

**Our Lady of the Lake Roman Catholic School**  
**Yearly Course Outline**  
**ELA**  
**First Grade**  
**2024–2025**

**Teacher’s Name:**

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**Room Number:**

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**Course Description**

First grade uses the *Reading Wonders* program by McGraw-Hill. It utilizes a *Reading Wonders, Grade 1* (McGraw-Hill) informational selections by recognized authors and illustrators. The program incorporates phonics, phonological collection of stories and awareness, high-frequency words, spelling, handwriting, grammar, and vocabulary practice for each text set. Students are given multiple opportunities to master the skills and strategies taught throughout the year. The skills and strategies are presented through teacher-directed instruction, small group instruction, and independent study. They are often differentiated to focus on the needs of individual students.

**Instructional Materials**

*Reading Wonders, Grade 1* (McGraw-Hill)

**Methods of Assessment and Distribution**

All grades are weighted equally and posted regularly. Please check PowerSchool for postings ([www.ollpowerschool.org](http://www.ollpowerschool.org)).

**Grading Scale**

A: 100-94  
B: 93-86  
C: 85-78  
D: 77-70  
U: 69 and below

## Tentative Course Calendar

**\*\* Dates and course content are subject to change at discretion of teacher or administration. \*\***

Aug 7<sup>th</sup> - First day of school for K-3

Week	Standards	Objectives (The learner will . . .)	Instructional Materials	Assessments
<b>1st Quarter</b>				
<p style="text-align: center;"><b>Week 1</b> <b>Aug. 12-16</b> 8/16 Summer Reading Due</p>	L1.1a RF.1.1 RF.1.1a RF.1.2 RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3g RI.1.9 SL.1.2 W.1.1 W.1.2	Listen to and discuss stories read aloud, identify and write upper and lowercase letters, read and review the Dolch high frequency word lists, journal write sentences, identify sentences, spell words correctly	Reading Wonders Start Smart  <i>Chrysanthemum</i>  <i>A Weekend with Wendell</i>  <i>Sheila Rae, the Brave</i>  <i>Chester's Way</i>  <i>If You Take a Mouse to School</i>	Teacher observation  Informal reading of high frequency words
<p style="text-align: center;"><b>Week 2</b> <b>Aug. 19-23</b></p>	L.1.1j L.1.2d RF.1.1 RF.1.2b RF.1.2c RF.1.3b RF.1.3f RF.1.3g RF.1.4b RI.1.5 RI.1.7 RL.1.1 RL.1.2 SL.1.1a SL.1.1c W.1.5 W.1.6	Ask questions to clear up any confusion about the topics and texts under discussion, answer questions about key details in a text, follow agreed-upon rules for discussions, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, read words with inflectional endings, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and	U1.W1  "Jack Can"  "Nat and Sam"  "Rules at School"	reading- skills, comprehension and vocabulary test  Lesson 1 spelling test- short a  English test- a sentence

		<p>expression, participate in shared research and writing projects, identify basic similarities in and differences between two texts on the same topic, draw evidence from literary or informational text to support analysis, reflection and research, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, add details to strengthen writing as needed, produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>		
<p><b>Week 3</b> <b>Aug. 26-30</b></p>	<p>L.1.2b L.1.2d RF.1.1 RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3g RF.1.4b RI.1.5 RL.1.1 RL.1.2 SL.1.1a SL.1.1c</p>	<p>Ask questions to clear up any confusion about the topics and texts under discussion, ask and answer questions about key details in a text, follow agreed-upon rules for discussions, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, use</p>	<p>U1.W2 "Six Kids" "Go, Pip!" "A Surprise in the City"</p>	<p>reading- skills, comprehension and vocabulary test  Lesson 2 spelling test- short i  English test- word order</p>

	W.1.5 W.1.6	conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast the adventures and experiences of characters in stories, draw evidence from literary or informational text to support analysis, reflection and research, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts, use end punctuation for sentences		
<b>Week 4</b> <b>Sept. 3-6</b> 9/2 Labor Day No School	L.1.1j L.1.2 L.1.2b L.1.2d L.1.2e RF.1.2b RF.1.1 RF.1.2c RF.1.2d RF.1.3b	Ask questions to clear up any confusion about the topics and texts under discussion, ask and answer questions about key details in a text, ask questions to clear up any confusion about	U1.W3 "A Pig for Cliff" "Flip" "What Pets Need"	reading- skills, comprehension and vocabulary test  Lesson 3 spelling test- I blends

