

Standards Curriculum Map Bourbon County Schools

Level: 1st grade

Grade and/or Course: ELA

Updated/Created: May 2020

Days 1-10 smart start

Days: 11-15	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 1 -week 1	<p>-RL.1.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.</p> <p>-RL.1.7 Use a story's illustrations and details to describe its characters, setting, and events.</p> <p>-RF.1.2c Construct and deconstruct spoken single syllable words into initial, medial vowel, and final sounds (phonemes). -RF.1.3b Decode Regularly spelled one-syllable words. -RF.1.3f Read words with inflectional endings. -RF.1.3g Recognize and read grade-appropriate irregularly spelled words</p> <p>-RF.1.3b - short a -L.1.2d - short a -RF.1.2c - Identify rhyme,</p>	<p>-RL 1.1 I can understand the organization and features of print to help me understand texts that I read.</p> <p>-RL 1.7 I can describe characters, settings, and events using the story's illustrations and details.</p> <p>-RF 1.2c I can construct and deconstruct single syllable words into initial, medial vowel and final sounds.</p> <p>-RF 1.3b I can decode regularly spelled one syllable words.</p> <p>-RF 1.3f I can read words with inflectional endings.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -does -not -school -what <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -learn -subjects -common -object -recognize <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -events -illustrations -punctuation 	<ul style="list-style-type: none"> -Visualize -Key Details 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>phoneme isolation, blending, segmentation</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-RF.1.3f - inflectional ending-s -RF.1.1a - sentences -L.1.2b - end punctuation -HW.1.1</p> <p>Composition: Compose narrative -C.1.3a - compose writing appropriate to task and purpose -C.1.3b - recount single or multiple events, memories, or ideas</p>				
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HOT Questions: Can you predict what would have happened if -----?
Describe how (this illustration) shows that (the character) is -----.

Days: 16-20	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 1 -week 2	<p>-RL.1.1 - With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.</p> <p>-RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. -RF.1.2c - Construct and deconstruct spoken syllable words into initial, medial vowel, and final sounds (phonemes).</p> <p>-RF.1.3b - Decode regularly spelled one-syllable words</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words</p> <p>-RF.1.3b - short i -</p> <p>RF.1.3b - double final consonants -</p> <p>L.1.2d - short i -</p> <p>RF.1.2b - blending phonemes -</p> <p>RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p>	<p>-RL 1.1 I can understand the organization and features of print to help me understand texts that I read.</p> <p>-RF 1.2b I can produce single syllable words by blending sounds.</p> <p>-RF 1.2c I can construct and deconstruct single syllable words into initial, medial vowel and final sounds.</p> <p>-RF 1.3b I can decode regularly spelled one syllable words.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -down -out -up -very <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -city -country -bored -feast -scurried <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -author -bold print -sequence 	<ul style="list-style-type: none"> -Visualize -Key Details 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>-RF.1.1a - sentences -HW.1.1 -</p> <p>Composition: Compose narrative</p> <p>-C.1.3c - include details which describe actions, thoughts, and emotions</p>				
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HOT Questions: Can you explain why (that event) happened in the story?
Do you know another time when (that event) happened in a story?

Days: 21-25	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 1 -week 3	<p>-RL.1.1 - With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.</p> <p>-RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. -RF.1.3b - Decode regularly spelled one-syllable words. -RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.2b - l blends - L.1.2d - l blends - RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.1c - plural nouns -RF.1.1 - statements, sentences, capitalization, and punctuation -L.1.2b - periods</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition:Compose narrative</p>	<p>-R.L 1.1 I can understand the organization and features of print to help me understand texts that I read.</p> <p>-R.F 1.2b I can produce single syllable words by blending sounds.</p> <p>-RF 1.3b I can decode regularly spelled one syllable words.</p> <p>-R.F. 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -be -come -good -pull <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -care -train -groom -companion -popular <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -consonant -label -publish 	<p>-Visualize -Key Details</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>-C.1.3c - include details which describe actions, thoughts, and emotions -C.1.3d - use temporal words and phrases to signal event order</p>				
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HOT Questions: Do you agree with the author's ending of the story? Why or why not?
If ----- would have happened, how would the story have changed?

Days: 26-30	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 1 -week 4	<p>-RI.1.1 - With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text</p> <p>-RI.1.7 - Use the illustrations and details in a text to describe its key details.</p> <p>-RI.1.9 - Identify information from two or more texts on similar themes or topics.</p> <p>-RF.1.3b - Decode regularly spelled one-syllable words.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3b - short o</p> <p>-L.1.2d - short o</p> <p>-RF.1.2 - phonemes and rhyme</p>	<p>-RI 1.1 I can ask and answer questions about key concepts and details to make inferences in the text that I read.</p> <p>-RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>- RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RI 1.7 I can describe the key ideas using visuals and details in a text.</p> <p>-RI 1.9 I can identify information from two or more texts on similar themes or topics.</p> <p>-RF 1.3b I can decode regularly spelled one syllable words.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -fun -make -they -too <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -cooperate -relationship -deliver -chore -collect <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -evaluate -rhyme 	<p>-Ask and Answer Questions</p> <p>-Key Details</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

<p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-RF.1.1 - sentences, capitalization, and punctuation -L.1.2b - question marks and exclamation points Handwriting: -HW.1.1</p> <p>- Composition: Compose narrative</p> <p>-C.1.3e - create a sense of closure -C.1.3f - with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p>				
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HOT Questions: What text evidence can you find to let you know what ----- means
Which text feature will best help you to locate the meaning of a word?

Days: 31-35	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 1 -week 5	<p>-RI.1.1 - With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text.</p> <p>-RI.1.7 - Use the illustrations and details in a text to describe its key details.</p> <p>-RI.1.9 - Identify information from two or more texts on similar themes or topics.</p> <p>-RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. -RF.1.3b - Decode regularly spelled one-syllable words. -RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p>	<p>-R.I 1.1 I can ask and answer questions about key concepts and details to make inferences in the text that I read.</p> <p>RI 1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RI 1.7 I can describe the key ideas using visuals and details in a text.</p> <p>-RI 1.9 I can identify information from two or more texts on similar themes or topics.</p> <p>-RF 1.2b I can produce single syllable words by blending sounds.</p> <p>-RF 1.3b I can decode regularly spelled one syllable words.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -jump -move -run -two <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -physical -exercise -agree -exhausted -difficult <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -diagram -first -last -next 	<ul style="list-style-type: none"> -Ask and Answer Questions -Key Details 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>-RF.1.2b - r blends and s blends -L.1.2d - r blends and s blends</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.1c - possessive pronouns -L.1.2b - punctuation -RF.1.1a - complete sentence, capitalization, punctuation Handwriting: -HW.1.1 - Composition: Compose narrative -C.1.3e - create a sense of closure -C.1.3f - with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing -C.1.4 - create and publish products</p>				
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HOT Questions: Can you predict what would have happened if -----?
How does this picture help you understand information in the text?

