

Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statements	Looking Back	Looking Ahead
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Reading Foundations

Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.

Print Concepts

1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	Qtr. 1	Roxie Rooted in Reading	1.RF.1	<p>In Which Lesson Will You Teach Students To:</p> <p>Recognize capitalization in various forms of texts.</p> <p>Recognize the first word of a sentence in various forms of texts.</p> <p>Recognize ending punctuation in various forms of texts. Roxie- Quarter 1: Lessons 1-42 Quarter 2: Lessons 43-85 Quarter 3: Lessons 86-126 Quarter 4: Lessons 126-Second Grade Roxie Rooted in Reading-Quarter 1</p>	Capitalization Punctuation Print Concepts	<p>Students should recognize the structure of a sentence.</p> <p>Students should signify that a capital letter indicates the beginning of a sentence or a proper noun.</p> <p>Ending punctuation indicates the end of a sentence.</p> <p>Students should be able to show proficiency in understanding the basic concepts of print such as following words in the correct direction, connecting spoken language to written language and letters, and understanding spacing between words.</p> <p>The more readers engage with receptive (reading and listening) and expressive (speaking and writing) language, the greater their understanding of the connection between spoken language and the written word.</p> <p>The written language is constructed of words with a specific sequence of letters and spaces between words.</p>	<p>K.RF.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.</p> <p>K.RF.2: Recognize that written words are made up of sequences of letters.</p>	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
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Phonological Awareness

1.RF.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)	Multiple	Roxie Heggerty Reading Eggs	1.RF.2	<p>In Which Lesson Will You Teach Students To:</p> <p>Orally blend sounds, including consonant blends, to create words (e.g., /n/ /e/ /s/ makes nest). Roxie- Quarter 1: Lessons 1-42 Quarter 2: Lessons 43-85 Quarter 3: Lessons 86-126 Quarter 4: Lessons 126-Second Grade Roxie Heggerty Quarter 1: Weeks 1-9 Quarter 2: Weeks 10-18 Quarter 3: Weeks 19-28 Quarter 4: Weeks 29-36 (review)</p>	blend multisyllabic words	<p>Building phonological awareness includes building knowledge of spoken words, syllables, and sounds. Students should be able to orally produce single- and multi-syllable words through blending phonemes.</p> <p>Phonemic awareness is the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.</p> <p>Most children can develop phonological awareness readily when instruction proceeds from larger speech units (syllables) to smaller units (phonemes), if each concept is taught for accuracy first and then practiced for automaticity.</p>	K.RF.5: Orally pronounce, blend, and segment words into syllables. (E)	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
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1.RF.3	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)	Multiple	Heggerty Roxie Reading Eggs	1.RF.3	<p>In Which Lesson Will You Teach Students To:</p> <p>Orally identify and produce the beginning sound in single-syllable words.</p> <p>Orally identify and produce the medial sound in single-syllable words.</p> <p>Orally identify and produce the final sound in single-syllable words.</p> <p>Orally identify and produce the final sound in single-syllable words. Roxie Quarter 1: Lessons 1-42 Quarter 2: Lessons 43-85 Quarter 3: Lessons 86-126 Quarter 4: Lessons 126-Second Grade Roxie Heggerty Quarter 1: Weeks 1-9 Quarter 2: Weeks 10-18 Quarter 3: Weeks 19-28 Quarter 4: Weeks 29-36 (review)</p>	syllable initial medial final	<p>Phonemic awareness is the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness, or the awareness of individual phonemes in words.</p> <p>The ability to focus on individual sounds of a word is an early step in sound or phoneme segmentation.</p> <p>When a student identifies and isolates a phoneme, they produce the sound of one phoneme: If a student identifies and isolates the first phoneme in bat, the student will say /b/. If a student isolates the medial sound in bat, the student will say /a/. If a student isolates the final sound in bat, the student will say /t/.</p> <p>Phonological awareness continuums identify final sounds as more difficult to isolate and identify than beginning sounds; however, beginning and final sounds are easier than medial sounds to isolate and identify.</p>	K.RF.6: Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
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1.RF.4	Segment individual phonemes in one-syllable words. (E)	Multiple	Roxie Heggerty	1.RF.4	<p>In Which Lesson Will You Teach Students To:</p> <p>Orally segment phonemes in one-syllable spoken words. Roxie Quarter 1: Lessons 1-42 Quarter 2: Lessons 43-85 Quarter 3: Lessons 86-126 Quarter 4: Lessons 126-Second Grade Roxie Heggerty Quarter 1: Weeks 1-9 Quarter 2: Weeks 10-18 Quarter 3: Weeks 19-28 Quarter 4: Weeks 29-36 (review)</p>	syllable segmentation phoneme	<p>Phonemic awareness is the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness, awareness of individual phonemes in words.</p> <p>The ability to focus on individual sounds of a word is an early step in sound or phoneme segmentation.</p> <p>Students should be able to segment, or separate individual phonemes, or sounds, of a word into discrete units (e.g., flat = /f/ /l/ /a/ /t/).</p> <p>Phonological awareness continuums identify final sounds as more difficult to isolate and identify than beginning sounds; however, beginning and final sounds are easier than medial sounds to isolate and identify.</p>	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
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Decoding

