i>c, g, dge</i> Phonogram <i>-ace</i>
	Phonemic Awareness	Middle sound Substitute medial phonemes
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Conclusions
	Target Strategy:	Infer/Predict
	Supporting Skill	Cause and effect
Language	Selection Vocabulary	<i>cottontail, hay, hooray, lizard, race, roadrunner</i>
	Oral Vocabulary	<i>cactus, habitat, mainly, search, stems, howl</i>
	Academic Vocabulary	<i>legal, rule, duty</i>
	Vocabulary Skill	Shades of meaning
	Grammar	Verbs and time • Present and past tense
Writing	Writing Mode	Informative writing
	Writing Form	Report
	Focus Trait	Ideas
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Tortoise and the Hare</i> -Listening Comprehension
	Skill	Retell the story and identify the lesson Fluency: Smooth and Natural reading



Lesson Topic	15- Animals
Essential Question	What makes birds different from mammals?
Anchor Text	<i>Animal Groups</i> (Informational text)
Paired Selection	<i>Animal Picnic</i> (Play)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI. 1.1 RI. 1.3 RI. 1.4 RI. 1.5 RI. 1.7 RI. 1.9	RF. 1.2b, 1.2c RF. 1.3a, 1.3c RF. 1.4 a, 1.4c	W. 1.2 W. 1.5 W. 1.6	SL. 1.1a, 1.1b, 1.1c SL. 1.2 SL. 1.6	L.1.1c, 1.1e, 1.1h L.1.4b

High Frequency Words	bird, both, eyes, fly, long, or, those, walk
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Focus Literacy Skills

Foundation	Phonics	Long <i>i</i> (CV <i>Ce</i>) Digraphs <i>kn, wr, gn, mb</i> Phonograms <i>-ine, -ite</i>
	Phonemic Awareness	Middle sound Substitute medial phonemes
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Compare and contrast
	Target Strategy:	Monitor/Clarify
	Supporting Skill	Text and graphic features
Language	Selection Vocabulary	<i>amphibians, body, breathe, feathers, group, hair, mammals, reptiles, tadpoles, tails, wings</i>
	Oral Vocabulary	<i>alert, directions, scale, sensitive, swivel, threatened</i>
	Academic Vocabulary	<i>trait, adapt, survive</i>
	Vocabulary Skill	Suffixes <i>-er, -est</i>
	Grammar	The verb <i>be</i> • Using <i>is, are, was</i> and <i>were</i>
Writing	Writing Mode	Informative writing
	Writing Form	Report
	Focus Trait	Word Choice
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Dancing Wolves</i> - Listening Comprehension
	Skill	Answer questions about a text read aloud Fluency: Intonation and Pitch



Lesson Topic	16-Astronauts
Essential Question	What do astronauts do?
Anchor Text	<i>Let's Go to the Moon</i> (Informational text)
Paired Selection	<i>Mae Jemison</i> (Biography)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI. 1.1 RI. 1.2 RI. 1.5 RI. 1.8 RI. 1.9	RF. 1.1a RF. 1.2a, 1.2c, RF. 1.3c RF. 1.4 a	N/A	SL. 1.1a, 1.1b SL. 1.4 SL. 1.6	L.1.1a, 1.1b, 1.1j L.1.2a, 1.2b, 1.2d, 1.2 e L.1.4b

High Frequency Words	around, because, before, bring, carry, light, show, think
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Focus Literacy Skills

Foundation	Phonics	Long o (CV, CVCe) Long u (CVCe)
	Phonemic Awareness	Substitute phonemes: Medial and final Distinguish vowel sounds
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Main ideas and details
	Target Strategy:	Question
	Supporting Skill	Author's purpose
Language	Selection Vocabulary	<i>crater, footprints, gravity, lunar, rocket, rover</i>
	Oral Vocabulary	<i>atmosphere, decision, landscape, miniature, surface, vast</i>
	Academic Vocabulary	<i>star, orbit, planet</i>
	Vocabulary Skill	Suffixes -y, -ful
	Grammar	Questions <ul style="list-style-type: none"> • What is a question? • Writing questions
Writing	Writing Mode	Narrative writing
	Writing Form	Sentences about yourself (main idea)
	Focus Trait	Ideas
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>One Giant Leap</i> -Listening Comprehension
	Skill	Ask and answer questions about details in a text read aloud Fluency: Stress