Days: 36-40	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 2 -week 1	<p>-RL.1.3 - Describe characters, settings, and major events in a story, using key details in order to make meaning of the story development. -RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>-RF.1.3b - Decode regularly spelled one-syllable words.</p> <p>-RF.1.3f - Read words with inflectional endings -RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3b - short e spelled e and ea</p> <p>-L.1.2d - short e spelled e and ea</p> <p>-RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-RF.1.3f - inflectional endings</p> <p>-L.1.1a - nouns</p> <p>-L.1.2c - commas in a series</p> <p>Handwriting:</p> <p>-HW.1.1 -</p> <p>Composition: Compose informative/explanatory text</p>	<p>-RL 1.3 I can describe characters, settings, and major events in a story using key details to help me understand the story development in the texts that I read.</p> <p>-RF 1.2b I can produce single syllable words by blending sounds.</p> <p>-RF 1.3b I can decode regularly spelled one syllable words.</p> <p>-RF 1.3f I can read words with inflectional endings.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <p>-again -help -new -there -use</p> <p>Oral Vocabulary:</p> <p>-occupation -community -fortunately -astonishing</p> <p>Additional Academic Vocabulary:</p> <p>-brainstorm -end -middle</p>	<p>-Make and Confirm Predictions</p> <p>-Character, Setting, and Events -Key Details</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>-C.1.2a - peer collaboration -C.1.2b - introduce the topic -C.1.2c - supply information with detail to develop the topic -C.1.5 - participate in shared research and writing projects</p>				
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HOT Questions: Describe the setting of the story in your own words.
Do you agree or disagree with the actions of (the main character) in the story?

Days: 41-45	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 2 -week 2	<p>-RL.1.3 - Describe characters, settings, and major events in a story, using key details in order to make meaning of the story development.</p> <p>-RL.1.7 - Use a story's illustrations and details to describe its characters, setting, and events.</p> <p>-RL.1.9 - Compare/Contrast the adventures and experiences of characters in stories.</p> <p>-RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. -RF.1.3b - Decode regularly spelled one-syllable words. -RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3b - short u</p> <p>-L.1.2d - short u</p> <p>-RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.1b - singular and plural nouns using s and es</p>	<p>-RL 1.3 I can describe characters, settings, and major events in a story using key details to help me understand the story development in the texts that I read.</p> <p>-RL 1. 7 I can describe characters, settings, and events using the story's illustrations and details.</p> <p>-RL 1.9 I can compare and contrast adventures and experiences of characters in stories.</p> <p>-RF 1.2b I can produce single syllable words by blending sounds.</p> <p>-RF 1.3b I can decode regularly spelled one syllable words.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -could -live -one -then -three <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -shelter -materials -collapsed -furious -refused <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -apostrophe -dialogue -presentations 	<ul style="list-style-type: none"> -Make and Confirm Predictions -Character, Setting, and Events -Key Details 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>Handwriting: -HW.1.1 - Composition: Compose informative/explanatory text -C.1.2a - peer collaboration -C.1.2b - introduce the topic -C.1.2c - supply information with detail to develop the topic -C.1.2d - grade-appropriate conjunctions to develop text structure within sentences -C.1.5 - participate in shared research and writing projects</p>				
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HOT Questions: Explain why the problem exists in the story.
Describe how this (illustration) shows what the story is saying.
What are the differences between (the characters) in the story?

Days: 46-50	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 2 -week 3	<p>-RI.1.2 - With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>-RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text.</p> <p>-RL.1.4 - Identify words and phrases in stories and poems that suggest feelings or appeal to the senses in order to construct meaning</p> <p>-RL.1.5 - Recognize the major differences between the structures of poems, stories, and dramas, including but not limited to linear, nonlinear, and circular structures.</p> <p>-RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. -RF.1.3b - Decode regularly spelled</p>	<p>-RI 1.2 I can identify the central idea of a text using key details from a summary.</p> <p>-RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>- RL 1.4 I can identify words and phrases in stories or poems that show feeling or sense to help me understand the texts that I read.</p> <p>-RL 1.5 I can identify the major differences between the structures of poems, stories and drama, as well as linear, nonlinear and circular text structures.</p> <p>-RF 1.2b I can produce single syllable words by blending sounds.</p> <p>-RF 1.3b I can decode</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -eat -no -of -under -who <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -habitat -depend -hibernate -tranquil -tolerate <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -draft -repetition -rhythm 	<p>-Main Topic and Key Details</p> <p>-Reread</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.-</p>

<p>one-syllable words. -RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3b - ending consonant blends nd, nk, nt, st, sk, mp</p> <p>-L.1.2d - ending consonant blends nd, nk, nt, st, sk, mp</p> <p>-RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.1a - possessive nouns</p> <p>-RF.1.3e - two syllable words</p> <p>-RF.1.3f - inflectional ending -ing</p> <p>-L.1.1d - verbs to convey a sense of past, present, future</p> <p>Handwriting:</p> <p>-HW.1.1</p> <p>- Composition: Compose informative/explanatory text</p> <p>-C.1.2a - peer collaboration</p> <p>-C.1.2d - grade-appropriate conjunctions to develop text structure within sentences</p> <p>-C.1.2f - provide a concluding section</p> <p>-C.1.5 - participate in shared research and writing projects</p>	<p>regularly spelled one syllable words.</p> <p>-RF 1.3g. I can read irregularly spelled words.</p>			
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HOT Questions: Determine the details that support the main idea.
 Can you compare the use of (non-fiction text feature) on p.---- to the one on pg.----?

