Hazleton Area School District

Literacy Curriculum

Aligned to PA Core Standards and

English Language Proficiency Standards

**First Grade**

**What is a Curriculum Framework?**

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.

A Curriculum Framework is part of [standards aligned system](http://en.wikipedia.org/wiki/Standards_based_education_reform). The framework is the first step, defining clear, high standards which will be achieved by **all** students. The curriculum is then aligned to the standards, and students are assessed against the standards. When the standards are reached, there will be no [achievement gap](http://en.wikipedia.org/wiki/Achievement_gap) where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings**, which will lead to life-long learning; **Essential Questions** that guide student learning; **Grade Level Skills** that students are to master in order to meet the overarching standards; **Resources and Materials** for teachers and students to utilize to develop, master, and practice the skills, and **Assessments**, or opportunities, for students to demonstrate their level of achieving the standards.

A Curriculum Framework is not a textbook. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students’ skills and understanding of the world around them. A Curriculum Framework is not a unit plan or collection of daily lesson plans for a teacher to follow. From the Curriculum Framework, teachers create lessons and units to meet each individual student’s needs. A Curriculum Framework should allow a teacher to include differentiation through multiple resources, learning opportunities, and assessments. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is a living document that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of the students in the Hazleton Area School District.

Aligning with PA Core Standards, this English/Language Arts curriculum focuses on the four domains of literacy: Speaking, Listening, Reading and Writing. It is the intent that the four domains are taught through an integrated approach, including vocabulary, spelling, syntax, grammar, and conventions. Students demonstrate their understanding of the content and mastery of the literacy skills through speaking and/or writing assessments about what they have heard and/or read. Research supports this approach of integrating all four domains of literacy as opposed to teaching each in isolation. Even in the case when English/Language Arts may be taught by a teacher different from the teacher who teaches reading, integration is vital for students’ language development.

**Socialization Skills**

For the Hazleton Area School District, the ELA Curriculum Committee (2014) has combined literacy with socialization skills for its curriculum development. Through a thematic approach, students will learn important social skills to be a good citizen while learning the Pennsylvania standards for literacy. Each year, students will focus on one overarching social goal which will build upon the previous year’s goal. Kindergarten will develop CARING KIDS; First Grade, COOPERATIVE WORKERS; Second Grade, INDEPENDENT LEARNERS; Third Grade, PROBLEM SOLVERS; Fourth Grade, RESPONSIBLE STUDENTS; Fifth Grade, DECISION MAKERS; Sixth Grade, TOLERANT THINKERS; Seventh Grade; CONFIDENT INDIVIDUALS; and Eighth Grade, WORLDLY THINKERS. These skills and overarching goals will develop accepting and understanding global thinkers for the 21st Century.

First Grade: Goal: Cooperative Workers

Students are moving from caring kids to being cooperative workers. Developmentally, six and seven year old students are becoming more social. They are making connections and distinctions between feelings, thoughts, and actions, and forming friendships. When given opportunities to work with peers, students can begin to discover learning outcomes.

Theme One: Exploring Differences in Each Other and Our Community (MH- Units 1 and 2)

Theme Two: Changes Outside My Door (MH – Unit 3)

Theme Three: Figuring Out (Discovering) the World Around Us (MH – Unit 4)

Theme Four: Together We Can Figure Out How to Build a Community (MH – Units 5 and 6)

**Foundational Skills**

**Foundational skills** are a set of basic phonological and phonetic skills students must master before they can become fluent readers.

***Overarching Reading Foundational Skills Standards for First Grade***

***By the End of First Grade, Students will:***

**RF1.1.** Demonstrate understanding of the organization and basic features of print. ***a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).***

**RF.1..2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ***a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.*** c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) ***in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).***

**RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words***. a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Know final -e and common vowel team conventions for representing long vowel sounds. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.***

**RF.1.4.** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

 **Unit 1**

**Weeks 1-6**

**RL.1.7** Use illustrations and ***details in a story to describe its characters, setting, or events.***

**RI.1.7** Use the illustrations and ***details in a text to describe its key ideas.***

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (e.g. respond through writing to a teacher given prompt or opinion writing).

