

Core Resources Available for Teachers for Instruction: Into Reading (Houghton Mifflin Harcourt)

MP	Module Name	Standards	Objectives	Vocabulary/ Foundational Skills	Skills/ Strategies	Writing	Assessments
1	Module 1: Be A Super Citizen	CC.1.1.2.D.1 CC.1.1.2.D.2 CC.1.1.2.D.3 CC.1.1.2.D.4 CC.1.1.2.E.1 CC.1.1.2.E.2 CC.1.1.2.E.3 CC.1.2.2.A CC.1.2.2.B CC.1.2.2.F CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L CC.1.2.3.I CC.1.3.2.B CC.1.3.2.C CC.1.3.2.D CC.1.3.2.E CC.1.3.2.G CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K CC.1.4.2.A CC.1.4.2.B CC.1.4.2.C CC.1.4.2.D CC.1.4.2.F.3 CC.1.4.2.L.3 CC.1.4.2.M Cc.1.4.2.O CC.1.4.2.P CC.1.4.2.R.3 CC.1.4.2.T CC.1.4.2.W CC.1.4.2.X CC.1.5.2.A	How can being a good citizen make a difference to others?	<p>Week 1: <u>High-Frequency Words:</u> a, and, go, got, have, not, the, to, will, you <u>Phonological Awareness</u> <u>Phonics:</u> Consonants; Short a, i; Multisyllabic Words: Short a, i <u>Fluency:</u> Accuracy and Self-Correction <u>Spelling:</u> Short a, i</p> <p>Week 2: <u>High-Frequency Words:</u> <u>best, does, end, job, left, men, more, see, than, wash</u> <u>Phonological Awareness</u> <u>Phonics:</u> Consonants; Short o, u, e; <u>Multisyllabic Words:</u> Short o, u, e <u>Fluency:</u> Reading Rate <u>Spelling:</u> Short o, u, e</p> <p>Week 3: <u>High-Frequency Words:</u> <u>do, give, he, line, said, set, seven, sure, upon, walk</u> <u>Phonological Awareness</u> <u>Phonics:</u> Long a, i (VCe); Soft c and g</p>	<p>BUILD KNOWLEDGE & LANGUAGE Build Knowledge & Language Get Curious Video Big Idea Words</p> <p>VOCABULARY Oral Language Power Words Generative Vocabulary: Words That Describe Actions; Words That Describe People, Places and Things; Inflections -ed, -ing Vocabulary Strategy: Antonyms</p> <p>READING Texts: myBook; Read Aloud Skills and Strategies: Central Idea; Ask and Answer Questions; Setting; Monitor and Clarify; Author’s Purpose; Summarize; Characters; Create Mental Images Speaking & Listening: Collaborative Conversations</p>	<p>WRITING WORKSHOP: Week 1: <u>Writing Form:</u> <u>Personal Narrative</u> <u>Priming the Students</u> <u>Priming the Text</u> <u>The Read</u> <u>Vocabulary</u> <u>The Writing Process</u></p> <p>Week 2: <u>Writing Form:</u> <u>Personal Narrative</u> <u>Prewriting I: Preparing to Write</u> <u>Prewriting II: Organizing the Story</u> <u>Drafting I: Elements of Narrative Text</u> <u>Drafting II: Completing the Story</u> <u>Draft Revising I: Word Choice</u></p> <p>Week 3: <u>Writing Form:</u> <u>Personal Narrative</u> <u>Revising II: Conferencing</u> <u>Editing I: Possessives and Contractions</u> <u>Editing II: Peer Proofreading</u> <u>Publishing a Personal Narrative</u> <u>Sharing a Personal Narrative</u></p>	<p>Fall Benchmark</p> <p>Weekly Assessments</p> <p>Selection Quiz (after first read of each selection)</p> <p>Leveled Reader Quiz</p> <p>Guided Reading Benchmark Assessment (one per level A-W)</p> <p>Module Assessment</p>

		CC.1.5.2.C CC.1.5.2.E CC.1.5.2.G		<u>Fluency</u> : Expression <u>Spelling</u> : Long a, i (VCe)			
1	Module 2: Look Around and Explore!	CC.1.1.2.D.1 CC.1.1.2.D.2 CC.1.1.2.D.3 CC.1.1.2.D.4 CC.1.1.2.E.1 CC.1.1.2.E.2 CC.1.1.2.E.3 CC.1.2.2.B CC.1.2.2.C CC.1.2.2.F CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L CC.1.3.2.B CC.1.3.2.F CC.1.3.2.G CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K CC.1.4.2.A CC.1.4.2.B CC.1.4.2.C CC.1.4.2.D CC.1.4.2.F.3 CC.1.4.2.L.3 CC.1.4.2.R.3 CC.1.4.2.T CC.1.4.2.V CC.1.4.2.W CC.1.4.2.X CC.1.5.2.A CC.1.5.2.E	How does exploring help us understand the world around us?	