Days: 51-55	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 2 -week 4	<p>-RL.1.3 - Describe characters, settings, and major events in a story, using key details in order to make meaning of the story development.</p> <p>-RL.1.7 - Use a story's illustrations and details to describe its characters, setting, and events.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheading, indexes, electronic menus and icons to locate key facts or information in a text. -RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. -RF.1.3a - Know the sound-spelling correspondences for common consonant digraphs.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3a - consonant digraphs th, sh, ng -L.1.2d - consonant digraphs th, sh, ng</p> <p>-RF.1.2c - construct and deconstruct phonemes</p>	<p>-RL 1.3 I can describe characters, settings, and major events in a story using key details to help me understand the story development in the texts that I read.</p> <p>-RL 1.7 I can describe characters, settings, and events using the story's illustrations and details.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RF 1.2b I can produce single syllable words by blending sounds.</p> <p>-RF 1.3a I can identify and read spelling-sound correspondences for common consonant digraphs.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency: -all -call -day -her -want</p> <p>Oral Vocabulary: -leadership -admire -enjoy -rely -connections Additional Academic Vocabulary: -highlight -imaginary -stress</p>	<p>-Reread -Character, Setting, and Events</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-RF.1.3d - number of syllables in a printed word -L.1.1a - common and proper nouns -L.1.2a - capitalize proper nouns</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition: Compose informative/explanatory text</p> <p>-C.1.2a - peer collaboration -C.1.2d - grade-appropriate conjunctions to develop text structure within sentences -C.1.2f - provide a concluding section -C.1.2g - with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing -C.1.5 - participate in shared research and writing projects</p>				
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HOT Questions: How does the author create a sense of (happiness, tension, etc.) in the story?
Using (the text feature) locate the facts about -----.

Days: 56-60	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 2 -week 5	<p>-RI.1.2 - With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>-RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text.</p> <p>-RI.1.9 - Identify information from two or more texts on similar themes or topics.</p> <p>-RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. -RF.1.3a - Know the sound-spelling correspondences for common consonant digraphs.</p> <p>-RF.1.3g - Recognize and read</p>	<p>-RI 1.2 I can identify the central idea of a text using key details from a summary. -RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RI 1.9 I can identify information from two or more texts on similar themes or topics.</p> <p>-RF 1.2b I can produce single syllable words by blending sounds.</p> <p>-RF 1.3a I can identify and read spelling-sound correspondences for common consonant digraphs.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -around -by -many -place -walk <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -locate -route -height -model -separate <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -blog -landmark -various 	<p>-Main Topic and Key Details</p> <p>-Reread</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

<p>grade-appropriate irregularly spelled words.</p> <p>-RF.1.3a - consonant digraphs ch, tch, wh, ph -L.1.2d - consonant digraphs ch, tch, wh, ph -RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.1b - regular and irregular plural nouns -RF.1.1a - complete sentence, capitalization, punctuation</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition: Compose informative/explanatory text</p> <p>-C.1.2a - peer collaboration -C.1.2d - grade-appropriate conjunctions to develop text structure within sentences -C.1.2f - provide a concluding section -C.1.2g - with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing -C.1.5 - participate in shared research and writing</p>				
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HOT Questions: Which of (these details) provides a better way to explain the main idea. Why?
 What do you notice about the way the topic is presented in the texts?

Days: 61-65	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 3 -week 1	<p>-RL.1.3 - Describe characters, settings, and major events in a story, using key details in order to make meaning of the story</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text. -RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. -RF.1.3c - Know final-e and common vowel team conventions for representing long vowel sounds.</p> <p>-RF.1.3c - long a (a_e) -L.1.2d - long a (a_e) -RF.1.2a - distinguish long and short vowels</p> <p>-RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the</p>	<p>-RL 1.3 I can describe characters, settings, and major events in a story using key details to help me understand the story development in the texts that I read.</p> <p>-RL 1.5 I can identify the major differences between the structures of poems, stories and drama, as well as linear, nonlinear and circular text structures.</p> <p>-RF 1.2b I can produce single syllable words by blending sounds.</p> <p>-RF 1.3c I can read long vowel sounds with final -e and common vowel teams. -RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -away -now -some -today -way -why <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -schedule -immediately -weekend -calendar -occasion <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -capitalization -flare -rubric -timetable 	<ul style="list-style-type: none"> -Make and Confirm Predictions -Character, Setting, and Events 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

<p>Hunk-n-Chunk Phonics Dance Song Daily</p> <ul style="list-style-type: none">-L.1.1d - verbs-L.1.2c - commas in a series-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words. Handwriting:-HW.1.1 - Composition: Compose Opinion-C.1.1a - peer collaboration-C.1.1b - introduce the topic-C.1.1c - provide reasons with details to support the opinion				
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HOT Questions: How would you solve (this problem) using what you have learned about (this character)?
How and why do you use (specific text features)?

Days: 66-70	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 3 -week 2	<p>-RL.1.3 - Describe characters, settings, and major events in a story, using key details in order to make meaning of the story</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text.</p> <p>-RI.1.8 Identify the claim and the reasons the author gives support to a claim in a text.</p> <p>-RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>-RF.1.3c - Know final-e and common vowel team conventions for representing long vowel sounds.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3c - long a (a_e) -L.1.2d - long a (a_e) -RF.1.2a - distinguish long and short vowels</p> <p>-RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p>	<p>RL 1.3 I can describe characters, settings, and major events in a story using key details to help me understand the story development in the texts that I read.</p> <p>RL 1.5 I can identify the major differences between the structures of poems, stories and drama, as well as linear, nonlinear and circular text structures.</p> <p>RL 1.9 I can compare and contrast adventures and experiences of characters in stories.</p> <p>RI 1.8 I can identify the claim and reasons an author gives to support the claim in a text.</p> <p>-RF 1.2b I can produce single syllable words by blending sounds.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -green -grow -pretty -should -together -water <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -bloom -sprout -grasped -assist -spied <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -audience -harvest -vegetables 	<p>-Make and Confirm Predictions</p> <p>-Sequence Plot</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

-L.1.1d - verbs
-L.1.2c - commas in a series

Handwriting: -HW.1.1
- Composition: Compose
Opinion -C.1.1a - peer
collaboration
-C.1.1b - introduce the topic
-C.1.1c - provide reasons with
details to support the opinion

HOT Questions: What is the relationship between (the main character) and the way the problem was solved?
After looking at (text features) explain how they are helpful in learning.