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<p>1.RF.5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)</p>	Multiple	Roxie UFLI Reading Street Decodables Project Read	1.RF.5	<p>In Which Lesson Will You Teach Students To:</p> <p>Decode phonetically regular words, independent of context, using letter-sound knowledge with:</p> <p>single consonants;</p> <p>short vowel sounds;</p> <p>long vowel sounds;</p> <p>consonant blends and digraphs;</p> <p>vowel teams and digraphs; and</p> <p>r-controlled vowels.</p> <p>Roxie Quarter 1: Lessons 1-42 Quarter 2: Lessons 43-85 Quarter 3: Lessons 86-126 Quarter 4: Lessons 126-Second Grade Roxie</p>	<p>phonetically-regular words</p> <p>decode</p> <p>letter-sound knowledge</p> <p>consonant blend</p> <p>consonant digraph</p> <p>r-controlled</p> <p>vowel team</p>	<p>Phonics connects sounds with symbols (alphabet letters), also known as graphemes.</p> <p>Phonics includes decoding (reading words) and encoding (spelling).</p> <p>Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences and knowledge of graphemes.</p> <p>Decoding requires both knowledge of letter-sound relationships, as well as an ability to apply that knowledge to successfully identify written words and make meaning.</p> <p>Diphthong: When two vowels blend together and a slide or shift occurs during the production of the syllable i.e. the /ow/ and /oi/ sounds in cow and boy.</p> <p>Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences and knowledge of graphemes.</p> <p>Decoding requires both knowledge of letter-sound relationships, as well as an ability to apply that knowledge to successfully identify written words and make meaning.</p>	K.RF.7: Use letter-sound knowledge to decode the sound of each consonant. (E)	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
<p>1.RF.6 Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E)</p>	Multiple	Roxie	1.RF.6	<p>In Which Lesson Will You Teach Students To:</p> <p>Decode single-syllable words, independent of context, with:</p> <p>closed syllables (CVC).</p> <p>open syllables(V).</p> <p>silent-e (VCe).</p> <p>vowel team (VV).</p> <p>r-controlled (CVr).</p> <p>Roxie Quarter 1: Lessons 1-42 Quarter 2: Lessons 43-85 Quarter 3: Lessons 86-126 Quarter 4: Lessons 126-Second Grade Roxie</p>	<p>syllable types</p> <p>decode</p> <p>syllable</p>	<p>Syllable Types: There are six syllable types in the English language represented by the acronym CLOVER: Closed, Consonant-le, Open, Vowel Team, Silent-E, and R-Controlled.</p> <p>Word lists, decodable sentences, and short decodable texts can provide opportunities for students to practice recently learned spelling patterns. Teachers should encourage students to identify spelling patterns in word lists and texts.</p> <p>The incorporation of nonsense words in phonics instruction is supported by current research and serves different purposes. One purpose is that it ensures application of the rule or pattern.</p> <p>Once sound-symbol correspondences and blending skills are mastered, teach phonics in context. Be sure that students know the meaning of the words they are reading and provide plenty of practice with games and connected text such as decodable books or text.</p> <p>Provide explicit, systematic approaches to instruction focusing on the easier to more complex syllable types.</p>	K.RF.8: Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	<p>2.RF.1: Use knowledge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (E)</p> <p>2.RF.2: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p>