Week 1: <u>High-Frequency Words</u> : close, cold, come, done, fire, front, life, name, small, times <u>Phonological Awareness</u> <u>Phonics</u> : Long o, e, u (CV, VCe); Review Long Vowels (VCe) <u>Fluency</u> : Phrasing <u>Spelling</u> : Long o, u (VCe) Week 2: <u>High-Frequency Words</u> : answer, find, its, miss, old, round, then, until, what, young <u>Phonological Awareness</u> <u>Phonics</u> : Short and Long Vowels (CVC, VCe); Suffixes -er, -est <u>Fluency</u> : Intonation <u>Spelling</u> : Short and Long Vowels (CVC, VCe) Week 3: <u>High-Frequency Words</u> : baby, bird, blue, bring, fly, her, little, place, she, this <u>Phonological Awareness</u> <u>Phonics</u> : Initial Blends with l, r, s; Inflections -s, -es	BUILD KNOWLEDGE & LANGUAGE <u>Get Curious Video</u> Big Idea Words : examine, identify, record VOCABULARY <u>Oral Language</u> <u>Power Words</u> <u>Generative Vocabulary</u> : Suffixes -er, -est; -s, -es; Words That Name Places <u>Vocabulary Strategy</u> : Synonyms READING <u>Texts</u> : myBook: Read Aloud <u>Skills and Strategies</u> <u>Author’s Purpose</u> : Central <u>Idea</u> : Make Inferences; <u>Content-Area Words</u> : <u>Setting</u> : Make Connections; <u>Connect Text and Visuals</u> : <u>Create Mental Images</u> : <u>Elements of Property</u> : Ask and Answer Questions; <u>Elements of Drama</u> <u>Research</u> Select a Topic	WRITING WORKSHOP Week 1: <u>Writing Form</u> : <u>Descriptive Essay</u> <u>Priming the Students</u> <u>Priming the Text</u> <u>The Read</u> <u>Vocabulary</u> <u>Prewriting I: Preparing to Write</u> Week 2: <u>Writing Form</u> : <u>Descriptive Essay</u> <u>Prewriting II: Identifying the Topic</u> <u>Drafting I: Elements of Informational Text</u> <u>Drafting II: Completing the Draft</u> <u>Revising I: Sentence Structure</u> <u>Revising II: Conferencing</u> Week 3: <u>Writing Form</u> : <u>Descriptive Essay</u> <u>Revising III: Elaboration</u> <u>Editing: Peer Proofreading</u> <u>Publishing I: Writing the Final Copy</u> <u>Publishing II: Descriptive Essay</u> <u>Sharing a Descriptive Essay</u>	Weekly Assessments Selection Quiz (after first read of each selection) Leveled Reader Quiz Guided Reading Benchmark Assessment (one per level A-W) Module Assessment

				<p>Fluency: Accuracy and Self-Correction Spelling: Blends with l, r, s</p>			
1	Module 3: Meet in the Middle	<p>CC.1.1.2.D.1 CC.1.1.2.D.2 CC.1.1.2.E.1 CC.1.1.2.E.2 CC.1.1.2.E.3 CC.1.2.2.B CC.1.2.2.C CC.1.2.2.F CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L CC.1.3.2.A CC.1.3.2.D CC.1.3.2.G CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K CC.1.4.2.G CC.1.4.2.H CC.1.4.2.I CC.1.4.2.J CC.1.4.2.T CC.1.4.2.W CC.1.4.2.X CC.1.5.2.A CC.1.5.2.C CC.1.5.2.E</p>	<p>How Can People Work Out Disagreements ?</p>	<p>FOUNDATIONAL SKILLS</p> <p>Week 1: High-Frequency Words: are, hand, kept, king, land, long, sing, thing, think, wish Phonological Awareness Phonics: Final Blends, Closed Syllables Fluency: Reading Rate Spelling: Final Blends</p> <p>Week 2: High-Frequency Words: across, car, down, fell, full, held, mountain, pull, push, spell Phonological Awareness Phonics: Double Final Consonants, Inflections: Spelling Changes Fluency: Phrasing Spelling: Double Final Consonants</p> <p>Week 3: High-Frequency Words: even, mouse, Mr., Mrs., other, shall, these, when, while, white</p>	<p>BUILD KNOWLEDGE & LANGUAGE Get Curious Video</p> <p>Big Idea Words VOCABULARY Oral Language Power Words Generative Vocabulary: Prefixes un- and re-; Inflections -ed, -ing; Words about Communication Vocabulary Strategy: Context Clues</p> <p>READING Texts: myBook, Read Aloud Skills and Strategies Central Idea, Point of View, Monitor and Clarify, Theme, Make and Confirm Predictions, Synthesize, Text Organization, Retell, Author’s Purpose Speaking & Listening Social Communication</p>	<p>WRITING WORKSHOP</p> <p>Week 1: Writing Form: Persuasive Text Priming the Students Priming the Text The Read Vocabulary Prewriting I: Choosing a Topic</p> <p>Week 2: Writing Form: Persuasive Text Prewriting II: Introducing Persuasive Structure Drafting I: Elements of Persuasive Text Drafting II: Completing the Draft Revising I: Integrating Action Verbs Revising II: Conferencing</p> <p>Week 3: Writing Form: Persuasive Text Revising III: Integrating Adverbs Editing: Peer Proofreading Publishing I: Writing the Final Copy</p>	<p>Weekly Assessments</p> <p>Selection Quiz (after first read of each selection)</p> <p>Leveled Reader Quiz</p> <p>Guided Reading Benchmark Assessment (one per level A-W)</p> <p>Module Assessment</p>