Days: 71-75	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 3 -week 3	<p>-RL.1.3 - Describe characters, settings, and major events in a story, using key details in order to make meaning of the story</p> <p>-RL.1.5 - Recognize major differences between the structures of poems, stories, and dramas, including but not limited to linear, nonlinear, and circular stories.</p> <p>-RL.1.9 - Compare/contrast the adventures and experiences of characters in stories.</p> <p>-L.1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-L.1.2d - soft c, soft g, dge</p> <p>-RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.2c - commas in a series</p> <p>-RF.1.3f - inflectional endings ed and ing</p> <p>-L.1.1d - past, present, and future tense verbs with</p>	<p>RL 1.3 I can describe characters, settings, and major events in a story using key details to help me understand the story development in the texts that I read.</p> <p>-RL 1.5 I can identify the major differences between the structures of poems, stories and drama, as well as linear, nonlinear and circular text structures.</p> <p>-RL 1.9 I can compare and contrast adventures and experiences of characters in stories.</p> <p>-L 1.2d I can use spelling patterns to help me spell words correctly and spell frequently occurring irregular words accurately.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <p>-any -from -happy -once -so -upon</p> <p>Oral Vocabulary:</p> <p>-tale -hero -timid -foolish -eventually</p> <p>Additional Academic Vocabulary:</p> <p>-element -puppet -style</p>	<p>-Make and Confirm Predictions</p> <p>-Cause and Effect</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>inflectional endings</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition: Compose Opinion</p> <ul style="list-style-type: none">-C.1.1a - peer collaboration-C.1.1c - provide reasons with details to support the opinion-C.1.1d - grade-appropriate transitions-C.1.1e - concluding section				
<p>HOT Questions: Why do you think the author chose to solve the problem by (restate solution). Explain why the author chooses (these characters) for this theme.</p>					

Days: 76-80	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 3 -week 4	<p>-RI.1.3 - With prompting and support, identify the connection between individuals, events, ideas, or pieces of information over the course of a text.</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text.</p> <p>-RI.1.9 - Identify information from two or more texts on similar themes or topics.</p> <p>-RF.1.3c - Know final-e and common vowel team conventions for representing long vowel sounds.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3c - long o (o_e), long u (u_e), and long e (e_e)</p> <p>-L.1.2d - long i (i_e), long u (u_e), and long e (e_e) -RF.1.2a -</p>	<p>-RI 1.3 I can identify connections between characters/people, events, and ideas or information within a text.</p> <p>-RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RI 1.9 I can identify information from two or more texts on similar themes or topics.</p> <p>-RF 1.3c I can read long vowel sounds with final -e and common vowel teams. -RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -ago -boy -girl -how -old -people <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -century -past -present -future -entertainment <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -confusion -frontier -proofreader's marks 	<p>-Connections Among Text/Compare and Contrast</p> <p>-Reread</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>distinguish long and short vowels -RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.1d - is and are -L.1.2c - commas in dates</p> <p>Handwriting: -HW.1.1</p> <p>- Composition: Compose Opinion -C.1.1a - peer collaboration -C.1.1d - grade-appropriate transitions -C.1.1e - concluding section -C.1.1f - with guidance, develop and strengthen writing as needed by planning, revising, and editing</p>				
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HOT Questions: Use text evidence to describe the connection between (these ideas).
Why do you think the author chose (the word or phrase) to explain -----?

Days: 81-85	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 3 -week 5	<p>RI.1.3 - With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text.</p> <p>-RI.1.9 - Identify information from two or more texts on similar themes or topics.</p> <p>-RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. -RF.1.3c - Know final-e and common vowel team conventions for representing long vowel sounds.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p>	<p>-RI 1.3 I can identify connections between characters/people, events, and ideas or information within a text.</p> <p>-RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RI 1.9 I can identify information from two or more texts on similar themes or topics.</p> <p>-RF 1.2b I can produce single syllable words by blending sounds.</p> <p>-RF 1.3c I can read long vowel sounds with final -e and common vowel teams. -RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -after -buy -done -every -soon -work <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -delicious -nutritious -responsibility -enormous -delighted <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -advantages/di sadvantages -process -product 	<p>-Connections Within Text/Sequence</p> <p>-Reread</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

<p>-RF.1.3c - oo, u -L.1.2d - oo, u -RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-RF.1.3f - inflectional endings ed and ing -L.1.1d - past, present, and future tense verbs with inflectional endings</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition: Compose Opinion</p> <p>-C.1.1a - peer collaboration -C.1.1d - grade-appropriate transitions -C.1.1e - concluding section -C.1.1f - with guidance, develop and strengthen writing as needed by planning, revising, and editing -C.1.4 - with guidance and support, use a variety of digital resources to create and publish products, including in collaboration with peers</p>				
<p>HOT Questions: How are the (the words or topic) related to the topic? How would you summarize the information about (this topic) from the text?</p>				

Days: 86-90	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 4 -week 1	<p>-RL.1.1 - With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.</p> <p>-RL.1.3 - Describe characters, settings, and major events in a story, using key details in order to make meaning of the story development.</p> <p>-RL.1.9 - Compare/Contrast the adventures and experiences of characters in stories.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text. -RF.1.3c - Know final-e and common vowel team conventions for representing long vowel sounds.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3c - long a: a, ai, ay -L.1.2d - long a: a, ai, ay -RF.1.2c -</p>	<p>-RL 1.1 I can ask and answer questions about key ideas and details, and use inference to help me understand the texts that I read.</p> <p>-RL 1.3 I can describe characters, settings, and major events in a story using key details to help me understand the story development in the texts that I read.</p> <p>-RL 1.9 I can compare and contrast adventures and experiences of characters in stories.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RF 1.3c I can read long vowel sounds with final -e and common vowel teams. -RF 1.3g -RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -about -animal -carry -eight -give -our <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -appearance -feature -determined -predicament -relief <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -special -splendid 	<p>-Ask and Answer Questions</p> <p>-Sequence</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.1d - was and were</p> <p>Handwriting:</p> <p>-HW.1.1 -</p> <p>Composition: Compose narrative</p> <p>-C.1.3a - with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</p> <p>-C.1.3b - recount a single event or multiple events or memories</p>				
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HOT Questions: Can you predict what would happen if -----?
Do you agree or disagree with the actions of (the main character)? Why or why not?