**SL.1.1** Participate in collaborative conversations with diverse partners about ***grade 1 topics and texts*** with peers and adults in small and larger groups.

 a. Follow agreed-upon rules for discussions (e.g., listening to others with care, ***speaking one at a time*** about the topics and texts under discussion).

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 a. Print ***all*** upper- and lowercase letters.

 b. Use ***common, proper, and possessive*** nouns. (teach possessive nouns in unit 4)

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 a. Capitalize ***dates and names of people.***

 b. ***Use*** end punctuation for sentences.

 **Unit 2**
 **Weeks 7-12**

**RL.1.1** Ask and answer questions about key details in a text.

**RL.1.5** ***Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range*** of text types.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.5 ***Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.***

***W.1.3*** Write narratives in which they ***recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.***

**W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.1.4 Describe people, places, things, and events ***with relevant details, expressing ideas and feelings clearly***.

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
c. Use ***singular*** and plural nouns ***with matching verbs in basic sentences (e.g., He hops; We hop).***
e. ***Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).***

**L.1.5** With guidance and support from adults, ***demonstrate understanding*** of word relationships and nuances in word meanings.
 **c.** Identify real-life connections between words and their use ***(e.g., note places at home that are cozy).***

**Unit 3**

**Weeks 13-18**
 **RL.1.2** Retell stories, including key details, and ***demonstrate understanding of their central message or lesson.***
**RL.1.4** ***Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.***
**RI.1.2** Identify the main topic and retell key details of a text.
 **RI.1.4** Ask and answer questions ***to help determine or clarify the meaning of words and phrases*** in a text.
 **W.1.1** ***Write opinion pieces in which they introduce*** the topic or name the book they are writing about, state an opinion, ***supply a reason for the opinion, and provide some sense of closure.***
**W.1.6** With guidance and support from adults, ***use*** a variety of digital tools to produce and publish writing, including in collaboration with peers.
 **SL.1.1** Participate in collaborative conversations with diverse partners ***about grade 1 topics and texts*** with peers and adults in small and larger groups.
c. ***Ask questions to clear up any confusion about the topics and texts under discussion.***
**SL.1.5** Add drawings or other visual displays to descriptions ***when appropriate to clarify ideas, thoughts, and feelings.***
**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 j. Produce and expand complete ***simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.***
**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 ***e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.***
**L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based ***on grade 1 reading and content, choosing flexibly from an array of strategies.***
 ***a. Use sentence-level context as a clue to the meaning of a word or phrase.***
 ***c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).***

**L.1.5** With guidance and support from adults, ***demonstrate understanding*** of word relationships and nuances in word meanings.
 a. Sort ***words*** into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

 **Unit 4**

**Weeks 19-24**

**RL.1.3** ***Describe*** characters, settings, and major events in a story, ***using key details.***
**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 **RI.1.8** Identify the reasons an author gives to support points in a text.

 **W.1.2** Write informative/explanatory texts in which they name a topic, ***supply some facts*** about the topic, ***and provide some sense of closure.***

***SL.1.3*** Ask and answer questions ***about what a speaker says in order to gather additional information*** or clarify something that is not understood.
 **L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 f . ***Use frequently occurring adjectives.***
 ***h. Use determiners (e.g., articles, demonstratives).***
**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 d. ***Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.***
**L.1.5** With guidance and support from adults, ***demonstrate understanding*** of word relationships and nuances in word meanings.
 d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives ***differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.***

**Unit 5**

**Weeks 25-30**
 **RL.1.6** ***Identify who is telling the story at various points in a text.***

**RI.1.6** ***Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.***

**W.1.7** Participate in shared research and writing projects (e.g., explore a number of ***“how-to” books on a given topic and use them to write a sequence of instructions).***

**SL.1.2** Ask and answer questions about key details in a text read aloud or ***information presented orally or through other media.***

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 g. ***Use frequently occurring conjunctions (e.g., and, but, or, so, because).***

**L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on ***grade 1 reading and content, choosing flexibly from an array of strategies.***

 b. ***Use*** frequently occurring affixes as a ***clue to the meaning of a word.***

