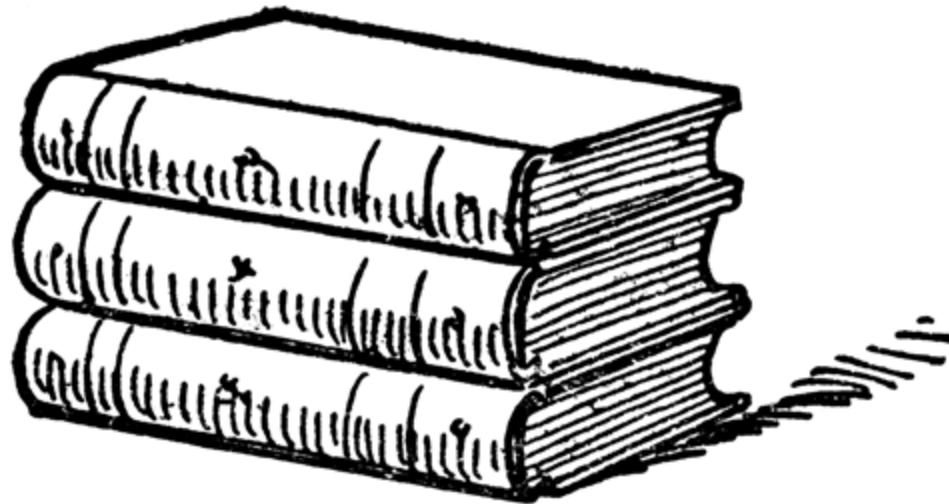


# 1st Grade Reading Curriculum Guide



**Innovation 2020**

**Mission: Engage, Empower, Inspire**

District 6 provides every student with a personalized, well-rounded and excellent education in a safe, caring environment.

**Student Learning and Achievement**

Students will engage in a challenging, personalized, well-rounded education preparing every student to be college and career ready with the skills needed to be successful in the community and world.

## Reading Curriculum Guide

### Unit: Smart Start

August 22 - August 30  
TRE Days: 0

Notes:

**Priority Standards: Foundational Skills**

All 1<sup>st</sup> grade foundational skills should be mastered by the end of 1<sup>st</sup> grade.

**Priority Standards: Reading Literature**

- 1.1 Ask and answer questions about key details in text.
- 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.3 Describe characters, settings, and major events in a story, using key details.

**Priority Standards: Reading Informational**

- 1.1 Ask and answer questions about key details in a text.
- 1.5 Know and use various text features (e.g. heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- 1.7 Use the illustrations and details in a text to describe its key ideas.

**Priority Standard: Language**

- 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

**Priority Standard: Speaking and Listening**

- 1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

**Academic Vocabulary: NA**

## Mastering the Priority Standards

Smart Start unit has been accelerated. Individuals should teach approximately 3 lessons a day.

## Reading Curriculum Guide

### Unit 1: Getting to Know Us

August 31 - October 7  
TRE Days: 2

**Assessment:** Weekly Assessments on day 5 of each week.

**Notes:**

#### Priority Standard: Foundational

All 1<sup>st</sup> grade foundational skills should be mastered by the end of 1<sup>st</sup> grade.

#### Priority Standards: Reading Literature

- 1.1 Ask and answer questions about key details in text.
- 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.3 Describe characters, settings, and major events in a story, using key details.

#### Priority Standards: Reading Informational

- 1.1 Ask and answer questions about key details in a text.
- 1.5 Know and use various text features (e.g. heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- 1.7 Use the illustrations and details in a text to describe its key ideas.

#### Priority Standard: Language

- 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

#### Priority Standard: Speaking and Listening

- 1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

**Academic Vocabulary:** visualize\*, characters\*, setting\*, events, illustrations, key details\*, retell, facts, main topic\*, first, after, quick, same  
All \* have Ashlock resources. The rest are found on Schoology.

## Mastering the Priority Standards

	Foundational Skills	Priority Standard(s) Instruction
Week 1:	<p><b>Phonics:</b> Introduce short a Reading/Writing Workshop: <a href="#">Jack Can</a> Literature Anthology: <a href="#">Nat and Sam</a> Leveled Reader-On Level: <a href="#">We Like to Share</a> Leveled Reader-Approaching Level: <a href="#">A Fun Day</a> Leveled Reader-Approaching Level (Paired Text): <a href="#">We Share</a> Your Turn Practice Book (page 5): Unit 1 Week 1: <a href="#">Jack the Cat</a> <a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf</a></p>	<p><b>RL 1</b> Jack Can T27: Comprehension Skill: Key Details, <a href="#">Nat</a> and <a href="#">Sam</a> T35A-H Skill: Key Details 2, 4, 7, 8, T35H Respond to Reading: Text Evidence: Key Details 1 and 2 <b>RL 2</b> Reread Literature Big Book: <a href="#">This School Year will be the Best</a> T31: Retelling, <a href="#">Nat</a> and <a href="#">Sam</a> T35H Respond to Reading: Retelling <b>RL3</b> NA <b>RI 1</b> Not emphasized: insert instruction/practice where applicable</p>