Days: 91-95	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 4 -week 2	<p>-RI.1.1 - With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.</p> <p>-RI.1.2 - With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text. -RF.1.3c - Know final-e and common vowel team conventions for representing long vowel sounds.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words. -RF.1.3c - long e: e, ee, ea, ie</p> <p>-L.1.2d - long e: e, ee, ea, ie</p>	<p>-RI 1.1 I can ask and answer questions about key concepts and details to make inferences in the text that I read.</p> <p>-RI 1.2 I can identify the central idea of a text using key details from a summary. -RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RF 1.3c I can read long vowel sounds with final -e and common vowel teams. -RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -because -blue -into -or -other -small <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -behavior -beneficial -dominant -endangered -extinct <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -danger -partner 	<p>-Main Idea and Key Details -Ask and Answer Questions -Reread</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

<p>-RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.4a - context clues -L.1.4b - prefixes re, un, pre</p> <p>-L.1.1d - was and were -RF.1.1a - complete sentence, capitalization, punctuation</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition: Compose narrative</p> <p>-C.1.3a - with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</p> <p>-C.1.3b - recount a single event or multiple events or memories</p> <p>-C.1.3c - include details which describe actions, thoughts, and emotions</p>				
<p>HOT Questions: Can you make a connection from (this information) to something else? Determine the details to support the main idea.</p>				

Days: 96-100	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 4 -week 3	<p>-RI.1.1 - With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.</p> <p>-RI.1.2 - With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text.</p> <p>-RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning</p> <p>-RL.1.5 - Recognize major differences between the structures of poems, stories, and dramas,</p>	<p>-RI 1.1 I can ask and answer questions about key concepts and details to make inferences in the text that I read.</p> <p>-RI 1.2 I can identify the central idea of a text using key details from a summary. -RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RL 1.4 I can identify words and phrases in stories or poems that show feeling or sense to help me understand the texts that I read.</p> <p>-RL 1.5 I can identify the major differences between the structures of poems, stories and drama, as well as linear, nonlinear and circular text structures.</p> <p>-RF 1.3c I can read long vowel sounds with final -e and</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -find -food -more -over -start -warm <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -communicate -provide -superior -survive -wilderness <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -search -seek 	<p>-Main Idea and Key Details -Ask and Answer Questions -Reread</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>including but not limited to linear, nonlinear, and circular structures.</p> <p>-RF.1.3c - Know final-e and common vowel team conventions for representing long vowel sounds.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3c - long o: o, oa, ow, oe</p> <p>-L.1.2d - long o: o, oa, ow, oe</p> <p>-RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.5a - word categories -L.1.5b - word categories -L.1.1d - was and were -L.1.2a - capitalize proper nouns</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition: Compose narrative</p> <p>-C.1.3a - with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</p> <p>-C.1.3c - include details which describe actions, thoughts, and emotions -C.1.3d - use temporal words and phrases to signal event order</p> <p>-C.1.3e - create a sense of closure</p>	<p>common vowel teams. -RF 1.3g I can read irregularly spelled words.</p>			
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HOT Questions: Can you explain why (this fact) was important in the text?
Using (the text feature) locate the facts about -----.

Days: 101-105	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 4 -week 4	<p>-RI.1.1 - With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text.</p> <p>-RL.1.1 - With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.</p> <p>-RL.1.6 - With prompting and support, identify who is telling the story at various points in a text. -RF.1.3c - Know final-e and common vowel team conventions for representing long vowel sounds.</p>	<p>-RI 1.1 I can ask and answer questions about key concepts and details to make inferences in the text that I read.</p> <p>-RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RL 1.1 I can ask and answer questions about key ideas and details, and use inference to help me understand the texts that I read.</p> <p>-RL 1.6 I can identify who is telling the story in the text that I read.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -caught -flew -know -laugh -listen -were <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -different -flutter -imitate -protect -resemble <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -beautiful -fancy 	<ul style="list-style-type: none"> -Visualize -Point of View -Ask and Answer Questions 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

<p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3c - long i: i, y, igh, ie</p> <p>-L.1.2d - long i: i, y, igh, ie -RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.4a - context clues -L.1.1d - see and saw -RF.1.3f - inflectional ending (y to i)</p> <p>-L.1.4c - root words and inflectional forms</p> <p>-L.1.2a - underline titles of books</p> <p>-RF.1.1a - complete sentence, capitalization, punctuation</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition: Compose narrative</p> <p>-C.1.3a - with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</p> <p>-C.1.3c - include details which describe actions, thoughts, and emotions -C.1.3d - use temporal words and phrases to signal event order</p> <p>-C.1.3e - create a sense of closure</p> <p>-C.1.3f - with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p>	<p>-RF 1.3c I can read long vowel sounds with final -e and common vowel teams.</p> <p>-RF 1.3g g. I can read irregularly spelled words.</p>			
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HOT Questions: What is the relationship between (the word or phrase) and the text information?
Which text feature would best help you locate the meaning of the word ----?

Days: 106-110	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 4 -week 5	<p>-RI.1.3 - With prompting and support, identify the connection between individuals, events, ideas, or pieces of information over the course of a text.</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text.</p> <p>-RI.1.9 - Identify information from two or more texts on similar themes or topics.</p> <p>-RF.1.3c - Know final-e and common vowel team conventions for representing long vowel sounds.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3c - long e: y, ey -L.1.2d - long e: y, ey -RF.1.2c - construct</p>	<p>-RI 1.3 I can describe characters, settings, and major events in a story using key details to help me understand the story development in the texts that I read.</p> <p>-RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RI 1.9 I can identify information from two or more texts on similar themes or topics.</p> <p>-RF 1.3c I can read long vowel sounds with final -e and common vowel teams. -RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -found -hard -near -woman -would -write <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -advice -career -remarkable -soothe -trust <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -clever -signal 	<ul style="list-style-type: none"> -Visualize -Connections with text -Sequence 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

<p>and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-RF.1.3e - compound words</p> <p>-L.1.4c - root words and inflectional forms</p> <p>-L.1.2c - commas in a series</p> <p>-RF.1.1a - complete sentence, capitalization, punctuation</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition: Compose narrative</p> <p>-C.1.3a - with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</p> <p>-C.1.3e - create a sense of closure</p> <p>-C.1.3f - with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>-C.1.4 - With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers</p>				
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HOT Questions: Compare and contrast (two historical figures or characters).
How can you figure out what (that word) means?