<p>1.RF.7 Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)</p>	Multiple	Roxie	1.RF.7	<p>In Which Lesson Will You Teach Students To:</p> <p>Apply the knowledge of six syllable types to base words to decode:</p> <p>verb tenses;</p> <p>simple compound words; and</p> <p>contractions.</p> <p>Decode words with common prefixes and inflectional suffixes.</p> <p>Roxie- Quarter 1: Lessons 1-42 Quarter 2: Lessons 43-85 Quarter 3: Lessons 86-126 Quarter 4: Lessons 126-Second Grade Roxie</p>	<p>base word</p> <p>affix</p> <p>prefix</p> <p>inflectional suffixes</p> <p>verb tense</p> <p>compound words</p> <p>contractions</p>	<p>Students should be able to decode words using phonics and word analysis skills.</p> <p>Morphology should be taught within the context of vocabulary instruction as a strategy for understanding the relationships among words based on their shared meaningful units.</p> <p>Students understand and use basic morphological knowledge as early as kindergarten and first grade. Begin by teaching the plural markers (pronounced /s/ and /z/) and past tense -ed (pronounced /d/, /d/, /t/) as students sort pictures. When students understand these endings, called inflectional morphemes, move on to compound words (cowboy, moonlight).</p> <p>Provide explicit, systematic approaches to instruction focusing on the easier to more complex affixes.</p>	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	2.RF.3: Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. (E)
<p>1.RF.8 Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.</p>	Multiple	Roxie Reading Street Decodables Reading Eggs Reading Express UFLI	1.RF.8	<p>In Which Lesson Will You Teach Students To:</p> <p>Read decodable text with appropriate accuracy.</p> <p>Read decodable text with an appropriate rate.</p> <p>Read decodable text with appropriate prosody.</p> <p>Roxie- Quarter 1: Lessons 1-42 Quarter 2: Lessons 43-85 Quarter 3: Lessons 86-126 Quarter 4: Lessons 126-Second Grade Roxie</p>	<p>fluency</p> <p>prosody</p> <p>accuracy</p> <p>rate</p> <p>decodable texts</p>	<p>"Decodable text is text in which a high proportion of words (80%-90%) comprise letter-sound correspondences that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading." (UFLI, Glossary of Terms).</p> <p>Fluency is measured in Word Count Per Minute (WCPM).</p> <p>The focus of fluency is developing automaticity in word recognition so the reader can process language for purpose and understanding.</p> <p>Fluency is the ability to read naturally, accurately, and with proper expression.</p> <p>Fluency is not reading fast, but reading at an appropriate rate.</p> <p>Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate an understanding of the function of punctuation.</p> <p>Fluency provides a bridge between word recognition and comprehension.</p> <p>Automaticity: reading without conscious effort or attention to decoding.</p> <p>The process of orthographic mapping enables the storage of printed words in long term memory for instant recognition and fluent reading.</p>	K.RF.9: Orally read decodable texts with appropriate accuracy and automaticity.	2.RF.4: Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.