**L.1.5** With guidance and support from adults, ***demonstrate understanding*** of word relationships and nuances in word meanings.

 b. ***Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).***

**L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, ***including using frequently occurring conjunctions to signal simple relationships (e.g., because).***

**Unit 6**

**Weeks 31-36**
 **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

**RL.1.10** ***With prompting and support, read prose and poetry of appropriate complexity for grade 1.***

**RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 **RI.1.10** ***With prompting and support, read informational texts appropriately complex for grade 1.***

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL.1.1** Participate in collaborative conversations with diverse partners about ***grade 1 topics and texts*** with peers and adults in small and larger groups.

 b. ***Build on others’ talk in conversations by responding to the comments of others*** through multiple exchanges.

**SL.1.6** ***Produce complete sentences when appropriate to task and situation.***

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 d. ***Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)***

 i. Use frequently occurring prepositions ***(e.g., during, beyond)***

**Reading**

**1.2 Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

**1.3 Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

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| --- | --- |
| **Reading Informational Text*****Key Ideas and Details**** Identify main idea and retell key details independently
* Ask and answer questions about key details
* Describe connection between two individuals, events, ideas, or information in a text

***Craft and Structure**** Use text features (graphs, illustrations, font, etc.) to locate key information
* Ask and answer questions to help clarify word/phrase meaning

***Integration of Knowledge and Ideas**** Use illustrations to describe text’s key ideas
* Identify reasons an author gives to support points in the text
* Find likenesses and differences between two texts on same topic

***Vocabulary Acquisition and Use**** Use words and phrases acquired through conversations, reading, and being read, and responding to text, including words that signal connections and relationships between words and phrases.
* Determine or clarify the meaning of unknown or multiple-meaning words and phrases

  | **Reading Literature*****Key Ideas and Details**** Retell familiar stories with key details and identify central message
* Ask and answer questions about key details
* Describe characters, settings, and major events in a story, using key details

***Craft and Structure**** Identify narrator(s)
* Explain differences between books that tell stories and those that give information
* Identify words and phrases that suggest feelings and appeal to senses

***Integration of Knowledge and Ideas**** Use illustrations to describe characters, setting and events
* Compare and contrast adventures and experiences of characters in stories

***Vocabulary Acquisition and Use**** Use words and phrases acquired through conversations, reading, and being read, and responding to text, including words that signal connections and relationships between words and phrases.
* Determine or clarify the meaning of unknown or multiple-meaning words and phrases
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 **Writing**

**1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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| --- | --- | --- | --- |
|   | **Informative** | **Argumentative** | **Narrative** |
| *Focus* | Identify and write about one specific topic | Form an opinion by choosing among given topics | Establish “who” and “what’ the narrative will be about |
| *Content* | Develop the topic with two or more facts | Support opinion with reasons related to the opinion | Include thoughts and feelings to describe experiences and events |
| *Organization* | Group information and provide some sense of closure | Create an organizational structure that includes reasons and provides some sense of closure | Recount two or more sequences of events using temporal words and provide some sense of closure |
| *Style* | Choose words and phrases for effect | Use a variety of words and phrases | Use a variety of words and phrases |
| *Conventions* | Capitalize dates and name of peopleUse end punctuationUse commas in dates and words in seriesSpell words drawing on common spelling patterns, phonemic awareness and spelling conventions | Capitalize dates and name of peopleUse end punctuationUse commas in dates and words in seriesSpell words drawing on common spelling patterns, phonemic awareness and spelling conventions | Capitalize dates and name of peopleUse end punctuationUse commas in dates and words in seriesSpell words drawing on common spelling patterns, phonemic awareness and spelling conventions |