				<p>Phonological Awareness Phonics: Consonant Digraphs; Prefixes un-, re- Fluency: Expression Spelling: Consonant Digraphs</p>		<p>Publishing II: Persuasive Text Sharing a Persuasive Essay</p>	
2	<p>Module 4: Once Upon a Time</p>	<p>CC.1.1.2.D.1 CC.1.1.2.D.2 CC.1.1.2.D.3 CC.1.1.2.D.4 CC.1.1.2.E.1 CC.1.1.2.E.2 CC.1.1.2.E.3 CC.1.2.2.B CC.1.2.2.C CC.1.2.2.F CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L CC.1.3.2.B CC.1.3.2.C CC.1.3.2.E CC.1.3.2.F CC.1.3.2.G CC.1.3.2.H CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K CC.1.4.2.F.3 CC.1.4.2.L.3 CC.1.4.2.M CC.1.4.2.O CC.1.4.2.P CC.1.4.2.R.3 CC.1.4.2.T CC.1.4.2.W CC.1.4.2.X CC.1.5.2.A CC.1.5.2.B CC.1.5.2.C CC.1.5.2.E</p>	<p>What lessons can we learn from the characters in stories?</p>	<p>Week 1: High-Frequency Words: ask, asked, buy, comb, girl, grand, lady, mother, number, often</p> <p>Phonological Awareness</p> <p>Phonics: Consonants k, ck; Silent Letters (kn, wr, gn, mb)</p> <p>Fluency: Intonation</p> <p>Spelling: Consonants k, ck</p> <p>Week 2 High-Frequency Words: afraid, always, another, great, passed, really, says, stay, try, which</p> <p>Phonological Awareness</p> <p>Phonics: Long a Patterns; Multisyllabic Words: Long a</p> <p>Fluency: Accuracy and Self-Correction</p> <p>Spelling: Long a (ai, ay)</p>	<p>BUILD KNOWLEDGE & LANGUAGE Get Curious Video: Ever After</p> <p>Big Idea Words: moral, relate, version</p> <p>VOCABULARY Oral Language: Power Words: Generative Vocabulary: Suffixes -ful, -less Words that describe people, places, and things Words that describe actions Vocabulary Strategy: Multiple-Meaning Words</p> <p>READING</p> <p>Texts</p> <p>myBook: Read Aloud:</p> <p>Skills and Strategies Text Organization, Story Structure, Make Inferences, Create Mental Images, Elements of Drama, Make and Confirm Predictions, Figurative Language, Author’s Purpose, Make</p>	<p>Week 1 Writing Form: Imaginative Story</p> <p>Priming the Students Priming the Text The Read Vocabulary</p> <p>Prewriting I: Brainstorming Ideas</p> <p>Week 2 Writing Form: Imaginative Story Prewriting II: Identifying a Topic Drafting I: Elements of Narrative Drafting II: Completing the Draft Revising I: Sentence Length Revising II: Conferencing</p> <p>Week 3 Writing Form: Imaginative Story Editing I: Capitalization and End Punctuation Editing II: Peer Proofreading Publishing I: Writing the Final Copy Publishing II: Imaginative</p>	<p>Weekly Assessments</p> <p>Selection Quiz (after first read of each selection)</p> <p>Leveled Reader Quiz</p> <p>Guided Reading Benchmark Assessment (one per level A-W)</p> <p>Module Assessment</p>

		CC.1.5.2.G		<p><u>Week 3:</u> High-Frequency Words: clean, feel, ground, horse, leave, need, please, queen, seen, tree</p> <p>Phonological Awareness</p> <p>Phonics: Long e, Short e Patterns; Multisyllabic Words: Long, Short e</p> <p>Fluency: Reading Rate</p> <p>Spelling: Long e (ee, ea)</p>	Connections, Story Structure, Cause and Effect Speaking & Listening Give and Follow Instructions	Story Sharing an Imaginative Story	
2	Module 5: Lead the Way	CC.1.1.2.D.1 CC.1.1.2.D.2 CC.1.1.2.D.3 CC.1.1.2.D.4 CC.1.1.2.E.1 CC.1.1.2.E.2 CC.1.1.2.E.3 CC.1.2.2.A CC.1.2.2.B CC.1.2.2.C CC.1.2.2.E CC.1.2.2.F CC.1.2.2.G CC.1.2.2.H CC.1.2.2.I CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L CC.1.3.2.B CC.1.3.2.C CC.1.3.2.D CC.1.3.2.F CC.1.3.2.G CC.1.3.2.I CC.1.3.2.J	What are the qualities of a good leader?	