1A - Mel Haugh
1B - Sandy Woodford
1C - Heather Umholtz
1D - Amanda Roach/Melissa Pytak
1E - Gina Ryan

Language Arts Curriculum Map

1st Grade

Week	Unit 1 – What Makes You Special?	Lessons	Objectives	Standards and Eligible Content	Resources	Assessments	Adaptations Modifications	Vocab
1	What do you do at your school? Realistic Fiction Social Studies – Follow The Rules	Key Details Visualize Phoneme Isolation Short a sound Inflectional ending –s Text Evidence Word Work—Heggerty and ECRI Routines	Follow agreed upon rules for discussion (e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion. Demonstrate understanding of the organization and basic features of print. Decode regularly spelled one-syllable words. Identify rhyming words. Apply phonics when decoding words with short a. Recognize and read grade-	1.1.5c CC.1.2.1.K Rf.1.2 Rf.1.3 Rf.1.3g CC.1.1.1.C CC.1.4.1.I CC.1.4.1.K CC.1.1.1.C CC.1.1.1.D	Unit 1 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Story Evaluation High Frequency Word Assessment	Reading assessments read aloud to students	learn subjects common object recognize High Frequency Words Fry Words

			appropriate irregularly spelled words. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Ask questions to clear up any confusion about the topics and texts under discussion. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. Read words with inflectional endings. Ask and answer questions about key details in a text.					
	Unit 1	Lessons	Objectives		Resources	Assessments	Adaptations Modifications	Vocab
2	What is it like where you live?	Key Details Visualize	Demonstrate understanding of the organization and basic		Unit 1 Reading Wonders	Story Evaluation	Reading assessments read aloud to students	city country bored feast

	Fantasy Social Studies – The World Around You	Alliteration short i Phoneme categorization Text Evidence Word Work—Heggerty and ECRI Routines	features of print Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. Orally pronounce single-syllable words by blending sounds (phonemes), including consonant blends. Read grade-level text orally with accuracy, appropriate rate, and expression.		Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	High Frequency Word Assessment		scurried High Frequency Words Fry Words

3	Unit 1 What makes a pet special? Fantasy Science – What Pets Need	Lessons Visualize Contrast vowel sounds l-blends Key details Phoneme substitution Ask questions Text Evidence Word Work—Heggerty and ECRI Routines	Objectives Ask questions to clear up any confusion about the topics and texts under discussion. Demonstrate understanding of the organization and basic features of print. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Decode regularly spelled one-syllable words. Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Read grade-level text orally with accuracy.		Resources Unit 1 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications Reading assessments read aloud to students	Vocab care train companion groom popular High Frequency Words Fry Words

			appropriate rate and expression. Read words with inflectional endings.					
4	Unit 1 What do friends do together? Informational Text Nonfiction	Lessons Key Details Ask and Answer Questions Word Work—Heggerty and ECRI Routines	Objectives Follow agreed upon rules for discussion (e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion.		Resources Unit 1 Reading Wonders Leveled Readers Online Activities	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications Reading assessments read aloud to students	Vocab cooperate relationship chore collect deliver High Frequency Words Fry Words

Social Studies – Getting Along	Phonics Spelling Short o ABC order Questions and Exclamations	Ask and answer questions about key details in text; Demonstrate understanding of the organization and basic features of print; Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words; Decode regularly spelled one-syllable words; recognize and read grade appropriate irregularly spelled words; Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; identify the main topic and retell key details of a text; Read grade-level		Practice Book Leveled Workstation Cards; Weekly Assessment				

			textorally with accuracy appropriate rate and expression					
5	Unit 1 How does your body move? Science – Keep Moving Informational Text Nonfiction	Lessons Key Details Ask and Answer Questions Word Work—Heggerty and ECRI Routines Phonics Spelling: r Blends and s Blends Possessives Capitalization and Punctuation Questions and Exclamations	Objectives Build on other's talk in conversations by responding to the comments of others through multiple exchanges. Ask and answer questions about key details in a text. Decode regularly spelled one-syllable words. Recognize and read grade-appropriate irregularly spelled words. Segment spoken single-syllable words into their complete sentence of individual sounds. Identify the main topic and retell key details of a text. Delete sounds in		Resources Unit 1 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications Reading assessments read aloud to students	Vocab exercise physical agree difficult exhausted High Frequency Words Fry Words

			words Know and use various text features					
W e e k 1	Unit 2 – What Makes A Community What jobs need to be done in a community? Realistic Fiction Social Studies—People at Work	Lessons Character, Setting, Events Make and Confirm Predictions Phoneme Isolation Phoneme Blending Short e sound Inflectional Ending –ed Nouns Commas in a Series Word Work—Heggerty and ECRI Routines	Objectives Build on others' talk in conversations responding to the comments of others through multiple exchanges Demonstrate understanding of the organization and basic features of print Orally produce single-syllable words by blending sounds Decode regularly spelled one-syllable words Recognize and read grade-appropriate irregularly spelled words Spell untaught words phonetically	Standards and Eligible Content SL.1.1b RF.1.1 RF.1.2b RF.1.3b RF.1.3g L.1.2e	Resources Unit 2 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications Reading assessments read aloud to students	Vocab community occupation equipment fortunately astonishing High Frequency Words Fry Words

			drawing on phonemic awareness and spelling conventions					
			Ask and answer questions about key details in a text read aloud or information presented orally or through other media	SL.1.2				
			Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	RF.1.2C				
			Read words with inflectional endings	RF.1.3f				
			Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	L.1.2d				
			Describe characters, settings, and major events in a story, using key details	RL.1.3				
			Retell stories, including key	RL.1.2				

			details and demonstrate understanding of their central message					
			Read grade-level text orally with accuracy, appropriate rate, and expression	RF.1.4c				
			Use the illustrations and details in a text to describe its key ideas	RI.1.7				
2	Unit 2	Lessons	Objectives		Resources	Assessments	Adaptations Modifications	Vocab
	What buildings do you know? What are they made of?	Sound Spellings	Follow agreed upon rules for discussions	SL.1.1b	Unit 2 Reading Wonders	Story Evaluation	Reading assessments read aloud to students	shelter materials collapsed furious refused
	Fantasy	Rhyme	Recognize the distinguishing features of a sentence	RF.1.1a	Leveled Readers	High Frequency Word Assessment		High Frequency Words
	Social Studies: Houses Around the World	Short u			Online Activities			Fry Words
		Phoneme Identity		RF.1.2c	Practice Book			
		Contractions with 's	Decode regularly spelled one-syllable words	RF.1.3g				
		Make and Confirm Predictions	Recognize and read grade-appropriate irregularly spelled words		Leveled Workstation Cards			
		Phoneme Blending			Weekly Assessment			
		Singular and	Use conventional spelling for	RF.1.2c				