Lesson Topic	17-Ways to Travel
Essential Question	What are some different ways to travel?
Anchor Text	<i>The Big Trip</i> (Fantasy)
Paired Selection	<i>Lewis and Clark's Big Trip</i> (Informational text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL. 1.6 RL. 1.9	RI. 1.5 RI. 1.9	RF. 1.2a, 1.2b, 1.2c, 1.2d RF. 1.3c, 1.3f, 1.3g RF. 1.4 a	W.1.5	SL.1.1a, 1.1b SL.1.3 SL.1.4 SL.1.5 SL.1.6	L.1.1g, 1.1j L.1.2d L.1.4c L.1.5b L.1.6

High Frequency Words	about, by, car, could, don't, maybe, sure, there
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Focus Literacy Skills

Foundation	Phonics	Long e (CV, CVCe); Vowel pairs ee, ea Final ng, nk; Phonogram -ink
	Phonemic Awareness	Substitute phonemes: Medial and Final Blend phonemes Identify final phonemes
	Fluency	Phrasing: Attention to Punctuation (Question mark)
Comprehension Skills and Strategies	Target Skill:	Compare and contrast
	Target Strategy:	Visualize
	Supporting Skill	Dialogue
Language	Selection Vocabulary	<i>desert, engine, exclaimed, island, jumpy, parachute, stubborn, travel, troubles, tunnel</i>
	Oral Vocabulary	<i>complain, delighted, horizon, lonely, pleaded, shelter</i>
	Academic Vocabulary	<i>railroad, pilot, motion</i>
	Vocabulary Skill	Define words
	Grammar	Compound sentences • Produce and expand compound sentences
Writing	Writing Mode	Narrative writing
	Writing Form	Sentences about yourself (details)
	Focus Trait	Ideas
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Rainy Trip</i> - Listening Comprehension
	Skill	Story Structure (text evidence) Point of View Fluency: Phrasing and pausing at punctuation marks



Lesson Topic	18- Agriculture
Essential Question	What do farmers need to grow?
Anchor Text	<i>Where Does Food Come From?</i> (Informational text)
Paired Selection	<i>Jack and the Beanstalk</i> (Fairy Tale)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.4	RI. 1.1 RI. 1.7 RI. 1.8 RI. 1.9 RI. 1.10	RF. 1.2b, 1.2c, 1.2d RF. 1.4a, 1.4b	W.1.1	SL.1.1a, 1.1b SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1a, 1.1c L.1.2a, 1.2c, 1.2d L.1.4a

High Frequency Words	first, food, ground, right, sometimes, these, under, your
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Focus Literacy Skills

Foundation	Phonics	Vowel pairs <i>ai, ay</i> Contractions <i>ll, 'd</i> Phonograms <i>-ay, -ain</i>
	Phonemic Awareness	Substitute Phonemes: Medial and Final
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Author's Purpose
	Target Strategy:	Summarize
	Supporting Skill	Conclusions
Language	Selection Vocabulary	<i>chocolate, favorite, paddies, vegetables</i>
	Oral Vocabulary	<i>disappointed, eagerly, fancy, scampered, slippery, spotted</i>
	Academic Vocabulary	<i>crop, livestock, orchard</i>
	Vocabulary Skill	Multiple-meaning words
	Grammar	Names of months, days and holidays • Commas in dates
Writing	Writing Mode	Narrative writing
	Writing Form	Friendly letter
	Focus Trait	Sentence fluency
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Three Wishes</i> - Listening Comprehension
	Skill	Story Structure Fluency: Stress and Pausing



Lesson Topic	19- History
Essential Question	Why is it important to learn about people from the past?
Anchor Text	<i>Tomás Rivera</i> (Biography)
Paired Selection	<i>Life Then and Now</i> (Informational text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.4	RI. 1.1 RI. 1.2 RI. 1.3 RI. 1.4 RI. 1.5 RI. 1.9	RF. 1.2a, 1.2b, 1.2c, 1.2d RF. 1.4 a	W.1.1 W.1.3 W.1.7 W.1.8	SL.1.1a, 1.1b SL.1.6	L. 1.1e L. 1.5d