	<p><b>High Frequency Words (HFW):</b> <i>does, not, school, what</i>  <b>Structural Analysis:</b> Inflectional Endings -s</p>	<p><b>RI 5</b> <u>Rules at School</u> T38: Text Features: Photographs, T39-T39B 1, 3, 4, 5  <b>RI 7 NA</b></p>
Week 2:	<p>Phonics: Introduce short <i>i</i>  Reading/Writing Workshop: <u>Six Kids</u>  Literature Anthology: <u>Go Pip</u>  Leveled Reader-On Level: <u>Pet Show</u>  Leveled Reader-Approaching Level: <u>What Can We See?</u>  Leveled Reader-Approaching Level (Paired Text): <u>A Mouse in the House</u>  Your Turn Practice Book (page 15): Unit 1 Week 2: <u>Kim and Flick</u>  <a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf</a>  HFW: <i>down, out, up, very</i></p>	<p><b>RL 1</b> <u>Six Kids</u> T105 Skill: Key Details, <u>Go, Pip!</u> T113A-H Develop Comprehension: Skill Key Details 2, 5, 7, 9, 12, T113I-J Respond To Reading: Text Evidence: Key Details 1 and 2  <b>RL 2</b> <u>Alicia's Happy Day</u> T109: Retelling, <u>Go, Pip!</u> T113I Respond to Reading: Retelling  <b>RL 2</b> <u>Go, Pip!</u> T113I-J: Respond to Reading  <b>RL 3</b> <u>Go, Pip!</u> T113D: Develop Comprehension  <b>RI 1</b> Not emphasized: insert instruction/practice where applicable  <b>RI 5</b> T116: Text Features: Bold Print, <u>I Live Here</u> T117 Develop Comprehension Text Features: Bold Print 1, 3, 5  <b>RI 7 NA</b></p>
Week 3:	<p><b>Phonics:</b> Introduce <i>i</i>-blends  Reading/Writing Workshop: <u>A Pig for Cliff</u>  Literature Anthology: <u>Flip</u>  Leveled Reader-On Level: <u>A Trip to the City</u>  Leveled Reader-Approaching Level: <u>Mouse's Moon Party</u>  Leveled Reader-Approaching Level (Paired Text): <u>My Home</u>  Your Turn Practice Book (page 25): Unit 1 Week 3: <u>Pip and Tip</u>  <a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf</a>  HFW: <i>be, come, good, pull</i>  <b>Structural Analysis:</b> Plural Nouns</p>	<p><b>RL 1</b> <u>A Pig for Cliff</u> T183 Skill: Key Details <u>Flip</u> Develop Comprehension 191A-G: Skill: Key Details 2, 3, 5, 7, T191G Develop Comprehension: Skill: Key Details, T191I Respond to Reading: Text Evidence 1 and 2  <b>RL 2</b> Reread Literature Big Book <u>Cool Dog, School Dog</u> T187: Retelling, <u>Flip</u> T191I Respond to Reading: Retelling  <b>RL 3</b> Not emphasized: insert instruction/practice where applicable  <b>RI 1</b> Not emphasized: insert instruction/practice where applicable  <b>RI 5</b> T195 Develop Comprehension: Text Features: Labels, <u>What Pets Need</u> T195A and B: Develop Comprehension: Text Features: Labels 1, 2, 3  <b>RI 7 NA</b></p>
Week 4:	<p><b>Phonics:</b> Introduce short <i>o</i>  Reading/Writing Workshop: <u>Toss! Kick! Hop!</u>  Literature Anthology: <u>Friends</u>  Leveled Reader-On Level: <u>Friends Are Fun</u>  Leveled Reader-Approaching Level: <u>Friends are Fun</u>  Leveled Reader-Approaching Level (Paired Text): <u>I Like to Play</u>  Your Turn Practice Book (page 35): Unit 1 Week 4: <u>What Can it Do?</u>  <a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf</a>  HFW: <i>fun, make, they, too</i>  <b>Structural Analysis:</b> Alphabetical Order</p>	<p><b>RL 1</b> Read the Literature Big Book <u>Friends All Around</u> T265: Ask and Answer Questions, Read the Interactive Read Aloud T255 Strategy: Ask and Answer Questions  <b>RL 2 NA</b>  <b>RL 3 NA</b>  <b>RI 1</b> <u>Friends All Around</u>: T244 Strategy: Ask and Answer Questions <u>Toss! Kick! Hop!</u> T261 Skill: Key Details, Reread the Literature Big Book T265: Develop Comprehension Strategy: Ask and Answer Questions, <u>Friends</u> T226A-E: Strategy: Ask and Answer Questions 1, 3, 7, Skill: Key Details 2, 6, 8, 10, T269G Develop Comprehension: Skill: Key Details, T269I Respond to Reading: Text Evidence: Key Details 1 and 2  <b>RI 5</b> Not emphasized: insert instruction/practice where applicable  <b>RI 7 NA</b></p>