Days: 111-115	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 5 -week 1	<p>-RL.1.3 - Describe characters, settings, and major events in a story, using key details in order to make meaning of the story development</p> <p>-RL.1.9 - Compare/contrast the adventures and experiences of characters in stories</p> <p>-L.1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. -RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3c - r-controlled vowel, ar</p> <p>-L.1.2d - r-controlled vowel, ar</p> <p>-RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.4a - context clues for multiple meaning words -L.1.1 - irregular plurals -L.1.1f - conjunctions -L.1.2a - capitalize proper nouns</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition: Composition:</p>	<p>-RI 1.3 I can describe characters, settings, and major events in a story using key details to help me understand the story development in the texts that I read.</p> <p>-RI 1.9 I can identify information from two or more texts on similar themes or topics.</p> <p>-L 1.2d I can use spelling patterns to help me spell words correctly and spell frequently occurring irregular words accurately.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -four -large -none -only -put -round <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -distinguish -classify -entire -organize -startled <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -trouble -whole 	<ul style="list-style-type: none"> -Visualize -Connections with Text -Sequence 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>Compose informative/explanatory text</p> <ul style="list-style-type: none">-C.1.2a - peer collaboration-C.1.2b - introduce the topic-C.1.2c - supply information with detail to develop the topic-C.1.6 - with guidance and support, collect information from real-world experiences or provided sources to answer or generate questions-C.1.5 - participate in shared research and writing projects				
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HOT Questions: How would you solve (this problem) using what you have learned about (the character)?
Explain why the author uses (these characters) for the theme.

Days: 116-120	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 5 -week 2	<p>-RL.1.3 - Describe characters, settings, and major events in a story, using key details in order to make meaning of the story development</p> <p>-RL.1.9 - Compare/contrast the adventures and experiences of characters in stories.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text. -L.1.2d - Use conventional spelling for word with common spelling patterns and for frequently occurring irregular words. -RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3c - r-controlled vowel, er, ir, or, ur</p> <p>-L.1.2d - r-controlled vowel, er, ir, or, ur -RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance</p>	<p>-RL 1.3 I can describe characters, settings, and major events in a story using key details to help me understand the story development in the texts that I read.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RL 1.9 I can compare and contrast adventures and experiences of characters in stories.</p> <p>-L 1.2d I can use spelling patterns to help me spell words correctly and spell frequently occurring irregular words accurately.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -another -climb -full -great -poor -through <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -observe -fast -certain -remained -thoughtful <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -leaped -stretched 	<ul style="list-style-type: none"> -Make and confirm predictions -Cause and Effect -Plot 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>Song Daily</p> <p>-L.1.1e - adjectives -L.1.2b - punctuation -RF.1.1a - complete sentence, capitalization, punctuation</p> <p>-L.1.5d - shades of meaning</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition: Composition: Compose</p> <p>informative/explanatory text</p> <p>-C.1.2a - peer collaboration</p> <p>-C.1.2b - introduce the topic</p> <p>-C.1.2c - supply information with detail to develop the topic</p> <p>-C.1.6 - with guidance and support, collect information from real-world experiences or provided sources to answer or generate questions</p> <p>-C.1.5 - participate in shared research and writing projects</p>				
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HOT Questions: What is the relationship between the (main character) and the way the problem was solved?
How and why do you use (a specific text feature?)

Days: 121-125	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 5 -week 3	<p>-RI.1.1 - With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from text.</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.3 - With prompting and support, identify the connection between individuals, events, ideas, or pieces of information over the course of a text.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text.</p> <p>-RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.</p> <p>-RL.1.5 - Recognize major differences between the structures of poems, stories, and dramas, including but not limited to linear, nonlinear, and circular structures.</p> <p>-L.1.2d - Use conventional spelling</p>	<p>-RI 1.1 I can ask and answer questions about key ideas and details, and use inference to help me understand the texts that I read.</p> <p>-RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI 1.3 I can identify connections between characters/people, events, and ideas or information within a text.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RL 1.4 I can identify words and phrases in stories or poems that show feeling or sense to help me understand the texts that I read.</p> <p>-RL 1.5 I can identify the major differences between</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -began -better -guess -learn -right -sure <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -curious -improve -complicated -device -imagine <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -idea -unusual 	<p>-Ask and Answer Questions</p> <p>-Connections within Text: Problem and Solution</p>	<p>Reading Wonders, Jan Richardson: <i>The Next Step Forward in Guided Reading</i>, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

<p>for words with common spelling patterns and for frequently occurring irregular words. -RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3c - r-controlled vowel, or, ore, oar</p> <p>-L.1.2d - r-controlled vowel, or, ore, oar -RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.4b - prefixes</p> <p>-L.1.1e - adjectives that compare (er and est) -L.1.2a - Capitalize days, months, holidays Handwriting:</p> <p>-HW.1.1 - Composition:</p> <p>Composition: Compose informative/explanatory text</p> <p>-C.1.2a - peer collaboration</p> <p>-C.1.2d - use grade-appropriate conjunctions to develop text structure within sentences</p> <p>-C.1.2e - use grade-appropriate transitions to develop text structure across paragraphs</p> <p>-C.1.6 - with guidance and support, collect information from real-world experiences or provided sources to answer or generate questions</p> <p>-C.1.5 - participate in shared research and writing projects</p>	<p>the structures of poems, stories and drama, as well as linear, nonlinear and circular text structures.</p> <p>-RF 1.3c I can read long vowel sounds with final -e and common vowel teams.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>			
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HOT Questions: How would you rephrase the meaning of the word -----?
Using text evidence, explain which text feature is the best way to locate (this information)?