	RF.1.3f RF.1.3g RF.1.4b RI.2.5 RL.1.1 RL.1.2 RL.1.3 RL.1.9 SL.1.1c W.1.5 W.1.6	the topics and texts under discussion, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, read words with inflectional endings, spell untaught words phonetically, drawing on phonemic awareness and spelling conventions, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast the adventures and experiences of characters in stories, draw evidence from literary or informational text to support analysis, reflection and research, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, demonstrate command of the conventions of standard English grammar and usage when writing or speaking, use end punctuation for sentences		English test-statements
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<p><b>Week 5</b> <b>Sept. 9-13</b></p>	<p>L.1.2b L.1.2d RF.1.1 RF.1.2b RF.1.2d RF.1.2c RF.1.3b RF.1.3g RF.1.4b RI.1.1 RI.1.2 RI.1.7 RL.1.1 RL.2 RL.4 SL.1.1a SL.1.2 W.1.3 W.1.5 W.1.6</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media, ask and answer questions about key details in a text, follow agreed- upon rules for discussions, recognize and read grade- appropriate irregularly spelled words, decode regularly spelled one- syllable words, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and differences between two texts on the same topic, draw evidence from literary or informational text to support analysis, reflection and research, write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure, produce and</p>	<p>U1.W4 "Toss! Kick! Hop!"  "Friends"  "There Are Days and There Are Days"</p>	<p>reading- skills, comprehension and vocabulary test  Lesson 4 spelling test- short o  English test- questions and exclamations</p>
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		expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts, use end punctuation for sentences		
<b>Week 6 Sept. 16-20</b>	L.1.2b L.1.2d RF.1.1 RF.1.2c RF.1.2d RF.1.3b RF.1.3g RI.1.1 RI.1.2 RI.1.5 RI.1.10 RL.1.1 SL.1.1b W.1.3 W.1.7	Ask and answer questions about key details in a text, build on others' talk in conversations by responding to the comments of others through multiple exchanges, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities and differences between two texts on the same topic, identify the reasons an author gives to support points in a text, write narratives in which they recount two or more appropriately sequenced events, include some details	U1.W5  "Move and Grin"  "Move It!"  "My Family Hike"	reading- skills, comprehension and vocabulary test  Lesson 5 spelling test- r/s blends  English test-writing sentences

		regarding what happened, use temporal words to signal event order, and provide some sense of closure, produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts, use end punctuation for sentences		
<p><b>Week 7</b>  <b>Sept. 23-27</b>  Spirit Week  9/27 Fun Run  Kickoff</p>	L.1.1b L.1.2c L.1.2d L.1.2e RF.1.1 RF.1.2b RF.1.2c RF.1.3b RF.1.3f RF.1.3g RF.1.4b RI.1.7 RL.1.2 RL.1.3 RL.1.10 SL.1.1b SL.1.2 W .1.5 W .1.6	Ask and answer questions about key details in a text read aloud or information presented orally or through other media, describe characters, settings, and major events in a story, using key details, build on others' talk in conversations by responding to the comments of others through multiple exchanges, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, read words with inflectional endings, spell untaught words phonetically, drawing on phonemic awareness and spelling conventions, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and	U2.W1 "Good Job Ben" "The Red Hat" "Firefighters at Work"	reading- skills, comprehension and vocabulary test Lesson 6 spelling test- short e English test-nouns



		<p>writing projects, identify basic similarities in and differences between two texts on the same topic, draw evidence from literary or informational text to support analysis, reflection and research, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, use common, proper, and possessive nouns, use commas in dates and to separate single words in a series</p>		
<p><b>Week 8</b>  <b>Sept. 30-</b>  <b>Oct. 3</b>  <i>10/3 Living Rosary</i>  <i>10/4 – No School</i></p>	<p>L.1.1b  L.1.2d  RF.1.1a  RF.1.2b  RF.1.2c  RF.1.3b  RF.1.3g  RF.1.4b  RI.1.5  RL.1.2  RL.1.3  RL.1.10  SL.1.1a  SL.1.2  W.1.3  W.1.5  W.1.6</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media, describe characters, settings, and major events in a story, using key details, follow agreed-upon rules for discussions, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy,</p>	<p>U2.W2    “Cubs in a Hut”    “The Pigs, the Wolf, and the Mud”    “Homes Around the World”</p>	<p>reading- skills, comprehension and vocabulary test    Lesson 7 spelling test- short u    English test- singular and plural nouns</p>

		<p>appropriate rate, and expression, participate in shared research and writing projects, compare and contrast the adventures and experiences of characters in stories, draw evidence form literary or informational text to support analysis, reflection and research, write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure, use common, proper, and possessive nouns, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>		
<p><b>Week 9</b> <b>Oct. 7-11</b> 10/11 - ½ day (Fun Run)</p>	<p>L.1.1b L.1.2d L.1.2e RF.1.1a RF.1.2b RF.1.2c RF.1.3b RF.1.3f RF.1.3g RF.1.4b RL.1.4 RI.1.2 RI.1.9 SL.1.1a SL.1.2 W.1.2</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media, identify the main topic and retell key details of a text, follow agreed-upon rules for discussions, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, read</p>	<p>U2.W3 “The Best Spot” “At a Pond” “Way Down Deep”</p>	<p>reading- skills, comprehension and vocabulary test  Lesson 8 spelling test- end blends  English test- possessive nouns; apostrophes with possessive nouns</p>

