

# Morgan County Schools



## First Grade **ELA** Pacing Guide

Not all content in a given grade is emphasized equally in the standards. Critical standards require greater emphasis than others based on the depth of ideas, time they take to master, and/or their importance to future English Language Arts or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through English Language Arts. To say some standards have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

| <b>Critical Standards</b>   | <b>Essential Standards</b>  | <b>Supporting Standards</b>   |
|---|---|---|
| Skills and knowledge that students must demonstrate proficiency to ensure academic success. Critical standards build on each other from grade level to grade level. | These standards are to be mastered for knowledge of content before moving on to the next grade level. They provide readiness for success. | These standards support the critical & essential standards. They may be emphasized in a subsequent grade or course. |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Oral Language Content Standards

| Standard  | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|-----------|-----------|-----------|-----------|
| 1 Engage in collaborative discussions about topics and texts with peers and adults in small and large, utilizing agreed-upon rules  | X         | X         | X         | X         |
| 2 Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.                           | X         | X         | X         | X         |
| 3 Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format. | X         | X         | X         | X         |
| 4. Present information orally using complete sentence and appropriate volume.   |           |           | X         | X         |
| 4a. Orally describe people, places, things, and events, expressing ideas with relevant details.   |           |           | X         | X         |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Concepts of Print

| Standard  | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|-----------|-----------|-----------|-----------|
| 5. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s). | X         | X         | X         | X         |
| 5a. Explain the roles of author(s) and illustrator(s)   | X         | X         | X         | X         |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Phonological Awareness/Phonemic Awareness

| Standard  | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|-----------|-----------|-----------|-----------|
| 6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.  | X         | X         | X         | X         |
| 6a. Count, blend, segment and delete syllables in spoken words, including polysyllabic words.   | X         | X         | X         | X         |
| 6b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.   | X         | X         | X         | X         |
| 6c. Produce alliterative words.   | X         | X         | X         | X         |
| 6d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.  | X         | X         | X         | X         |
| 6e. Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.   |           | X         | X         | X         |
| 6f. Distinguish long from short vowel sounds in spoken, single-syllable words.  |           | X         | X         | X         |
| 6g. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation. |           | X         | X         | X         |
| h. Identify the sound substitution in words with five to six phonemes.<br>Example: strips/straps, square/squire   |           |           | X         | X         |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Phonics

| Standard   | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|-----------|-----------|-----------|-----------|
| 7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.   | X         | X         | X         | X         |
| a. Produce the most frequent sound(s) for each letter of the alphabet, including <i>x</i> , <i>q</i> , and the long and short sounds of the vowels.<br><i>Examples: x= /ks/; q=/kw/; a=/ā/ and /ā/, s= /s/ and /z/</i>   | X         | X         | X         |           |
| b. Decode and encode regularly spelled one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position. <i>Note : Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.</i>   | X         | X         | X         | X         |
| c. Decode words with digraphs, trigraphs, and combinations, including digraphs <i>ck, sh, th, ch, wh, ph, ng</i> , trigraphs <i>tch</i> and <i>dge</i> , and combination <i>qu</i> .<br><i>Note: Some programs/experts call wh a combination, others call it a digraph. Use common language across the school/district.</i>  | X         | X         | X         | X         |
| d. Decode words with a after <i>w</i> read /ā/ and a before <i>l</i> read /â/.<br><i>Examples: wash, water, wasp; tall, all, talk, small, fall</i>   | X         |           | X         | X         |
| e. With prompting and support, decode words with the hard and soft sounds of <i>c</i> and <i>g</i> , in context and in isolation. <i>Examples: c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y</i>   |           |           | X         | X         |
| f. Decode words with vowel <i>y</i> in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel <i>y</i> in medial position, producing the short /i/ sound for these words.<br><i>Examples: fly, my; baby, happy; myth, gym</i> |           |           | X         | X         |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Phonics

| Standard   | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|-----------|-----------|-----------|-----------|
| <b>g. Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.</b>  |           | X         | X         | X         |
| <b>h. With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.</b>  |           |           | X         | X         |
| <b>i. With prompting and support, decode words that follow the -ild, -ost, -old, -olt, and -ind patterns. Examples: mild, host, fold, jolt, kind</b>   |           |           | X         | X         |
| <b>j. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.</b> |           | X         | X         | X         |
| <b>k. With prompting and support, decode words with silent letter combinations. Examples: kn, wr, mb, gh, gn</b>   |           |           | X         | X         |
| <b>l. With prompting and support, decode words with common prefixes including un-, dis-, in-, re-, pre-, mis-, non-, and ex-.</b>  |           |           | X         | X         |
| <b>m. With prompting and support, decode words with common suffixes, including words with dropped e and y-to-i changes for suffix addition. Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly</b>  | X         | X         | X         | X         |
| <b>n. Decode contractions with am, is, has, and not. Examples: I'm, he's, she's, isn't, don't</b>  |           |           | X         | X         |
| <b>o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. Examples: saw, all, made, can, his, walk, let, open, time</b>  | X         | X         | X         | X         |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Fluency