<p><u>Week 1</u> FOUNDATIONAL SKILLS</p> <p>High-Frequency Words: below, both, follow, most, move, own, road, show, window, yellow</p> <p>Phonological Awareness</p> <p>Phonics: Long o Patterns; Multisyllabic Words: Long o</p> <p>Fluency: Expression</p> <p>Spelling: Long o (o, oa, ow)</p> <p><u>Week 2</u> FOUNDATIONAL SKILLS</p>	<p>BUILD KNOWLEDGE & LANGUAGE</p> <p>Build Knowledge & Language Get Curious Video: What It Takes to Be a Great Leader</p> <p>Big Idea Words: admire, inspire, pioneer</p> <p>VOCABULARY</p> <p>Oral Language Power Words</p> <p>Generative Vocabulary: Suffixes -y, -ly Prefix dis- Words that Name People Vocabulary Strategy: Reference Sources</p>	<p><u>Week 1</u> WRITING WORKSHOP</p> <p>Writing Form: Personal Essay</p> <p>Priming the Students Priming the Text The Read Vocabulary? Prewriting I: Character Traits</p> <p><u>Week 2</u> WRITING WORKSHOP</p> <p>Writing Form: Personal Essay</p> <p>Prewriting II: Identifying the Central Idea Drafting I: Elements of Informational Text Drafting II: Completing the Draft</p>	Weekly Assessments Selection Quiz (after first read of each selection) Leveled Reader Quiz Guided Reading Benchmark Assessment (one per level A-W) Module Assessment

		<p>CC.1.4.2.A CC.1.4.2.B CC.1.4.2.C CC.1.4.2.D CC.1.4.2.F.3 CC.1.4.2.F.4 CC.1.4.2.G CC.1.4.2.H CC.1.4.2.I CC.1.4.2.J CC.1.4.2.L.3 CC.1.4.2.L.4 CC.1.4.2.R.3 CC.1.4.2.R.4 CC.1.4.2.T CC.1.4.2.W CC.1.4.2.X CC.1.5.2.A CC.1.5.2.B CC.1.5.2.C CC.1.5.2.D CC.1.5.2.E</p>		<p><u>High-Frequency Words:</u> almost, become, begin, high, kind, might, night, one, open, opened</p> <p><u>Phonological Awareness</u></p> <p><u>Phonics:</u> Long i Patterns; Multisyllabic Words: Long i</p> <p><u>Fluency:</u> Phrasing</p> <p><u>Spelling:</u> Long i Patterns; Silent Letters</p> <p><u>Week 3:</u></p> <p>FOUNDATIONAL SKILLS</p> <p><u>High-Frequency Words:</u> began, book, of, ready, their, thought, two, whole, write, years</p> <p><u>Phonological Awareness</u></p> <p><u>Phonics:</u> Suffixes -ful, -less; Multisyllabic Words</p> <p><u>Fluency:</u> Intonation <u>Spelling:</u> Homophones</p>	<p>READING</p> <p><u>Texts</u></p> <p>myBook Read Aloud</p> <p><u>Skills and Strategies</u></p> <p>Ideas and Support, Figurative Language, Ask and Answer Questions, Characters, Summarize, Text Features, Evaluate, Ideas and Support, Text Organization, Content-Area Words, Chronological Order</p> <p><u>Speaking & Listening</u> Recount an Experience</p>	<p>Revising I: Integrating Transitions Revising II: Conferenci</p> <p><u>Week 3</u></p> <p><u>WRITING WORKSHOP</u></p> <p><u>Writing Form:</u> Personal Essay</p> <p>Revising III: Strengthening Connections Editing: Peer Proofreading Publishing I: Writing the Final Copy Publishing II: Personal Essay Sharing a Personal Essay</p>	
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2	Module 6: Weather Wise	CC.1.1.2.D.2 CC.1.1.2.D.4 CC.1.1.2.E.1 CC.1.1.2.E.2 CC.1.1.2.E.3 CC.1.2.2.C CC.1.2.2.E CC.1.2.2.F CC.1.2.2.G CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L CC.1.3.2.B CC.1.3.2.D CC.1.3.2.F CC.1.3.2.G CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K CC.1.4.2.G CC.1.4.2.H CC.1.4.2.I CC.1.4.2.J CC.1.4.2.M CC.1.4.2.O CC.1.4.2.P CC.1.4.2.T CC.1.4.2.U CC.1.4.2.V CC.1.4.2.W CC.1.4.2.X CC.1.5.2.A CC.1.5.2.B CC.1.5.2.E CC.1.5.2.F	How does weather affect us?	<u>Week 1</u> FOUNDATIONAL SKILLS High-Frequency Words: any, cried, didn't, funny, hello, laugh, pretty, slowly, song, were Phonological Awareness Phonics: Suffixes -y, -ly; Multisyllabic Words: Suffixes -y, -ly Fluency: Accuracy and Self-Correction Spelling: Inflections -s, -es <u>Week 2:</u> FOUNDATIONAL SKILLS High-Frequency Words: anything, change, children, gone, good, notice, now, page, since, woman Phonological Awareness Phonics: Prefix dis-; Inflections: Spelling Changes Fluency: Reading Rate Spelling: Sounds for c and g <u>Week 3:</u>	BUILD KNOWLEDGE & LANGUAGE BUILD KNOWLEDGE & LANGUAGE Get Curious Video: Wonderful Weather! Big Idea Words: climate, precipitation, temperature VOCABULARY Oral Language Power Words Generative Vocabulary: Suffixes -er, -est Prefixes un-, re- Inflections -ed, -ing Vocabulary Strategy: Homophones READING Texts myBook Read Aloud Skills and Strategies Text Features, Point of View, Make Inferences, Text Organization, Content-Area Words, Make Connections, Evaluate, Ask and Answer Questions, Elements of	<u>Week 1</u> WRITING WORKSHOP Writing Form: Poem Priming the Students Priming the Text The Read Vocabulary Prewriting I: Preparing to Write Poetry <u>Week 2</u> WRITING WORKSHOP Writing Form: Poem Prewriting II: Choosing a Topic Drafting I: Elements of Poetry Drafting II: Organizing Ideas Revising I: Integrating Sensory Details Revising II: Conferencing <u>Week 3</u> WRITING WORKSHOP Writing Form: Poem Revising III: First-Person Point of View Editing: Peer Proofreading Publishing I: Writing the Final Copy Publishing II: Poem Sharing a Poem	Winter Benchmark Weekly Assessments Selection Quiz (after first read of each selection) Leveled Reader Quiz Guided Reading Benchmark Assessment (one per level A-W) Module Assessment