	W.1.5 W.1.7	words with inflectional ending, spell untaught words phonetically, drawing on phonemic awareness and spelling conventions, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and differences between two texts on the same topic, draw evidence from literary or informational text to support analysis, reflection and research, write		
<b>2nd Quarter</b>				
<b>Week 10 Oct. 14-18</b>	L.1.1b L.1.2d L.1.2e RF.1.1 RF.1.2c RF.1.2d RF.1.3a RF.1.3b RF.1.3e RF.1.3g RF.1.4b RI.1.5 RL.1.3 SL.1.1c SL.1.2 W.1.3 W.1.5	Ask and answer questions about key details in a text read aloud or information presented orally or through other media, describe characters, settings, and major events in a story, using key details, ask questions to clear up any confusion about the topics and texts under discussion, recognize and read grade-appropriate irregularly spelled words, know the spelling-sound correspondences for common consonant digraphs, decode two-syllable words following basic patterns by breaking the words into	U2.W4 "Thump Thump Helps Out" "Nell's Books" "Kids Can Help"	reading- skills, comprehension and vocabulary test  Lesson 9 spelling test- sh, th, -ng  English test- common and proper nouns; capitalize proper nouns

		<p>syllables, spell untaught words phonetically, drawing on phonemic awareness and spelling conventions, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and differences between two text on the same topic, draw evidence from literary or information text to support analysis, reflection and research, write narratives in which they recount two or more appropriately sequence events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure, use common, proper, and possessive nouns, capitalize dates and names of people</p>		
<p><b>Week 11</b> <b>Oct. 21-25</b> 10/25 Fun Run Reward Day</p>	<p>L.1.2d RF.1.1a RF.1.2d RF.1.3a RF.1.3b RF.1.3f RF.1.3g RI.1.2 RI.1.5 RI.1.9 RI.1.10 RL.1.2 SL.1.1 SL.1.1a</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media, identify the main topic and retell key details of a text, follow agreed-upon rules for discussions, recognize and read grade-appropriate irregularly</p>	<p>U2.W5 "Which Way on the Map" "Fun with Maps" "North, East, South, or West?"</p>	<p>reading- skills, comprehension and vocabulary test  Lesson 10 spelling test- ch/-tch, wh, ph  English test- irregular plural nouns</p>

	<p>SL.1.2 W.1.2 W.1.5 W.1.6 W.1.7</p>	<p>spelled words, know the spelling-sound correspondences for common consonant digraphs, read words with inflectional ending, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and comprehension, participate in shared research and writing projects, identify basic similarities in and differences between two texts on the same topic, identify the reasons an author gives to support points in a text, write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure, use singular and plural nouns with matching verbs in basic sentences, use end punctuation for sentences</p>		
<p><b>Week 12</b> <b>Oct. 28-31</b> 11/2-OLL Festival</p>	<p>L.1.2c L.1.2d L.1.2e RF.1.1a RF.1.2a RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3c</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media, identify who is telling the story at various points in a text, follow agreed-upon rules for</p>	<p>U3.W1 "Nate the Snake Is Late"  "On My Way to School"  "It's About Time"</p>	<p>reading- skills, comprehension and vocabulary test  Lesson 11 spelling test- a_e  English test- verbs; commas in a series</p>

	RF.1.3g RF.1.4b RI.2.5 RL.1.2 RL.1.3 RL.1.6 SL.1.1a SL.1.2 W.1.5	discussions, recognize and read grade-appropriate irregularly spelled words, know final –e and common vowel team conventions for representing long vowel sounds, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and differences between two texts on the same topic, draw evidence from literary or informational text to support analysis, reflection and research, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, use singular and plural nouns with matching verbs in basic sentences, use commas in dates and to separate single words in a series		
<b>Week 13</b> <b>Nov. 4-8</b> 11/6 - 11/7	L.1.1e L.1.2d RF.1.1a	Ask and answer questions about key details in a text read	U3.W2	reading- skills, comprehension