**Curriculum Timeline**

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| **Quarter 1** (45 days) **Start Smart** (10-15 days) **Unit 1: 1.1 - 1.4** (7-10 days per week per story) |
| **Phonological/****Phonemic Awareness** | **HF Words**  | **Phonics/Handwriting/****Spelling/Structural Analysis**  | **Instructional Vocabulary**  | **Standards** |
| Onset and Rime, Syllable Segmentation, Rhyme, Phoneme Isolation, Phoneme Identity, Phoneme Blending, Phoneme Segmentation**Heggerty Week 1 through Week 8** **(for Quarter 1)****Kid Writing** **1.1:**Identify Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation**Heggerty Week 1****(Repeat Week 1)****1.2:**Phoneme Blending, Alliteration, Phoneme Categorization, Phoneme Segmentation**Heggerty Week 2****1.3:**Phoneme Blending, Phoneme Substitution, Contrast Vowel Sounds, Phoneme Segmentation **Heggerty Week 3****1.4**Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Identify and Produce Rhyme, Phoneme Blending**Heggerty Week 4**   | **Week 1:**a, can, do, go, has, he, I, like, to, you**Week 2:**this, is, my, look, little, where, here, play, the, we**Week 3:**are, me, she, with, for, and, have, said, see, was**1.1:**does not school what**1.2:**downout up very**1.3:**be come goodpull**1.4:**funmake they too   | **Week 1 Phonics:** Identify and Blend: m, s, a, p, t, n, r, i **Handwriting**: Writing position, pencil grip, m, s, a, p, t, n, r, I**Week 2 Phonics:** Identify and Blend: c, f, o, d, h, s, e, b, l, ll **Handwriting**: c, f, o, d, h, e, b, l**Week 3 Phonics**: Identify and Blend: k, ck, u, g, w, x, v, qu, j, y, z **Handwriting**: k, ck, u, g, w, x, v, qu, j, y, z**1.1:** **Short a****Phonics/Spelling**: Short a **Handwriting**: Upper and lowercase Aa **Structural Analysis**: Inflectional Ending -s **Decodable Readers**: “Pam Can”; “Pack a Bag!**Explicit Phonics Lessons short a:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871444>**1.2: Short i****Phonics/Spelling:** Short i **Handwriting**: Upper and Lowercase Ii **Structural Analysis:** Double Final Consonants **Decodable Readers:** “Kim and Nick Zip!”; “Jill and Jim”**Explicit Phonics Lessons short i**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871448>**1.3: L-blends****Phonics/Spelling**: Beginning Consonant Blends: I-blends **Handwriting:** Upper and Lowercase Ll **Structural Analysis**: Plural Nouns -s **Decodable Readers:** “Cliff Has a Plan”; “A Good Black Cat”**Explicit Phonics Lessons:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871503>**1.4: Short o** **Phonics/Spelling:** Short o **Handwriting:** Upper and Lowercase Oo **Structural Analysis:** Alphabetical Order (one letter) **Decodable Readers:** “Bob Is a Fun Pal”; “Dog and Fox”**Explicit Phonics Lessons short o:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871450> | AuthorIllustratorIllustrationVisualizeGenreCharacterSettingEvents (Plot)Main IdeaKey DetailsComprehensionConsonant VowelPunctuationPeriodQuestion MarkExclamationMarkCapitalizationNounsCommon Noun Proper NounOpinionCollaboration | **Standard RL.1.7****RC 27** Sequence**RC 45** Review Seq.**RC 28** Char., Setting. Plot**RC 22** Make Predictions**RC 32** Draw Conc. about pictures**RC 33** Draw Conclusions**RC 34** Make Inferences**RC 35** Compare and Contrast Stories**RC 47** Review Compare and Contrast **Standard RI.1.7****RC 40** Make Predictions**RC 23** Main Idea and Details in Pictures**RC 24** Main Idea and Key Details**RC 32** Draw Conc. about pictures**RC 33** Draw Conclusions**RC 34** Make Inferences |
| **Quarter 2** (45 days)**Unit 1: 1.5** (10-15 days) **Unit 2: 2.1 - 2.5 (**7-10 days per week per story) |