High Frequency Words	done, great, laugh, paper, soon, talk, were, work
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Focus Literacy Skills

Foundation	Phonics	Vowel pairs <i>oa, ow</i> Contractions <i>'ve, 're</i> Phonograms <i>-ow, -oat</i>
	Phonemic Awareness	Substitute phonemes: medial Distinguish vowel sounds Combine, segment syllables
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Sequence of events
	Target Strategy:	Monitor/clarify
	Supporting Skill	Using context
Language	Selection Vocabulary	<i>Tomás Rivera, Texas, born, library, people, stories, family, teacher</i>
	Oral Vocabulary	<i>author, exactly, incomplete, permission, signature, welcomed</i>
	Academic Vocabulary	<i>invention, artifact, country</i>
	Vocabulary Skill	Synonyms
	Grammar	Future tense <ul style="list-style-type: none"> ● Future tense using <i>will</i> ● Future tense using <i>going to</i>
Writing	Writing Mode	Narrative Writing
	Writing Form	Personal Narrative
	Focus Trait	Organization
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>Christina's Work</i> - Listening Comprehension
	Skill	Main Idea and Details Fluency: Intonation and Pitch



Lesson Topic	20- Feelings
Essential Question	How can you help a friend who feels sad?
Anchor Text	<i>Little Rabbit's Tale</i> (Folktale)
Paired Selection	<i>Silly Poems</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL. 1.2 RL. 1.4 RL. 1.10	RI. 1.9	RF. 1.2b, RF. 1.4 a, 1.4b	W.1.3 W.1.5 W.1.6	SL. 1.1a, 1.1b SL. 1.2 SL. 1.3 SL. 1.4 SL. 1.6	L. 1.1e, 1.1i L. 1.4a

High Frequency Words	door, more, mother, old, try, use, want, wash
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Focus Literacy Skills

Foundation	Phonics	Compound words Short vowels /ĕ/ea
	Phonemic Awareness	Combine, segment syllables Recognize syllables Identify phonemes: medial
	Fluency	Rate
Comprehension Skills and Strategies	Target Skill:	Cause and effect
	Target Strategy:	Infer/predict
	Supporting Skill	Story lesson
Language	Selection Vocabulary	<i>apple, Beaver, Goose, happily ever after, oh, says, sky, told</i>
	Oral Vocabulary	<i>calf, flooded, meadow, rippled, swarm, wade</i>
	Academic Vocabulary	<i>respect, opinion, kindness</i>
	Vocabulary Skill	Compound words
	Grammar	Prepositions and prepositional phrases <ul style="list-style-type: none"> • Prepositional phrases for <i>where</i> • Prepositional phrases for <i>when</i>
Writing	Writing Mode	Narrative writing
	Writing Form	Personal narrative
	Focus Trait	Word choice
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>Chicken Little</i> - Listening Comprehension
	Skill	Use sensory words and words about feelings Fluency: Rate



Lesson Topic	21- Gardens
Essential Question	What grows in a garden?
Anchor Text	<i>The Garden (Fantasy)</i>
Paired Selection	<i>Garden Good Guys (Informational Text)</i>

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL. 1.3 RL. 1.7 RL. 1.10	RI. 1.5 RI. 1.9 RI. 1.10	RF. 1.2b, 1.2c, 1.2d RF. 1.4 a	W. 1.3	SL.1.1a, 1.1b, 1.1c SL. 1.2 SL. 1.4 SL. 1.6	L. 1.1j L. 1.4b L. 1.6

High Frequency Words	few, night, loudly, window, noise, story, shall, world
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Focus Literacy Skills

Foundation	Phonics	<i>r</i> -controlled vowel <i>ar</i> <i>r</i> -controlled vowels <i>or, ore</i> Phonograms <i>-ar, -ore</i>
	Phonemic Awareness	Substitute vowel sounds Segment syllables Blend syllables Add phonemes
	Fluency	Phrasing: Natural pauses
Comprehension Skills and Strategies	Target Skill:	Story structure
	Target Strategy:	Analyze/evaluate
	Supporting Skill	Repetition
Language	Selection Vocabulary	<i>candles, frightened, poems, shouted, of course</i>
	Oral Vocabulary	<i>clever, clues, detectives, poked, sneaky, whispered</i>
	Academic Vocabulary	<i>prune, flower, pollen</i>
	Vocabulary Skill	Prefix <i>re-</i>
	Grammar	Subject pronouns <ul style="list-style-type: none"> ● Pronouns that name one ● Pronouns that name more than one
Writing	Writing Mode	Narrative writing
	Writing Form	Story sentences (dialogue)
	Focus Trait	Voice
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>Grandpa's Tree</i> - Listening Comprehension
	Skill	Giving clear explanations Understanding Characters Fluency: Phrasing