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3	<p>Module 7: Everyone Has a Story</p>	<p>CC.1.1.2.D.3 CC.1.1.2.D.4 CC.1.1.2.E.1 CC.1.1.2.E.2 CC.1.1.2.E.3 CC.1.2.2.A CC.1.2.2.B CC.1.2.2.C CC.1.2.2.E CC.1.2.2.F C.1.2.2.G CC.1.2.2.H CC.1.2.2.I CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L CC.1.3.2.B CC.1.3.2.E CC.1.3.2.F CC.1.3.2.G CC.1.3.2.I</p>	<p>How do our experiences shape our lives?</p>	<p>FOUNDATIONAL SKILLS</p> <p>Week 1: High-Frequency Words: before, example, form, morning, order, store, story, those, word, work</p> <p>Phonological Awareness Phonics: r-Controlled Vowels or, ore; Multisyllabic Words: or, ore Fluency: Intonation Spelling: r-Controlled Vowels or, ore</p> <p>Week 2:</p>	<p>BUILD KNOWLEDGE & LANGUAGE Get Curious Video: The Story of Me Big Idea Words: account, achieve, hurdle</p> <p>VOCABULARY Oral Language Power Words Generative Vocabulary: Suffixes -ful, -less; Prefix pre-; Compound Words Vocabulary Strategy: Shades of Meaning</p> <p>READING Texts myBook; Read Aloud Skills and Strategies</p>	<p>WRITING WORKSHOP</p> <p>Week 1: Writing Form: Imaginative Story Priming the Students Priming the Text The Read Vocabulary Prewriting I: Planning</p> <p>Week 2: Writing Form: Imaginative Story Prewriting II: Organizing Character Traits Drafting I: Elements of Narrative Drafting II: Completing the Draft Revising I: Integrating Dialogue Revising II: Conferencing</p>	<p>Weekly Assessments</p> <p>Selection Quiz (after first read of each selection)</p> <p>Leveled Reader Quiz</p> <p>Guided Reading Benchmark Assessment (one per level A-W)</p> <p>Module Assessment</p>

		<p>CC.1.3.2.J CC.1.4.2.A CC.1.4.2.B CC.1.4.2.C CC.1.4.2.D CC.1.4.2.F.3 CC.1.4.2.F.4 CC.1.4.2.L.3 CC.1.4.2.L.4 CC.1.4.2.R.3 CC.1.4.2.R.4 CC.1.4.2.T CC.1.4.2.V CC.1.4.2.W CC.1.4.2.X CC.1.5.2.A CC.1.5.2.E</p>		<p>High-Frequency Words: after, better, father, letter, over, paper, river, together, under, water Phonological Awareness Phonics: r-Controlled Vowels er, ir, ur; Vowel Patterns: air, are, ear Fluency: Expression Spelling: r-Controlled Vowel er</p> <p>Week 3: High-Frequency Words: air, city, friend, hair, heard, learn, looked, remember, stood, street Phonological Awareness Phonics: Vowel Team oo, Multisyllabic Words: oo Fluency: Accuracy and Self-Correction Spelling: Vowel Team oo (//)</p>	<p>Ideas and Support, Text Organization, Synthesize, Text Features, Monitor and Clarify, Make Inferences, Author’s Purpose, Central Idea, Create Mental Images, Setting, Ideas and Support Research Research Questions</p>	<p>Week 3: Writing Form: Imaginative Story Editing I: Formatting Dialogue Editing II: Peer Proofreading Publishing I: Writing the Final Copy Publishing II: Imaginative Story Sharing an Imaginative Story</p>	
3	<p>Module 8: Time to Grow!</p>	<p>CC.1.1.2.D.3 CC.1.1.2.D.4 CC.1.1.2.E.1 CC.1.1.2.E.2 CC.1.2.2.A CC.1.2.2.E CC.1.2.2.G CC.1.2.2.I CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L CC.1.3.2.A CC.1.3.2.B CC.1.3.2.C</p>	<p>What do plants need to live and grow?</p>	<p>FOUNDATIONAL SKILLS</p> <p>Week 1: High-Frequency Words: about, floor, food, group, knew, music, room, school, soon, through</p> <p>Phonological Awareness Phonics: Vowel Patterns:</p>	<p>BUILD KNOWLEDGE & LANGUAGE Get Curious Video: Totally Growing Live</p> <p>Big Idea Words: fertilize, germinate, survive</p> <p>VOCABULARY Oral Language Power Words Generative Vocabulary:</p>	<p>WRITING WORKSHOP</p> <p>Week 1: Writing Form: Procedural Text Priming the Students Priming the Text The Read Vocabulary Prewriting I: Procedural Text</p> <p>Week 2: Writing Form: Procedural Text</p>	<p>Weekly Assessments</p> <p>Selection Quiz (after first read of each selection)</p> <p>Leveled Reader Quiz</p> <p>Guided Reading Benchmark Assessment (one per level A-W)</p> <p>Module Assessment</p>