| **1.5:**Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending**Heggerty Weeks 9** through **17** **(For Quarter 2)****Kid Writing: Argumentative Writing****2.1:** Phoneme Blending, Phoneme Isolation, Phoneme Segmentation **2.2:**Identify and Produce Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation **2.3:** Phoneme Blending, Phoneme Substitution, Phoneme Categorization, Phoneme Segmentation **2.4:**Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation **2.5:**Phoneme Segmentation, Phoneme Addition, Phoneme Blending   | **1.5:**jump moveruntwo**2.1:**again helpnew there use**2.2**:could live one then three**2.3**:eatnoofunder who**2.4:**allcall dayherwant**2.5**:aroundby many place walk | **1.5: R & S-blends****Phonics/Spelling:** Beginning Consonant Blends: r-blends and s-blends **Handwriting:** Upper and Lowercase Ss **Structural Analysis:** Possessives **Decodable Readers:** “Snap, Skip, Trot!”; “Snip and Trip Can Move”**Explicit Phonics Lessons:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871505><https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871507>**2.1: Short e****Phonics/Spelling:** Short e spelled e and ea **Handwriting**: Upper and Lowercase Ee **Structural Analysis**: Inflectional Ending -ed **Decodable Readers**: “Ted Gets a Job”; “I Sell Crabs”**Explicit Phonics Lessons short e:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871463>**2.2: Short u****Phonics/Spelling:** Short u **Handwriting:** Upper and Lowercase Uu **Structural Analysis**: Contractions with ’s **Decodable Readers**: “Can Bud Stop Bug?”; “It’s Up to Us”**Explicit Phonics Lessons short u:** <https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871440>**2.3:** **Ending Consonant Blends nd, nk, nt, st, sk, mp****Phonics/Spelling:** Ending Consonant Blends nd, nk, nt, st, sk, mp **Handwriting**: Upper and Lowercase Tt**Structural Analysis:** Inflectional Ending -ing **Decodable Readers:** “In a Land of Grass”; “Stomp and Romp**2.4: Consonant Digraphs sh, th, -ng****Phonics/Spelling**: Consonant Digraphs sh, th, -ng**Handwriting:** Upper and Lowercase Ff **Structural Analysis:** Closed Syllables **Decodable Readers:** “Dash Has a Wish”; “Help in a Flash”; “The Helping Gang”; “Send a Big Thanks!”**Explicit Phonics Lessons (sh)**:<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871540>**Explicit Phonics Lessons** **(th):**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871534>**2.5 Consonant Digraphs: wh, ph, ch; Trigraph: -tch****Phonics/Spelling:** Consonant Digraphs: wh, ph, ch; Trigraph: -tch**Handwriting:** Upper and Lowercase Cc **Structural Analysis:** -es with Plural Nouns **Decodable Readers:** “A Map Match”; “A Fun Ches“Phil and Steph Get Lost”; “Maps and Graphs”**Explicit Phonics Lessons(ch):**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871552>**Explicit Phonics Lessons (wh and ph)**:<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871532><https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871562> | GenreFictionRealisticFictionNon-fictionHeadingsTable of ContentsNarrative Sequence FirstNextThenLastFinallyBeginningMiddleEndSingularPluralVerbs | **Standard RL.1.1****RC 24** Main Idea and Details**RC 25** Find Effects**RC 26** Find Causes**RC 28** Char., Setting, Plot**RC 29** Key Details**RC 27** Sequence**RC 48** Review Sequence**RC 49** Cause and Effect**RC 52** Review Cause and Effect **Standard RL.1.5****RC 30**Identify Reality or Fantasy in Pictures**RC 31** Identify Reality or Fantasy in Text**RC 37** Fact or Fiction**RC 38** Review Fact or Fiction**Standard RI.1.1****RC 24** Main Idea and Details**RC 25** Find Effects**RC 26** Find Causes**RC 27** Sequence**RC 48** Cause and Effect**RC 49** Review Cause and Effect**RC 52** Summarize Main Ideas |
| **Quarter 3 (**45 days) **Unit 3: 3.1 - 3.5 (**7-10 days per week per story)**Unit 4: 4.1 (**7-10 days per week per story) |
