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

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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).

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 7th - First day of school for K-3

Week	Standard	Objectives	Instructional	Assessments
- Troux	S	(The learner will)	Materials	7.0303311101110
		1st Quarte		I — I
Week 1 Aug. 12-16 8/16 Summer Reading Due	L1.1a RF.1.1 RF.1.1a 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 Chrysanthemu m A Weekend with Wendell Sheila Rae, the Brave Chester's Way If You Take a Mouse to School	Teacher observation Informal reading of high frequency words
Week 2 Aug. 19-23	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

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	
L.1.2b Ask questions to clear U1.W2 reading-sk	-
L.1.2d up any confusion comprehe	
RF.1.1 about the topics and "Six Kids" and vocab	ulary
RF.1.2b texts under discussion, test	
RF.1.2c ask and answer "Go, Pip!"	
RF.1.2d questions about key Lesson 2 sp	_
Week 3 RF.1.3b details in a text, follow "A Surprise in test-short	i
Aug. 26-30 RF.1.3g agreed- upon rules for the City"	
RF.1.4b discussions, recognize English te	st- word
RI.1.5 and read grade- order	
RL.1.1 appropriate irregularly	
RL.1.2 spelled words, decode	
SL.1.1a regularly spelled one-	
SL.1.1c syllable words, use	

	W.1.5	conventional spelling		
	W.1.6	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		
	1 1 1 1 1 2 0	sentences	117 \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	manadina ci altill
	L.1.1j L.1.2	Ask questions to clear	U1.W3	reading-skills,
	L.1.2b	up any confusion	"A Dia for Cliff"	comprehension
Week 4	L.1.2d	about the topics and	"A Pig for Cliff"	and vocabulary
Sept. 3-6	L.1.2e	texts under discussion,	"Flip"	test
9/2 Labor	RF.1.2b	ask and answer	"Flip"	Laggar 7 11:
Day No School	RF.1.1	questions about key	"\\/ba+ Da+a	Lesson 3 spelling
201001	RF.1.2c	details in a text, ask	"What Pets	test- I blends
	RF.1.2d	questions to clear up	Need"	
	RF.1.3b	any confusion about		

T = = = = = =	T	T
RF.1.3f	the topics and texts	English test-
RF.1.3g	under discussion,	statements
RF.1.4b	recognize and read	
RI.2.5	grade-appropriate	
RL.1.1	irregularly spelled	
RL.1.2	words, decode	
RL.1.3	regularly spelled one-	
RL.1.9	syllable words, read	
SL.1.1c	words with inflectional	
W.1.5	endings, spell	
W.1.6	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	
	1	
	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	
	Set itelices	

	L.1.2b	Ask and answer	U1.W4	reading- skills,
	L.1.2d	questions about key		comprehension
	RF.1.1	details in a text read	"Toss! Kick!	and vocabulary
	RF.1.2b	aloud or information	Hop!"	test
	RF.1.2d	presented orally or	"Friends"	Losson / spolling
	RF.1.2c RF.1.3b	through other media, ask and answer	Frierius	Lesson 4 spelling test- short o
	RF.1.3b RF.1.3g	questions about key	"There Are Days	test-short o
	RF.1.4b	details in a text, follow	and There Are	English test-
	RI.1.1 RI.1.2	agreed- upon rules for	Days"	questions and
	RI.1.7 RL.1.1	discussions, recognize		exclamations
	RL.2 RL.4	and read grade-		
	SL.1.1a	appropriate irregularly		
	SL.1.2	spelled words, decode		
	W.1.3 W.1.5	regularly spelled one-		
	W.1.6	syllable words, use conventional spelling		
	VV.1.O	for words with		
		common spelling		
		patterns and for		
		frequently occurring		
		irregular words, read		
		grade-level text orally		
Week 5		with accuracy,		
Sept. 9-13		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		

		expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts, use end punctuation for sentences		
Week 6 Sept. 16-20	L.1.2b L.1.2d RF.1.1 RF.1.2c 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 onesyllable 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	"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		
Week 7 Sept. 23- 27 Spirit Week 9/27 Fun Run Kickoff	L.1.1b L.1.2c L.1.2d L.1.2e RF.1.1 RF.1.2b RF.1.3c RF.1.3f RF.1.3g RF.1.4b RI.1.7 RL.1.2 RL.1.10 SL.1.1b 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 gradeappropriate irregularly spelled words, decode regularly spelled onesyllable 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	"Good Job Ben" "The Red Hat" "Firefighters at Work"	reading- skills, comprehension and vocabulary test Lesson 6 spelling test- short e English test- nouns