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Reading Comprehension

Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.

1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	Multiple	AR Reading Express Reading Street Rooted in Reading Read Alouds	1.RC.1	In Which Lesson Will You Teach Students To: Ask questions about the main idea and key details in a text such as "Who?", "What?", "Where?", "When?", "Why?", and "How?". Answer questions about the main idea and key details in a text such as "Who?", "What?", "Where?", "When?", "Why?", "How?". Rooted in Reading-Sept., Oct., Jan., Feb., April	key details text main idea	Students ask questions about the important details in the text. They also correctly answer questions key details in the text. Teachers must first build students' language comprehension skills, best developed early through interactive read-alouds and dialogic reading. This instruction has the added benefit of increasing students' background knowledge, vocabulary, and text structure knowledge as well as their verbal reasoning skills. Knowing how and when to ask for help allows students to more actively participate in their own learning. Comprehension can't wait for beginning readers to master decoding. Instruction that focuses on a variety of language processing abilities needs to occur concurrently with code-breaking instruction.	K.RC.1: With support, ask and answer questions about main topics and key details in a text heard or read. (E)	2.RC.1: Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)
1.RC.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	Multiple	Read Alouds Reading Street Stories Smekens Rooted in Reading	1.RC.2	In Which Lesson Will You Teach Students To: Identify key details in a text. Use key details in a text to retell a story with the events being in the sequence of which they were presented in the story. Explain the central message or lesson in a story based on the key details. Rooted in Reading Sept., Oct., Jan., Feb., March, and April	key details retell central message sequence	Students retell stories using important details from the text. They provide the central message or lesson of the stories orally or in writing. By answering questions about the text and any other important details, students should be able to retell what happened in a story they have read or listened to. The central message may be directly stated or implied.	K.RC.2: With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)	2.RC.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	Multiple	Reading Street Smekens Rooted in Reading	1.RC.3	In Which Lesson Will You Teach Students To: Use key details in the text to identify the elements of a story: characters, settings, and plot. Use key details in the text to describe the elements of a story: characters, settings, and plot. Rooted in Reading-Aug., Sept., March, April, May	key details plot identify character setting	Students will describe characters, settings, or important events by referring to specific details from the text.	K.RC.3: Identify important elements of the text (e.g., characters, settings, or events). (E)	2.RC.3: Describe how characters in a story respond to major events and how characters affect the plot.
1.RC.4	Make and confirm predictions about what will happen next in a story.	Qtr. 1	Read Alouds Reading Street Smekens Rooted in Reading	1.RC.4	In Which Lesson Will You Teach Students To: Make relevant predictions using information from the text and background knowledge. Confirm predictions using information from the text and background knowledge. Rooted in Reading-Aug.	prediction	Students make predictions before and during reading to monitor their comprehension. Students will use prior knowledge to make connections to information presented in the text and use information in the text to make connections to prior knowledge. This standard should enable students to make connections across different content areas and build knowledge. Comprehension can't wait for beginning readers to master decoding. Instruction that focuses on a variety of language processing abilities needs to occur concurrently with code-breaking instruction. Five big ideas shape the focus on reading comprehension instruction: text structure, background knowledge, text cohesion, inference, and the reading/writing connection.	K.RC.4: With support, make predictions about what will happen in a story.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
1.RC.5	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	Multiple	Read Alouds Reading Street Smekens Rooted in Reading	1.RC.5	In Which Lesson Will You Teach Students To: Identify characteristics of narrative text genres: Plot; Characters; and Setting. Rooted in Reading-Aug., Sept., Oct., March, April, May	text genres narrative fairy tale nursery rhymes plot characters setting	Students recognize the different characteristics and text features of literature. Comprehension can't wait for beginning readers to master decoding. Instruction that focuses on a variety of language processing abilities needs to occur concurrently with code-breaking instruction. Five big ideas shape the focus on reading comprehension instruction: text structure, background knowledge, text cohesion, inference, and the reading/writing connection.	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	2.RC.4: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (E)
1.RC.6	Retell main ideas and key details of a text. (E)	Multiple	Read Alouds Reading Street Smekens Rooted in Reading	1.RC.6	In Which Lesson Will You Teach Students To: Identify key details in a text. Use key details in a text to retell a story and to help determine the main idea Identify the main idea of a text. Rooted in Reading-Sept., Oct., Jan., Feb., April	retell key details main idea	Students retell stories using important details from the text. Students state the main idea of a text. Students also state important details from the text. Comprehension can't wait for beginning readers to master decoding. Instruction that focuses on a variety of language processing abilities needs to occur concurrently with code-breaking instruction. Five big ideas shape the focus on reading comprehension instruction: text structure, background knowledge, text cohesion, inference, and the reading/writing connection.	K.RC.5: With support, retell the main idea and key details of a text.	2.RC.6: Identify the main idea of a multiparagraph text and the topic of each paragraph.