| **3.1:**Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation**Heggerty Weeks 18** through **26** **Kid Writing: Informative Writing** **3.2:**Alliteration, Phoneme Deletion, Phoneme Segmentation, Phoneme Blending**3.3:**Identify and Produce Rhyme, Phoneme Segmentation, Phoneme Blending**3.4:**Phoneme Segmentation, Phoneme Isolation, Phoneme Blending**3.5:**Phoneme Segmentation, Phoneme Blending, Phoneme Deletion**4.1:**Identify and Produce Rhyme, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation | **3.1:**away now some today way why**3.2:**green grow pretty should together water**3.3:**anyfrom happy once so upon**3.4:**agoboygirl how old people**3.5:**afterbuy done every soon work**4.1:**about animal carry eightgive our | **3.1:** **Long** **a spelled a\_e****Phonics/Spelling**: Long a spelled a\_e**Handwriting:** Upper and Lowercase Dd **Structural Analysis**: Contractions with not **Decodable Readers:** “Dave Was Late”; “Is It Late?”**Explicit Phonics Lessons a\_e**:<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871588>**3.2:** **Long i spelled i\_e****Phonics/Spelling**: Long i spelled i\_e**Handwriting**: Upper and Lowercase Vv **Structural Analysis:** Plurals (with CVCe words) **Decodable Readers**: “A Fine Plant”; “Plants Take Time to Grow”**Explicit Phonics Lessons i\_e**:<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871599>**3.3: Soft c; Soft g, dge****Phonics/Spelling**: Soft c; Soft g, dge **Handwriting:** Upper and Lowercase Yy **Structural Analysis:** Inflectional Endings -ed and -ing **Decodable Readers**: “The King and Five Mice”; “Tales from a Past Age”**3.4: Long o spelled o\_e; Long u spelled u\_e; Long e spelled e\_e****Phonics/Spelling**: Long o spelled o\_e; Long u spelled u\_e; Long e spelled e\_e **Handwriting**: Upper and Lowercase Ww **Structural Analysis:** CVCe Syllables **Decodable Readers:** “Those Old Classes”; “That Old Globe”**Explicit Phonics Lessons o\_e:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871590>**Explicit Phonics Lessons u\_e:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871603>**3.5:** **Variant Vowel Spellings with Digraphs oo, u****Phonics/Spelling:** Variant Vowel Spellings with Digraphs oo, u**Handwriting**: Upper and Lowercase Bb**Structural Analysis**: Inflectional Endings -ed and -ing (double final consonant) **Decodable Readers:** “A Good Cook”; “That Looks Good”**Explicit Phonics Lessons oo**:<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=587694>**4.1: Long a (a, ai, ay)****Phonics/Spelling:** Long a spelled a, ai, ay **Handwriting:** Upper and Lowercase Nn **Structural Analysis:** Alphabetical Order (two letters) **Decodable Readers:** “April the Agent”; “A Basic Dog”; “Snail Mail”; “Tails”**Explicit Phonics Lessons ai:** <https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871646> | FableFolktaleFairytaleFantasyCentral messageLessonMoralRetellRecallRoot WordBase WordPersuasiveInformativeExplanatoryAuthor’s PurposeAdjectivesSynonymsPossessiveNounsIrregular NounsIrregular Verbs | **Standard RL.1.2****RC 28** Char., Setting, Plot**RC 29** Key Details**RC 27** Sequence**RC 45** Review Sequence**RC 24** Main Idea and Details**Standard RL.1.4****RC 39** Understanding Poetry**Standard RI.1.2****RC 24** Main Idea and Details **Standard L.1.4.a****V 42-62** building Word Knowledge **Standard L.1.5****V 63** Categorizing Words |
| **Quarter 4 (**45 days) **Unit 4: 4.2 - 4.5 (**7-10 days per week per story)**Unit 5: 5.1 - 5.2 (**7-10 days per week per story) **\* 5.3 - 6.5** Extend instruction based on class capability  |