		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		
Week 8 Sept. 30- Oct. 3 10/3 Living Rosary 10/4 – No School	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.1.10 SL.1.1a SL.1.1a SL.1.16 W.1.3 W.1.5 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, follow agreed-upon rules for discussions, recognize and read gradeappropriate irregularly spelled words, decode regularly spelled onesyllable words, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, read grade-level text orally with accuracy,	"Cubs in a Hut" "The Pigs, the Wolf, and the Mud" "Homes Around the World"	reading- skills, comprehension and vocabulary test Lesson 7 spelling test- short u English test- singular and plural nouns

		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		
Week 9 Oct. 7-11 10/11 - ½ day (Fun Run)	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.1.1a SL.1.2 W.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, follow agreed-upon rules for discussions, recognize and read grade-appropriate irregularly spelled words, decode regularly spelled one-syllable words, read	U2.W3 "The Best Spot" "At a Pond" "Way Down Deep"	reading- skills, comprehension and vocabulary test Lesson 8 spelling test- end blends English test-possessive nouns; apostrophes with possessive nouns

	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		
		2nd Quarte	r	
Week 10 Oct. 14-18	L.1.1b L.1.2d L.1.2e RF.1.1 RF.1.2c RF.1.3d 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	"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

		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		
	1124	and names of people	LIOVAE	roading skills
	L.1.2d	Ask and answer	U2.W5	reading-skills,
	RF.1.1a	questions about key	"\\/biob\\\/a:	comprehension
	RF.1.2d	details in a text read	"Which Way on	and vocabulary
	RF.1.3a	aloud or information	the Map"	test
Week 11	RF.1.3b	presented orally or	# - '	
Oct. 21-25	RF.1.3f	through other media,	"Fun with	Lesson 10 spelling
,	RF.1.3g	identify the main topic	Maps"	test- ch/-tch, wh,
Run Reward	RI.1.2 RI.1.5	and retell key details of	//s	ph
	RI.1.9	a text, follow agreed-	"North, East,	
	RI.1.10	upon rules for	South, or West?"	English test-
	RL.1.2	discussions, recognize		irregular plural
	SL.1.1	and read grade-		nouns
	SL.1.1a	appropriate irregularly		

	SL.1.2	spelled words, know		
	W.1.2	the spelling-sound		
	W.1.5	correspondences for		
	W.1.6	common consonant		
	W.1.7	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/explanator		
		y 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		
	L.1.2c	Ask and answer	U3.W1	reading- skills,
	L.1.2d	questions about key		comprehension
	L.1.2e	details in a text read	"Nate the Snake	and vocabulary
Week 12	RF.1.1a	aloud or information	Is Late"	test
Oct. 28-31	RF.1.2a	presented orally or		
11/2-OLL	RF.1.2b	through other media,	"On My Way to	Lesson 11 spelling
Festival	RF.1.2c	identify who is telling	School"	test- a_e
	RF.1.2d	the story at various		
	RF.1.3b	points in a text, follow	"It's About Time"	English test- verbs;
	RF.1.3c	agreed-upon rules for		commas in a series
	J KI .I.JC	agreed-aportrales for		Lettinias in a series

	RF.1.3g RF.1.4b RI.2.5 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		
Week 13 Nov. 4-8	L.1.1e L.1.2d	Ask and answer questions about key	U3.W2	reading- skills, comprehension
	L.I.2d RF.1.1a	details in a text read		comprehension
11/6 - 11/7	I DE 11a	I details in a text read	1	i l

	1	T .		1
Saints Alive	RF.1.2d	aloud or information	"Time to Plant"	and vocabulary
	RF.1.3b	presented orally or		test
	RF.1.3c	through other media,	"The Big Yuca	
	RF.1.3f	describe characters,	Plant"	Lesson 12 spelling
	RF.1.3g	settings, and major		test- i_e
	RI.1.5	events in a story, using	"How Plants	
	RL.1.2	key details, identify	Grow"	English test-
	RL.1.3	who is telling the story		present tense
	RL.1.6	at various points in a		verbs
	RL.1.9	text, build on others'		
	SL.1.1b	talk in conversations		
	SL.1.12 W.1.1	by responding to the		
	W.1.6	comments of others		
	W.1.7	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		
		0		
		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		
		I madde the topic of		1