		Plural Nouns Apostrophe with Contractions Word Work—Heggerty and ECRI Routines	words with common spelling patterns and for frequently occurring irregular words L.1.1b Use common, proper, and possessive nouns SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words RL.1.3 Describe characters, settings, and major events in a story, using key details RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message RF.1.4b Read grade-level					

			text orally with accuracy, appropriate rate, and expression	R. 1.2b				
			Orally produce single-syllable words by blending sounds including consonant blends	RI.1.5				
			Know and use various text features to locate key facts or information in a text	RF.1.2d				
			Segment spoken single-syllable words into their complete sequence of individual sounds					
3	Unit 2	Lessons	Objectives		Resources	Assessments	Adaptations Modifications	Vocab
	Where do animals live together?	Word Work—Heggerty and ECRI Routines	Follow agreed upon rules for discussion	SL.1.1a	Unit 2 Reading Wonders	Story Evaluation	Reading assessments read aloud to students	depend habitat hibernate tolerate tranquil
	Informational Text Nonfiction	Sounds Spellings	Recognize the distinguishing features of a sentence	RF.1.1a	Leveled Readers	High Frequency Word Assessment		High Frequency Words
	Science—Animal Homes	Phoneme Categorization End Blends	Isolate and pronounce initial, medial vowel	RF.1.2c	Online Activities Practice			Fry Words

		Phoneme Blending Inflectional Ending –ing Main Topic and Key Details Reread Phoneme Substitution Possessive Nouns Apostrophe with Possessive Nouns	and final sounds in single-syllable words Decode regularly spelled one-syllable words Recognize and read grade-appropriate irregularly spelled words Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions Use common, proper and possessive nouns Ask and answer questions about key details in a text read aloud or information presented orally or through other media Orally produce single-syllable words by blending sounds including consonant blends	RF.1.3b RF.1.3g L.1.2e L.1.1b SL.1.2 RF.1.2b	Book Leveled Workstation Cards Weekly Assessment			

			Read words with inflectional endings	RF.1.3f				
			Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	L.1.2d				
			Identify the main topic and retell key details of a text	RI.1.2				
			Read grade level text orally with accuracy, appropriate rate, and expression	RF.1.4b				
			Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	RL.1.4				
4	Unit 2	Lessons	Objectives		Resources	Assessments	Adaptations Modifications	Vocab
	How do people help	Word Work – Heggerty	Ask questions to clear up any	SL.1.1c	Unit 2	Story Evaluation	Reading	leadership

	out in the community? Fantasy Social Studies—Help Your Community	and ECRI Routines Reread Sound Spellings Phoneme Isolation Phonics and Spelling th, sh, -ng Phoneme Categorization Closed Syllables Character, Setting and Events Phoneme Blending Common and Proper Nouns Capitalize Proper Nouns	confusion about the topics and texts under discussion Demonstrate understanding of the organization and basic features of print Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words Decode regularly spelled one-syllable words Recognize and read grade-appropriate irregularly spelled words Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions Use common, proper, and possessive nouns Ask and answer questions about	RF.1.1 RF.1.2c RF.1.3b RF.1.3g L.1.2e L.1.1b SL.1.2	Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	High Frequency Word Assessment	assessments read aloud to students	admire connections enjoy rely High Frequency Words Fry Words

			key details in a text read aloud or information presented orally or through other media					
			Know the spelling-sound correspondences for common consonant digraphs	RF.1.3a				
			Decode 2 syllable words following basic patterns by breaking the words into syllables	RF.1.3e				
			Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	L.1.2d				
			Describe characters, settings, and major events in a story, using key details	RL.1.3				
			Read grade-level text orally with accuracy, appropriate rate, and expression	RF.1.4b				

5	Unit 2 How can you find your way around? Informational Text Nonfiction Social Studies—Maps	Lessons	Objectives			Resources	Assessments	Adaptations Modifications	Vocab
		Word Work—Heggerty and ECRI Routines	Follow agreed upon rules for discussions	SL.1.1a		Unit 2 Reading Wonders	Story Evaluation	Reading assessments read aloud to students	locate route height model separate
		Sound spellings	Recognize the distinguishing features of a sentence	RF.1.1a		Leveled Readers	High Frequency Word Assessment		High Frequency Words
		Phoneme Segementation	Segment spoken single-syllable words into their complete sequence of individual sounds	RF.1.2d		Online Activities			Fry Words
		Consonant Digraphs ch tch -wh, ph				Practice Book			
		Reread				Leveled Workstation Cards			
		Phoneme Addition Inflectional Ending –es	Know the spelling-sound correspondences for common consonant digraphs	RF.1.3a		Weekly Assessment			

		Main Topic and Key Details Phoneme Blending Irregular Plural Nouns Capital Letters and Periods	Recognize and read grade-appropriate irregularly spelled words Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words Decode regularly spelled one-syllable words Ask and answer questions about key details in a text read aloud or information presented orally or through other media Know the spelling sound correspondences for common consonant digraphs Read words with inflectional endings Identify the main topic and retell key details of a	RF.1.3g L.1.2d RF.1.3b SL.1.2 RF.1.3a RF.1.3f RI.1.2				

			text Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups	SL.1.1				
			Retell stories, including key details, and demonstrate understanding of their central message	RL.1.2				
W e e k 1	Unit 3 – What Can Happen Over Time? How Do We Measure Time? Fantasy Social Studies—Measuring Time	Lessons Word Work—Heggerty and ECRI Routines Make and Confirm Predictions Sound Spellings Phoneme Identity Long a Sound Phoneme Addition	Objectives Follow agreed upon rules for discussions Recognize the distinguishing features of a sentence Distinguish long from short vowel sounds in spoken single-syllable words Know final –e and common vowel team	SL.1.1a RF.1.1a RF.1.2a RF.1.3c	Resources Unit 3 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications None	Vocab schedule immediately weekend calendar occasion High Frequency Words Fry Words