| Standard  | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|-----------|-----------|-----------|-----------|
| 8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.                     | X         | X         | X         | X         |
| <b>9. Read grade-appropriate texts with accuracy and fluency.</b>   | X         | X         | X         | X         |
| a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.                  | X         | X         | X         | X         |
| b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.   | X         | X         | X         | X         |
| c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.<br>Example: Pause between stanzas and between lines where punctuation indication. |           |           | X         | X         |
| <b>10. Read high-frequency words commonly found in grade-appropriate text.</b>  | X         | X         | X         | X         |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Vocabulary

| Standard   | Quarter 1 | Quarter 2             | Quarter 3 | Quarter 4 |
|--|-----------|-----------------------|-----------|-----------|
| 11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.  |           | X                     | X         | X         |
| a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.   |           | X                     | X         | X         |
| 12. Ask and answer questions about unfamiliar words and phrases in discussions and/or text.  | X         | X                     | X         | X         |
| a. Identify possessives and plurals and use them as clues to the meaning of text.<br><i>Example: Jack's coat, mom's car; pigs, pig's, pigs'</i>  | X         | X                     | X         | X         |
| b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.<br><i>Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -ed changes a verb to past tense.</i>  | X         | X<br>(s, es, ed, ing) | X         | X         |
| c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. <i>Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous, act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk. Discuss synonyms and antonyms.</i> |           |                       | X         | X         |
| 13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.  | X         | X                     | X         | X         |
| 14. Sort and categorize groups of words or pictures based on meaning, and label each category.<br><i>Examples: colors, clothes, animals with wings</i>   | X         | X                     | X         | X         |
| 15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.   | X         | X                     | X         | X         |



# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Vocabulary

| Standard   | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|-----------|-----------|-----------|-----------|
| 16. Use grade-appropriate academic vocabulary in speaking and writing. | X         | X         | X         | X         |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Comprehension

| Standard  | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|-----------|-----------|-----------|-----------|
| 17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.                    | X         | X         | X         | X         |
| 18. Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.                       | X         | X         | X         | X         |
| 19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.   | X         | X         | X         | X         |
| 20. Use text features to locate key facts or information in printed or digital text.<br>Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations. | X         | X         | X         | X         |
| <b>21. Identify the main topic and key details of literary and informational texts.</b>   | X         | X         | X         | X         |
| 22. Ask and answer questions about key details in literary and informational texts.   | X         | X         | X         | X         |
| <b>23. Identify and describe the main story elements in a literary texts.</b>   | X         | X         | X         | X         |
| a. Describe the characters and settings, using illustrations and textual evidence from a story.   |           | X         | X         | X         |
| b. Retell the plot or sequence of major events in chronological order.  |           | X         | X         | X         |
| 24. Identify who is telling the story, using evidence from the text.  |           | X         | X         | X         |
| a. Use the term narrator to refer to the speaker who is telling the story.  |           | X         | X         | X         |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Comprehension

| Standard   | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|-----------|-----------|-----------|-----------|
| 25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text. |           | X         | X         | X         |
| 26. With prompting and support, use textual evidence to explain the central message or moral of a literary text.   |           |           | X         | X         |
| 27. Make predictions using information found within a literary text.   | X         | X         | X         | X         |
| 28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.   | X         | X         | X         | X         |
| 29. Compare and contrast texts.  |           |           | X         | X         |
| a. Compare and contrast characters, settings, and major events in literary texts.  |           |           | X         | X         |
| b. Describe the connections between individuals, events, ideas, or pieces of information in an informational texts.  |           |           | X         | X         |
| c. Point out similarities and differences between two texts on the same topics.  |           |           | X         | X         |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Writing

| Standard   | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|-----------|-----------|-----------|-----------|
| <b>30. Write legibly, using proper pencil grip.</b>  | X         | X         | X         | X         |
| a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.  | X         | X         | X         | X         |
| b. Print first and last names using proper letter formation, capitalization, and punctuation.<br><i>Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker</i>   | X         | X         | X         | X         |
| c. Use lower case letters in the majority of written work, using capitals only when appropriate.   | X         | X         | X         | X         |
| d. Write letters of the English alphabet in alphabetical order from memory.  | X         | X         | X         | X         |
| <b>31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</b>   | X         | X         | X         | X         |
| a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.<br><i>Examples: /k/=k before i, e, or y as in kit; /k/= c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck</i> | X         | X         | X         | X         |
| b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.<br><i>Examples: he, me, she, go, no</i>  | X         | X         | X         | X         |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Writing