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 L1.1e L1.2c Ask and answer questions about key details in a text read aloud or information RF.1.2d presented orally or RF.1.3b through other media, RF.1.3f describe characters, RF.1.3g setting, and major RF.1.4b events in a story, using RL1.2 key details, follow agreed-upon rules for discussions, recognize and read grade-SL1.2 appropriate irregularly w.1.5 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			name the book they		
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 L1.1e L1.2c					
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 L1.1e L1.2c Ask and answer questions about key L1.2e details in a text read aloud or information PF.1.2d presented orally or RF.1.3b through other media, describe characters, RF.1.3g setting, and major RF.1.4b events in a story, using RL1.2 key details, follow agreed-upon rules for RL2.4 SL1.1a agreed-upon rules for RL2.4 spropriate irregularly will spelled words, decode regularly spelled onesyllable 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					
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 L.1.1e L.1.2c Ask and answer questions about key L.1.2e details in a text read aloud or information RF.1.3d presented orally or through other media, RF.1.3f describe characters, RF.1.3g setting, and major RF.1.4b events in a story, using RL.1.2 key details, follow agreed-upon rules for discussions, recognize and read grade-SL.1.2 appropriate irregularly spelled one-syllable 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					
verbs to convey a sense of past, present, and future, demonstrate command of the connections of standard English capitalization, punctuation, and spelling when writing L.1.1e L.1.2c Ask and answer questions about key details in a text read aloud or information presented orally or through other media, RF.1.3d describe characters, RF.1.3g setting, and major RF.1.4b events in a story, using RL.1.2 RL.1.3 agreed-upon rules for discussions, recognize SL.1.1a and read grade-syllable 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			•		
sense of past, present, and future, demonstrate command of the connections of standard English capitalization, punctuation, and spelling when writing L.1.1e L.1.2c Ask and answer questions about key details in a text read aloud or information RF.1.2d presented orally or RF.1.3b through other media, describe characters, RF.1.3g setting, and major RF.1.4b events in a story, using RL.1.2 key details, follow RL.1.3 agreed-upon rules for RL.2.4 discussions, recognize and read grade-spelled words, decode regularly spelled onesyllable 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			-		
and future, demonstrate command of the connections of standard English capitalization, punctuation, and spelling when writing L.1.1e L.1.2c Ask and answer questions about key details in a text read aloud or information RF.1.2d presented orally or through other media, RF.1.3f describe characters, RF.1.3g setting, and major RF.1.4b events in a story, using RL.1.2 key details, follow agreed-upon rules for RL.2.4 discussions, recognize and read grade-SL.1.2 appropriate irregularly spelled onesyllable words, decode regularly spelled onesyllable 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					
demonstrate command of the connections of standard English capitalization, punctuation, and spelling when writing L1.1e L1.2c L1.2d L1.2e Qestions about key details in a text read aloud or information RF.1.3d RF.1.3f RF.1.3f RF.1.3g RF.1.3g RF.1.4b RE.1.3 agreed-upon rules for RL.2.4 discussions, recognize and read grade- SL1.2 appropriate irregularly W.1.5 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			• • •		
command of the connections of standard English capitalization, punctuation, and spelling when writing L1.1e L1.2c			•		
connections of standard English capitalization, punctuation, and spelling when writing L1.1e L1.2c					
standard English capitalization, punctuation, and spelling when writing L.1.1e L.1.2c					
capitalization, punctuation, and spelling when writing L.1.1e L.1.2c					
punctuation, and spelling when writing L.1.1e L.1.2c L.1.2d L.1.2e details in a text read aloud or information presented orally or RF.1.3b through other media, RF.1.3f describe characters, RF.1.3g setting, and major RF.1.4b events in a story, using RL.1.2 key details, follow agreed-upon rules for discussions, recognize and read grade-SL.1.2 appropriate irregularly W.1.5 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					
spelling when writing L.1.le L.1.2c L.1.2d L.1.2e L.1.2e RF.1.1a RF.1.1d RF.1.3b RF.1.3f RF.1.3f RF.1.3g RF.1.4b RF.1.4b RL.1.2 RL.1.2 and read grade- SL.1.1a and read grade- SL.1.1a and read grade- SL.1.2 appropriate irregularly with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast Spelling when writing			•		
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.1.2 RL.1.3 agreed-upon rules for RL.2.4 SL.1.1a and read grade-SL.1.2 appropriate irregularly W.1.5 Week 14 Nov. 17-15 Week 14 Nov. 17-15 L.1.1e L.1.2c L.1.2d RF.1.1a RF.1.3d RF.1.3d RF.1.3d RF.1.3d RF.1.4b RL.1.2 appropriate irregularly 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			· ·		
L.1.2e RF.1.1a RF.1.2d RF.1.3b RF.1.3f RF.1.3f RF.1.3g RF.1.4b RL.1.2 key details, follow RL.2.4 discussions, recognize and read grade-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 Nice Mitten' "The Cingerbre Man" "Mother Or Rhymes" "Mother Or Rhy	reading- skills,	U3.W3		L.1.1e L.1.2c	
RF.1.1a aloud or information presented orally or through other media, describe characters, setting, and major events in a story, using RL.1.2 key details, follow agreed-upon rules for RL.2.4 discussions, recognize and read gradesplate words, decode regularly spelled onesyllable 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	comprehension			L.1.2d	
RF.1.2d presented orally or through other media, , describe characters, setting, and major events in a story, using RL.1.2 key details, follow agreed-upon rules for discussions, recognize and read gradesplade words, decode regularly spelled onesyllable 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 in shared research and writing projects, compare and contrast	and vocabulary				
RF.1.3b through other media, describe characters, setting, and major events in a story, using RL.1.2 key details, follow RL.1.3 agreed-upon rules for RL.2.4 discussions, recognize and read grade-SL.1.2 appropriate irregularly www.1.5 spelled words, decode regularly spelled onesyllable 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	test	Mitten'			
RF.1.3f describe characters, setting, and major events in a story, using RL.1.2 key details, follow RL.1.3 agreed-upon rules for RL.2.4 discussions, recognize and read grade-SL.1.2 appropriate irregularly W.1.5 spelled words, decode regularly spelled onesyllable 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	ļ	// 1			
RF.1.3g setting, and major events in a story, using key details, follow agreed-upon rules for discussions, recognize and read grade-sL.1.2 appropriate irregularly W.1.5 spelled words, decode regularly spelled onesyllable 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	Lesson 13 spelling				
RF.1.4b events in a story, using key details, follow agreed-upon rules for discussions, recognize and read grade-sL.1.2 appropriate irregularly W.1.5 spelled words, decode regularly spelled onesyllable 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		•	•		
RL.1.2 RL.1.3 RL.2.4 RL.2.4 SL.1.1a SL.1.2 Week 14 Nov. 17-15 Residual and read grade- syllable 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	g/dge	Man		_	
RL.1.3 agreed-upon rules for discussions, recognize and read grade-spled words, decode regularly spelled onesyllable 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	Goose English test- past	"Mother Goose			
Week 14 Nov. 11-15 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	and future tense		1		
SL.1.1a SL.1.2 and read grade- appropriate irregularly W.1.5 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	verbs	Tanyines			
Week 14 Nov. 11-15 SL.1.2 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	Verse				
Week 14 Nov. 11-15 Week 14 Nov. 11-15 Week 14 Nov. 11-15 Week 14 Nov. 11-15 Wilson a spelled words, decode regularly spelled onesyllable 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					
Week 14 Nov. 17-15 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					
week 14 Nov. 11-15 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					
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					
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			~		Nov. 11-15
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			endings, spell		
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			untaught words		
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			phonetically, drawing		
spelling conventions, read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast			on phonemic		
read grade-level text orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast					
orally with accuracy, appropriate rate, and expression, participate in shared research and writing projects, compare and contrast					
appropriate rate, and expression, participate in shared research and writing projects, compare and contrast			_		
expression, participate in shared research and writing projects, compare and contrast					
in shared research and writing projects, compare and contrast					
writing projects, compare and contrast					
compare and contrast					
· · · · · · · · · · · · · · · · · · ·					
			the adventures and		
experiences of					
the adventures and			expression, participate in shared research and writing projects, compare and contrast		