| **4.2:**Phoneme Identity, Phoneme Segmentation, Identify and Produce Rhyme, Phoneme Blending **Heggerty Weeks 27** through **35****Kid Writing: Narrative Writing****4.3:**Phoneme Categorization, Phoneme Blending, Contrast Vowel Sounds, Phoneme Substitution**4.4:**Phoneme Categorization, Phoneme Identity, Phoneme Segmentation, Phoneme Substitution**4.5:** Phoneme Categorization, Phoneme Deletion, Phoneme Blending, Phoneme Addition **5.1:**Contrast Vowel Sounds, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation**5.2:**Identify and Produce Rhyme, Phoneme Substitution, Phoneme Blending, Phoneme Deletion **5.3:**Phoneme Categorization, Phoneme Substitution, Phoneme Blending, Phoneme Addition **5.4:**Phoneme Substitution, Phoneme Isolation, Phoneme Blending **5.5:**Phoneme Blending, Phoneme Segmentation, Phoneme Categorization **6.1:**Phoneme Identity, Phoneme Segmentation, Identity and Produce Rhyme, Syllable Deletion, Phoneme Substitution **6.2:**Phoneme Categorization, Phoneme Reversal, Phoneme Blending, Phoneme Segmentation, Phoneme Substitution **6.3:**Phoneme Categorization, Phoneme Segmentation, Phoneme Substitution  **6.4:**Syllable Addition, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution **6.5:**Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition, Syllable Deletion, Syllable Addition | **4.2:**because, blue, into, or, other, small**4.3:**findfood more overstart warm**4.4:**caught flew know laugh listen were**4.5:**found hardnear woman would write**5.1:**fourlarge none onlyput round**5.2:**another climbfull great poor through**5.3:**began better guess learnright sure**5.4:**color early instead nothing oh thought**5.5:**above buildfallknew money toward**6.1:**answer brought busydoor enough eyes**6.2:**brotherfatherfriend love mother picture**6.3:**been children month question theiryear**6.4:**before front heard push tomorrow your**6.5:**favorite fewgone surprise wonder young | **4.2: Long e, e, ee, ea****Phonics/Spelling**: Long e spelled e, ee, ea, ie**Handwriting:** Upper and Lowercase Gg **Structural Analysis:** Prefixes re-, un-, pre-**Decodable Readers:** “The Green Eel”; “Clean Up the Team”**Explicit Phonics Lessons ee/ea:**[**https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871716**](https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871716)**4.3: Long o, o, oa, ow, oe****Phonics/Spelling:** Long o: o, oa, ow, oe **Handwriting:** Upper and Lowercase Pp **Structural Analysis**: Open Syllables **Decodable Readers:** “Toads”; “Joan and Elmo Swim”; “A Doe and a Buck”; “Joe Goes Slow”**Explicit Phonics Lessons oa:**[**https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871644**](https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871644)**Explicit Phonics Lessons ow:**[**https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871698**](https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871698)**4.4: Long i, i, y, igh, ie****Phonics/Spelling**: Long i, i, y,igh, ie**Handwriting:** Upper and Lowercase Zz **Structural Analysis**: Inflectional Endings (change y to i)**Decodable Readers**: “Jay Takes Flight”; “Be Kind to Bugs”; “Why Hope Flies”; “Glowing Bugs Fly By”**Explicit Phonics Lessons igh and y:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871638>**Explicit Phonics Lessons ie:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871692>**4.5: Long e, y, ey****Phonics/Spelling:** Long e spelled y, ey**Handwriting:** Upper and Lowercase Mm **Structural Analysis:** Compound Words **Decodable Readers**: “Race Pony!”; “Study with Animals”**5.1: r-Controlled ar****Phonics/Spelling**: r-Controlled Vowel ar **Handwriting**: Upper and Lowercase Hh **Structural Analysis**: Plurals: Change -y to -ies **Decodable Readers**: “Charm Scarves”; “Car Parts”**Explicit Phonics Lessons ar:**[**https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871745**](https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871745)**5.2: r-Controlled