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1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	Multiple	Reading Street Non Fiction Books Nonfiction Spiral Book Rooted in Reading	1.RC.7	In Which Lesson Will You Teach Students To: Recognize text features. Use text features to better understand the meaning of the text. Use text features to quickly locate key information in a text. Understand how various text features help to comprehend text. Rooted in Reading-August through May	text features key facts	Students are familiar with and make use of text features such as the tables of content, glossaries, illustrations, and captions to find key information or facts. Students use text features to help them find information specific to a topic quickly and easily. The intent of this standard is that students make connections between a text and how the information they gather from its text features defines its purpose. Text features are additional information about a text, including headings, captions, illustrations, boldface words, graphs, diagrams, and glossaries that help readers comprehend a text. This standard is to build the expectation that students move beyond simply identifying the graphic features to actually using them to help them understand the intention of the text.	K.RC.6: Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear. (E)	2.RC.7: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.
1.RC.8	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)	Multiple	Reading Street Monthly Books Rooted in Reading	1.RC.8	In Which Lesson Will You Teach Students To: Understand the characteristics and purposes of different types of text structures (sequential, cause and effect). Locate topic sentences and signal words that help identify the text structure. Identify the structure of a text. Rooted in Reading-August-May	cause and effect sequence nonfiction text structure	Text structure refers to the way an author organizes their text. Identifying the text structure at the beginning encourages the reader to question how subsequent sections of the text fit into the identified text structure. This process enables the reader to monitor their comprehension.	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	2.RC.8: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. (E)
1.RC.9	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	Multiple	Reading Street Monthly Books Rooted in Reading	1.RC.9	In Which Lesson Will You Teach Students To: Identify and use relevant sentence-level context clues to infer or determine meaning of unknown words in text. Identify and use relevant text features to determine the meaning of unknown words in text. Rooted in Reading-December-January	context clues text features sentence level	Information from the textual setting helps identify a word or word group. Use think-alouds while reading texts to model how to find the meaning of unknown vocabulary. Different types of context clues that help determine and clarify meanings of unknown words: definitions or explanation; synonyms or restatement; antonyms or contrast; examples; and word parts or using root words and affixes.	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	2.RC.11: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
1.RC.10	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)	Multiple	Daily Oral Language Vocabulary Rooted in Reading	1.RC.10	In Which Lesson Will You Teach Students To: Discuss how words can be sorted into categories based on commonalities and differences. Define the words that have been chosen. Sort words into categories to demonstrate understanding of the definition by relating within the categories represented. Daily Oral Language (every week) and Rooted in Reading (every week)	sort categories	Oral discussion allows students to learn and share in a variety of ideas while exploring and examining what they have already learned. This is more than a picture sort. Discussion is the key component in order to develop vocabulary and background knowledge.	K.RC.7: Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	2.RC.12: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck). (E)

Writing

Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.

1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	Multiple	Roxie	1.W.1	In Which Lesson Will You Teach Students To: Develop an efficient pattern for forming individual letters. Write all upper-case and lower-case letters of the alphabet legibly. Use appropriate spacing between letters, words, and sentences when writing with automaticity. Roxie- Quarter 1: Lessons 1-42 Quarter 2: Lessons 43-85 Quarter 3: Lessons 86-126 Quarter 4: Lessons 126-Second Grade Roxie	legible uppercase lowercase	Directly teaching handwriting enhances legibility and fluency. Understand that legible printing is an important tool of written communication. Handwriting should be integrated with phonics instruction. Handwriting in the earliest grades is linked to basic reading and spelling achievement. Teachers should provide specific feedback to students about how they can improve the legibility of their writing. Use visual cues to guide letter formation. Students need to be explicitly taught handwriting scripts. The goal of handwriting instruction is to help students develop legible writing that is produced quickly with little conscious attention. Practice letters in groups that have similar shapes so students have practice reinforcing the same motor pattern. Handwriting is a means of expressing language, just like speech.	K.W.1: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	2.W.1: Write legibly by forming letters correctly and spacing words and sentences properly. (E)
1.W.2	Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate), and give reasons why the proposal should be considered. (E)	Qtr. 4	Reagan Tunstall Writing Mini Lessons Reagan Tunstall Deena Jump Writing Rooted in Reading	1.W.2	In Which Lesson Will You Teach Students To: Establish an opinion on a topic and/or proposal. Support the opinion with a reason. Produce connected sentences to support that opinion (either orally or in writing). Produce reasons why the topic and/proposal is supported (either in writing or speaking). Rooted in Reading-April	reasons proposal audience	Opinion writing is writing where students state their opinion about a topic. Opinion writing is new to first grade.	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	2.W.2: Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)