		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		
	L.1.1c L.1.1e	Ask and answer	U3.W4	reading- skills,
	L.1.2c	questions about key		comprehension
	L.1.2d	details in a text read	"Life at Home"	and vocabulary
	RF.1.2b	aloud or information		test
	RF.1.2c	presented orally or	"Long Ago and	
	RF.1.2d	through other media,	Now"	Lesson 14 spelling
	RF.1.3b	ask and answer		test- o_e, u_e, e_e
	RF.1.3c	questions about key	From Horse to Plane"	English tost is and
	RF.1.3e	details in a text, follow	Plane	English test- is and are, commas in
	RF.1.3g RF.1.4b	agreed- upon rules for discussions, recognize		dates
	RI.1.3 RI.1.7	and read grade-		dates
	RL.1.1	appropriate irregularly		
	RL.1.2	spelled words, know		
Week 15	SL.1.1	final-e and common		
Nov. 18-22	SL.1.1a	vowel team		
	SL.1.2 W.1.1	conventions for		
	W.1.5	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		
		mequently 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 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		
		Thanksgiving Ho Nov. 25-29		
	L.1.2 L.1.2d	Ask and answer	U3.W5	reading- skills,
	RF.1.1	questions about key		comprehension
	RF.1.2b	details in a text read	"A Look at	and vocabulary
	RF.1.2c	aloud or information	Breakfast"	test
	RF.1.2d	presented orally or		
	RF.1.3b	through other media,	"From Cows to	Lesson 15 spelling
Week 16	RF.1.3f	describe order in	You"	test- oo, u
Dec. 2-6	RF.1.3g	which events	"A Food Chart"	
	RF.1.4b	happened, follow	"A Food Chart"	English test- not contractions;
	RI.1.2 RI.1.3 RI.1.5	agreed-upon rules for		apostrophes in
	RI.I.5 SL.1.1a	discussions, recognize and read grade-		contractions
	SL.1.1a SL.1.2 W.1.1	and read grade- appropriate irregularly		COTTUACUOTIS
	W.1.5	spelled words, decode		
	**.1.5	regularly spelled one-		
	<u>I</u>	1 3		<u> </u>