<p>Week 5:</p>	<p><b>Phonics:</b> Introduce <i>r</i>-blends and <i>s</i>-blends  Reading/Writing Workshop: <u>Move and Grin!</u>  Literature Anthology: <u>Move It!</u>  Leveled Reader-On Level: <u>We Can Move!</u>  Leveled Reader-Approaching Level: <u>We Can Move!</u>  Leveled Reader-Approaching Level (Paired Text): <u>What's Under Your Skin?</u>  Your Turn Practice Book (page 45): Unit 1 Week 5: <u>Kids Can Move</u>  <a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf</a>  <b>HFW:</b> <i>jump, move, run, two</i>  <b>Structural Analysis:</b> Possessives</p>	<p><b>RL 1</b> Read the Interactive Read Aloud T333: Strategy: Ask and Answer Questions,  <b>RL 2</b> Reread the Literature Big Book T343 Retelling  <b>RL 3</b> NA  <b>RI 1</b> <u>Move</u> T323: Strategy: Ask and Answer Questions, <u>Move and Grin</u> T339: Skill: Key Details, Reread the Literature Big Book <u>Move</u> T343: Strategy: Ask and Answer Questions, <u>Move It!</u> T347A-D Develop Comprehension: Strategy: Ask and Answer Questions 1, 7, Skill: Key Details 2, 3, 6, T347E Develop Comprehension: Skills: Key Details, T347F Respond to Reading: Text Evidence 1 and 2  <b>RI 5</b> <u>Move It!</u> T347A-D Develop Comprehension: Text Features: Labels <u>Using Diagrams</u> T351: Develop Comprehension: Text Features: Diagrams 1  <b>RI 7</b> NA</p>
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Greeley-Evans School District 6		1 <sup>st</sup> Grade
<b>Reading Curriculum Guide</b>		
<p><b>Unit 2: Our Community</b></p> <p>October 10 - November 16  <b>TRE Days: 2</b></p> <p><b>Assessment:</b> Weekly Assessments on day 5 of each week.</p> <p><b>Notes:</b></p>	<p style="text-align: center;"><b>Priority Standard: Foundational</b></p> <p>All 1<sup>st</sup> grade foundational skills should be mastered by the end of first grade.</p> <p style="text-align: center;"><b>Priority Standards: Reading Literature</b></p> <p>1.1 Ask and answer questions about key details in text.</p> <p>1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>1.3 Describe characters, settings, and major events in a story, using key details.</p> <p style="text-align: center;"><b>Priority Standards: Reading Informational</b></p> <p>1.1 Ask and answer questions about key details in a text.</p> <p>1.5 Know and use various text features (e.g. heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p style="text-align: center;"><b>Priority Standard: Language</b></p> <p>1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p style="text-align: center;"><b>Priority Standard: Speaking and Listening</b></p>	

1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

**Academic Vocabulary:** character\*, setting\*, events, beginning, middle, end, order, identify, text features, main topic\*, closed syllable, open syllable, key details\*

All \* have Ashlock resources. The rest are found on Schoology.