Lesson Topic	22- Animals
Essential Question	Why do some animals have spots or stripes?
Anchor Text	<i>Amazing Animals</i> (Informational text)
Paired Selection	<i>The Ugly Duckling</i> (Folktale)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.44 RL. 1.5	RI. 1.1 RI. 1.4 RI. 1.7 RI. 1.9	RF. 1.2b, 1.2c, RF. 1.4 a	W. 1.3	SL. 1.1b SL. 1.3 SL. 1.4 SL. 1.6	L. 1.1d, 1.1g, 1.1j L. 1.5 b L. 1.6

High Frequency Words	baby, begins, eight, follow, learning, until, years, young
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Focus Literacy Skills

Foundation	Phonics	<i>r</i> -controlled vowels <i>er, ir, ur</i>
	Phonemic Awareness	Substitute vowel sounds Segment syllables Blend syllables
	Fluency	Accuracy: Connected text
Comprehension Skills and Strategies	Target Skill:	Conclusions
	Target Strategy:	Visualize
	Supporting Skill	Using context
Language	Selection Vocabulary	<i>amazing, camel, color, dolphin, polar bear, porcupine, toes</i>
	Oral Vocabulary	<i>misty, promised, receive, roamed, slender, sparkling</i>
	Academic Vocabulary	<i>gills, skeleton, organ</i>
	Vocabulary Skill	Using a dictionary entry
	Grammar	The pronouns <i>I</i> and <i>me</i>
Writing	Writing Mode	Narrative writing
	Writing Form	Story sentences (vivid verbs)
	Focus Trait	Word choice
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>How Bat Learned to Fly</i> - Listening Comprehension
	Skills:	Giving clear explanations Story structure, Drawing conclusions Fluency: Monitor and Clarify



Lesson Topic	23- Pets
Essential Question	How can you take good care of a pet?
Anchor Text	<i>Whistle of Willie</i> (Realistic fiction)
Paired Selection	<i>Pet Poems</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.4 RL. 1.7 RL. 1.10	RI. 1.5 RI. 1.9 RI. 1.10	RF. 1.2b, 1.2c, 1.2d RF. 1.4 a	W. 1.3	SL. 1.1a, 1.1b, SL. 1.4 SL. 1.6	L. 1.1d L. 1.2a, 1.2c L. 1.4c L. 1.5b

High Frequency Words	again, along, began, boy, father, house, nothing, together
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Focus Literacy Skills

Foundation	Phonics	Vowel digraph /oo / Syllable pattern CVC
	Phonemic Awareness	Substitute vowel sounds Segment syllables
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Cause and effect
	Target Strategy:	Monitor/Clarify
	Supporting Skill	Figurative language
Language	Selection Vocabulary	<i>carton, empty, errand, grocery, happened, pocket, shadow, whirled</i>
	Oral Vocabulary	<i>accent, behave, gooey, siesta, sizzling, translated</i>
	Academic Vocabulary	<i>shelter, caregiver, exercise</i>
	Vocabulary Skill	Define words-category, characteristic
	Grammar	Possessive pronouns <ul style="list-style-type: none"> Using <i>my, your, his, and her</i> Using <i>mine, yours, his, and hers</i>
Writing	Writing Mode	Narrative writing
	Writing Form	Story summary
	Focus Trait	Organization
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>Around the World in a Day</i> - Listening Comprehension
	Skills:	Speaking to express an opinion Point of view Summarize Fluency: stress