		Contractions with Not Character, Setting, Plot Phoneme Substitution Verbs Commas in a Series	conventions for representing long vowel sounds Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions Decode regularly spelled one-syllable words Recognize and read grade-appropriate irregularly spelled words Use commas in dates and to separate single words in a sentence Ask and answer questions about key details in a	L.1.2d L.1.2c RF.1.3b RF.1.3g L.1.2c SL.1.2				

			text read aloud or information presented orally or through other media					
			Identify who is telling the story at various points in a text	RL.1.6				
			Retell stories, including key details, and demonstrate understanding of their central message	RL.1.2				
			Read grade-level text orally with accuracy, appropriate rate, and expression	RF.1.4b				
			Orally produce single-syllable words by blending sounds, including consonant blends	RF.1.2b				
			Know and use various text features to locate key facts or information in a text	RI.2.5				
			Isolate and pronounce initial, medial vowel,	RF.1.2c				

			and final sounds in spoken single-syllable words					
			Segment spoken single-syllable words into their complete sequence of individual sounds	RF.1.2d				
			Recognize that verbs show action					
2	Unit 3	Lessons	Objectives		Resources	Assessments	Adaptations Modifications	Vocab
	How do plants change as they grow?	Word Work—Heggerty and ECRI Routines	Build on others' talk in conversations by responding to the comments of others through multiple exchanges	SL.1.1b	Unit 3 Reading Wonders	Story Evaluation	None	bloom sprout grasped assist spied
	Play	Make and Confirm Predictions			Leveled Readers	High Frequency Word Assessment		High Frequency Words
	Science—Helping Plants Grow				Online Activities			Fry Words
		Sound Spellings	Recognize the distinguishing features of a sentence	RF.1.1a	Practice Book			
		Alliteration			Leveled Workstation Cards			
		Long I spelled i_e	Decode regularly spelled one-syllable words	RF.1.3b	Weekly Assessment			
		Phoneme Deletion						
		Plurals						
		Plot: Sequence	Know final -e and common	RF.1.3c				

		Phoneme Segmentation Diagram Phoneme Blending Present Tense Verbs Title of Plays	vowel team conventions for representing long vowel sounds Recognize and generate alliteration Recognize and read grade-appropriate irregularly spelled words Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words Use verbs to convey a sense of past, present, and future Ask and answer questions about key details in a text read aloud or information presented orally or through other media Read words with inflectional endings Describe characters,	RF.1.3g L.1.2d L.1.1e SL.1.2 RF.1.3f RL.1.3				

			settings, and major events in a story, using key details					
			Identify who is telling the story at various points in a text	RL.1.6				
			Retell stories, including key details, and demonstrate understanding of their central message	RL.1.2				
			Segment spoken single-syllable words into their complete sequence of individual sounds	RF.1.2d				
			Know and use various text features to locate key facts or information in a text efficiently	RI.1.5				
			Read plural words					

3	Unit 3 What is a folktale? Folktale Social Studies—How We Celebrate	Lessons Word Work—Heggerty and ECRI Routines Make and Confirm Predictions Sound Spellings Rhyme Phonics and Spelling—Soft c, Soft g, dge Phoneme Segmentation Inflectional Endings –ed, –ing Plot: Cause and Effect Phoneme Blending Past and Future Tense Verbs Commas in a Series	Objectives Follow agreed-upon rules for discussions Recognize the distinguishing features of a sentence Decode regularly spelled one-syllable words Identify and generate rhyming words Recognize and read grade-appropriate irregularly spelled words Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions Understand folktale genre Use verbs to convey a sense of past, present, and future Ask and answer questions about key details in a	SL.1.1a RF.1.1a RF.1.3b RF.1.3g L.1.2e L.1.1e SL.1.3	Resources Unit 3 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications None	Vocab tale hero timid foolish eventually High Frequency Words Fry Words

			text read aloud or information presented orally or through other media	RF.1.2d				
			Segment spoken single-syllable words into their complete sequence of individual sounds	RF.1.2d				
			Read words with inflectional endings	RF.1.3f				
			Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	L.1.2d				
			Describe characters, settings, and major events in a story, using key details	RL.1.3				
			Retell stories, including key details, and demonstrate understanding of their central message	RL.1.2				
			Read grade level	RF.1.4b				