<p>Saints Alive</p>	<p>RF.1.2d RF.1.3b RF.1.3c RF.1.3f RF.1.3g RI.1.5 RL.1.2 RL.1.3 RL.1.6 RL.1.9 SL.1.1b SL.1.2 W.1.1 W.1.6 W.1.7</p>	<p>aloud or information presented orally or through other media, describe characters, settings, and major events in a story, using key details, identify who is telling the story at various points in a text, build on others' talk in conversations by responding to the comments of others through multiple exchanges, recognize and read grade-appropriate irregularly spelled words, know final-e and common vowel team conventions for representing long vowel sounds, read words with inflectional endings, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast the adventures and experiences of characters in stories, draw evidence from literary or informational text to support analysis, reflection and research, write opinion pieces in which they introduce the topic or</p>	<p>"Time to Plant"  "The Big Yuca Plant"  "How Plants Grow"</p>	<p>and vocabulary test  Lesson 12 spelling test- i_e  English test- present tense verbs</p>
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		name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure, use verbs to convey a sense of past, present, and future, demonstrate command of the connections of standard English capitalization, punctuation, and spelling when writing		
<b>Week 14 Nov. 11-15</b>	L.1.1e L.1.2c L.1.2d L.1.2e RF.1.1a RF.1.2d RF.1.3b RF.1.3f RF.1.3g RF.1.4b RL.1.2 RL.1.3 RL.2.4 SL.1.1a SL.1.2 W.1.5	Ask and answer questions about key details in a text read aloud or information presented orally or through other media, , describe characters, setting, and major events in a story, using key details, follow agreed-upon rules for discussions, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, read words with inflectional endings, spell untaught words phonetically, drawing on phonemic awareness and spelling conventions, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast the adventures and experiences of	U3.W3 "The Nice Mitten"  "The Gingerbread Man"  "Mother Goose Rhymes"	reading- skills, comprehension and vocabulary test  Lesson 13 spelling test- soft c, soft g/dge  English test- past and future tense verbs



		<p>characters in stories, draw evidence from literary or informational text to support analysis, reflection and research, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, use verbs to convey a sense of past, present, and future, use commas in dates and to separate single words in a series</p>		
<p><b>Week 15</b> <b>Nov. 18-22</b></p>	<p>L.1.1c L.1.1e L.1.2c L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3c RF.1.3e RF.1.3g RF.1.4b RI.1.3 RI.1.7 RL.1.1 RL.1.2 SL.1.1 SL.1.1a SL.1.2 W.1.1 W.1.5</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media, ask and answer questions about key details in a text, follow agreed-upon rules for discussions, recognize and read grade-appropriate irregularly spelled words, know final-e and common vowel team conventions for representing long vowel sounds, decode two-syllable words following basic patterns by breaking the words into syllables, use conventional spelling for words with common spelling patterns and for frequently occurring</p>	<p>U3.W4 "Life at Home" "Long Ago and Now" From Horse to Plane"</p>	<p>reading- skills, comprehension and vocabulary test  Lesson 14 spelling test- o_e, u_e, e_e  English test- is and are, commas in dates</p>

		<p>irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and differences between two texts on the same topic, draw evidence from literary or informational text to support analysis, reflection and research, write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure, use singular and plural nouns with matching verbs in basic sentences, use commas in dates and to separate single words in a series</p>		
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**Thanksgiving Holidays  
Nov. 25-29**

<p><b>Week 16 Dec. 2-6</b></p>	<p>L.1.2 L.1.2d RF.1.1 RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3f RF.1.3g RF.1.4b RI.1.2 RI.1.3 RI.1.5 SL.1.1a SL.1.2 W.1.1 W.1.5</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media, describe order in which events happened, follow agreed-upon rules for discussions, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-</p>	<p>U3.W5 "A Look at Breakfast"  "From Cows to You"  "A Food Chart"</p>	<p>reading- skills, comprehension and vocabulary test  Lesson 15 spelling test- oo, u  English test- not contractions; apostrophes in contractions</p>
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		<p>syllable words, read words with inflectional endings, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade- level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify and use contractions, identify the reasons an author gives to support points in a text, write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure, demonstrate command of the conventions of standard English grammar and usage when writing or speaking, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>		
<p><b>Week 17</b> <b>Dec. 9-13</b> 12/10- 12/12 Fall Theatre Production</p>	No new standards	Review and develop skills previously taught	<p>U3.W6 "Shadow Dance"</p>	Teacher observation
<p><b>Week 18</b> <b>Dec. 16-20</b> 12/20 - ½ day</p>	No new standards	Review and develop skills previously taught		Teacher observation