| Standard   | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|-----------|-----------|-----------|-----------|
| c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation. <i>Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl</i> <i>Note: Many students spell the tr blend with digraph ch because of the confusion of the coarticulation of the /t/ and /r/ sounds. Many students spell the dr blend with the letter j because of the confusion of the coarticulation of the /d/ and /r/ sounds.</i> | X         | X         | X         | X         |
| d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters. <i>Examples: sh, th, ch, wh, ng, ck</i>  | X         | X         | X         | X         |
| e. Encode words with vowel-consonant-e syllable patterns.<br><i>Examples: hike, spike, joke, dime, make</i>  | X         | X         | X         | X         |
| f. With prompting and support, encode words with the common vowel teams and diphthongs. <i>Examples: ee, ea, oa, ai, a, au, aw, oi, oy, ou, ow, oo, igh</i>  |           | X         | X         | X         |
| g. With prompting and support, encode words with vowel-r combinations <i>ar, or, er, ir, and ur.</i>   | X         | X         | X         | X         |
| h. With prompting and support, encode words with final /ch/ sound spelled <i>-ch</i> and <i>-tch</i> . <i>Examples: /ch/= ch after a consonant, vowel-r, or vowel team as in munch, bunch, porch, smooch /ch/= tch after a short vowel sound as in hatch, crutch, ditch</i>  |           | X         | X         | X         |
| i. With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound. <i>Examples: cliff, hill, pass</i>   | X         | X         | X         | X         |
| j. Encode words with final /v/ sound, using knowledge that no English word ends with a v.<br><i>Examples: have, give, save</i>   |           | X         | X         | X         |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Writing

| Standard  | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|-----------|-----------|-----------|-----------|
| k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.<br><i>Examples: am, at, can, he, we, be, in, it, came, like</i>  | X         | X         | X         | X         |
| l. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns <i>in all but one position</i> , pointing out the part of the word that does not follow the regular pattern. <i>Examples: said, are, to</i>  | X         | X         | X         | X         |
| m. Encode words with suffixes <i>-s, -es, -ing, -ed, -er, and -est</i> . <i>Examples: dogs, wishes, jumping, jumped, faster, fastest</i>  | X         | X         | X         | X         |
| n. With prompting and support, encode words with common prefixes <i>re-, un-</i> , and <i>mis-</i> .  |           |           | X         | X         |
| o. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.<br><i>Examples: hear/here; for/four; to/too/two.</i><br><i>Note: To is a preposition which begins a prepositional phrase or an infinitive. Too is an adverb meaning "excessively" or "also." Two is a number. Many other words in English which reflect the number two are spelled with <b>tw</b>: twin, twice, between, tweezers.</i> |           |           | X         |           |
| 32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.   | X         | X         | X         | X         |
| a. Identify the required features of a sentence, including capitalization of the first word and end punctuation.  | X         | X         | X         | X         |
| b. Transcribe spoken words to demonstrate that print represents oral language.  | X         | X         | X         | X         |
| c. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.   | X         | X         | X         | X         |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Writing

| Standard  | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|-----------|-----------|-----------|-----------|
| d. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.   | X         | X         | X         | X         |
| e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence.   | X         | X         | X         | X         |
| f. Begin each sentence with a capital letter.   | X         | X         | X         | X         |
| g. Capitalize the pronoun / and names of individuals.   | X         | X         | X         | X         |
| h. Use commas in dates and words in a series.   |           | X         | X         | X         |
| i. With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary. <i>Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory sentences</i> |           |           |           |           |
| 33. Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.  |           |           |           |           |
| 34. With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.   |           | X         | X         | X         |
| 35. With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.   |           |           |           |           |

# ELA Pacing Guide First Grade Morgan County Schools 2023-2024

## Writing

| Standard  | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|-----------|-----------|-----------|-----------|
| 36. With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.      |           |           | X         | X         |
| 37. With prompting and support, write simple poems about a chosen subject.  |           |           |           | X         |
| <b>38. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.</b>           | X         | X         | X         | X         |
| 39. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.                  |           | X         | X         | X         |
| 40. Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.  | X         | X         | X         | X         |
| 41. Organize a list of words into alphabetical order to the first and (when necessary) second letters or the words.   |           |           | X         | X         |
| 42. Participate in shared research and writing projects to answer a question or describe a topic.   |           |           |           | X         |
| a. Recall information from experiences to contribute to shared research and writing projects.   |           |           |           | X         |
| b. Gather information from provided sources.  |           |           |           | X         |
| 43. Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers. |           |           | X         | X         |