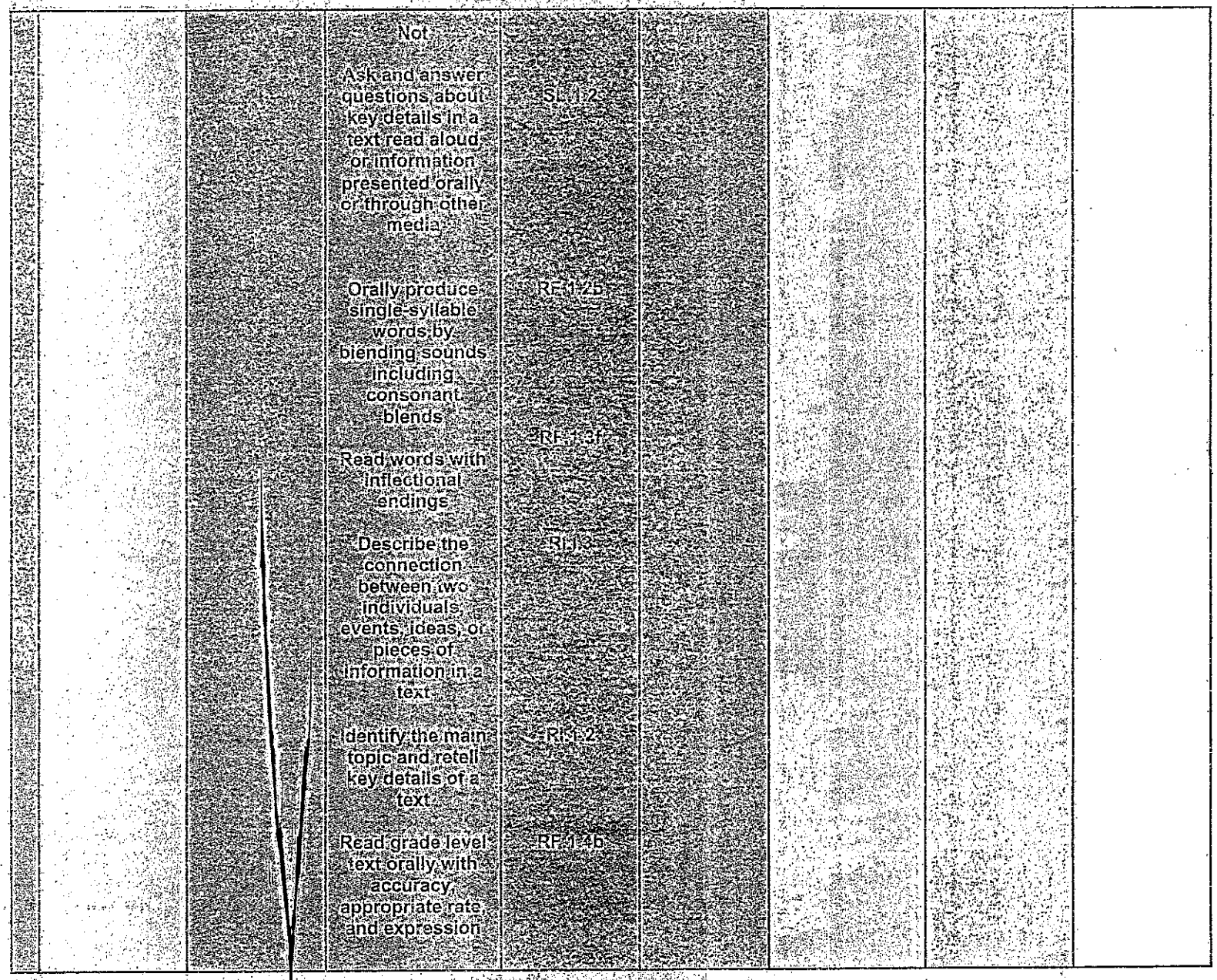
			text orally with accuracy, appropriate rate, and expression Orally produce single-syllable words by blending sounds including consonant blends Use commas in dates and to separate single words in a series Describe how words and phrases supply rhythm and meaning in a story, poem, or song	RF.1.2b L.1.2c RL.2.4				
4	Unit 3 How is life different than it was long ago?	Lessons Word Work—Heggerty and ECRI Routines	Objectives Follow agreed-upon rules for discussions Participate in	SL.1.1a SL.1.1	Resources Unit 3 Reading Wonders Leveled	Assessments Story Evaluation High Frequency	Adaptations Modifications None	Vocab century past present future entertainment

	Nonfiction Social Studies—Life Long Ago	Reread Sound Spellings Phoneme Segmentation Phonics and Spelling Long o, long u, and long e Phoneme Isolation CVCe Syllables Connections within Text: Compare and Contrast Text Features: Captions *Is* and *Are* Commas in Dates	collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Segment spoken single-syllable words into their complete sequence of individual sounds 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 Recognize and read grade-appropriate irregularly spelled words Decode regularly spelled one-syllable words	RF.1.2d RF.1.3c L.1.2d RF.1.3g RF.1.3b RF.1.3g	Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Word Assessment		High Frequency Words Fry Words

			Recognize and read grade-appropriate irregularly spelled words						
			Understand nonfiction genre	L.1.1c					
			Use singular and plural nouns with matching verbs in basic sentences	L.1.1e					
			Use verbs to convey a sense of past, present, and future	SL.1.2					
			Ask and answer questions about key details in a text read aloud or information presented orally or through other media	RF.1.2c					
			Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words	RF.1.3c					
			Decode two-syllable words following basic patterns by breaking the words into syllables	RI.1.1					

		Ask and answer questions about key details in a text. RL.1.1						
		Use commas in dates and to separate single words in a series. L.1.2c						
		Retell stories, including key details, and demonstrate understanding of their central message. RL.1.2						
		Read grade-level text orally with accuracy, appropriate rate, and expression. RF.1.4b						
		Use the illustrations and details in a text to describe its key ideas. RL.1.7						
		Orally produce single-syllable words by blending sounds, including consonant blends. RF.1.2b						

	Unit 3 How do we get our food? Informational Text Nonfiction Social Studies—From Farm to Table	Lessons Word Work—Heggerty and ECRI Routines Reread Sound Spellings Phoneme Segmentation Phonics and Spelling—oo, u Phoneme Blending Inflectional Endings –ed, -ing Connections within Text Sequence Phoneme Deletion Text Feature: Chart Contractions with Not Apostrophes in Contractions	Objectives Follow agreed upon rules for discussions Demonstrate the understanding of the organization and basic features of print Segment spoken single-syllable words into their complete sequence of individual sounds Decode regularly spelled one-syllable words Recognize and read grade-appropriate irregularly spelled words Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words Understand nonfiction genre Form contractions with	SL.1.1a RF.1.1 RF.1.2d RF.1.3b RF.1.3g L.1.2d	Resources Unit 3 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications None	Vocab delicious nutritious delighted enormous responsibility High Frequency Words Fry Words


Not
Ask and answer questions about key details in a text read aloud or information presented orally or through other media
SL.1.2
Orally produce single-syllable words by blending sounds including consonant blends
RF.1.2b
Read words with inflectional endings
RF.1.3f
Describe the connection between two individuals, events, ideas, or pieces of information in a text
RI.1.3
Identify the main topic and retell key details of a text
RI.1.2
Read grade level text orally with accuracy, appropriate rate, and expression
RF.1.4b

W e e k 1	Unit 4 What animals do you know about? What are they like? How do animals' bodies help them? Folktale Science–What Helps Animals Survive?	Lessons Word Work—Heggerty and ECRI Routines Ask and Answer Questions Sound Spellings Rhyme Phonics and Spelling: Long a spelled a, ai, ay Phoneme Categorization Alphabetical	Objectives Ask questions to clear up any confusion about the topics and texts under discussion Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Know final –e and common vowel team conventions for representing long vowel	RF.1.2c RI.1.5 SL.1.1c SL.1.1 RF.1.3c	Resources Unit 4 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications None	Vocab appearance feature determined predicament relief special splendid High Frequency Words Fry Words

		Order sounds						
		Plot Sequence	Identify and generate rhyming words	L.1.2e				
		Phoneme Blending	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	RF.1.3g				
		Use a Dictionary						
		Text Feature Chart						
		Was and Were	Recognize and read grade-appropriate irregularly spelled words	RF.1.3b				
		Apostrophes with Contractions	Decode regularly spelled one-syllable words	RF.1.3				
			Ask and answer questions about key details in a text					
			Understand folk-tale genre	L.1.1c				
			Use singular and plural nouns with matching verbs in basic sentences	L.1.1e				
			Use verbs to convey a sense of past, present, and future					