## Mastering the Priority Standards

	Foundational Skills	Priority Standard(s) Instruction
Week 1:	<p><b>Phonics:</b> Introduce short <i>e</i>            Reading/Writing Workshop: <u>Good Job, Ben!</u>            Literature Anthology: <u>The Red Hat</u>            Leveled Reader-On Level: <u>Ben Brings the Mail</u>            Leveled Reader-Approaching Level: <u>Pick Up Day</u>            Leveled Reader-Approaching Level (paired text): <u>The Recycling Center</u>            Your Turn Practice Book (page 55): Unit 2 Week 1: <u>A Fun Job</u>  <a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf</a>  <b>HFW:</b> <i>again, help, new, there, use</i>  <b>Structural Analysis:</b> Inflectional Ending –ed</p>	<p><b>RL 1</b> <u>The Red Hat</u> T35F Ask and Answer Questions 10  <b>RL 2</b> <u>Good Job, Ben!</u> T131 Reread Literature Big Book: Retelling, <u>Millie Waits for the Mail</u> T31: Retell <u>The Red Hat</u> T35D Maintain Skill: Key Details, T35I Respond to Reading: Retelling  <b>RL 3</b> <u>Good Job, Ben!</u> T27: Skill: Character, Setting, Events, <u>The Red Hat</u> T35A-F: Develop Comprehension: Skill: Character, Setting, Events 2, 3, 7, 8, 11, T35G: Developing Comprehension: Skill: Characters, Setting, Events, T35I: Respond to Reading: Text Evidence 1 and 2  <b>RI 1</b> Not emphasized: Insert instruction/practice where applicable  <b>RI 5</b> Develop Comprehension T39: Text Features: Labels, T39A-B: Develop Comprehension 1 and 3  <b>RI 7</b> Not emphasized: Insert instruction/practice where applicable</p>
Week 2:	<p><b>Phonics:</b> Introduce short <i>u</i>            Reading/Writing Workshop: <u>Cubs in a Hut</u>            Literature Anthology: <u>The Pigs, the Wolf, and the Mud</u>            Leveled Reader-On Level: <u>Staying Afloat</u>            Leveled Reader-Approaching Level: <u>What a Nest</u>            Leveled Reader-Approaching Level (paired text): <u>Stone Castles</u>            Your Turn Practice Book (page 65): Unit 2 Week 2: <u>Pals Play and Hum</u>  <a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf</a>  <b>HFW:</b> <i>could, live, one, then, three</i>  <b>Structural Analysis:</b> Contractions with ‘s</p>	<p><b>RL 1</b> <u>The Pigs, The Wolf, and the Mud</u> T113D: Ask and Answer Questions 6,  <b>RL 2</b> Reread the Big Book <u>Three Little Dassies</u> T109: Retelling, <u>The Pigs, the Wolf, and the Mud</u> T113G 13, T113J Respond to Reading: Retell  <b>RL 3</b> <u>Cubs in a Hut</u> T105: Skill: Character, Setting, Events, <u>The Pigs, the Wolf, and the Mud</u> T113A-H: Skill: Character, Settings, Events 1, 5, 8, 11, T113H Skill: Character, Setting, Events, T113J Respond to Reading: Text Evidence 1 and 2  <b>RI 1</b> Not emphasized: Insert instruction/practice where applicable  <b>RI 5</b> Develop Comprehension T117: Text Features: Captions, T117A-B Develop Comprehension: Text Features: Captions, 2 and 3  <b>RI 7</b> Not emphasized: Insert instruction/practice where applicable</p>
Week 3:	<p><b>Phonics:</b> Introduce End Blends            Reading/Writing Workshop: <u>The Best Spot</u>            Literature Anthology: <u>At a Pond</u>            Leveled Reader-On Level: <u>Meerkat Family</u></p>	<p><b>RL 1</b> Not emphasized: Insert instruction/practice where applicable  <b>RL 2</b> <u>Babies in the Bayou</u> T187: Reread Literature Big Book: Retelling</p>





	<p>Leveled Reader-Approaching Level: <u>Meerkat Family</u>  Leveled Reader-Approaching Level (paired text): <u>I Live in a House</u>  Your Turn Practice Book (page 75): Unit 2 Week 3: <u>Big Rock Pond</u>  <a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf</a>  <b>HFW:</b> <i>eat, no, of, under, who</i>  <b>Structural Analysis:</b> Inflectional Endings -ing</p>	<p><b>RL 3 NA</b>  <b>RI 1</b> <u>At a Pond</u> T191C: Ask and Answer Questions 3  <b>RI 5</b> Not emphasized: Insert instruction/practice where applicable  <b>RI 7</b> Not emphasized: Insert instruction/practice where applicable</p>
Week 4:	<p><b>Phonics:</b> Introduce <i>th, sh, -ng</i>  Reading/Writing Workshop: <u>Thump Thump Helps Out</u>  Literature Anthology: <u>Nell's Books</u>  Leveled Reader-On Level: <u>Squirrels Help</u>  Leveled Reader-Approaching Level: <u>The Sick Tree</u>  Leveled Reader-Approaching Level (paired text): <u>Beach Clean-Up</u>  Your Turn Practice Book (page 85): Unit 2 Week 4: <u>All Help with the Play</u>  <a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf</a>  <b>HFW:</b> <i>all, call, day, her, want</i>  <b>Structural Analysis:</b> Closed Syllables</p>	<p><b>RL 1</b> Not emphasized: Insert instruction/practice where applicable  <b>RL 2</b> Reread Literature Big Book T265: Retelling, <u>Nell's Books</u> T269A-H: Maintain Skill: Key Details 4, T269J Respond to Reading: Retelling  <b>RL 3</b> <u>Thump Thump Helps Out</u> T261: Skill: Character, Setting, Events, <u>Nell's Books</u> T269A-H: Skill: Character, Setting, Events 2, 3, 6, 7, 11, T269J Respond to Reading: Text Evidence: 1 and 2  <b>RI 1</b> Not emphasized: Insert instruction/practice where applicable  <b>RI 5</b> Develop Comprehension T273: Text Features: List, <u>Kids Can Help</u> Text Features: List 2 and 3  <b>RI 7</b> Not emphasized: Insert instruction/practice where applicable</p>
Week 5:	<p><b>Phonics:</b> Introduce Consonant Digraphs <i>ch, -tch, wh, ph</i>  Reading/Writing Workshop: <u>Which Way on the Map</u>  Literature Anthology: <u>Fun with Maps</u>  Leveled Reader-On Level: <u>How Maps Help</u>  Leveled Reader-Approaching Level: <u>How Maps Help</u>  Leveled Reader-Approaching Level (paired text): <u>On the Map</u>  Your Turn Practice Book (page 95): Unit 2 Week 5: <u>Look Around this Place</u>  <a href="http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf">http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000278/86/36.pdf</a>  <b>HFW:</b> <i>around, by, many, place, walk</i>  <b>Structural Analysis:</b> Inflectional Endings -es</p>	<p><b>RL 1</b>  <b>RL 2</b> Reread Literature Big Book: <u>Me on the Map</u> T343: Retelling  <b>RL 3 NA</b>  <b>RI 1</b> Not emphasized: Insert instruction/practice where applicable  <b>RI 5</b> <u>North, East, South or West</u> T350: Text Features: Map, T351 Text Features: Map 2  <b>RI 7</b> Not emphasized: Insert instruction/practice where applicable</p>