# Month: August

## Theme/Unit: Back to School

| Week                                  | Foundational Skills   |   |                                 |                       | Reading and Responding  |   |   | Language Arts   | Additional ALCOS Standards |
|---------------------------------------|---|---|---------------------------------|-----------------------|---|---|---|---|----------------------------|
|                                       | Phonological and Phonemic Awareness                               | Phonics   | Sight Words                     | Fluency               | Story   | Comp  | Vocabulary                              | Grammar/ Handwriting  |                            |
| 1<br>Aug 8                            | Back to School Activities, Procedures, Getting Started Open Court |   |                                 |                       |   |   |   |   |                            |
| 2<br>Aug 14<br><br>Unit 1<br>Lesson 1 | Heggerty Week 1 and Open Court Phonemic Awareness Lessons         | /s/ spelled s<br>/m/ spelled m<br>/a/ spelled a<br>/f/ spelled f and ff | Can<br>On<br>Am<br>And<br>the   | Core Decodables 5-8   | First Day Jitters<br>First Grade Stinks<br>The First Day of First Grade | Compare/ Contrast<br><br>Genre/Story Elements | Minute Too Fair<br>Again stinks         | Letter, Word, Sentence Writing Left to Right, top to bottom |                            |
| 3<br>Aug 21<br><br>Unit 1<br>Lesson 2 | Heggerty Week 2 and Open Court Phonemic Awareness Lessons         | /d/ spelled d<br>/n/ spelled n<br>/i/ spelled i<br>/h/ spelled h        | Did<br>It<br>Had<br>Him<br>said | Core Decodables 9-13  | A New Friend at School<br>The Plant Monitor<br>Story Time               | Cause and Effect<br><br>Author's Purpose      | Four Confusing Trace<br>Pleased careful | Common and Proper Nouns                                     |                            |
| 4<br>Aug 28<br><br>Unit 1<br>Lesson 3 | Heggerty Week 3 and Open Court Phonemic Awareness Lessons         | /p/ spelled p<br>/l/ spelled l and ll<br>/o/ spelled o<br>/b/ spelled b | Has<br>At<br>In<br>There<br>see | Core Decodables 14-18 | The Little School Bus<br>What Will I Be?<br>We Couldn't Wait            | Sequencing Genre/ Language                    | Squirm When Knowledge Create Active     | Nouns   | 31.i                       |

# Month: September

## Theme/Unit: Be My Friend & Seasons

| Week                                   | Foundational Skills                                       |   |                                   |                       | Reading and Responding   |   |  | Language Arts           |                            |
|--|---|---|-----------------------------------|-----------------------|--|---|--|-------------------------|----------------------------|
|  | Phonological and Phonemic Awareness                       | Phonics   | Sight Words                       | Fluency               | Story  | Comp  | Vocabulary   | Grammar/ Handwriting    | Additional ALCOS Standards |
| 5<br>Sept 4<br><br>Unit 2<br>Lesson 1  | Heggerty Week 4 and Open Court Phonemic Awareness Lessons | /k/ spelled c<br>/ow/ spelled al and all<br>/k/ spelled k and ck<br>/r/ spelled r | Call<br>Have<br>I<br>Is<br>up     | Core Decodables 19-23 | Molto's Dream<br>Chicken<br>Chickens Go to School<br>A Friend Can    | Inferences<br><br>Story Elements                      | Just Feeling<br>Chicken<br>Better scampered          | Nouns                   | 7.c, 7.d, 31.d             |
| 6<br>Sept 11<br><br>Unit 2<br>Lesson 2 | Heggerty Week 5 and Open Court Phonemic Awareness Lessons | /f/ spelled f and ff<br>/s/ spelled s and ss<br>/g/ spelled g<br>/j/ spelled j    | Look<br>Was<br>What<br>Got<br>big | Core Decodables 24-28 | My Two Best Friends<br>Friends Find Solutions<br>We Could Be Friends | Inferences<br><br>Point of View                       | Company Disagree<br>Tough Lend solution              | Common and Proper Nouns | 12, 31.i                   |
| 7<br>Sept 18<br><br>Unit 2<br>Lesson 3 | Heggerty Week 6 and Open Court Phonemic Awareness Lessons | /j/ spelled dge<br>/u/ spelled u<br>/z/ spelled z and zz<br>/z/ spelled _s        | Get<br>Ask<br>Just<br>All<br>if   | Core Decodables 29-33 | No Wolves Allowed<br>Far Away<br>Friends<br>Best Friend              | Main Idea/Details<br><br>Point of View<br><br>Problem | Conflict<br>Neighborhood<br>Foreign Differ<br>Access | Common and Proper Nouns | 7.c                        |
| 8<br>Sept 25<br><br>Unit 3<br>Lesson 1 | Heggerty Week 7 and Open Court Phonemic Awareness Lessons | /ks/ spelled x<br>/e/ spelled e<br>/ed/ spelled d, ed, t                          | Down<br>Its<br>Red<br>Help<br>six | Core Decodables 34-38 | The Reason for Four Seasons<br>Time is When The Months               | Sequencing<br>Informational Text                      | Hour<br>Calendar<br>Midnight<br>Season bloom         | Plural & Singular Nouns | 7.m, 31.m                  |