			Demonstrate correct use of was and were	RF.1.2c				
			Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words					
			Put words in ABC order	L.1.2d				
			Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	RL.1.3				
			Describe characters, settings, and major events in a story, using key details	RF.1.4b				
			Read on level text orally with accuracy, appropriate rate, and expression	RF.1.2b				
			Orally produce single-syllable words by blending sounds, including consonant blends	L.1.2.4e				

			Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	RI.1.4				
			Know and use various text features to locate key facts or information in a text.	RI.1.5				
			Use the illustrations and details in a text to describe its key ideas.	RI.1.7				
	Unit 4 How do animals help each other? Nonfiction 2 Science—Animal Needs	Lessons Word Work—Heggerty and ECRI routines Ask and Answer Questions Sound spellings	Objectives Follow agreed upon rules for discussions. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults	SL.1.1a SL.1.1	Resources Unit 4 Reading Wonders Leveled Readers Online Activities Practice	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications None	Vocab behavior beneficial dominant endangered instinct danger partner High Frequency Words

		Phoneme Identity Phonics and Spelling – Long e spelled e, ee, ea, ie Phoneme Segmentation Prefixes re, un, pre Main Idea and Key Details Rhyme Context Clues – Sentence Clues Text Feature: Captions Has and Have Capitalization and End Punctuation	in small and larger groups Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words Know final-e and common vowel team conventions for representing long vowel sounds. Recognize and read grade-appropriate irregularly spelled words Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words Decode regularly spelled one-syllable words Understand nonfiction genre Use end punctuation for sentences	RF.1.2c RF.1.3c RF.1.3g L.1.2d RF.1.3b L.1.2b	Book Leveled Workstation Cards Weekly Assessment			Fry Words

			Ask and answer questions about key details in a text read aloud or information presented orally or through other media	SL.1.2				
			Segment spoken single-syllable words into their complete sequence of individual sounds	RF.1.2d				
			Know and use various text features to locate key facts or information	RI.2.5				
			Identify the main topic and key details of a text	RI.2				
			Demonstrate correct use of has and have	RF.4b				
			Read grade level text orally with accuracy, appropriate rate and expression					
			Read words with prefixes re- un- pre-					

	Unit 4 How do animals survive in nature? Informational Text Nonfiction Science—Animal Behavior	Lessons	Objectives		Resources	Assessments	Adaptations Modifications	Vocab
		Word Work—Heggerty and ECRI Routines	Follow agreed upon rules for discussions	SL.1.1a	Unit 4 Reading Wonders	Story Evaluation	None	communicate superior survive provide wilderness search seek
		Ask and Answer Questions	Ask and answer questions about key details in a text	RI.1.1	Leveled Readers	High Frequency Word Assessment		
3		Sound spellings	Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words	RF.1.2c	Online Activities			High Frequency Words
		Phoneme Categorization			Practice Book			
		Long o	Know final –e and common vowel team conventions for representing long vowel sounds	RF.1.3c	Leveled Workstation Cards			Fry Words
		Phoneme Blending			Weekly Assessment			
		Open Syllables						
		Main Idea and Key Details	Recognize and read grade-appropriate irregularly spelled words	RF.1.3g				
		Contrast Sounds						
		Word Categories	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	L.1.2d				
		Sensory Words						
		Go and Do						
		Capitalize Proper Nouns	Decode regularly spelled one-syllable words	RF.1.3b				

Understand nonfiction genre								
Use verb to convey a sense of past, present and future								
Ask and answer questions about key details in a text read aloud or information presented orally or through other media								
Orally produce single-syllable words by blending sounds including consonant blends								
Decode 2 syllable words following basic patterns by breaking the word into syllables								
Identify the main topic and retell key details of a text								
Distinguish between information provided by pictures or other illustrations and								

			Information provided by the words in a text					
			Capitalize dates and names of people	L.1.2a				
			Read grade-level text orally with accuracy, appropriate rate, and expression	RF.1.4b				
			Identify sequence of events in a text					
			Identify and read words with open syllables					
			Define words by category and by one or more key attributes	L.1.5b				
			Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	RL.1.4				
4	Unit 4 What insects do you know about? How are they alike and different?	Lessons Word Work—Heggerty and ECRI Routines	Objectives Follow agreed upon rules for discussions	SL.1.1a	Resources Unit 4 Reading Wonders	Assessments Story Evaluation High	Adaptations Modifications None	Vocab different flutter imitate protect resemble

Fantasy Science—Animals in a Group	Visualize Sound Spellings Phoneme Categorization Long i Phoneme Identity Inflectional Endings Point of View Phoneme Segmentation Context Clues Sentence Clues Text Feature: Headings See and Saw Titles of Books	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words Know final -e and common vowel team conventions for representing long vowel sounds Recognize and read grade appropriate irregularly spelled words Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions Decode regularly spelled one-syllable words	SL.1.1 RF.1.2c *RF.1.3c RF.1.3b	Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Frequency Word Assessment		beautiful fancy High Frequency Words Fry Words

			Understand fantasy genre					
			Use verbs to convey a sense of past, present, and future	L.1.1a				
			Underline titles of books					
			Use see and saw correctly					
			Ask and answer questions about key details in a text read aloud or information presented orally or though other media	SL.1.2				
			Read words with inflectional endings	RF.1.3f				
			Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	L.1.2d				
			Identify who is telling the story at various points in a text	RL.2.6				
			Read grade-level text orally with accuracy					

			appropriate rate and expression	RF.1.4b				
			Use sentence-level context as a clue to the meaning of a word or phrase	L.1.4a				
			Know and use various text features to locate key facts or information in a text	RI.1.5				
5	Unit 4 How do people work with animals? Informational Text Nonfiction Social Studies—Jobs People Do	Lessons	Objectives		Resources	Assessments	Adaptations Modifications	Vocab
		Word Work—Heggerty and ECRI Routines	Follow agreed upon rules for discussions	SL.1.1a	Unit 4 Reading Wonders	Story Evaluation	None	advice career remarkable soothe trust clever signal
		Visualize	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups	SL.1.1	Leveled Readers	High Frequency Word Assessment		High Frequency Words
		Sounds Spellings			Online Activities			Fry Words
		Phoneme Categorization			Practice Book			
		Long e spelled ey and y			Leveled Workstation Cards			
		Phoneme Deletion	Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words	RF.1.2c	Weekly Assessment			
		Phoneme Addition						
			Decode regularly					