Week 17 Dec. 9-13 12/10- 12/12	No new standards	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 Review and develop skills previously taught	U3.W6 "Shadow Dance"	Teacher
Fall Theatre			"Shadow Dance" 	
Production	No new	Review and develop		Teacher
Week 18 Dec. 16-20	standards	skills previously taught		observation
12/20 - ½ day				

	l	Christmas Holi	days		
Dec. 21 – Jan. 5					
	T	3rd Quarte		l	
Week 19	L.1.1c L.1.1e L1.2d 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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media; read gradeappropriate 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 gradeappropriate words in	"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	
Jan. 6-10	SL.1.4 W.1.3 W.1.5	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			
Week 20 Jan. 13-17	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	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	"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	
	SL.1.1a SL.1.2	locate key facts or information in a text, follow agreed- upon			

W.1.2	rules for discussions,	
W.1.5	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	
	L	

		context, use end		
		punctuation for		
		sentences		
	11121122		11/ \\/7	va a disa si alcilla
	L.1.1e L.1.2a	Ask and answer	U4.W3	reading-skills,
	L.1.2d	questions about key	"C > \ (')	comprehension
	L.1.5a	details in a text read	"Go Wild!"	and vocabulary
	L.1.5b	aloud or information	//s / 1	test
	RF.1.2b	presented orally or	"Vulture View"	
	RF.1.2c	through other media,	, , , , , , , , , , , , , , , , , , ,	Lesson 18 spelling
	RF.1.3b	identify the main topic	"When It's	test- o, oa, ow, oe
	RF.1.3c	and retell key details of	Snowing"	
	RF.1.3d	a text, distinguish		English test- go
	RF.1.3e	between information		and do
	RF.1.3g	provided by pictures or		
	RF.1.4b	other illustrations and		
	RI.1.1 RI.1.2	information provided		
	RI.1.6	by the words in a text,		
	RL.1.4	follow agreed-upon		
	SL.1.1a	rules for discussions,		
	SL.1.2	identify real-life		
	W.1.2	connections between		
	W.1.5	words and their use,		
		define words by		
		category and by one or		
Week 21		more key attributes,		
Jan. 21-24		recognize and read		
1/20 - No		grade- appropriate		
School		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		