<b>Christmas Holidays Dec. 21 – Jan. 5</b>				
<b>3rd Quarter</b>				
<b>Week 19 Jan. 6-10</b>	L.1.1c L.1.1e L.1.2d L.1.2e L.1.6 RF.1.2b RF.1.2c RF.1.3b RF.1.3c RF.1.3g RF.1.4b RI.1.5 RI.1.7 RL.1.1 RL.1.3 SL.1.1 SL.1.1c SL.1.2 SL.1.3 SL.1.4 W.1.3 W.1.5	Ask and answer questions about key details in a text read aloud or information presented orally or through other media; read grade-appropriate text with fluency and accuracy; Identify sequence of events in a story; Use basic features of a dictionary to look up words and definitions; Place grade-appropriate words in alphabetical order; use features of a chart to locate information; Identify and use linking verbs; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	U4.W1  “Snail and Frog Race”  “Little Rabbit”  “Animals Can Go Fast”	reading- skills, comprehension and vocabulary test  Lesson 16 spelling test- a, ai, ay  English test- was and were
<b>Week 20 Jan. 13-17</b>	L.1.2b L.1.2d L.1.6 RF.1.2c RF.1.2d RF.1.3b RF.1.3c RF.1.3g RF.1.4b RI.1.2 RI.1.4 RI.1.5 SL.1.1 SL.1.1a SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media, identify the main topic and retell key details of a text, know and use various text features to locate key facts or information in a text, follow agreed-upon	U4.W2  “A Team of Fish”  “Animal Teams”  “Busy as a Bee”	reading- skills, comprehension and vocabulary test  Lesson 17 spelling test- e, ee, ea, ie  English test- has and have

	W.1.2 W.1.5	rules for discussions, identify real- life connections between words and their use, use sentence-level context as a clue to the meaning of a word or phrase, recognize and read grade-appropriate irregularly spelled words, know final –e and common vowel team conventions for representing long vowel sounds, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and differences between two texts on the same topic, draw evidence from literary or informational text to support analysis, reflection and research, write informative/explanator y texts in which they name a topic, supply some facts about the topic, and provide some sense of closure, understand appropriate prefixes added to root words, identify and use linking verbs in		
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		context, use end punctuation for sentences		
<p><b>Week 21</b>  <b>Jan. 21-24</b>  1/20 - No School</p>	L.1.1e L.1.2a L.1.2d L.1.5a L.1.5b RF.1.2b RF.1.2c RF.1.3b RF.1.3c RF.1.3d RF.1.3e RF.1.3g RF.1.4b RI.1.1 RI.1.2 RI.1.6 RL.1.4 SL.1.1a SL.1.2 W.1.2 W.1.5	Ask and answer questions about key details in a text read aloud or information presented orally or through other media, identify the main topic and retell key details of a text, distinguish between information provided by pictures or other illustrations and information provided by the words in a text, follow agreed-upon rules for discussions, identify real-life connections between words and their use, define words by category and by one or more key attributes, recognize and read grade- appropriate irregularly spelled words, know final-e and common vowel team conventions for representing long vowel sounds, decode two-syllable words following basic patterns by breaking the words into syllables, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and	U4.W3 “Go Wild!” “Vulture View” “When It’s Snowing”	reading- skills, comprehension and vocabulary test Lesson 18 spelling test- o, oa, ow, oe English test- go and do

		<p>writing projects, identify basic similarities in and differences between two texts on the same topic, draw evidence from literary or informational text to support analysis, reflection and research, write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure, use verbs to convey a sense of past, present, and future, capitalize dates and names of people</p>		
<p><b>Week 22</b> <b>Jan. 27-31</b> Catholic Schools Week 1/31 - Pep Rally</p>	<p>L.1.1 L.1.1e L.1.2d L.1.2e L.1.4 L.1.4a L.1.5c L.1.5d RF.1.2 RF.1.2a RF.1.2c RF.1.2d RF.1.3 RF.1.3b RF.1.3c RF.1.3f RF.1.3g RF.1.4 RF.1.4b RI.1.5 RI.1.9 RL.1.3 RL.1.6 RL.1.9 RL.1.10 SL.1.1 SL.1.1a SL.1.2 SL.1.6 W.1.1</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media, identify who is telling the story at various points in a text, follow agreed-upon rules for discussion, identify real-life connections between words and their use, use sentence-level context as a clue to the meaning of a word or phrase, recognize and read grade-appropriate irregularly spelled words, know final –e and common vowel team conventions for representing long vowel sounds, read words with inflectional</p>	<p>U4.W4 “Creep Low, Fly High” “Hi! Fly Guy” “Meet the Insects”</p>	<p>reading- skills, comprehension and vocabulary test  Lesson 19 spelling test- i, igh, y, ie  English test- see and saw</p>