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1.W.3	Multiple	Reagan Tunstall Writing Mini Lessons Reagan Tunstall Deena Jump Writing Routed in Reading	1.W.3	Describe, by writing or speaking, a topic or main idea. Produce, by writing or speaking, facts or details about the chosen topic or main idea. Develop, by writing or speaking, a concluding statement based on the topic or main idea. Routed in Reading October through May	main idea topic details fact concluding statement	The main goal of informational writing is to increase knowledge. The teacher supports the development of being able to write informative texts by providing students with relevant, interesting, detailed texts that provide information that can be clearly and easily understood.	K.W.3: Use words and pictures to develop a main idea and provide some information about a topic. (E)	2.W.3: Write informative/explanatory pieces on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement. (E)
1.W.4	Multiple	Reagan Tunstall Writing Mini Lessons Reagan Tunstall Deena Jump Writing Routed in Reading	1.W.4	In Which Lesson Will You Teach Students To: When writing or speaking, tell a story that includes characters, settings, and events. When writing or speaking, tell an organized story with details (e.g., thoughts, feelings, actions). Use temporal words (e.g. after, before, during). When writing or speaking, tell a story that includes a beginning, middle, and ending. Routed in Reading Jan.-May	event temporal words narrative	During read alouds, provide examples of narratives, pointing out and discussing the plot of a story (beginning, middle, and end), an organized sequence of events, and incorporation of setting and characters. First grade students develop their voices as narrative writers by writing about two or more sequenced events. They use some details to help bring their stories to life, use temporal words to show the order of events, and leave the reader with a sense of closure.	K.W.4: Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)	2.W.4: Write narratives that: a. Include a beginning; b. Use temporal words to signal event order (e.g., first of all); c. Provide details to describe actions, thoughts, and feelings; and d. Provide a middle and an ending. (E)
1.W.5	Multiple	Roxie Reagan Tunstall Writing Mini Lesson Reagan Tunstall Deena Jump Writing Routed in Reading	1.W.5	In Which Lesson Will You Teach Students To: Engage in all steps of the writing process, including planning, drafting, revising, and publishing. Plan writing through oral discussions and drawings. Develop drafts by organizing ideas through pictures or words. Revise drafts by adding details to pictures or words. Use feedback and suggestions from adults and peers to make editing decisions on capitalization, punctuation, and spelling. Utilize digital technology with support from adults to publish writing pieces. Roxie- Quarter 1: Lessons 1-42 Quarter 2: Lessons 43-85 Quarter 3: Lessons 86-126 Quarter 4: Lessons 126-Second Grade Roxie Routed in Reading Aug-May	revision/revising conventions publish technology/digital tools	Throughout the writing process, the teacher meets with students to offer support and guidance, ask questions, and make suggestions to help students strengthen their work. Students also meet with their peers to share their information and ask and answer questions to help clarify writing. Support is defined as using graphics, sentence stems, specific examples, or additional explanation. Students may need criteria to consider when revising drafts (e.g., organization, clarity of ideas, and coherence).	K.W.5: With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing by adding details in pictures or words; and Use available technology to produce and publish writing.	2.W.5: Apply the writing process to: Plan by generating ideas for writing by drawing and brainstorming; with support, revise writing by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. Use available technology to produce and publish legible documents.
1.W.6	Qtr. 4	Winter Animals Presidents Pebble Co Routed in Reading	1.W.6	In Which Lesson Will You Teach Students To: Use multiple sources to build background on a topic and be able to indicate the sources. Use graphic organizers or other aids to gather and classify information. Present informally on information gathered. Routed in Reading-May	research topic sources	Students investigate a specific topic to build knowledge about that topic.	K.W.6: With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	2.W.6: With support, conduct research on a topic. Find information on a topic of interest (e.g., cardinals). Identify various visual and text reference sources. Organize, summarize, and present the information, choosing from a variety of formats.
1.W.7	Multiple	Roxie Language Spiral Deena Jump Writing Routed in Reading	1.W.7	In Which Lesson Will You Teach Students To: When writing or speaking, use common and proper nouns in sentences. When writing or speaking, use a variation of verbs in sentences. When writing or speaking, use different kinds of sentences correctly. Roxie- Quarter 1: Lessons 1-42 Quarter 2: Lessons 43-85 Quarter 3: Lessons 86-126 Quarter 4: Lessons 126-Second Grade Roxie	noun verb personal pronoun declarative interrogative imperative exclamatory	A complete sentence has two parts: the complete subject, telling who or what the sentence is about, and the complete predicate, telling the action or what the subject is doing, thinking, or feeling. Instruction about sentences should begin by explaining to students that complete sentences have both these parts. A complete sentence, minimally, is a noun phrase plus a verb phrase. The subject must be a noun or noun phrase; the predicate must include a verb or verb phrase. Writing activities should first be introduced and guided through oral language modeling and guidance. Provide students with sentence stems and sentence builders to strengthen their skills. Young readers not only must acquire foundation reading skills and academic and literary vocabulary, but they also must be able to interpret the meaning underlying the structure of sentences. Interpretation of sentences is required if students are to comprehend whole texts, (Scott, 2009).	K.W.7: Demonstrate command of English grammar and usage when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). Verbs – Using sentences that include verbs. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).	2.W.7: Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. Verbs – I. Using sentences that use the past tense of frequently occurring irregular verbs. II. Understanding the functions of different types of verbs (e.g., action, linking) in sentences. Adjectives/Adverbs – Using sentences that use adjectives and adverbs. Usage – Using complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly. (E)

Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statements	Looking Back	Looking Ahead		
1.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. b. Punctuation – I. Correctly using a period, question mark, and exclamation mark at the end of a sentence. II. Using commas in dates and to separate items in a series. c. Encoding – I. Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. II. Correctly spelling words with common spelling patterns. III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	Multiple	Roxie Oral Language Rooted in Reading	1.W.8	In Which Lesson Will You Teach Students To: Capitalize: the first word in a sentence; dates; names of people; and pronoun "I". Correctly use punctuation at the end of a sentence. Use a comma correctly in dates when appropriate. Use a comma to separate items in a series. Spell unknown words using phonetic spelling. Use knowledge of learned syllable types when spelling regular words. Use knowledge of learned syllable types when spelling irregular words. Roxie- Quarter 1: Lessons 1-42 Quarter 2: Lessons 43-85 Quarter 3: Lessons 86-126 Quarter 4: Lessons 126-Second Grade Roxie	phonetic spelling encode capitalization punctuation pronoun period question mark exclamation mark comma letter-sound knowledge irregular words spelling patterns	Phonetic spelling: the process of listening for each sound in a word and representing each sound with a letter or combination of letters. Encode: to use letter-sound knowledge to write by applying phonics, spelling patterns, and structural analysis skills. Letter-Sound Knowledge: the matching of an oral sound to its corresponding letter or group of letters. Irregular Words: words that do not follow the principles that govern spelling. When teaching the spelling patterns, follow the same developmental sequence used for decoding instruction. Teach spelling and decoding together. Have students practice reading the pattern in text, then dictate some of those same words to practice encoding. Spelling is a connection-forming process—that is, sounds are linked to the spelling (orthographic) pattern, both of which are linked to the word's meaning. As these three linguistic connections are made and solidified, students are well on their way to becoming fluent readers and spellers. Evidence suggests that studying syntax and grammar out of context through rote memorization does not result in improved performance.	K.W.8: Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing the first word in a sentence and the pronoun "I". Punctuation – Recognizing and naming end punctuation. Encoding – Spelling simple words phonetically, drawing on phonemic awareness.	2.W.8: Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence. Using an apostrophe to form contractions and singular possessive nouns. Using commas in greetings and closings of letters, dates, and to separate items in a series. Encoding – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)

Communication and Collaboration

Learning Outcome: Students actively listen and participate in discussions using details and answering questions