# Month: October

## Theme/Unit: Science Cycles

### \*Fall Break Oct 9 & 10th

| Week   | Foundational Skills  |   |                                       |                       | Reading and Responding   |  |   | Language Arts   |                            |
|--|--|---|---------------------------------------|-----------------------|--|--|---|---|----------------------------|
|  | Phonological and Phonemic Awareness                        | Phonics   | Sight Words                           | Fluency               | Story  | Comp                                       | Vocabulary                                      | Grammar/ Handwriting                                  | Additional ALCOS Standards |
| 9<br>Oct 2<br><br>Unit 3<br>Lesson 2           | Heggerty Week 8 and Open Court Phonemic Awareness Lessons  | /e/ spelled ea<br>/sh/ spelled sh<br>/th/<br>/ch/ | Them<br>This<br>That<br>Jump<br>of    | Core Decodables 39-43 | Jake's Tree<br>Journey of a Raindrop<br>Spring Rain                      | compare/<br>contrast<br><br>Story elements | Covered<br>Melted<br>Bud<br>Cycle<br>evaporate  | Declarative Sentences                                 | 7.c, 7.h, 31.d, 31.f, 31.h |
| 10<br>Oct 9<br><br>Unit 3<br>Lesson 3          | Heggerty Week 9 and Open Court Phonemic Awareness Lessons  | /or/<br>/ar/<br>/w/<br>/wh/                       | Little<br>Went<br>Will<br>When<br>are | Core Decodables 44-48 | From Seed to Flower<br><br>Insects Grow and Change<br><br>Cycles of Life | Classify and categorize<br><br>Poetry      | Plant<br>Plenty<br>Soil<br>Change<br>shed       | Interrogative Sentences                               | 7.c, 7.g, 31.d, 31.g       |
| 11<br>Oct 16<br><br>Unit 3<br>Lesson 3 (cont.) | Heggerty Week 9 and Open Court Phonemic Awareness Lessons  |   |                                       |                       |  |  |   |   |                            |
| 12<br>Oct 23<br><br>Unit 4<br>Lesson 1         | Heggerty Week 10 and Open Court Phonemic Awareness Lessons | /er/ spelled er, ir, ur, ear<br>/ng/              | Little<br>Went<br>Will<br>When<br>are | Core Decodables 49-53 | Peter Pan<br>Me and My SHadow<br>The Sun and the Star                    | Classify/<br>Categorize<br><br>Poetry      | Shadow<br>Light<br>Constant<br>Instead<br>Where | Declarative, Interrogative, and Exclamatory Sentences | 7.c, 7.g, 31.d, 31.g       |

Spelling Words:

Week 9 - match, witch, wish, math, chat, rush, chop, thud, head, lead

Week 10/11 - born, north, fort, chart, ark, farm, part, whip, whiz, wham

Week 12 - bring, long, fang, hung, girl, burn, bird, hurt, her, fern

# Month: November

## Theme/Unit: Light & Sound

### \*Thanksgiving Break November 20-24

| Week                                   | Foundational Skills  |  |                          |                       | Reading and Responding   |                                    |   | Language Arts        | Additional ALCOS Standards            |
|--|--|--|--------------------------|-----------------------|--|------------------------------------|---|----------------------|---------------------------------------|
|  | Phonological and Phonemic Awareness                        | Phonics  | Sight Words              | Fluency               | Story  | Comp                               | Vocabulary                                | Grammar/ Handwriting |                                       |
| 13<br>Oct 30<br><br>Unit 4<br>Lesson 2 | Heggerty Week 11 and Open Court Phonemic Awareness Lessons | -al, -el, -il, le<br>/nk/<br>/kw/ spelled qu         | Any From Like Long water | Core Decodables 54-58 | Watching the Moon Ben's Bright Idea Flicker, Flash, Ka-Boom!           | Cause/Effect Illustrations         | Experiment Idea Continues Invent Position | Imperative Sentences | 7b, 7c, Add s blends & r blends, 31.c |
| 14<br>Nov 6<br><br>Unit 4<br>Lesson 3  | Heggerty Week 12 and Open Court Phonemic Awareness Lessons | /y/ spelled y<br>/v/ spelled v<br>a_e                | My No Where An they      | Core Decodables 59-32 | Just Listen The Tale of Lightning and Thunder Weather and Onomatopoeia | Sequencing Problem Solving Setting | Bounce Sounds Signals Forgot Vibrating    | Verbs                | 7b, 31.c, 31.e                        |
| 15<br>Nov 13<br><br>Unit 5<br>Lesson 1 | Heggerty Week 13 and Open Court Phonemic Awareness Lessons | L_e<br>S spelled ce and ci_<br>/j/ spelled ge and gi | Ride Walk Well Make them | Core Decodables 63-66 | A New Town City Life and Town Life Wake Up!                            | Main Idea Details Point of View    | Recreation Hectic Citizens Commute Fewer  | Verbs                | 7.e, 31.e                             |

#### Spelling Words:

Week 13 - bank, thank, junk, clunk, pink, blink, drank, tank, an, on

Week 14 - bake, gave, plane, made, blame, quake, yelp, vest, yip, vent - Did Sam plan to make the same plane?



# Month: January

## Theme/Unit: Around Our World

| Week                                   | Foundational Skills  |   |                                       |                       | Reading and Responding   |   |   | Language Arts                                      | Additional ALCOS Standards |
|--|--|---|---------------------------------------|-----------------------|--|---|---|--|----------------------------|
|  | Phonological and Phonemic Awareness                        | Phonics   | Sight Words                           | Fluency               | Story  | Comp  | Vocabulary  | Grammar/ Handwriting                               |                            |
| 19<br>Jan 3                            | Heggerty Week 17 and Open Court Phonemic Awareness Lessons | NA  | NA                                    | NA                    | Gingerbread Man  | Comparing and Contrasting stories                     | NA  | NA   |                            |
| 20<br>Jan 8<br><br>Unit 6<br>Lesson 1  | Heggerty Week 18 and Open Court Phonemic Awareness Lessons | /e/ spelled y<br>/e/ spelled ie<br>/e/ spelled ey           | Every<br>Come<br>Going<br>Me<br>too   | Core Decodables 73-75 | Block Party<br>Be My<br>Neighbor<br>Neighborhood of Sun        | Classify/<br>categorize<br><br>Captions/Text Features | Population<br>Remote<br>Transportation<br>Responsibilities<br>cooperation | Review simple sentences and subject verb agreement | 7.f                        |
| 21<br>Jan 15<br><br>Unit 6<br>Lesson 2 | Heggerty Week 19 and Open Court Phonemic Awareness Lessons | /s/ spelled cy, s, ce, ci_, and cy<br>/a/ spelled ai and ay | Could<br>Day<br>Way<br>Here<br>pretty | Core Decodables 76-78 | Family Roots<br>Hello, Japan<br>Pink Pink Pink                 | Inference<br><br>Dialogue                             | Recipe<br>Originally<br>Dipped<br>Instrument<br>ceremony                  | Types of sentences                                 | 3.f, 7.e, 7.h              |
| 22<br>Jan 22<br><br>Unit 6<br>Lesson 3 | Heggerty Week 20 and Open Court Phonemic Awareness Lessons | /i/ spelled igh, y, _ie                                     | sleep<br>don't<br>came<br>right       | Core Decodables 79-81 | A Trip to Peru<br>Let's Go to<br>School<br>Finding my<br>Place | Sequence  | Attraction<br>Crops<br>Weave<br>Herd<br>uniform                           | adverbs  | 7.f, 7.h, 31.f             |