	W.1.7 W.1.8	endings, spell untaught words phonetically, drawing on phonemic awareness and spelling conventions, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and differences between two texts on the same topic, draw evidence from literary or information text to support analysis, reflections and research, write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure, use verbs to convey a sense of past, present, and future, identify and use proper nouns, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		
<b>Week 23</b> <b>Feb. 3-7</b>	L.1.2c L.1.2d L.1.4c L.1.5c RF.1.2c RF.1.3b RF.1.3e RF.1.3g	Ask and answer questions about key details in a text read aloud or information presented orally or through other media, use the illustrations and details in a text to	U4.W5 "From Puppy to Guide Dog"  "Koko and Penny"	reading- skills, comprehension and vocabulary test  Lesson 20 spelling test- y, ey



	RF.1.4b RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.7 RI.1.10 SL.1.1 SL.1.1a SL.1.2 SL.1.3 W.1.3 W.1.5	describe its key ideas, follow agreed-upon rules for discussions, identify real-life connections between words and their use, identify frequently occurring root works, recognize and read grade- appropriate irregularly spelled words, decode regularly spelled one- syllable words, decode two-syllable words following basic patterns by breaking the words into syllables, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade- level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and differences between two texts on the same topic, draw evidence from literary or informational text to support analysis, reflection and research, write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to	“Save Our Bees!”	English test- Capitalization and Punctuation
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		signal event order, and provide some sense of closure, write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure, demonstrate command of the conventions of standard English grammar and usage when writing or speaking, identify and use compound words when reading and writing		
<b>Week 24 Feb. 10-14</b>	L.1.1g L.1.2d L.1.2e L.1.4a L.1.6 RF.1.2b RF.1.2c RF.1.3b RF.1.3g RF.1.4b RI.1.7 RL.1.6 SL.1.1 SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.5 W.1.2 W.1.5	Ask and answer questions about key details in a text read aloud or information presented orally or through other media, identify who is telling the story at various points in a text, ask questions to clear up any confusion about the topics and texts under discussion, identify real-life connections between words and their use, use sentence-level context as a clue to the meaning of a word or phrase, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, spell untaught words phonetically, drawing on phonemic awareness and spelling conventions,	U5.W1  "A Barn Full of Hats"  "A Lost Button"  "Sort It Out"	reading- skills, comprehension and vocabulary test  Lesson 21 spelling test- ar  English test- words that join

		<p>read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast the adventures and experiences of characters in stories, draw evidence from literary or informational text to support analysis, reflection and research, write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure, use frequently occurring homographs, capitalize dates and names of people</p>		
<p><b>Week 25</b> <b>Feb. 17-21</b> <i>2/21 - Eve Parade</i></p>	<p>L.1.1f L.1.2d L.1.6 RF.1.2b RF.1.3 RF.1.3b RF.1.3f RF.1.3g RF.1.4b RI.1.5 RL.1.3 RL.1.9 SL.1.1 SL.1.1a SL.1.2 W.1.5 W.1.7 W.4.9</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media, identify cause and effect in a story, follow agreed-upon rules for discussions, identify real-life connections between words and their use, distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by</p>	<p>U5.W2 "A Bird Named Fern" "Kitten's First Full Moon" "The Moon"</p>	<p>reading- skills, comprehension and vocabulary test  Lesson 22 spelling test- ir, er, us, or  English test- adjectives</p>

		<p>acting out the meanings, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast the adventures and experiences of characters in stories, draw evidence from literary or informational text to support analysis, reflection and research, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, use frequently occurring adjectives, used end punctuation for sentences</p>		
<p><b>Week 26</b>  <b>Feb. 24-28</b>  2/28 – ½ Day  Grandparents Day</p>	No new standards	Review and develop skills previously taught	Reviewing skills	No Tests
<p><b>Mardi Gras Holiday</b>  <b>March 3-7</b></p>				

<p><b>Week 27</b>  <b>March 10-14</b>  3/14 – ½ Day</p>	L.1.1f L.1.2d L.1.4b L.1.6 RF.1.2b RF.1.2d RF.1.3b RF.1.3g RF.1.4b RI.1.3 RI.1.9 RL.1.4 SL.1.1 SL.1.1a SL.1.2 SL.1.3 SL.1.4 SL.1.5 W.1.3 W.1.5	Ask and answer questions about key details in a text read aloud or information presented orally or through other media, describe the connection between two individuals, events, ideas or pieces of information in a text, identify problem and solution in a story, follow agreed-upon rules for discussions, identify real-life connections between words and their use, use frequently occurring affixes as a clue to the meaning of a word, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and differences between two texts on the same topic, draw evidence from literary or information text to support analysis, reflection and research, write	U5.W3 “The Story of a Robot Inventor” “Thomas Edison, Inventor” “Windshield Wipers” “Scissors”	reading- skills, comprehension and vocabulary test Lesson 23 spelling test- or, ore, oar English test- adjectives that compare
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		narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure, use frequently occurring adjectives, capitalize dates and names of people		
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**4th Quarter**