		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,		
		use verbs to convey a		
		sense of past, present,		
		and future, capitalize		
		dates and names of people		
	L.1.1 L.1.1e	Ask and answer	U4.W4	reading- skills,
	L.1.2d	questions about key		comprehension
	L.1.2e L.1.4	details in a text read	"Creep Low, Fly	and vocabulary
	L.1.4a	aloud or information	High"	test
	L.1.5c	presented orally or	"Liii Ely Cuny"	Laggar 10 analling
	L.1.5d RF.1.2	through other media, identify who is telling	"Hi! Fly Guy"	Lesson 19 spelling test- i, igh, y, ie
	RF.1.2a	the story at various	"Meet the	(CSC 1, 1911, y, 10
	RF.1.2c	points in a text, follow	Insects"	English test- see
	RF.1.2d	agreed-upon rules for		and saw
Week 22	RF.1.3	discussion, identify		
Jan. 27-31	RF.1.3b	real-life connections		
Catholic	RF.1.3c RF.1.3f	between words and		
Schools Week	RF.1.3g	their use, use sentence-level context		
1/31 - Pep	RF.1.4	as a clue to the		
Rally	RF.1.4b	meaning of a word or		
	RI.1.5 RI.1.9	phrase, recognize and		
	RL.1.3	read grade-		
	RL.1.6	appropriate irregularly		
	RL.1.9 RL.1.10	spelled words, know final –e and common		
	SL.1.10	vowel team		
	SL.1.1a	conventions for		
	SL.1.2	representing long		
	SL.1.6 W.1.1	vowel sounds, read		
		words with inflectional		

	W.1.7	endings, spell		
	W.1.8	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		
		command of the conventions of		
		standard English		
		capitalization,		
		punctuation, and		
		spelling when writing		
	L.1.2c	Ask and answer	U4.W5	reading- skills,
	L.1.2d	questions about key		comprehension
	L.1.4c	details in a text read	"From Puppy to	and vocabulary
Week 23	L.1.5c	aloud or information	Guide Dog"	test
Feb. 3-7	RF.1.2c	presented orally or		
	RF.1.3b	through other media,	"Koko and	Lesson 20 spelling
	RF.1.3e	use the illustrations	Penny"	test- y, ey
	RF.1.3g	and details in a text to		

DE1 (1			
RF.1.4b	describe its key ideas,	"Save Our Bees!"	English test-
RI.1.2 RI.1.3	follow agreed-upon		Capitalization and
RI.1.4 RI.1.5	rules for discussions,		Punctuation
RI.1.7	identify real-life		
RI.1.10	connections between		
SL.1.1	words and their use,		
SL.1.1a	identify frequently		
SL.1.2	occurring root works,		
SL.1.3	recognize and read		
W.1.3	grade- appropriate		
W.1.5	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		
	Lemporal words to		

		signal event order, and		
ļ		provide some sense of		
		closure, write		
		I		
ļ		informative/explanator		
ļ		y texts in which they		
ļ		name a topic, supple		
ļ		some facts about the		
ļ		topic, and provide		
ļ		some sense of closure,		
ļ		demonstrate		
ļ		command of the		
		conventions of		
		standard English		
ļ		grammar and usage		
		when writing or		
ļ		speaking, identify and		
		use compound words		
		when reading and		
		writing		
	L.1.1g	Ask and answer	U5.W1	reading-skills,
ļ	L.1.2d	questions about key		comprehension
ļ	L.1.2e	details in a text read	"A Barn Full of	and vocabulary
ļ	L.1.4a L.1.6	aloud or information	Hats"	test
ļ	RF.1.2b	presented orally or		
	RF.1.2c	through other media,	"A Lost Button"	Lesson 21 spelling
ļ	RF.1.3b	identify who is telling		test- ar
ļ	RF.1.3g	the story at various	"Sort It Out"	
ļ	RF.1.4b	points in a text, ask		English test- words
ļ	RI.1.7	questions to clear up		that join
ļ	RL.1.6	any confusion about		
ļ	SL.1.1	the topics and texts		
ļ	SL.1.1c	under discussion,		
ļ	SL.1.2	identify real-life		
Week 24	SL.1.3	connections between		
Feb. 10-14	SL.1.4	words and their use,		
ļ	SL.1.5	use sentence-level		
ļ	W.1.2	context as a clue to the		
ļ	W.1.5	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		
1		awareness and		

		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/explanator y 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		
Week 25 Feb. 17-21 2/21 - Eve Parade	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.1.1a 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 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	U5.W2 "A Bird Named Fern" "Kitten's First Full Moon" "The Moon"	reading- skills, comprehension and vocabulary test Lesson 22 spelling test- ir, er, us, or English test-adjectives