# Month: February

## Theme/Unit: Roots and Seeds

| Week                                   | Foundational Skills  |   |  |                       | Reading and Responding  |   |   | Language Arts                                      |  |
|--|--|---|--|-----------------------|---|---|---|--|--|
|  | Phonological and Phonemic Awareness                        | Phonics   | Sight Words  | Fluency               | Story   | Comp  | Vocabulary  | Grammar/ Handwriting                               | Additional ALCOS Standards               |
| 23<br>Jan 29<br><br>Unit 7<br>Lesson 1 | Heggerty Week 21 and Open Court Phonemic Awareness Lessons | /o/ spelled oa_, _ow<br>/u/ spelled _ew and _ue                                 | Their<br>away  | Core Decodables 82-84 | Why Every Trees Never Lose Their Leaves<br>Plant Life Cycles<br>Dandelion | Cause and Effect<br>Sequencing  | Base Bulb<br>Factories<br>Nutrients<br>Reproduce    | Personal pronouns and personal indefinite pronouns | 7.h, 31.f                                |
| 24<br>Feb 5<br><br>Unit 7<br>Lesson 2  | Heggerty Week 22 and Open Court Phonemic Awareness Lessons | /m/ spelled _mb<br>/n/ spelled kn_ and gn_<br>/r/ spelled wr_<br>/f/ spelled ph | How<br>Know<br>Want<br>One<br>Now<br>Sow<br>Old<br>would | Core Decodables 85-89 | Pond Plants<br><br>Fruits and Vegetables at Work                          | Compare and Contrast<br>Main Idea and Details<br>Classify and Categorize    | Edible<br>Purpose<br>Structures<br>Survive<br>Float | Possessive pronouns                                | 7.c, 7.k<br>Add silent gh (ghost)<br>7.k |
| 25<br>Feb 12<br><br>Unit 7<br>Lesson 3 | Heggerty Week 23 and Open Court Phonemic Awareness Lessons | /oo/ spelled oo<br>/oo/ spelled u<br>/oo/ spelled ue                            |  |                       | Protective Plants   | Author's Purpose: to inform, Making Inferences, Details                     | Digest<br>Growth<br>Harm<br>Layers<br>Spines        | Adjectives and adverbs in sentences expansion      | 7.h, 31.f                                |
| 26<br>Feb 19<br><br>Unit 8<br>Lesson 1 | Heggerty Week 24 and Open Court Phonemic Awareness Lessons |   |  |                       | Gecko Toes<br><br>Dragonfly Eyes  | Compare and Contrast, Classify and Categorize                               | Beak<br>Believe<br>Notes<br>Pecks<br>Resting        | Prepositions                                       | 7.h, 31.f                                |
| 27<br>Feb 26<br><br>Unit 8<br>Lesson 2 | Heggerty Week 21 and Open Court Phonemic Awareness Lessons | /ow/ spelled _ow /ow/<br>spelled ou_<br>/aw/ spelled au_ /aw/<br>spelled aw     | brown<br>about<br>around<br>by                           | Core Decodable 96-99  | Grow, Ladybug, Grow!<br><br>Just Like My Mother                           | Making inferences, Story Element: Character, Sequence, and Cause and Effect | Harvest<br>Larva<br>Pale<br>Leap<br>Someday         | Synonyms and antonyms                              | 7.h, 31.f                                |

# Month: March

## Theme/Unit: Animals Head to Toe, Red White and Blue

| Week                                     | Foundational Skills  |  |                                 |                        | Reading and Responding  |   |  | Language Arts                          | Additional ALCOS Standards  |
|--|--|--|---------------------------------|------------------------|---|---|--|--|-----------------------------|
|  | Phonological and Phonemic Awareness                        | Phonics  | Sight Words                     | Fluency                | Story   | Comp  | Vocabulary   | Grammar/ Handwriting                   |                             |
| 28<br>March 4<br><br>Unit 8<br>Lesson 3  | Heggerty Week 22 and Open Court Phonemic Awareness Lessons | /aw/ spelled augh /aw/ spelled ough /oi/ spelled oi /oi/ spelled _oy | into<br>boy<br>before<br>yellow | Core Decodable 100-102 | How Animals Move  | Fact and Opinion, Language Use: Descriptive Words, Compare and Contrast                 | Downy<br>Nectar<br>Sleek<br>Slither<br>Webbed        | contractions                           | 7.h, 31.f                   |
| 29<br>March 11<br><br>Unit 9<br>Lesson 1 | Heggerty Week 23 and Open Court Phonemic Awareness Lessons | Prefixes un dis  | your                            | Core Decodable 103     | Patriotism  | Classify and Categorize, Text Features: Bulleted Lists, Details                         | Anthem<br>Exist<br>Operates<br>Patriotism<br>Salute  | Present and Past Tense Verbs           | 7.i, 31.n<br>Add pre-, mis- |
| 30<br>March 18<br><br>Unit 9<br>Lesson 2 | Heggerty Week 24 and Open Court Phonemic Awareness Lessons | Prefixes Im In re  | Review                          | Core Decodable 104     | A Center for Everyone<br><br>Veterans: Heroes in Our Neighborhood | Story Element: Characters, Main Idea and Details, Story Element: Plot, cause and effect | Accessible<br>Elected<br>Process<br>Duty<br>Veterans | Past Tense Verbs<br>Verbs ending in -y | 7.i,<br>Add<br>Non-, ex-    |
| 31<br>March 25<br><br>Unit 9<br>Lesson 3 | Heggerty Week 25 and Open Court Phonemic Awareness Lessons | /ā/ spelled a, a_e, ai, and _ay; /a/ spelled a                       | Review                          | Core Decodable 105     | America is...   |   | Freedom<br>Horizon<br>Miner<br>Skyscrapers<br>Tribes | Future Tense Verbs                     |                             |