<b>Week 28 March 17-21</b>	L.1.1h L.1.2d L.1.4b L.1.6 RF.1.2b RF.1.2c RF.1.3b RF.1.3f RF.1.3g RF.1.4b RI.1.7 RL.1.3 SL.1.1 SL.1.1c SL.1.2 SL.1.3 SL.1.4 W .1.1 W .1.5	Ask and answer questions about key details in a text read aloud or information presented orally or through other media, describe characters, settings, and major events in a story, using key details, identify problem and solution, ask questions to clear up any confusion about the topics and texts under discussion, identify real-life connections between words and their use, use frequently occurring affixes as a clue to the meaning of a word, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, read words with inflectional endings, use conventional spelling for words with common spelling patterns and for frequently occurring	U5.W4  "Now What's That Sound"  "Whistle for Willie"  "Shake! Strike! Strum!"	reading- skills, comprehension and vocabulary test  Lesson 24 spelling test- ou, ow  English test- a, an, this, that; capitalize/underline book titles
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		<p>irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast the adventures and experiences of characters in stories, draw evidence from literary or informational text to support analysis, reflection and research, write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure, use determiners, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>		
<p><b>Week 29</b> <b>March 24-28</b></p>	<p>L.1.1i L.1.2d L.1.4c L.1.5c L.1.6 RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3d RF.1.3e RF.1.3g RF.1.4b RI.1.2 RI.1.3 RI.1.4 RI.1.5 RL.1.5 SL.1.1 SL.1.1a</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media, describe the connection between two individuals, events, ideas, or pieces of information in a text, follow agreed-upon rules for discussions, identify real-life connections between words and their use,</p>	<p>U5.W5 "The Joy of a Ship" "Building Bridges" "Small Joy"</p>	<p>reading- skills, comprehension and vocabulary test  Lesson 25 spelling test- oi, oy  English test- prepositions, prepositional phrases; abbreviations</p>

	SL.1.2 W.1.2 W.1.5	identify frequently occurring root words, decode regularly spelled one-syllable words, decode two-syllable words following basic patterns by breaking the words into syllables, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and difference between two texts on the same topic, draw evidence from literary or information text to support analysis, reflection and research, write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure, use frequently occurring nouns and pronouns, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		
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<p><b>Week 30</b> <b>March 31 -</b> <b>Apr 4</b></p>	<p>L.1.1d L.1.2 L.1.2d L.1.4b L.1.4c L.1.5c L.1.6 RF.1.2c RF.1.2d RF.1.3b RF.1.3f RF.1.3g RF.1.4b RL.1.2 RL.1.4 SL.1.1 SL.1.1c SL.1.2 W.1.3 W.1.5</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media, retell stories, including key details, and demonstrate understanding of their central message or lesson, ask question to clear up and confusion about the topics and texts under discussion, identify real-life connections between words and their use, with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, use frequently occurring affixes as clue to the meaning of a word, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast the adventures and experience of characters in stories,</p>	<p>U6.W1 "Super Tools" "Click, Clack, Moo: Cows That Type" "Be a Volunteer"</p>	<p>reading- skills, comprehension and vocabulary test  Lesson 26 spelling test- oo, ou, u_e, ew, ui, ue, u  English test- subject pronouns; capitalize I</p>
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		draw evidence from literary or information text to support analysis, reflection and research, write narratives in which they recount two or more appropriately sequence events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure, use personal, possessive, and indefinite pronouns, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		
<p><b>Week 31</b>  <b>April 7-11</b>  4/8- 4/10  Spring  Theatre  Production</p>	L.1.1d L.1.2a L.1.2d L.1.5 L.1.5c L.1.6 RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3e RF.1.3g RF.1.4b RI.1.2 RI.1.3 RI.1.4 RI.1.8 RI.1.10 RI.2.6 RL.1.4 SL.1.1 SL.1.1a SL.1.2 W.1.5 W.1.7	Ask and answer questions about key details in a text read aloud or information presented orally or through other media, identify the main purpose of a text, including what the author wants to answer, explain, or describe, follow agreed-upon rules for discussion, identify real-life connections between words and their use, with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning, recognize	U6.W2 “All Kinds of Helpers” “Meet Rosina” “Abuelita’s Lap”	reading- skills, comprehension and vocabulary test Lesson 27 spelling test- au, aw, a, augh, al English test- subjective and objective pronouns

		<p>and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, decode two-syllable words following basic patterns by breaking the words into syllables, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and differences between two texts on the same topic, draw evidence from literary or informational text to support analysis, reflection and research, with guidance and support from adults, focus on a topic, respond to questions and suggestion from peers, and add details to strengthen writing as needed, use personal, possessive, and indefinite pronouns, capitalize dates and names of people</p>		
<p><b>Week 32</b> <b>April 14-17</b> 4/17 Passion Play</p>	No new standards	Review and develop skills previously taught	Egg Poem	