Lesson Topic	24- Life Cycle
Essential Question	What happens to a tree as it grows?
Anchor Text	<i>A Tree is a Plant</i> (Informational text)
Paired Selection	<i>Grow, Apples, Grow!</i> (Informational text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.7	RI. 1.1 RI. 1.3 RI. 1.4 RI. 1.5 RI. 1.9 RI. 1.10	RF. 1.2b RF. 1.4 a, 1.4b	W. 1.3 W. 1.7 W. 1.8	SL. 1.1a, 1.1b, SL. 1.4 SL. 1.6	L. 1.1d, 1.1e L. 1.4a

High Frequency Words	ready, country, soil, kinds, earth, almost, covers, warms
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Focus Literacy Skills

Foundation	Phonics	Vowel digraphs/spelling patterns: <i>oo, ou, ew</i> More spellings for /ōō/: <i>ue, u, u_e</i>
	Phonemic Awareness	Substitute vowel sounds Segment syllables
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Sequence of events
	Target Strategy:	Question
	Supporting Skill	Figurative language
Language	Selection Vocabulary	<i>adult, blossoms, center, hundreds</i>
	Oral Vocabulary	<i>completely, gentle, lonely, recognize, reflection, settle</i>
	Academic Vocabulary	<i>oxygen, nutrients, reproduce</i>
	Vocabulary Skill	Multiple-meaning words
	Grammar	Indefinite pronouns
Writing	Writing Mode	Narrative writing
	Writing Form	Story
	Focus Trait	Ideas
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>Visiting Butterflies</i> - Listening Comprehension
	Skills:	Main Idea and Details Fluency: Conversational Tone



Lesson Topic	25- Learning About Our Country
Essential Question	What can you learn from someone who is from another country?
Anchor Text	<i>The New Friend</i> (Realistic fiction)
Paired Selection	<i>Symbols of Our Country</i> (Informational text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL. 1.2 RL. 1.3 RL. 1.6 RL. 1.7	RI. 1.5 RI. 1.9	RF. 1.2b, 1.2c, 1.2d RF. 1.4 a	W. 1.3 W. 1.5 W. 1.6	SL. 1.1a, 1.1b, SL. 1.3 SL. 1.4 SL. 1.6	L. 1.1d, 1.1i L. 1.4b, 1.4c L. 1.5d L. 1.6

High Frequency Words	buy, city, family, myself, party, please, school, seven
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Focus Literacy Skills

Foundation	Phonics	Vowel combinations <i>ou, ow</i> Vowel combinations <i>oi, oy, au, aw</i>
	Phonemic Awareness	Substitute vowel sounds Identify syllables Segment syllables Add phonemes
	Fluency	Phrasing: Attention to punctuation
Comprehension Skills and Strategies	Target Skill:	Understanding characters
	Target Strategy:	Summarize
	Supporting Skill	Narrator
Language	Selection Vocabulary	<i>brushes, crates, crew, pails, rejoined, repaid, seventh, soccer, unloaded, unpack</i>
	Oral Vocabulary	<i>blossoms, ledge, lugging, shady, shallow, cavern</i>
	Academic Vocabulary	<i>diversity, culture, society</i>
	Vocabulary Skill	Synonyms with introduction to Thesaurus
	Grammar	Contractions <ul style="list-style-type: none"> • Contractions with <i>not</i> • Contractions with pronouns
Writing	Writing Mode	Narrative writing
	Writing Form	Story
	Focus Trait	Sentence fluency
	Write about reading	Performance task



School District of Springfield Township

Montgomery County, PA

Speaking and Listening	Read aloud	<i>Señor Coyote, the Judge</i> -Listening Comprehension
	Skills:	Speaking about a topic Story Structure and lesson/theme Fluency: Pausing at punctuation and reading with expression



Lesson Topic	26- Visual Arts
Essential Question	What are some different ways to make art?
Anchor Text	<i>The Dot</i> (Realistic Fiction)
Paired Selection	<i>Artists Create Art!</i> (Biography)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL. 1.4 RL. 1.9	RI. 1.3 RI. 1.5 RI. 1.9	RF. 1.1a RF. 1.2 a, 1.2b, 1.2c, RF. 1.3c RF. 1.4a, 1.4c	W. 1.1	SL. 1.1a, 1.1b, 1.1c SL. 1.2 SL. 1.3 SL. 1.4 SL. 1.6	L. 1.1h, 1.1j L. 1.4a