Days: 126-130	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 5 -week 4	<p>-RL.1.3 - Describe characters, settings, and major events in a story, using key details in order to make meaning of the story development</p> <p>-RL.1.9 - Compare/contrast the adventures and experiences of characters in stories.</p> <p>-RF.1.3c - Know final-e and common vowel team conventions for representing long vowel sounds.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3c - vowel teams: ou and ow</p> <p>-L.1.2d - vowel teams: ou and ow</p> <p>-RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.4b - suffixes</p> <p>-L.1.1e - adjectives that compare (er and est) -L.1.2a - Capitalize and underline book titles</p>	<p>-RL 1.3 I can describe characters, settings, and major events in a story using key details to help me understand the story development in the texts that I read.</p> <p>-RL 1.9 I can compare and contrast adventures and experiences of characters in stories.</p> <p>-RF 1.3c I can read long vowel sounds with final -e and common vowel teams. -RF 1.3g I can read irregularly spelled words</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -color -early -instead -nothing -oh -thought <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -volume -senses -distracts -nervous -squeaky <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -scrambled -suddenly 	<p>-Ask and Answer Questions</p> <p>-Plot: Problem and Solution</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

<p>Handwriting: -HW.1.1 - Composition: Composition: Compose informative/explanatory text -C.1.2a - peer collaboration -C.1.2d - use grade-appropriate conjunctions to develop text structure within sentences -C.1.2e - use grade-appropriate transitions to develop text structure across paragraphs -C.1.2f - provide a concluding section -C.1.2g - with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing -C.1.5 - participate in shared research and writing projects</p>				
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HOT Questions: Describe how the main character reacts to the solution.
Which is the most important character in the story, and why?

Days: 131-135	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 5 -week 5	<p>-RI.1.3 - With prompting and support, identify the connection between individuals, events, ideas, or pieces of information over the course of a text.</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons to locate key facts or information in a text.</p> <p>-RI.1.9 - Identify information from two or more texts on similar themes or topics.</p> <p>-L.1.2d - Use conventional spelling for word with common spelling patterns and for frequently occurring irregular words. -RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3c - diphthongs: oi and oy</p> <p>-L.1.2d - final stable syllables</p> <p>-RF.1.2c - construct and deconstruct phonemes</p>	<p>-RI 1.3 I can identify connections between characters/people, events, and ideas or information within a text.</p> <p>-RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI 1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-RI 1.9 I can identify information from two or more texts on similar themes or topics.</p> <p>-L 1.2d I can use spelling patterns to help me spell words correctly and spell frequently occurring irregular words accurately.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -above -build -fall -knew -money -toward <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -project -structure -contented -intend -marvelous <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -balance -section 	<ul style="list-style-type: none"> -Ask and Answer Questions -Plot -Cause and Effect 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily

-L.1.1g - prepositions **-L.1.2a** - capitalize titles **-RF.1.3f** - inflectional ending

-L.1.1d - verbs to convey a sense of past, present, and future

-L.1.1g - prepositions

Handwriting: -HW.1.1 -

Composition: Composition: Compose

informative/explanatory text

-C.1.2a - peer collaboration

-C.1.2f - provide a concluding section

-C.1.2g - with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing **-C.1.4** - with guidance and support from adults, develop and strengthen writing as needed by planning, revising, and editing

-C.1.5 - participate in shared research and writing projects

HOT Questions: How are the facts on pg. --- similar to the facts on pg. ---?
Why do you think the author chose (the word or phrase) to explain-----?

Days: 136-140	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 6 -week 1	<p>-RL.1.2 - With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned and/or moral.</p> <p>-RL.1.9 - Compare/Contrast the adventures and experiences of characters in stories.</p> <p>-RF.1.3c - Know final-e and common vowel team conventions for representing long vowel sounds.</p> <p>-L.1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>-RF.1.3c - Know final-e and common vowel team conventions for representing long vowel sounds.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3c - variant vowel spellings with digraphs oo, u, u_e, ew, ue, ui, ou</p> <p>-L.1.2d - variant vowel spellings with digraphs oo, u, u_e, ew, ue, ui, ou</p> <p>-RF.1.2c - construct and deconstruct phonemes</p> <p>*All teachers will chant the</p>	<p>-RL.1.2 I can identify key details from a summary to show my understanding of the author’s message, lesson, and/or moral.</p> <p>-RL.1.9 I can compare and contrast adventures and experiences of characters in stories.</p> <p>-RF.1.3c I can read long vowel sounds with final -e and common vowel teams. -L 1.2d I can use spelling patterns to help me spell words correctly and spell frequently occurring irregular words accurately.</p> <p>-RF.1.3c I can read long vowel sounds with final -e and common vowel teams.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -answer -brought -busy -door -enough -eyes <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -fair -conflict -shift -risk -argument <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -collaborate -disagreement -length -reasonable 	<ul style="list-style-type: none"> -Key Details -Theme -Compare/Contrast 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-L.1.4b - suffixes -ful and -less -L.1.2a - capitalize "I" -L.1.1c - pronouns -L.1.5c - synonyms Handwriting: -HW.1.1 - Composition: Compose Opinion -C.1.1a - peer collaboration -C.1.1b - introduce the topic -C.1.1c - provide reasons with details to support the opinion</p>				
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HOT Questions: Can you make connections between (the main character's) actions and the story's message?
What are the differences between (the characters) in the story?

Days: 141-145	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 6 -week 2	<p>-RI.1.2 - With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>-RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.</p> <p>-L.1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-L.1.2d - variant vowel spellings with digraphs a, aw, au, augh, al</p> <p>-RF.1.3g - construct and deconstruct phonemes</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance</p>	<p>-RI 1.2 I can identify the central idea of a text using key details from a summary.</p> <p>-RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI 1.6 I can identify the difference in information provided by illustrations and pictures, and words in a text.</p> <p>-RL.1.4 I can identify words and phrases in stories or poems that show feeling or sense to help me understand the texts that I read.</p> <p>-L 1.2d I can use spelling patterns to help me spell words correctly and spell frequently occurring irregular words accurately.</p> <p>-RF 1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -brother -father -friend -love -mother -picture <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -inspire -respect -distance -swiftly -decision <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -admire -interview -intonation 	<p>-Reread -Key Details</p> <p>-Gather information from text and illustrations</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>Song Daily</p> <p>-L.1.5c - antonyms -RF.1.3c - vowel teams -RF.1.3e - syllables with vowel teams</p> <p>-L.1.1c - possessive pronouns</p> <p>-L.1.2a - capitalize days, months, and holidays</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition: Composition: Compose</p> <p>informative/explanatory text</p> <p>-C.1.2a - peer collaboration</p> <p>-C.1.2f - provide a concluding section</p> <p>-C.1.2g - with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>-C.1.4 - with guidance and support from adults, develop and strengthen writing as needed by planning, revising, and editing</p>				
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HOT Questions: Compare (the details) given about the main idea.
How are (the words or phrasing) related to the topic?