1.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	Multiple	Carpet time/Morning Meeting Calendar Second Steps	1.CC.1	In Which Lesson Will You Teach Students To: Talk about and add relevant information or comments to discussion of grade-level appropriate topics and texts with different partners. Participate in conversation about topics and texts with different partners. In a conversation, two or more people listen carefully and take turns speaking. Second Steps-All lessons	text topic collaborative conversations	Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings. Students add to a conversation with appropriate comments. Collaborative discussions provide structured opportunities for students to be speakers and listeners and to participate in conversations about appropriate topics and texts.	2.CC.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	2.CC.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
1.CC.2	Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	Multiple	Carpet time/Morning Meeting Calendar Read Alouds Second Steps Rooted in Reading	1.CC.2	In Which Lesson Will You Teach Students To: Demonstrate listening by looking at the speaker or in their direction. Take turns when speaking and responding. Demonstrate listening by adding a comment about something shared and building on others' ideas Rooted in Reading-Daily Second Steps-All lessons	topic	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Students help develop, understand, and agree to follow discussion rules and norms such as listening to others with care and speaking one at a time about the topics and texts under discussion. Explain and model what it looks like to actively listen to a speaker. When students are being active listeners, they are hearing and thinking about what is being said.	2.CC.2: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	2.CC.2: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.
1.CC.3	Ask and answer questions about what a speaker says to clarify something that is not understood.	Multiple	Daily Read Alouds Second Steps Rooted in Reading	1.CC.3	In Which Lesson Will You Teach Students To: Ask appropriate questions to clarify understanding after listening to a speaker. Answer questions about what a speaker said accurately. Rooted in Reading-Daily and Second Steps (Every Lesson)	clarify ask and answer	Students ask a speaker questions if they need more information or if they do not understand information presented. They also answer questions about the speaker's presentation. Provide prompting and opportunities for students to receive feedback while developing or answering questions. Collaborative discussions provide structured opportunities for students to be speakers and listeners and to participate in conversations about appropriate topics and texts.	2.CC.4: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. (E)	2.CC.4: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. (E)
1.CC.4	Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)	Multiple	Teacher Read Alouds AR Reading Express Rooted in Reading	1.CC.4	In Which Lesson Will You Teach Students To: Identify important details in response to questions about information presented. Ask questions to clarify understanding. Rooted in Reading (daily)	key details comprehension	Students listen to a text read aloud, information presented by others, or information presented in various ways. They ask questions about important information. Provide prompting and opportunities for students to receive feedback while developing or answering questions. Collaborative discussions provide structured opportunities for students to be speakers and listeners and to participate in conversations about appropriate topics and texts.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
1.CC.5	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	Multiple	Read Alouds Heggerty Rooted in Reading	1.CC.5	In Which Lesson Will You Teach Students To: Speak clearly for peers and adults to understand. Recite familiar poems, rhymes, songs, and stories. Orally describe people, places, things, and events. Include sensory details when speaking about people, places, and/or events. Heggerty and Rooted in Reading Daily	sensory details	Students use complete sentences to describe a person, place, thing, or experience. They include appropriate sensory details and communicate their ideas and feelings so that others understand.	Students use complete sentences to describe a person, place, thing, or experience. They include appropriate sensory details and communicate their ideas and feelings so that others understand.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.

	Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statements	Looking Back	Looking Ahead		
1.CC.6		Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	Multiple	Journals for Kids Art Rooted in Reading	1.CC.6	In Which Lesson Will You Teach Students To: Add drawings or other visuals to provide more detail to what has been described. Add drawings to clarify ideas, thoughts and feelings. Choose when to add drawing to show meaning or to clarify ideas, thoughts, or feelings. Rooted in Reading Weekly	clarify visual displays	Students add pictures or other visuals to provide more information to a description. The visual should clarify ideas, thoughts, or feelings.	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	2.CC.5: Develop simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings. (E)
1.CC.7		Give and follow oral directions with two or three steps.	Multiple	Daily Teachers Directed Draw Art for Kids	1.CC.7	In Which Lesson Will You Teach Students To: Orally restate two- or three-step directions. Provide two- or three-step directions to peers or adults. Follow two- or three-step directions (e.g. oral or visual). Teacher Instruction-Daily	receptive (understanding) language	Auditory processing is the brain's ability to receive and understand the information that is heard through the ears and is more complex than just listening or hearing. Get the student's attention before you give a direction. There are plenty of factors that influence the ability to follow directions: hearing/vision, executive function skills, language comprehension, grammar, student level of interest, task complexity, and sequencing.	K.CC.5: Follow simple two- or three-step oral directions.	2.CC.6: Give and follow oral directions with three or more steps.
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