		Compound Words Connections Within Text Sequence Phoneme Blending Root Words Text Feature: Captions Adverbs That Tell When Commas in a Series	spelled one-syllable words Recognize and read grade-appropriate irregularly spelled words Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words Understand nonfiction genre Use commas in dates and to separate single words in a series Identify adverbs that tell when Ask and answer questions about key details in a text read aloud or information presented orally or through other media Identify real-life connections between words and their use	RF.1.3b RF.1.3g L.1.2d L.1.2c SL.1.2 L.1.5c				

			Delete phonemes in words					
			Use the illustrations and details in a text to describe its key ideas	RI.1.7				
			Use adverbs that tell when	RI.1.2				
			Identify the main topic and retell key details of a text					
			Read grade-level text orally with accuracy, appropriate rate, and expression	RF.1.4b				
			Orally produce single-syllable words by blending sounds including consonant blends	RF.1.2b				
			Decode 2-syllable words following basic patterns by breaking the words into syllables	RF.1.3e				
			Identify frequently occurring root words and their inflectional forms	L.1.4c				

Week	Unit 5	Lessons	Objectives		Resources	Assessments	Adaptations Modifications	Vocab
1	How can we make sense of the world around us? How can we classify and categorize things? Fantasy Science—Sorting Objects	Word Work—Heggerty and ECRI Routines Make and Confirm Predictions Sound Spellings Contrast Vowel Sounds Spelling and Phonics /ar/ sound Phoneme Categorization Irregular Plurals Point of View Phoneme Blending	Know and use various text features to locate key facts or information in a text efficiently Ask questions to clear up any confusion about the topics and texts under discussion Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words Decode regularly spelled one-syllable words Recognize and	RI.2.5 SL.1.1c SL.1.1 RF.1.2c RF.1.3b RF.1.3g	Unit 5 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Story Evaluation High Frequency Word Assessment	None	classify distinguish entire organize startled trouble whole High Frequency Words Fry Words

		Context Clues and Multiple Meanings Text Feature: Photographs and Illustrations Phoneme Segmentation Words that Join Capitalize Proper Nouns	read grade appropriate irregularly spelled words Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions Understand fantasy genre Use frequently occurring conjunctions Combine sentences Capitalize names of places Ask and answer questions about key details in a text read aloud or information presented orally or through other media Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	L.1.2e L.1.2d RL.2.6				

			Identify who is telling the story at various points in a text					
				RF.1.4b				
			Read grade level text orally with accuracy, appropriate rate, and expression					
				RF.1.2b				
			Orally produce single-syllable words by blending sounds, including consonant blends					
				L.1.4a				
			Use sentence-level context as a clue to the meaning of a word or phrase					
				RF.1.7				
			Use the illustrations and details in a text to describe its key ideas					
			Recognize and use irregular plurals					
2	Unit 5 What can you see in the sky?	Lessons Word Work—Heggerty	Objectives Follow agreed upon rules for	SL.1.1a	Resources Unit 5	Assessments Story Evaluation	Adaptations Modifications	Vocab certain observe

	Fantasy Science—What's in the sky?	and ECRI Routines Make and Confirm Predictions Sound Spellings Identify and Generate Rhyme Spelling and Phonics: /ur/ Phoneme Substitution Inflectional Ending –er Plot: Cause and Effect Phoneme Blending Shades of Meaning: Intensity Phoneme Deletion Text Feature: Captions Adjectives Capitalization and End Marks	discussions Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Decode regularly spelled one-syllable words Recognize and generate rhyming words Recognize and read grade-appropriate irregularly spelled words Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words Understand Fantasy Genre Use frequently occurring adjectives	SL.1.1 RF.1.3b RF.1.3g L.1.2d L.1.1f	Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	High Frequency Word Assessment	None	remained thoughtful vast leaped stretched High Frequency Words Fry Words

			Use capitalization and end punctuation in sentences	SL.1.2				
			Ask and answer questions about key details in a text read aloud or information presented orally or through other media	RF.1.3f				
			Read words with inflectional endings	RL.1.3				
			Substitute phonemes in words					
			Describe characters, settings, and major events in a story, using key details	RF.1.4b				
			Read grade-level text orally with accuracy, appropriate rate and expression	RF.1.2b				
			Orally produce single-syllable words by blending sounds including consonant blends	RI.2.5				
			Know and use					

			various text features to locate key facts or information in a text					
3	Unit 5 What Inventions do you know about? Nonfiction Biography Social Studies— People Make Changes	Lessons Word Work—Heggerty and Ecri Routines Ask and Answer Questions Sound Spellings Phoneme Categorization Phonics/ Spelling /or/ spelled or, ore, oar Phoneme Substitution Abbreviations Problem and Solution Phoneme Blending	Objectives Follow agreed upon rules for discussions Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Decode regularly spelled one-syllable words Recognize and read grade-appropriate irregularly spelled words Use conventional spelling for words with common spelling patterns and for frequently occurring	SL.1.1a SL.1.1 RF.1.3b RF.1.3g L.1.2d	Resources Unit 5 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications None	Vocab curious improve complicated device imagine idea unusual High Frequency Words Fry Words

		Prefixes Phoneme Segmentation Adjectives that Compare Capitalize Days, Months, and Holidays	irregular words Understand biography genre Use frequently occurring adjectives Capitalize days of the week Ask and answer questions about key details in a text read aloud or information presented orally or through other media Orally produce single-syllable words by blending sounds including consonant blends Describe the connection between two individuals, events, ideas, or pieces of information in a text Capitalize months Read grade level text orally with accuracy	L.1.1f SL.1.2 RF.1.2b RI.1.3 RF.1.4b				

			appropriate rate and expression					
			Recognize common abbreviations	L.2.4b				
			Determine the meaning of a new word formed when a known prefix is added to a known word					
			Capitalize names of holidays	RI.1.4				
			Identify words or phrases in stories or poems that suggest feelings or appeal to the senses	RL.1.4 RL.1.5 RL.1.6 RL.1.7				
			Identify basic similarities in and differences between texts on the same topic	RI.1.9				
			Segment spoken single-syllable words into their complete sequence of individual sounds	RI.1.2a				