or, ir, ur, er** **Phonics/Spelling:** r-Controlled Vowels or, ir, ur, er **Handwriting:** Upper and Lowercase Kk **Structural Analysis**: Suffix -er **Decodable Readers**: “Sir Worm and Bird Girl”; “Bird in the Sky”; “Ginger and the Stars”; “Bats Under the Dark Sky”**Explicit Phonics Lessons er, ir, ur:**[**https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871747**](https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871747)**5.3: r-Controlled or, ore, oar****Phonics/Spelling**: r-Controlled Vowels or, ore, oar **Handwriting:** Upper and Lowercase Rr **Structural Analysis:** Abbreviations **Decodable Readers**: “Born to Learn”; “Sport Stars”; “A Board That Can Soar”; “Hard Chores”**Explicit Phonics Lessons or, ore:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871743>**5.4: Diphthongs ou, ow****Phonics/Spelling**: Diphthongs ou, ow **Handwriting**: Upper and Lowercase Xx **Structural Analysis**: Comparative Inflectional Endings -er, -est **Decodable Readers**: “Up or Down Sounds”; “Sounds Around Us”**Explicit Phonics Lessons ou:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871696>**Explicit Phonics Lessons ow:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871698>**5.5 Diphthongs oi, oy****Phonics/Spelling:** Diphthongs oi, oy**Handwriting:** Upper and Lowercase Jj**Structural Analysis:** Final Stable Syllables**Decodable Readers:** “Joy’s Birdhouse”; “Beavers Make Noise”**Explicit Phonics Lessons oi, oy:**<https://www.gckschools.com/common/pages/DisplayFile.aspx?itemId=5871640> **6.1 Variant Vowel Spellings oo, ou, u\_e, ew, ui, ue, u****Phonics/Spelling:** Variant Vowel Spellings oo, ou, u\_e, ew, ui, ue, u**Handwriting:** Upper and Lowercase Qq**Structural Analysis**: Suffixes –ful and –less**Decodable Readers:** “Rooster and Goose”; “Choose a Room”; “The Flute Youth”; “Group Rules”; “Lewis and His New Suit”; “A Cruise Crew”; “Sue and Lucy”; “A True Team”**6.2 Variant Vowel Spellings au, aw, a augh, al****Phonics/Spelling:** Variant Vowel Spellings au, aw, a augh, al**Handwriting:** A Story**Structural Analysis:** Vowel-Team Syllables**Decodable Readers:** “Paul’s Paw”; “Thank You Authors!”; “Not Too Small”; “My Baseball Coach”; “A Walk with Mayor Moose”; “Teacher Talk”**6.3 Silent Letters: wr, kn, gn****Phonics/Spelling:** Silent Letters: wr, kn, gn **Handwriting**: A Story **Structural Analysis**: Compound Words **Decodable Readers:** “Miss Wright’s Job”; “A Lighthouse Stops Wrecks”; “Know About Snowstorms”; “The Rusty Knight”**6.4 Three-Letter Consonant Blends: scr, spl, spr, str, thr, shr****Phonics/Spelling:** Three-Letter Consonant Blends: scr, spl, spr, str, thr, shr **Handwriting**: Dates **Structural Analysis:** Inflectional Endings -ed and -ing **Decodable Readers:** “Three Shrimp”; “A Thrilling Dance”**6.5 r-Controlled Vowels air, are, ear****Phonics/Spelling:** r-Controlled Vowels air, are, ear **Handwriting:** Letter **Structural Analysis**: r-Controlled Vowel Syllables **Decodable Readers**: “A Pair at the Fair”; “Lights in the Air”; “The Bears Prepare a Feast”; “Leaders Care” | InformativeExplanatoryAuthor’s PurposeAdjectivesSynonymsPossessiveNounsIrregular NounsIrregular VerbsPoint of ViewResearchMain Idea Supporting DetailsSequential OrderTopicConjunctionsBiographyAutobiographyCompare & ContrastProblem & SolutionMain IdeaKey DetailsAuthor’s PurposeGenrePoetryPronounsPossessive PronounsPrepositions | **Standard RL.1.3****RC 27** Sequence**RC 45** Review Sequence**RC 28** Char., Setting, Plot**RC 29** Key Details**RC 35** Compare and Contrast Stories**RC 47** Review Compare and Contrast**Standard RI.1.3****RC 25** Find Effects**RC 26** Find Causes**RC 27** Sequence**Standard L.1.4****V 69** Prefixes and Suffixes**V 63** Categorizing Words**V 42-62** Building Word Knowledge |