High Frequency Words	above, bear, even, pushed, studied, surprised, teacher, toward
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Focus Literacy Skills

Foundation	Phonics	Base words (CVCe, CVC) with endings <i>-ed, -ing</i> Long <i>e</i> spelling patterns <i>y, ie</i>
	Phonemic Awareness	Substitute vowel sounds Segment syllables
	Fluency	Accuracy: Self-correct
Comprehension Skills and Strategies	Target Skill:	Compare and contrast
	Target Strategy:	Monitor/clarify
	Supporting Skill	Figurative language
Language	Selection Vocabulary	<i>blank, gazing, noticed, squiggle, straight, swirly</i>
	Oral Vocabulary	<i>field, magical, shrubbery, softly, universe, wondrous</i>
	Academic Vocabulary	<i>canvas, pottery, watercolor</i>
	Vocabulary Skill	Figurative language (idioms)
	Grammar	Exclamations <ul style="list-style-type: none"> • What is an exclamation? • Writing exclamations • Using determiners in exclamations
Writing	Writing Mode	Opinion writing
	Writing Form	Opinion sentences
	Focus Trait	Voice
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Art Contest</i> -Listening Comprehension
	Skills:	Story Structure Fluency: Monitor and Clarify, Using context clues



Lesson Topic	27- Trying Hard
Essential Question	Why is it important to try your best?
Anchor Text	<i>What Can You Do?</i> (Informational text)
Paired Selection	<i>The Wind and The Sun</i> (Fable)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.2	RI. 1.1 RI. 1.4 RI. 1.8 RI. 1.9	RF. 1.3d, 1.3e, 1.3f RF. 1.4 a	W. 1.1 W. 1.7 W. 1.8	SL. 1.1a, 1.1b, 1.1c SL. 1.2 SL. 1.3 SL. 1.6	L. 1.1d, 1.1g, 1.1j L. 1.4a L. 1.5a

High Frequency Words	always, different, enough, happy, high, near, once, stories
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Focus Literacy Skills

Foundation	Phonics	Base words/inflections <i>-er, -est</i> (change <i>y</i> to <i>i</i>) Syllable <i>-le</i>
	Phonemic Awareness	Segment syllables Identify syllables
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Author's purpose
	Target Strategy:	Analyze/evaluate
	Supporting Skill	Using context
Language	Selection Vocabulary	<i>binoculars, captain, computers, float, something</i>
	Oral Vocabulary	<i>cobweb, demanded, dreadful, grumbled, panted, terrified</i>
	Academic Vocabulary	<i>motivation, explore, leader</i>
	Vocabulary Skill	Classify and categorize: Emotion words
	Grammar	Kinds of sentences: <ul style="list-style-type: none"> • Statement, question, exclamation, or command? • Four kinds of sentences • Produce and expand sentences
Writing	Writing Mode	Opinion writing
	Writing Form	Opinion sentences
	Focus Trait	Sentence fluency
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Shoemaker and The Elves</i> -Listening Comprehension
	Skills:	Story structure and character traits Fluency: Pitch and intonation



Lesson Topic	28- Weather
Essential Question	How can weather change your day?
Anchor Text	<i>The Kite</i> (Fantasy)
Paired Selection	<i>Measuring Weather</i> (Informational text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL. 1.3 RL. 1.5 RL. 1.7 RL. 1.9 RL. 1.10	RI. 1.5 RI. 1.9	RF. 1.2b, 1.2c, 1.2d RF. 1.3c, 1.3f, 1.3g RF. 1.4a	W. 1.1	SL. 1.1a, 1.1b, 1.1c SL. 1.2 SL. 1.3 SL. 1.4 SL. 1.6	L. 1.1d, 1.1f

High Frequency Words	across, ball, cried, head, heard, large, second, should
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Focus Literacy Skills