		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 form		
		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		
M/001/2C	o new	Review and develop	Reviewing skills	No Tests
Feb. 24-28	andards	skills previously taught		
2/28 – ½ Day				
Grandparent				
s Day				
		Mardi Gras Hol	lidav	
		March 3-7		

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	L.1.1f L.1.2d	Ask and answer	U5.W3	reading- skills,
	L.1.4b L.1.6	questions about key	//TI C: C	comprehension
	RF.1.2b	details in a text read	"The Story of a	and vocabulary
	RF.1.2d	aloud or information	Robot Inventor"	test
	RF.1.3b	presented orally or	<i>"</i>	
	RF.1.3g	through other media,	"Thomas Edison,	
	RF.1.4b	describe the	Inventor"	test- or, ore, oar
	RI.1.3 RI.1.9	connection between		
	RL.1.4	two individuals, events,	"Windshield	English test-
	SL.1.1	ideas or pieces of	Wipers"	adjectives that
	SL.1.1a	information in a text,		compare
	SL.1.2	identify problem and	"Scissors"	
	SL.1.3	solution in a story,		
	SL.1.4	follow agreed-upon		
	SL.1.5	rules for discussions,		
	W.1.3	identify real-life		
	W.1.5	connections between		
		words and their use,		
		use frequently		
		occurring affixes as a		
		clue to the meaning of		
		a word, recognize and		
		read grade-		
Week 27		appropriate irregularly		
March 10-		spelled words, decode		
14		regularly spelled one-		
3/14 – ½ Day		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		

		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 4th Quarte	r	
	L.1.1h	Ask and answer	U5.W4	reading- skills,
	L.1.2d L.1.4b L.1.6 RF.1.2b RF.1.2c	questions about key details in a text read aloud or information presented orally or	"Now What's That Sound"	comprehension and vocabulary test
	RF.1.3b RF.1.3f RF.1.3g	through other media, describe characters, settings, and major	"Whistle for Willie"	Lesson 24 spelling test- ou, ow
Week 28 March 17- 21	RF.1.4b RI.1.7 RL.1.3 SL.1.1c SL.1.2 SL.1.3 SL.1.4 W .1.1 W .1.5	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 gradeappropriate irregularly spelled words, decode regularly spelled onesyllable words, read words with inflectional endings, use conventional spelling for words with common spelling patterns and for frequently occurring	"Shake! Strike! Strum!"	English test- a, an, this, that; capitalize/underlin e book titles

		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		
	L.1.1i L.1.2d	Ask and answer	U5.W5	reading- skills,
	L.1.4c	questions about key		comprehension
	L.1.5c L.1.6	details in a text read	"The Joy of a	and vocabulary
	RF.1.2b	aloud or information	Ship"	test
	RF.1.2c	presented orally or		
	RF.1.2d	through other media,	"Building	Lesson 25 spelling
Week 29	RF.1.3b	describe the	Bridges"	test- oi, oy
March 24-	RF.1.3d	connection between	"C !! 7 "	
28	RF.1.3e	two individuals, events,	"Small Joy"	English test-
	RF.1.3g	ideas, or pieces of		prepositions,
	RF.1.4b	information in a text,		prepositional
	RI.1.2 RI.1.3	follow agreed-upon		phrases;
	RI.1.4 RI.1.5	rules for discussions,		abbreviations
	RL.1.5	identify real-life		
	SL.1.1	connections between		
	SL.1.1a	words and their use,		

SL.1.2	identify frequently	
W.1.2	occurring root words,	
W.1.5	decode regularly	
VV.1.5	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	
	. 3	
	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/explanator	
	y 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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	1114110	A alcomodia in accioni	LICVAD	rooding: still-
	L.1.1d L.1.2	Ask and answer	U6.W1	reading-skills,
	L.1.2d	questions about key	"C T 1-"	comprehension
	L.1.4b	details in a text read	"Super Tools"	and vocabulary
	L.1.4c	aloud or information	"CI: 1 CI 1	test
	L.1.5c L.1.6	presented orally or	"Click, Clack,	
	RF.1.2c	through other media,	Moo: Cows That	Lesson 26 spelling
	RF.1.2d	retell stories, including	Type"	test- oo, ou, u_e,
	RF.1.3b	key details, and		ew, ui, ue, u
	RF.1.3f	demonstrate	"Be a Volunteer"	
	RF.1.3g	understanding of their		English test-
	RF.1.4b	central message or		subject pronouns;
	RL.1.2	lesson, ask question to		capitalize I
	RL.1.4	clear up and confusion		
	SL.1.1	about the topics and		
	SL.1.1c	texts under discussion,		
	SL.1.2	identify real-life		
	W.1.3	connections between		
	W.1.5	words and their use,		
		with guidance and		
		support from adults,		
		demonstrate		
		understanding of word		
		relationships and		
Week 30		nuances in word		
March 31 -		meaning, recognize		
Apr 4		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,		
	<u> </u>	criaracters in stories,		1