# Month: April

## Theme/Unit: Stars and Stripes

### \*\*Spring Break April 1-5

| Week                                      | Foundational Skills  |  |             |   | Reading and Responding                |   |   | Language Arts                       | Additional ALCOS Standards |
|---|--|--|-------------|---|---------------------------------------|---|---|-------------------------------------|----------------------------|
|   | Phonological and Phonemic Awareness                        | Phonics  | Sight Words | Fluency   | Story                                 | Comp  | Vocabulary  | Grammar/ Handwriting                |                            |
| 32<br>April 8<br><br>Unit 10<br>Lesson 1  | Heggerty Week 26 and Open Court Phonemic Awareness Lessons | Review long i spelled i, i_e, _igh, _ie, and _y<br><br>i spelled i       | Review      | Core 106<br>Picking Flowers   | Our Song and Our Flag                 | Cause and Effect, Details, Author's Purpose: to inform        | Banner<br>Fragile<br>Preserve<br>Proud<br>Values    | Conjunctions                        |                            |
| 33<br>April 15<br><br>Unit 10<br>Lesson 2 | Heggerty Week 27 and Open Court Phonemic Awareness Lessons | Review long o spelled o, o_e, oa_, and _ow<br><br>o spelled o            | Review      | Core 107<br>A Farm Visit<br><br>Practice: 84<br>Gramps Is Not Alone | The Statue of Liberty/ The Bald Eagle | Fact and Opinion, Compare and Contrast, Main Idea and Details | Immigrants<br>Model<br>Sculptor<br>Shore<br>Torch   | Conjunctions and Compound Sentences |                            |
| 34<br>April 22<br><br>Unit 10<br>Lesson 3 | Heggerty Week 28 and Open Court Phonemic Awareness Lessons | Review long u spelled u, u_e, _ew, and _ue<br><br>u spelled u            | Review      | Core 108 Mr. Plant Expert<br><br>Practice 85:<br>Cute Duff          | Our Trip to Washington, D.C.          | Story Elements: Setting, Sequence, Classify and Categorize    | Archives<br>Equality<br>Memorial<br>Vault<br>Figure | Review kinds of sentences           |                            |
| 35<br>April 29<br><br>Unit 11<br>Lesson 1 | Heggerty Week 29 and Open Court Phonemic Awareness Lessons | Review long e spelled e_e, ee, ea, _y, _ie_,<br><br>e spelled e and _ea_ | Review      | Core 109:<br>A Family House<br><br>Practice 86<br>Weeds or Flowers  | David's Drawings                      | Sequence, Cause and Effect, Story Element: Character and Plot | Fistful<br>Fresh<br>Hung<br>Neatly<br>Sure          | Review nouns and verbs              |                            |

Month: May

Theme/Unit: Art for All

\*\*May 20-23 Last Week of School

| Week                                    | Foundational Skills  |                            |             |   | Reading and Responding                       |  |                                     | Language Arts            |                            |
|---|--|----------------------------|-------------|---|--|--|-------------------------------------|--------------------------|----------------------------|
|   | Phonological and Phonemic Awareness                        | Phonics                    | Sight Words | Fluency   | Story  | Comp   | Vocabulary                          | Grammar/ Handwriting     | Additional ALCOS Standards |
| 36<br>May 6<br><br>Unit 11<br>Lesson 2  | Heggerty Week 30 and Open Court Phonemic Awareness Lessons | Review consonant digraphs  | Review      | Core 110: Houses<br><br>Practice 87: The Every Kid Club     | The Girl in the Red Sweater/The Abstract Cat | Story Element: Plot, Fact and Opinion, Making Inferences, Compare and Contrast | Canvas Admire Gallery Nearby Studio | Review nouns and verbs   |                            |
| 37<br>May 13<br><br>Unit 11<br>Lesson 3 | Heggerty Week 31 and Open Court Phonemic Awareness Lessons | Review r-controlled vowels | Review      | Core 111: A Summer House<br><br>Practice 88 Jordan and Earl | Henri's Scissors                             | Cause and Effect, Sequence   | China III Remain Seaside Surrounded | Determiners and pronouns | 7g, 31g, 23b, 25,          |