4/18 Good Friday				
<b><i>Easter Holiday April 21-25</i></b>				
<p><b>Week 33</b>  <b>April 28-  May 2</b>  5/2 - Field Day  ½ Day</p>	L.1.1d L.1.2c L.1.2d L.1.5 L.1.6 L.4.5a RF.1.2c RF.1.2d RF.1.3a RF.1.3b RF.1.3e RF.1.3g RF.1.4b RI.1.5 RL.1.3 RL.1.9 SL1.1 SL.1.1a SL.1.2 W.1.5 W.1.7	Ask and answer questions about key details in a text read aloud or information presented orally or through other media, describe characters, settings, and major events in a story, using key details, follow agreed-upon rules for discussions, identify real-life connections between words and their use, explain the meaning of simple similes and metaphors, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast the adventures and experiences of characters in stories, draw evidence from literary or information text to support analysis, reflection and research, with guidance and support	U6.W3 “Wrapped in Ice” “Rain School” “Rainy Weather”	reading- skills, comprehension and vocabulary test Lesson 28 spelling test- wr, gn, kn English test- special pronouns; commas in dates and letters

		from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, use personal possessive, indefinite pronouns, use commas in dates and to separate single words in a series		
<p><b>Week 34</b>  <b>May 5-9</b>  5/6 May  Crowning</p>	L.1.1d L.1.2c L.1.2d L.1.3f L.1.5c L.1.5d L.1.6 L.2.4d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4b RF 1.4c RI.1.6 RI.1.9 RL.1.2 RL.1.3 RL.1.4 RL.1.10 SL.1.1 SL.1.1a SL.1.2 W.1.5 W.1.7	Ask and answer questions about key details in a text read aloud or information presented orally or through other media, retell stories, including key details, and demonstrate understanding of their central message or lesson, follow agreed-upon rules for discussions, identify real-life connections between words and their use, use knowledge of the meaning of individual words to predict the meaning of compound words, recognize and read grade-appropriate irregularly spelled words, read on-level text with purpose and understanding, Use context to confirm or self-correct word recognition and understanding, rereading as necessary, decode regularly spelled one-syllable words, read words with inflectional ending, use	U6.W4 “A Spring Birthday”  “Lizzy’s Friends”  “Making Paper Shapes”	reading- skills, comprehension and vocabulary test  Lesson 29 spelling test- three-letter consonant blends  English test- synonyms; commas in dates and letters

		<p>conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and difference between two texts on the same topic, draw evidence from literary or informational text to support analysis, reflection and research, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, use personal, possessive, and indefinite pronouns, use commas in dates and to separate single words in a series</p>		
<p><b>Week 35</b> <b>May 12-16</b></p>	<p>L.1.2d L.1.4 L.1.4c L.1.6 RF.1.2b RF.1.3b RF.1.3e RF.1.3g RF 1.4a RF.1.4b RF 1.4c RI.1.3 RI.1.5 RI.1.9 RL.1.3 RL.1.7 RI.1.8</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media, identify the main purpose of a text, including what the author wants to answer, explain, or describe, follow agreed-upon rules for</p>	<p>U6.W5 "Share the Harvest and Give Thanks" "Happy Birthday, U.S.A." "A Young Nation Grows"</p>	<p>reading- skills, comprehension and vocabulary test  Lesson 30 spelling test- air, are, ear  English test- antonyms; abbreviations</p>

	RI.2.6 SL.1.1 SL.1.1a SL.1.2 W.1.2 W.1.5	discussions, identify real-life connections between words and their use, explain the meanings of simple similes and metaphors, recognize and read grade-appropriate irregularly spelled words, read on-level text with purpose and understanding, use illustrations and details in a story to describe its characters, setting, or events, use context to confirm or self-correct word recognition and understanding, rereading as necessary, decode regularly spelled one-syllable words, decode two-syllable words following basic patterns by breaking the words into syllables, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, identify basic similarities in and difference between two texts on the same topic, identify the reasons an author gives to support points in a text, with		
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		<p>guidance and support from adults, focus on a topic, respond to questions, and suggestions from peers, and add details to strengthen writing as needed, write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure, demonstrate command of the conventions of standard English grammar and usage when writing or speaking, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>		
<p><b>Week 36</b> <b>May 19-22</b> 5/22 ½ day</p>	No new standards	Review and develop skills previously taught	<p>U6.W6</p> <p>"That Goat Has GOT to Go!"</p> <p><i>Amelia Earhart</i> <i>Female Aviator</i></p> <p><i>Don't Make Me Fly</i></p>	Teacher observation