Foundation	Phonics	Long <i>i</i> spelling patterns <i>igh, y, ie</i> Base words/inflections <i>-ed, -ing, -er, -est, -es</i> Phonograms <i>-ight, -y</i>
	Phonemic Awareness	Segment syllables Delete phonemes
	Fluency	Phrasing: Natural pauses
Comprehension Skills and Strategies	Target Skill:	Story structure
	Target Strategy:	Infer/predict
	Supporting Skill	Genre: Fantasy
Language	Selection Vocabulary	<i>junk, laughter, perhaps</i>
	Oral Vocabulary	<i>assures, audience, chorus, determined, enthusiasm, stomped</i>
	Academic Vocabulary	<i>degrees, temperature, climate</i>
	Vocabulary Skill	Homographs
	Grammar	Kinds of adjectives <ul style="list-style-type: none"> • Adjectives for taste and smell • Adjectives for sound and texture
Writing	Writing Mode	Opinion writing
	Writing Form	Opinion sentences
	Focus Trait	Word choice
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>A Hopeful Song</i> -Listening Comprehension
	Skills:	Summarize and Genre Fluency: phrasing



Lesson Topic	29- Insects
Essential Question	How can insects be helpful?
Anchor Text	<i>Hi! Fly Guy</i> (Chapter book)
Paired Selection	<i>Busy Bugs</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL. 1.1 RL. 1.4 RL. 1.10	RI. 1.9	RF. 1.2a RF. 1.4a, 1.4b	W. 1.1	SL. 1.1a, 1.1b, 1.1c SL. 1.2 SL. 1.3 SL. 1.4 SL. 1.5 SL. 1.6	L. 1.1d L. 1.4b L. 1.6

High Frequency Words	caught, took, listen, thought, minute, beautiful, idea, friendship
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Focus Literacy Skills

Foundation	Phonics	Suffixes <i>-ful, -ly, -y</i> Long vowel spelling patterns: <i>a, e, i, o, u</i>
	Phonemic Awareness	Segment syllables Delete phonemes Distinguish vowel sounds
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Understanding characters
	Target Strategy:	Visualize
	Supporting Skill	Author's word choice
Language	Selection Vocabulary	<i>award, chapter, fancy, guy, rescue</i>
	Oral Vocabulary	<i>corner, disguised, mystery, seriously, signs, solve</i>
	Academic Vocabulary	<i>larva, antennae, thorax</i>
	Vocabulary Skill	Prefix <i>-un</i>
	Grammar	Adverbs <ul style="list-style-type: none"> • Adverbs for <i>how</i> and <i>where</i> • Adverbs for <i>when</i> and <i>how much</i>
Writing	Writing Mode	Opinion writing
	Writing Form	Opinion paragraph
	Focus Trait	Ideas
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>A Stone Goes to Court</i> -Listening Comprehension
	Skill:	Analyze story structure Fluency: read with expression



Lesson Topic	30- Teamwork
Essential Question	Why is teamwork important in school or sports?
Anchor Text	<i>Winners Never Quit!</i> (Narrative nonfiction)
Paired Selection	<i>Be a Team Player</i> (Informational text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI. 1.1 RI. 1.2 RI. 1.5 RI. 1.9	RF. 1.3d, 1.2e, RF. 1.4 a, 1.4b	W. 1.1	SL. 1.1a, 1.1b, 1.1c SL. 1.2 SL. 1.3 SL. 1.4 SL. 1.6	L.1.1d, 1.1f L. 1.4b

High Frequency Words	brothers, everyone, field, loved, most, only, people, sorry
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Focus Literacy Skills

Foundation	Phonics	Syllable Pattern CV Prefixes <i>un-</i> , <i>re-</i>
	Phonemic Awareness	Segment syllables
	Fluency	Rate: Adjust reading rate to purpose
Comprehension Skills and Strategies	Target Skill:	Main idea and details
	Target Strategy:	Summarize
	Supporting Skill	Genre: Narrative nonfiction
Language	Selection Vocabulary	<i>already, dribbled, goalie, rather</i>
	Oral Vocabulary	<i>mightiest, show-off, waste, wild, wobble, careful</i>
	Academic Vocabulary	<i>cooperation, teamwork, success</i>
	Vocabulary Skill	Suffix <i>-ly</i>
	Grammar	Adjectives that compare <ul style="list-style-type: none"> • Adjectives with <i>er</i> and <i>est</i> • Using the right adjective
Writing	Writing Mode	Opinion writing
	Writing Form	Opinion paragraph
	Focus Trait	Organization
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Parts of the House Have a Fight</i> - Listening Comprehension
	Skills:	Ask and answer questions: Informational text Story Structure Fluency: Rate