		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		
	L.1.1d	Ask and answer	U6.W2	reading- skills,
	L.1.2a	questions about key		comprehension
	L.1.2d L.1.5	details in a text read	"All Kinds of	and vocabulary
	L.1.5c L.1.6	aloud or information	Helpers"	test
	RF.1.2b	presented orally or	·	
	RF.1.2c	through other media,	"Meet Rosina"	Lesson 27 spelling
	RF.1.2d	identify the main		test- au, aw, a,
	RF.1.3b	purpose of a text,	"Abuelita's Lap"	augh, al
	RF.1.3e	including what the		
Week 31	RF.1.3g	author wants to		English test-
April 7-11	RF.1.4b	answer, explain, or		subjective and
4/8- 4/10	RI.1.2 RI.1.3	describe, follow		objective
Spring	RI.1.4	agreed-upon rules for		pronouns
Theatre	RI.1.8	discussion, identify		•
Production	RI.1.10	real-life connections		
	RI.2.6	between words and		
	RL.1.4	their use, with		
	SL.1.1	guidance and support		
	SL.1.1a	from adults,		
	SL.1.2	demonstrate		
	W.1.5	understanding of word		
	W.1.7	relationships and		
		nuances in word		
		meaning, recognize		
		Theating, recognize		

Week 32 <i>April 14-17</i> 4/17 Passion Play	No new standards	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 Review and develop skills previously taught	Egg Poem	
		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		

4/18 Good Friday						
Triday	Easter Holiday					
Week 33 April 28- May 2 5/2 - Field Day ½ Day	L.1.1d L.1.2c L.1.2d L.1.5 L.1.6 L.4.5a RF.1.2d RF.1.3a RF.1.3b 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 gradeappropriate irregularly spelled words, decode regularly spelled onesyllable words, use conventional spelling for words with common 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	"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		
Week 34 May 5-9 5/6 May Crowning	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.1.4 RF.1.4a RF.1.4b RF 1.4c RI.1.6 RI.1.9 RL.1.2 RL.1.3 RL.1.1 SL.1.1a SL.1.1a SL.1.15 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	"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

		oon vontional are allies		
		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		
	L.1.2d L.1.4	Ask and answer	U6.W5	reading- skills,
	L.1.4c L.1.6	questions about key		comprehension
	RF.1.2b	details in a text read	"Share the	and vocabulary
	RF.1.3b	aloud or information	Harvest and	test
	RF.1.3e	presented orally or	Give Thanks"	
Week 35	RF.1.3g RF	through other media,		Lesson 30 spelling
May 12-16	1.4a	identify the main	"Нарру	test- air, are, ear
	RF.1.4b RF	purpose of a text,	Birthday, U.S.A."	
	1.4c RI.1.3	including what the		English test-
	RI.1.5 RI.1.9	author wants to	"A Young Nation	antonyms;
	RL.1.3	answer, explain, or	Grows"	abbreviations
	RL.1.7	describe, follow		
	RI.1.8	agreed-upon rules for		
1	1	<u> </u>	l	l.

RI.2.6	discussions, identify	
SL.1.1	real-life connections	
SL.1.1a	between words and	
SL.1.2	their use, explain the	
W.1.2	meanings of simple	
W.1.5	similes and	
VV.1.5		
	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	

	T		Г	T
		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/explanator		
		y 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	116.116	
	No new	Review and develop	U6.W6	Teacher
	standards	skills previously taught		observation
			"That Goat Has	
Week 36			GOT to Go!"	
May 19-22				
5/22 ½ day			Amelia Earhart	
5,22 /2 day			Female Aviator	
			Don't Make Me	
			Fly	