		<p>CC.1.3.2.D CC.1.3.2.E CC.1.3.2.F CC.1.3.2.G CC.1.3.2.H CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K CC.1.4.2.A CC.1.4.2.B CC.1.4.2.C CC.1.4.2.D CC.1.4.2.F.3 CC.1.4.2.F.4 CC.1.4.2.L.3 CC.1.4.2.L.4 CC.1.4.2.R.3 CC.1.4.2.R.4 CC.1.4.2.T CC.1.4.2.V CC.1.4.2.W CC.1.4.2.X CC.1.5.2.A CC.1.5.2.B CC.1.5.2.E</p>		<p>/oō/; Multisyllabic Words: /oō/, /oō/ Fluency: Reading Rate Spelling: Vowel Patterns: /oō/</p> <p>Week 2: High-Frequency Words: boys, brown, found, house, listen, oil, point, sound, town, voice Phonological Awareness Phonics: Vowel Teams ou, ow; Diphthongs oy, oi Fluency: Expression Spelling: Vowel Teams ou, ow</p> <p>Week 3: High-Frequency Words: also, ball, call, could, every, near, talk, tall, would, year Phonological Awareness Phonics: Vowel Patterns: /ô/; Vowel Patterns: ear, eer Fluency: Phrasing Spelling: Vowel Patterns: /ô/</p>	<p><u>Inflections -s, -es; Prefix mis-; Prefix dis-</u> <u>Vocabulary Strategy:</u> <u>Reference Sources</u></p> <p><u>READING</u> <u>Texts:</u> myBook; Read Aloud <u>Skills and Strategies</u> <u>Text Features, Make Connections, Text Organization, Characters, Retell, Figurative Language, Story Structure, Synthesize, Cause and Effect</u> <u>Research</u> <u>Choose and Use Sources</u></p>	<p>Prewriting II: Choosing a Topic Drafting I: Steps in a Process Drafting II: Completing the Draft Revising I: Integrating Time-Order Words Revising II: Conferencing</p> <p>Week 3: Writing Form: Procedural Text Revising III: Introducing Parallel Structure Editing: Peer Proofreading Publishing I: Writing the Final Copy Publishing II: Procedural Text Sharing a Procedural Text</p>	
3	Module 9: Home Sweet Habitat!	<p>CC.1.1.2.D.2 CC.1.1.2.D.3 CC.1.1.2.D.4 CC.1.1.2.E.1 CC.1.1.2.E.2 CC.1.1.2.E.3 CC.1.2.2.B</p>	How do living things in a habitat depend on each other?	<p>FOUNDATIONAL SKILLS</p> <p>Week 1: High-Frequency Words: everyone,</p>	<p>BUILD KNOWLEDGE & LANGUAGE Get Curious Video: Creature Comforts Big Idea Words: ecosystem, habitat, species</p>	<p>WRITING WORKSHOP</p> <p>Week 1: Writing Form: Research Report Priming the Students Priming the Text The Read Vocabulary</p>	<p>Weekly Assessments</p> <p>Selection Quiz (after first read of each selection)</p> <p>Leveled Reader Quiz</p>

		<p>CC.1.2.2.C CC.1.2.2.E CC.1.2.2.F CC.1.2.2.G CC.1.2.2.H CC.1.2.2.I CC.1.2.2.K CC.1.2.2.J CC.1.2.2.L CC.1.3.2.A CC.1.3.2.F CC.1.3.2.I CC.1.3.2.J CC.1.4.2.A CC.1.4.2.B CC.1.4.2.C CC.1.4.2.D CC.1.4.2.F.2 CC.1.4.2.F.3 CC.1.4.2.L.2 CC.1.4.2.L.3 CC.1.4.2.R.2 CC.1.4.2.R.3 CC.1.4.2.T CC.1.4.2.W CC.1.4.2.X CC.1.5.2.A CC.1.5.2.D CC.1.5.2.E</p>		<p>everything, himself, maybe, nothing, outside, some, someone, sometimes, without</p> <p>Phonological Awareness Phonics: Prefix pre-, Multisyllabic Words Phonological Awareness Phonics: Prefix pre-, Multisyllabic Words Fluency: Phrasing Spelling: Compound Words</p> <p>Week 2: High-Frequency Words: couldn't, don't, however, I'll, live, put, should, that's, very, you're Phonological Awareness Phonics: Three-Letter Blends, Contractions Fluency: Expression Spelling: Contractions</p> <p>Week 3: High-Frequency Words: above, again, along, myself, once, piece, something, table, they, wanted</p>	<p>VOCABULARY Oral Language Power Words Generative Vocabulary: Words That Name Places, Prefix mis-, Prefix pre- Vocabulary Strategy: Context Clues</p> <p>READING Texts: myBook; Read Aloud Skills and Strategies Ideas and Support; Figurative Language; Ask and Answer Questions; Text Organization; Monitor and Clarify; Text Features; Create Mental Images; Elements of Poetry; Retell; Chronological Order Media Literacy Digital Reference Sources</p>	<p>Prewriting I: Preparing to Write a Research Report</p> <p>Week 2: Writing Form: Research Report Prewriting II: Choosing a Topic Prewriting III: Conducting Research Drafting I: Adding Facts Drafting II: Completing the Draft Revising I: Integrating Compound Sentences</p> <p>Week 3: Writing Form: Research Report Revising II: Conferencing Revising III: Sentence Structure Editing: Peer Proofreading Publishing a Research Report Sharing a Research Report</p>	<p>Guided Reading Benchmark Assessment (one per level A-W)</p> <p>Module Assessment</p>