Days: 146-150	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 6 -week 3	<p>-RL.1.3 - Describe characters, settings, and major events in a story, using key details in order to make meaning of the story development.</p> <p>-RL.1.9 - Compare/Contrast the adventures and experiences of characters in stories.</p> <p>-RI.1.5 - Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.</p> <p>-L.1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. -RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-L.1.2d - silent letters wr, kn, gn -RF.1.3g - silent letters wr, kn, gn</p> <p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p>	<p>-RL.1.3 I can describe characters, settings, and major events in a story using key details to help me understand the story development in the texts that I read.</p> <p>-RL.1.9 I can compare and contrast adventures and experiences of characters in stories.</p> <p>-RI.1.5 I can identify various text features: headings, table of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to help me find information in a text.</p> <p>-L 1.2d I can use spelling patterns to help me spell words correctly and spell frequently occurring irregular words accurately.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -been -children -month -question -their -year <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -predict -cycle -creative -frigid -scorching <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -affect -closing -tornado 	<ul style="list-style-type: none"> -Visualize -Key Details -Cause and Effect 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

<p>-L.1.1c - pronouns (anyone, everyone, anything, everything, nothing) -L.1.2c - commas in dates and letters -RF.1.3e - compound words Handwriting: -HW.1.1 - Composition: Compose Opinion -C.1.1a - peer collaboration -C.1.1c - provide reasons with details to support the opinion -C.1.1d - grade-appropriate transitions -C.1.1e - concluding section</p>				
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HOT Questions: Tell me the good and bad traits of the main character.
How are the adventures of (the characters) the same in both (of these stories)?

Days: 151-155	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 6 -week 4	<p>-RL.1.2 - With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned, and or/moral</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>-RI.1.7 - Use the visuals and details in a text to describe its key details. -L.1.2d - Use conventional spelling for word with common spelling patterns and for frequently occurring irregular words.</p> <p>-RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>-RF.1.2b - three letter blends scr, spl, spr, str, thr, shr</p> <p>-L.1.2d - three letter blends scr, spl, spr, str, thr, shr</p> <p>*All teachers will chant the</p>	<p>RL.1.2 I can identify key details from a summary to show my understanding of the author’s message, lesson, and/or moral.</p> <p>-RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI.1.6 I can identify the difference in information provided by illustrations and pictures, and words in a text.</p> <p>-RI.1.7 I can describe the key ideas using visuals and details in a text.</p> <p>-L 1.2d I can use spelling patterns to help me spell words correctly and spell frequently occurring irregular words accurately.</p> <p>-RF 1.2b I can produce single syllable words by blending sounds.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -before -front -heard -push -tomorrow -your <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -tradition -effort -ancient -movement -drama <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -celebrate -greeting -signature 	<ul style="list-style-type: none"> -Theme -Visualize -Theme 	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

	<p>Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-RF.1.3f - inflectional endings ed and ing -L.1.1c - pronouns me and I -L.1.2c - commas in dates and letters -RF.1.3e - compound words</p>				
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HOT Questions: What is your interpretation of the theme of the story? Justify your thoughts.
What text evidence can you find to let you know what (that word) means?

Days: 156-160	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 6 -week 5	<p>-RI.1.9 - Identify information from two or more texts on similar themes or topics.</p> <p>-RI.1.2 - With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>-RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p> <p>-RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>-L.1.2d - Use conventional spelling for word with common spelling patterns and for frequently occurring irregular words.</p> <p>-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>-RF.1.3g - r controlled vowels air, are, ear</p> <p>-L.1.2d - r controlled vowels air, are, ear</p>	<p>-RI.1.9 I can identify information from two or more texts on similar themes or topics.</p> <p>-RI.1.2 I can identify the central idea of a text using key details from a summary. -RI.1.4 I can ask and answer questions to help me understand the meaning of words and phrases in the text that I read.</p> <p>-RI.1.6 I can identify the difference in information provided by illustrations and pictures, and words in a text. -L.1.2d I can use spelling patterns to help me spell words correctly and spell frequently occurring irregular words accurately.</p> <p>-RF.1.3g I can read irregularly spelled words.</p>	<p>High Frequency:</p> <ul style="list-style-type: none"> -favorite -few -gone -surprise -wonder -young <p>Oral Vocabulary:</p> <ul style="list-style-type: none"> -pride -display -design -purpose -represent <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> -holiday -origins -phrasing 	<p>-Reread</p> <p>-Main/Central Idea</p>	<p>Reading Wonders, Jan Richardson: The Next Step Forward in Guided Reading, Fountas and Pinnell Resources, leveled readers, RAZ Kids, Moby Max, Lexia, BrainPop Jr, other online tutorial videos.</p>

<p>*All teachers will chant the Hunk-n-Chunk Phonics Dance Song Daily</p> <p>-RF.1.3e - r controlled vowel syllables</p> <p>-L.1.2a - name titles (Mr., Mrs., Ms., Dr.)</p> <p>Handwriting: -HW.1.1 -</p> <p>Composition: Compose Opinion</p> <p>-C.1.1a - peer collaboration</p> <p>-C.1.1d - grade-appropriate transitions</p> <p>-C.1.1e - concluding section</p> <p>-C.1.1f - with guidance, develop and strengthen writing as needed by planning, revising, and editing</p> <p>-C.1.4 - with guidance and support, use a variety of digital resources to create and publish products, including in collaboration with peers</p>				
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HOT Questions: How would you summarize the information about (this topic) from the text?
 Why do you think the author and the illustrator should work closely together?

Standards taught weekly

Standards:	I Can Statements:
-RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.	-I can read irregularly spelled words.
-RF.1.4 - Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I can read fluently to help me understand the texts that I read. a. I can read with purpose and understanding. b. I can read a variety of texts fluently. c. I can use context to confirm or self correct words to understand texts that I read and reread to check for understanding.
-RL.1.10 - With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	I can use _____ strategy to help me understand the texts that I read.
RI.1.10 - With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	I can use _____ strategy to help me understand the texts that I read.
-L.1.1h - When writing or speaking, demonstrate appropriate use of declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	I can use declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
-L.1.2e - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	I can spell words phonetically.
-L.1.4d - 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.	I can use words and phrases from my conversations, experiences, and texts that I have read.