Greeley-Evans School District 6		1 <sup>st</sup> Grade
<b>Reading Curriculum Guide</b>		
<b>Unit 3: Changes Over Time</b>  November 17 - January 11 <b>TRE Days:</b> 4	<b>Priority Standard: Foundational</b>	
	All 1 <sup>st</sup> grade foundational skills should be mastered by the end of first grade.  <b>Priority Standards: Reading Literature</b> 1.1 Ask and answer questions about key details in text.	

<b>Assessment:</b> Weekly Assessments on day 5 of each week.  <b>Notes:</b>	1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	1.3 Describe characters, settings, and major events in a story, using key details.
	<b>Priority Standards: Reading Informational</b>
	1.1 Ask and answer questions about key details in a text.  1.5 Know and use various text features (e.g. heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  1.7 Use the illustrations and details in a text to describe its key ideas.
	<b>Priority Standard: Language</b>
	1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
	<b>Priority Standard: Speaking and Listening</b>
	1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.

**Academic Vocabulary:** sequence\*, prediction\*, confirm, fantasy\*, plot\*, question\*, bold print, text, nonfiction, diagram, folktale, cause\*, effect\*, compare\*, contrast\*, caption, middle, end, poem, rhymes, same, different, first, next, last, alike, chart  
**All \* have Ashlock resources. The rest are found on Schoology.**

## Mastering the Priority Standards

	Foundational Skills	Priority Standard(s) Instruction
Week 1:	<b>Phonics:</b> Introduce Long a: <i>a_e</i> Reading/Writing Workshop: <u>Nate the Snake is Late</u> Literature Anthology: <u>On My Way to School</u> Leveled Reader-On Level: <u>Kate Saves the Date!</u> Leveled Reader-Approaching Level: <u>Busy's Watch</u> Leveled Reader-Approaching Level (paired text): <u>Make a Clock</u> Your Turn Practice Book (page 105): Unit 3 Week 1: <u>Whale at the Lake</u> <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y</a> <b>HFV:</b> <i>away, now, some, today, way, why</i> <b>Structural Analysis:</b> Contractions with not	<b>RL 1 NA</b> <b>RL 2</b> <u>On my Way to School</u> T35J: Respond to Reading: Retelling, <u>A Second is a Hiccup</u> T31: Retell <b>RL 3</b> <u>Nate the Snake is Late</u> T27: Skill: Character, Setting, Plot, <u>On my Way to School</u> T35B-G: Skill: Character, Setting, Plot 2, 3, 5, 11, T35H: Skill: Character, Setting, Plot <b>RI 1</b> Not emphasized: insert instruction/practice where applicable <b>RI 5</b> T39: Develop Comprehension: Text Feature: Bold Print, <u>It's About Time!</u> T39A-B: Develop Comprehension: Text Features: Bold Print 2 and 3 <b>RI 7 NA</b>
Week 2:	<b>Phonics:</b> Introduce Long i: <i>i_e</i> Reading/Writing Workshop: <u>Time to Plant!</u> Literature Anthology: <u>The Big Yuca Plan</u> Leveled Reader-On Level: <u>Yum Strawberries!</u> Leveled Reader-Approaching Level: <u>Corn Fun</u>	<b>RL 1</b> Not emphasized: insert instruction/practice where applicable <b>RL 2</b> Reread Literature Big Book: <u>Mystery Vine</u> T109: Retell, <u>The Big Yuca Plant</u> T113J Respond to Reading: Retelling