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				<p>Phonological Awareness Phonics: Consonant + le, Syllable Types Fluency: Intonation Spelling: Soft g (-ge, -dge)</p>			
4	<p>Module 10: Many Cultures, One World</p>	CC.1.1.2.D.2 CC.1.1.2.D.3 CC.1.1.2.D.4 CC.1.1.2.E.1 CC.1.1.2.E.2 CC.1.1.2.E.3 CC.1.2.2.A CC.1.2.2.B CC.1.2.2.C CC.1.2.2.E CC.1.2.2.F CC.1.2.2.G CC.1.2.2.I CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L CC.1.3.2.A CC.1.3.2.B CC.1.3.2.C CC.1.3.2.E CC.1.3.2.G CC.1.3.2.I CC.1.3.2.J CC.1.4.2.A CC.1.4.2.B CC.1.4.2.C CC.1.4.2.D CC.1.4.2.T CC.1.4.2.W CC.1.4.2.V CC.1.4.2.X CC.1.5.2.A	What can we learn from different people and cultures?	<p><u>Week 1:</u> FOUNDATIONAL SKILLS</p> <p>High-Frequency Words: against, cover, early, getting, here, hurry, much, stopped, toward, your</p> <p>Phonological Awareness</p> <p>Phonics: Prefix mis-, Affixes Review Fluency: Intonation Spelling: Inflections -ed, -ing</p> <p><u>Week 2:</u> FOUNDATIONAL SKILLS</p> <p>High-Frequency Words: area, around, coming, from, goes, going, second, seemed, there, who</p> <p>Phonological Awareness</p>	<p>BUILD KNOWLEDGE & LANGUAGE</p> <p>BUILD KNOWLEDGE & LANGUAGE</p> <p>Get Curious Video: Fiesta! Big Idea Words: culture, harmony, heritage</p> <p>VOCABULARY Oral Language: Power Words</p> <p>Generative Vocabulary: Suffixes -ion, -tion, -sion Suffixes -y, -ly</p> <p>Vocabulary Strategy Shades of Meaning</p> <p>READING</p> <p>Texts</p> <ul style="list-style-type: none"> • myBook • Read Aloud 	<p><u>Week 1</u> WRITING WORKSHOP</p> <p>Writing Form: Thank-You Letter</p> <p>Priming the Students Priming the Text The Read Vocabulary Prewriting I: Types of Correspondence</p> <p><u>Week 2</u> WRITING WORKSHOP Writing Form: Thank-You Letter Prewriting II: Choosing a Topic Drafting I: The Body of the Letter Drafting II: Completing the Draft Revising I: Letter Structure Revising II: Conferencing</p> <p><u>Week 3</u> WRITING WORKSHOP Writing Form: Thank-You Letter</p>	Weekly Assessments Selection Quiz (after first read of each selection) Leveled Reader Quiz Guided Reading Benchmark Assessment (one per level A-W) Module Assessment

		CC.1.5.2.B CC.1.5.2.E		<p>Phonics: Open and Closed Syllables, Syllable Division Patterns</p> <p>Fluency: Accuracy and Self-Correction</p> <p>Spelling: Inflections -ed, -ing</p> <p><u>Week 3:</u> FOUNDATIONAL SKILLS</p> <p>High-Frequency Words: ago, carry, many, money, only, ride, sky, study, wasn't, world</p> <p>Phonological Awareness</p> <p>Phonics: Long a, e; Multisyllabic Words: Long a, e</p> <p>Fluency: Reading Rate</p> <p>Spelling: Long e (y)</p>	<p>Skills and Strategies Text Features, Figurative Language, Make Inferences, Theme, Story Structure, Make and Confirm Predictions, Central Idea, Make Connections, Graphic Features</p> <p>Research Follow a Research Plan</p>	<p>Revising III: Using Compound Structure Editing: Peer Proofreading Publishing I: Writing the Final Copy Publishing II: Thank-You Letter Sharing a Thank-You Letter</p>	
4	Module 11: Genre Study: Nonfiction	CC.1.1.2.D.2 CC.1.1.2.D.4 CC.1.1.2.E.1 CC.1.1.2.E.2 CC.1.4.2.F.3 CC.1.4.2.L.3 CC.1.4.2.R.3	What are the characteristics of a biography, opinion writing, and informational text?	<p><u>Week 1:</u> FOUNDATIONAL SKILLS</p> <p>High-Frequency Words: brother, happened, happy, help, home, mama, papa, sister, suddenly, surprise</p> <p>Phonological Awareness</p>	<p>Vocabulary - N/A</p> <p>READING</p> <p>Texts</p> <p>myBook Read Aloud</p> <p>READING</p> <p>Skills and Strategies</p>	<p><u>Week 1</u> WRITING WORKSHOP</p> <p>Writing Form: Personal Narrative Priming the Students Priming the Text The Read Vocabulary Prewriting I: Understanding the Prompt</p>	<p>Weekly Assessments</p> <p>Selection Quiz (after first read of each selection)</p> <p>Leveled Reader Quiz</p> <p>Guided Reading Benchmark Assessment (one per level A-W)</p>