4	Unit 5 What sounds can you hear? How are they made? Realistic Fiction Science—What Does It Sound Like?	Lessons Word Work—Heggerty and Ecri Routines Ask and Answer Questions Sound-Spellings Phoneme Substitution Diphthongs ou, ow Phoneme Isolation Inflectional Endings -er and -est Problem and Solution Point of View Phoneme Blending Suffixes Directions Using A and An Capitalize Underline	Objectives Ask questions to clear up any confusion about the topics and texts under discussion Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Understand realistic fiction Use determiners Write complete sentences Underline book titles Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words Decode regularly spelled one-syllable words Recognize and read grade-appropriate	SL.1.1c SL.1.1 RF.1.3b RF.1.3g L.1.2d	Unit 5 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Story Evaluation High Frequency Word Assessment	Adaptations Modifications None	Vocab scrambled suddenly distract nervous senses squeaky volume High Frequency Words Fry Words

	Boot Times	Irregularly spelled words					
		Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words					
		Ask and Answer questions about key details in a text read aloud or information presented orally or through other media					
		Segment spoken single-syllable words into their complete sequence of individual sounds					
		Read words with inflectional endings					
		Describe characters, settings, and major events in a story using key details	LACC.R				
		Read grade-level text orally with accuracy, appropriate rate	RF.1.4b				

			and expression Review character's point of view					
			Describe how words and phrases supply rhythm and meaning in a story, poem, or song	RL.2.4				
			Identify basic similarities in and differences between two texts on the same topic	RI.1.9				
			Orally produce single-syllable words by blending sounds including consonant blends	RF.1.2b				
			Use frequently occurring affixes as a clue to the meaning of a word	L.1.4b				
			Use the illustrations and details in a text to describe its key ideas	RI.1.7				
			Compare and contrast the	RL.1.9				

			adventures and experiences of characters in stories					
5	Unit 5 How do things get built? Informational Text Nonfiction Science— How are houses useful?	Lessons Word Work—Heggerty and ECRI Routines Ask and Answer Questions Sound Spellings Phoneme Blending Diphthongs oi, oy Phoneme Segmentation Final Stable Syllables Cause and Effect Main Idea and Key Details	Objectives Follow agreed upon rules for discussions Participate in collaborative conversations with diverse partners about grade 1 topics and adults in small and larger groups Orally produce single-syllable words by blending sounds Decode regularly spelled one-syllable words Recognize and read grade appropriate irregularly spelled words Use conventional spelling for words with common spelling patterns and for	SL.1.1a SL.1.1 RF.1.3b RF.1.3g L.1.2e	Resources Unit 5 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications None	Vocab contented intend marvelous project structure balance section High Frequency Words Fry Words

		Phoneme Categorization Inflectional Endings Captions Prepositions Prepositional Phrases Abbreviations	frequently occurring irregular words Understand nonfiction genre Use frequently occurring prepositions Use abbreviations Ask and answer questions about key details in a text read aloud or information presented orally or through other media Identify real life connections between words and their use Segment spoken single syllable words into their complete sequence of individual sounds Decode two-syllable words following basic patterns by breaking the words into syllables	L.1.1l SL.1.2 L.1.5c RF.1.2d RF.1.3e			

			Describe the connection between two individuals, events, ideas, or pieces of information in a text	RI. 3.				
			Identify the main topic and retell key details of a text	RI.1.2.				
			Read grade level text orally with accuracy, appropriate rate, and expression	RF.1.4b.				
			Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words	RF.1.2c.				
			Identify frequently occurring root words and their inflectional forms	L. 1.4c.				
			Use capitalization and periods in title abbreviations					
			Know and use various text features to locate key facts or information in a	RI.2.5.				

			text efficiently Identify basic similarities and differences between two texts on the same topic	RI.1.9				
Week 11	Unit 6—How does teamwork help us? How can we work together to make our lives better? Fantasy Social Studies—Rules and Responsibilities	Lessons Word Work—Heggerty and ECRI Routines Reread Sound spelling Phoneme Identity Spelling—Variant vowel /u/ Phoneme Segmentation Suffixes –ful and –less Theme	Objectives Ask questions to clear up any confusion about the topics and texts under discussion Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words	SL.1.1c SL.1.1 RF.1.2c	Resources Unit 6 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications None	Vocab argument conflict fair risk shift demand emergency High Frequency Words Fry Words

		Dialogue Identify and generate Rhyme Synonyms Captions Phoneme Substitution Pronouns Capitalize I	Decode regularly spelled one-syllable words Recognize and read grade-appropriate irregularly spelled words Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words Understand fantasy genre Use personal, possessive, and indefinite pronouns Ask and answer questions about key details in a text read aloud or information presented orally or through other media Segment spoken single-syllable words into their complete sequence of individual sounds	RF.1.3b RF.1.3g L.1.2d L.1.1c SL.1.2 RF.1.2d				

			Retell stories, including key details, and demonstrate understanding of their central message or lesson	RL.1.2				
			Read grade-level text orally with accuracy, appropriate rate, and expression	RF.1.4b				
			Use frequently occurring affixes as a clue to the meaning of a word	L.4b				
			Identify and generate rhyming words					
			Use the illustrations and details in a text to describe its key ideas	RI.1.7				
			Read words with inflectional endings	RF.1.3f				
			Delete syllables in words to form new words					
			Compare and contrast the adventures and experiences of characters in	RL.1.9				

			stories					
2	Unit 6 – Who helps you? Informational Text Nonfiction Social Studies—Helpful Jobs	Lessons Word Work—Heggerty and ECRI Routines Reread Sound-Spellings Phoneme Categorization Variant Vowel /o/ Phoneme Reversal Vowel Team Syllables Author's Purpose Intonation Phoneme Blending Antonyms Sensory Words Phoneme	Objectives Follow agreed upon rules for discussions Participate in a collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words Decode regularly spelled one-syllable words Recognize and read grade-appropriate irregularly spelled words Use conventional spelling for words with common spelling	SL.1.1a SL.1.1 RF.1.2c RF.1.3b RF.1.3g L.1.2d	Resources Unit 6 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications None	Vocab decision distance inspire respect swiftly accept often High Frequency Words Fry Words