	<p>Leveled Reader-Approaching Level (paired text): <u>Ear of Corn</u>  Your Turn Practice Book (page 115): Unit 3 Week 2: <u>A Gift for Mom</u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> <i>green, grow, pretty, should, together, water</i>  <b>Structural Analysis:</b> Plurals</p>	<p><b>RL 3</b> <u>Time to Plant</u> T105: Skill: Plot Sequence, <u>The Big Yuca Plant</u> T113B-G: Skill Sequence: 2, 38, 13, Skill: Character, Setting, Events 6, T113H: Skill: Sequence  <b>RI 1</b> Not emphasized: insert instruction/practice where applicable  <b>RI 5</b> T117 Develop Comprehension: Text Features, <u>How Plants Grow</u> T117A-B: Text Features: Diagram 2 and 3  <b>RI 7</b> Not emphasized: insert instruction/practice where applicable</p>
Week 3:	<p><b>Phonics:</b> Introduce soft <i>c</i>, soft <i>g</i>, <i>dge</i>  Reading/Writing Workshop: <u>The Nice Mitten</u>  Literature Anthology: <u>The Gingerbread Man</u>  Leveled Reader-On Level: <u>The Magic Paintbrush</u>  Leveled Reader-Approaching Level: <u>How Coqui Got her Voice</u>  Leveled Reader-Approaching Level (paired text): <u>Ei Coqui/The Coqui</u>  Your Turn Practice Book (page 125): Unit 3 Week 3: <u>Little Fred and Little Buck</u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> <i>any, from, happy, once, so, upon</i>  <b>Structural Analysis:</b> Inflectional Ending –ed, -ing</p>	<p><b>RL 1</b> Not emphasized: insert instruction/practice where applicable  <b>RL 2</b> Reread the Big Book: <u>Interrupting Chicken</u> T187: Retell, , <u>The Last Train</u> T265: Retell, <u>The Gingerbread Man</u> T191J Respond to Reading: Retelling  <b>RL 3</b> <u>The Nice Mitten</u> T183: Skill: Plot/Cause and Effect, <u>The Gingerbread Man</u> T191A-H: Skill: Cause and Effect 2, 6, 7, 12, Maintain Skill 4,11, T191J Text Evidence: Cause and Effect 1 and 2  <b>RI 1</b> NA  <b>RI 5</b> NA  <b>RI 7</b> NA</p>
Week 4:	<p><b>Phonics:</b> Introduce long o: <i>o_e</i>, long u: <i>u_e</i>, long e: <i>e_e</i>  Reading/Writing Workshop: <u>Life at Home</u>  Literature Anthology: <u>Long Ago and Now</u>  Leveled Reader-On Level: <u>Schools Then and Now</u>  Leveled Reader-Approaching Level: <u>Schools Then and Now</u>  Leveled Reader-Approaching Level (paired text): <u>School Days</u>  Your Turn Practice Book (page 135): Unit 3 Week 4: <u>Life Long Ago</u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> <i>ago, boy, girl, how, old, people</i>  <b>Structural Analysis:</b> CVCe Syllables</p>	<p><b>RL 1</b> NA  <b>RL 2</b> T265 Reread the Big Book: Retelling  <b>RL 3</b> NA  <b>RI 1</b> Not emphasized: insert instruction/practice where applicable  <b>RI 5</b> T273 Develop Comprehension: Text Features: Captions, <u>From Horse to Plane</u> T273A-B: Text Features: Captions 1 and 2  <b>RI 7</b> Not emphasized: insert instruction/practice where applicable</p>
Week 5:	<p>Phonics: Introduce u as in <i>oo</i>, <i>u</i>  Reading/Writing Workshop: <u>A Look at Breakfast</u>  Literature Anthology: <u>From Cows to You</u>  Leveled Reader-On Level: <u>Schools Then and Now</u>  Leveled Reader-Approaching Level: <u>Schools Then and Now</u>  Leveled Reader-Approaching Level (paired text): <u>School Days</u>  Your Turn Practice Book (page 145): Unit 3 Week 5: <u>The Food We Eat</u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> <i>after, buy, done, every, soon, work</i>  <b>Structural Analysis:</b> Inflectional Ending –ed, -ing</p>	<p><b>RL 1</b> NA  <b>RL 2</b> NA  <b>RL 3</b> NA  <b>RI 1</b> Not emphasized: insert instruction/practice where applicable  <b>RI 5</b> <u>A Food Chart</u> T351: Text Features: Chart 2  <b>RI 7</b> Not emphasized: insert instruction/practice where applicable</p>

## Reading Curriculum Guide

### Unit 4: Animals Everywhere

January 12 - February 27  
**TRE Days: 2**

**Assessment:** Weekly Assessments on day 5 of each week.

**Notes:**

#### Priority Standard: Foundational

All 1<sup>st</sup> grade foundational skills should be mastered by the end of first grade.