			<p>Phonics: Vowel Team Syllables, Syllable Division Patterns</p> <p>Fluency: Intonation</p> <p>Spelling: Suffixes -ly, -ful, -er, -est</p> <p><u>Week 2:</u> FOUNDATIONAL SKILLS</p> <p>High-Frequency Words: away, because, country, earth, else, green, plant, rain, sea, sun</p> <p>Phonological Awareness</p> <p>Phonics: r-Controlled Vowel Syllables, Multisyllabic Words</p> <p>Fluency: Phrasing</p> <p>Spelling: Prefixes un-, re-, dis-</p> <p><u>Week 3:</u> FOUNDATIONAL SKILLS</p>	<p>Biography Central Idea Text Organization Synthesize Knowledge Opinion Writing Author's Purpose Ideas and Support Informational Text Text Features</p>	<p><u>Week 2</u> WRITING WORKSHOP</p> <p>Writing Form: Personal Narrative Prewriting II: Choosing a Topic Drafting I: Elements of Narrative Drafting II: Completing the Draft Revising I: Adding Details Revising II Conferencing</p> <p><u>Week 3</u> WRITING WORKSHOP</p> <p>Writing Form: Personal Narrative</p> <p>Revising III: Run-On Sentences and Punctuation Editing: Peer Proofreading Publishing I: Writing the Final Copy Publishing II: Personal Narrative Sharing a Personal Narrative</p>	Module Assessment
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				<p>High-Frequency Words: bed, enough, family, list, oh, people, shop, sleep, today, tomorrow</p> <p>Phonological Awareness</p> <p>Phonics: Final e Syllables, Multisyllabic Words: Final e Syllables</p> <p>Fluency: Expression</p> <p>Spelling: Final e and Vowel Team Syllables</p>			
4	<p>Module 12: Genre Study: Literary Texts</p>	<p>CC.1.1.2.D.4 CC.1.1.2.E.1 CC.1.1.2.E.2 CC.1.1.2.E.3 C.1.3.2.A CC.1.3.2.C CC.1.3.2.D CC.1.3.2.E CC.1.3.2.F CC.1.3.2.G CC.1.4.2.F.3 CC.1.4.2.L.3 CC.1.4.2.R.3</p>	<p>What are the characteristics of realistic fiction, fantasy, and poetry?</p>	<p><u>Week 1:</u> FOUNDATIONAL SKILLS</p> <p>High-Frequency Words: animal, cut, inside, measure, pick, picture, question, rock, turned, where</p> <p>Phonological Awareness</p> <p>Phonics: Final Stable Syllables, Multisyllabic Words: Final Stable Syllables</p> <p>Fluency: Reading Rate</p> <p>Spelling: Triple Blends, Final Stable Syllables</p>	<p>Vocabulary - N/A</p> <p>READING</p> <p>Texts</p> <p>myBook Read Aloud</p> <p>READING (continued)</p> <p>Skills and Strategies</p> <p>Realistic Fiction Characters Story Structure Synthesize Knowledge</p>	<p><u>Week 1</u> WRITING WORKSHOP</p> <p>Writing Form: Opinion Essay Priming the Students Priming the Text The Read Vocabulary Prewriting I: Elements of Opinion Text</p> <p><u>Week 2</u> WRITING WORKSHOP</p> <p>Writing Form: Opinion Essay Prewriting II: Identifying Your Opinion Drafting I: Organizing Your Ideas Drafting II: Completing the Draft</p>	<p>Spring Benchmark</p> <p>Weekly Assessments</p> <p>Selection Quiz (after first read of each selection) Leveled Reader Quiz</p> <p>Guided Reading Benchmark Assessment (one per level A-W)</p> <p>Module Assessment</p>

			<p><u>Week 2:</u> FOUNDATIONAL SKILLS</p> <p>High-Frequency Words: America, can't, complete, easy, eyes, love, reached, sentence, state, watch</p> <p>Phonological Awareness</p> <p>Phonics: Review of Syllable Types Fluency: Accuracy and Self-Correction Spelling: Final Digraph/Trigraph -ch, -tch</p> <p><u>Week 3:</u> FOUNDATIONAL SKILLS</p> <p>High-Frequency Words: busy, different, doing, I'm, idea, important, mind, next, plan, tried</p> <p>Phonological Awareness</p> <p>Phonics: Review Affixes</p> <p>Fluency: Intonation</p> <p>Spelling: Open and Closed Syllables</p>		<p>Revising I: Adding Linking Words</p> <p>Revising II: Conferencing</p> <p><u>Week 3</u></p> <p>WRITING WORKSHOP</p> <p>Writing Form: Opinion Essay</p> <p>Revising III: Strengthening a Conclusion Editing: Peer Proofreading Publishing I: Writing the Final Copy Publishing II: Opinion Essay Sharing an Opinion Essay</p>	
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