		Segmentation Phoneme Substitution	patterns and for frequently occurring irregular words					
		Possessive Pronouns Days, Months, Holidays	Understand nonfiction genre	L.1.1d				
			Use personal, possessive, and indefinite pronouns					
			Capitalize dates and names of people	L.1.2a				
				SL.1.2				
			Ask and answer questions about key details in a text read aloud or information presented orally or through other media					
			Decode two-syllable words following basic patterns by breaking the words into syllables	RF.1.3e				
			Identify the main purpose of a text, including what the author wants to answer, explain, or describe	RI.2.6				
			Describe the connection	RI.1.3				

between two individuals or events, ideas, or pieces of information in a text.						
	Read grade-level text orally with accuracy, appropriate rate, and expression. RF.1.4b					
		Orally produce single-syllable words by blending sounds, including consonant blends. RF.1.2b				
			Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5			
				Identify basic similarities in and differences between two texts on the same topic. RI.1.9		
					Segment spoken single-syllable words into their complete sequence of individual sounds. RF.1.2d	

	Unit 6 How can weather affect us? Realistic Fiction Science—Weather in Seasons	Lessons Word Work—Heggerty and ECRI Routines Visualize Sound-Spellings Phoneme Categorization Silent Letters wr,kn,gn Phoneme Segmentation Compound Words Plot/Cause and Effect Intonation Phoneme Substitution Similes Headings Special Pronouns Commas in Dates and Letters	Objectives Follow agreed-upon rules for discussions Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words Decode regularly spelled one-syllable words Recognize and read grade-appropriate irregularly spelled words Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	SL.1.1a SL.1.1 RF.1.2c RF.1.3b RF.1.3g L.1.2d	Resources Unit 6 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Assessments Story Evaluation High Frequency Word Assessment	Adaptations Modifications None	Vocab creative cycle frigid predict scorching country gathers High Frequency Words Fry Words

			Understand realistic fiction genre					
			Use personal, possessive, and indefinite pronouns	L.1.1d				
			Ask and answer questions about key details in a text read aloud or information presented orally or through other media	SL.1.2				
			Segment spoken single-syllable words into their complete sequence of individual sounds	RF.1.2d				
			Decode two-syllable words following basic patterns by breaking the words into syllables	RF.1.3b				
			Describe characters, setting, and major events in a story, using key details	RL.1.3				
			Use commas in dates and to separate single	L.1.2c				

			words in a series					
			Read grade level text orally with accuracy, appropriate rate, and expression	RF.1.4b				
			Recognize and read compound words					
			Substitute sounds in words					
			Explain the meanings of simple similes and metaphors in context	L.1.5				
			Know and use various text features to locate key facts or information in a text	RI.1.5				
			Compare and contrast the adventures and experiences of characters in stories	RL.1.9				

	Unit 6	Lessons	Objectives		Resources	Assessments	Adaptations Modifications	Vocab
4	What traditions do you know about? Realistic Fiction Social Studies—Culture: What Makes my Family?	Word Work—Heggerty and ECRI Routines Visualize Sound-spellings Syllable Addition Three Letter Blends—str, spr, spl, scr Phoneme Segmentation Inflectional Endings –ed, -ing Theme Phrasing Phoneme Blending Compound Words Directions Phoneme Substitution I and Me Commas in	Follow agreed upon rules for discussions Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Decode regularly spelled one-syllable words Add syllables to words Recognize and read grade appropriate irregularly spelled words Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words Understand realistic fiction genre Use personal, possessive, and	SL.1.1a SL.1.1 RF.1.3b RF.1.3g L.1.1d	Unit 6 Reading Wonders Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	Story Evaluation High Frequency Word Assessment	None	ancient drama effort movement tradition difficult noboby High Frequency Words Fry Words

		Dates and Letters	indefinite pronouns Ask and answer questions about key details in a text read aloud or information presented orally or through other reading Segment spoken single-syllable words into their complete sequence of individual sounds Read words with inflectional endings Retell stories including key details, and demonstrate understanding of their central message or lesson Use commas in dates and to separate single words in a series Read grade-level text orally with accuracy, appropriate rate, and expression	SL.1.2 RF.1.2d RF.1.3f RL.1.2 L.1.2c RF.1.4b				

			Orally produce single-syllabic words by blending sounds, including consonant blends	RF.1.2b				
			Use knowledge of the meaning of individual words to predict the meaning of compound words	L.2.4d				
			Distinguish between information provided by pictures or other illustrations and information provided by the words in a text	RI.1.6				
			Recognize synonyms and antonyms	L.2.5c				
			Identify basic similarities in and differences between two texts on the same topic	RI.2.9				
	Unit 6—Why do we celebrate holidays?	Lessons	Objectives		Resources	Assessments	Adaptations Modifications	Vocab
5		Word Work—Heggerty and ECRI	Follow agreed upon rules for discussions	SL.1.1a	Unit 6 Reading Wonders	Story Evaluation	None	design display pride

	Informational Text Nonfiction Social Studies—Holidays and Celebrations	Routines Reread Sound-Spellings Phoneme Reversal Spelling: /ar/ Phoneme Blending R-Controlled Vowel Syllables Author's Purpose Phrasing Phoneme Deletion Metaphors Maps Phoneme Addition Syllable Deletion Syllable Addition Adverbs that tell How Abbreviations	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Decode regularly spelled one-syllable words Reverse phonemes to form new words Recognize and read grade-appropriate irregularly spelled words Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words Understand nonfiction genre Identify adverbs that tell how Use capitalization and periods in	SL 1.1 RF.1.3b RF.1.3g L.1.2d	Leveled Readers Online Activities Practice Book Leveled Workstation Cards Weekly Assessment	High Frequency Word Assessment		purpose represent nation unite High Frequency Words Fry Words

			title, abbreviations.					
			Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.1.2				
			Orally produce single-syllable words by blending sounds including consonant blends.	RF.1.2b				
			Decode two-syllable words following basic patterns by breaking the words into syllables.	RF.1.3e				
			Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.6				
			Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3				

			Read grade-level text orally with accuracy, appropriate rate, and expression	RI.4.4				
			Explain the meaning of simple similes and metaphors	L.4.5.a				
			Know and use various text features to locate key facts or information in a text	RI.4.5				
			Identify frequently occurring root words and their inflectional forms	L.4.4c				
			Add sounds to form new words					
			Identify basic similarities in and differences between two texts on the same topic	RI.4.9				