#### Priority Standards: Reading Literature

- 1.1 Ask and answer questions about key details in text.
- 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.3 Describe characters, settings, and major events in a story, using key details.

#### Priority Standards: Reading Informational

- 1.1 Ask and answer questions about key details in a text.
- 1.5 Know and use various text features (e.g. heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- 1.7 Use the illustrations and details in a text to describe its key ideas.

#### Priority Standard: Language

- 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

#### Priority Standard: Speaking and Listening

- 1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

**Academic Vocabulary:** investigate, sequence\*, narrator, main idea\*, setting\*, before, after, root word, heading, category, same meaning, chart, detail

All \* have Ashlock resources. The rest are found on Schoology.

## Mastering the Priority Standards

	Foundational Skills	Priority Standard(s) Instruction
Week 1:	<p><b>Phonics:</b> Introduce long a: <i>a, ai, ay</i>                      Reading/Writing Workshop: <u>A Tale of a Tail</u>                      Literature Anthology: <u>How Bat Got its Wings</u>                      Leveled Reader-On Level: <u>Fly to the Rescue!</u>                      Leveled Reader-Approaching Level: <u>The King of the Animals</u>                      Leveled Reader-Approaching Level (paired text): <u>Lions and Elephants: Take a Closer Look</u></p>	<p><b>RL 1</b> Read the Interactive Read Aloud: T11: Ask and Answer Questions, Reread the Interactive Read Aloud:T21 Ask and Answer Questions, <u>How Bat Got its Wings</u> T35H: Develop Comprehension: Ask and Answer Questions 2 and 12  <b>RL 2</b> <u>How Bat Got its Wings</u> T35K Respond to Reading: Retelling</p>



	<p>Your Turn Practice Book (page 155): Unit 4 Week 1: <u><a href="#">A Fox Tail</a></u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> <i>about, animal, carry, eight, give, our</i>  <b>Structural Analysis:</b> Alphabetical Order</p>	<p><b>RL 3</b> <u><a href="#">A Tale of a Tail</a></u> T27: Plot/Sequence, T31: Plot: Cause and Effect, <u><a href="#">How Bat Got its Wings</a></u> T35A-H: Develop Comprehension: Plot/Sequence 1, 5, 10, T35I: Develop Comprehension: Skill: Sequence  <b>RI 1</b> <u><a href="#">Bats! Bats! Bats!</a></u> T39: Develop Comprehension: Strategy: Ask and Answer Questions 1  <b>RI 5</b> <u><a href="#">Bats! Bats! Bats!</a></u> T38:, T39-T39B: Develop Comprehension: Text Features 2, 3, 4, 5  <b>RI 7</b> Not emphasized: insert instruction/practice where applicable</p>
Week 2:	<p><b>Phonics:</b> Introduce long e: <i>e, ee, ea, ie</i>  Reading/Writing Workshop: <u><a href="#">A Team of Fish</a></u>  Literature Anthology: <u><a href="#">Animal Teams</a></u>  Leveled Reader-On Level: <u><a href="#">Penguins All Around</a></u>  Leveled Reader-Approaching Level: <u><a href="#">Penguins All Around</a></u>  Leveled Reader-Approaching Level (paired text): <u><a href="#">Animals Work Together!</a></u>  Your Turn Practice Book (page 167): Unit 4 Week 2: <u><a href="#">Ants Can Help</a></u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> <i>because, blue, into, or other, small</i>  <b>Structural Analysis:</b> Prefixes re-, un-, pre-</p>	<p><b>RL 1</b> NA  <b>RL 2</b> NA  <b>RL 3</b> NA  <b>RI 1</b> Interactive Read Aloud T89: Strategy: Ask and Answer Questions, Reread Interactive Read Aloud T99: Strategy: Ask and Answer Questions, <u><a href="#">Animal Teams</a></u> T113A-H: Ask and Answer Questions: 1, 2, 5, 7, 14, <u><a href="#">Busy As a Bee</a></u> T117A: Ask and Answer Questions 2  <b>RI 5</b> T117: Develop Comprehension: Text Feature: Captions, <u><a href="#">Busy As a Bee</a></u> T117A: Text Features: 1 and 3  <b>RI 7</b> Not emphasized: insert instruction/practice where applicable</p>
Week 3:	<p><b>Phonics:</b> Introduce long o  Reading/Writing Workshop: <u><a href="#">Go Wild!</a></u>  Literature Anthology: <u><a href="#">Vulture View</a></u>  Leveled Reader-On Level: <u><a href="#">Go Gator!</a></u>  Leveled Reader-Approaching Level: <u><a href="#">Go Gator!</a></u>  Leveled Reader-Approaching Level (paired text): <u><a href="#">Ducklings</a></u>  Your Turn Practice Book (page 179): Unit 4 Week 3: <u><a href="#">Crows</a></u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> <i>find, food, more, over, start, warm</i>  <b>Structural Analysis:</b> Open Syllables</p>	<p><b>RL 1</b> <u><a href="#">When it's Snowing</a></u> T195: Ask and Answer Questions1  <b>RL 2</b> NA  <b>RL 3</b> NA  <b>RI 1</b> Interactive Read Aloud T167: Strategy: Ask and Answer Questions, Reread Interactive Read Aloud T177: Strategy: Ask and Answer Questions, <u><a href="#">Vulture View</a></u> T191B: Develop Comprehension: Ask and Answer Questions 2, 3, 7,  <b>RI 5</b> NA  <b>RI 7</b> Not emphasized: insert instruction/practice where applicable</p>
Week 4:	<p><b>Phonics:</b> Introduce long i  Reading/Writing Workshop: <u><a href="#">Creep Low, Fly High</a></u>  Literature Anthology: <u><a href="#">Hi! Fly Guy</a></u>  Leveled Reader-On Level: <u><a href="#">The Hat</a></u>  Leveled Reader-Approaching Level: <u><a href="#">Where is My Home?</a></u>  Leveled Reader-Approaching Level (paired text): <u><a href="#">Wings</a></u>  Your Turn Practice Book (page 179): Unit 4 Week 4: <u><a href="#">Eve and Pete</a></u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> <i>caught, flew, know, laugh, listen, were</i>  <b>Structural Analysis:</b> Inflectional Endings</p>	<p><b>RL 1</b> <u><a href="#">Hi Fly Guy</a></u> T269C: Develop Comprehension: Ask and Answer Questions 2, 22  <b>RL 2</b> <u><a href="#">Hi, Fly Guy</a></u> T269R Respond to Reading: Retelling  <b>RL 3</b> <u><a href="#">Creep Low, Fly Hi</a></u> T261: Skill: Point of View, T265 Plot: Cause and Effect, <u><a href="#">Hi, Fly Guy</a></u> T269A-Q: Skill: Point of View: 7, 9, 12, 17, 24, Character: Setting Events: 13, Maintain Skill: Cause and Effect: 8, 15  <b>RI 1</b> Not emphasized: insert instruction/practice where applicable  <b>RI 5</b> Develop Comprehension T273: Text Feature: Headings, <u><a href="#">Meet the Insects</a></u> T273B: Text Features: Headings 2 and 3</p>

		RI 7 Not emphasized: insert instruction/practice where applicable
Week 5:	Phonics: Introduce long e: <i>y, ey</i> Reading/Writing Workshop: <u>From Puppy to Guide Dog</u> Literature Anthology: <u>Koko and Penny</u> Leveled Reader-On Level: <u>Teach a Dog!</u> Leveled Reader-Approaching Level: <u>Teach a Dog!</u> Leveled Reader-Approaching Level (paired text): <u>Working with Dolphins</u> Your Turn Practice Book (page 203): Unit 4 Week 5: <u>A New Puppy</u> <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y</a> HFW: <i>find, food, more, over, start, warm</i> <b>Structural Analysis:</b> Compound Words	RI 1 NA RI 2 NA RI 3 NA RI 1 Not emphasized: insert instruction/practice where applicable RI 5 <u>Saving Mountain Gorillas</u> T350: Text Features: Captions 2 RI 7 <u>From Puppy to Guide Dog</u> T339: Skill: Connections Within Text/Sequence

## Reading Curriculum Guide

<p><b>Unit 5: Figure It Out</b></p> <p>February 28 - April 12 <b>TRE Days:</b> 2</p> <p><b>Assessment:</b> Weekly Assessments on day 5 of each week.</p> <p><b>Notes:</b></p>	<p><b>Priority Standard: Foundational</b></p> <p>All 1<sup>st</sup> grade foundational skills should be mastered by the end of first grade.</p>
	<p><b>Priority Standards: Reading Literature</b></p> <p>1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>
	<p>1.3 Describe characters, settings, and major events in a story, using key details.</p>
	<p><b>Priority Standards: Reading Informational</b></p> <p>1.1 Ask and answer questions about key details in a text.</p>
	<p>1.5 Know and use various text features (e.g. heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>
	<p>1.7 Use the illustrations and details in a text to describe its key ideas.</p>
	<p><b>Priority Standard: Language</b></p> <p>1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
	<p>1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>
	<p><b>Priority Standard: Speaking and Listening</b></p> <p>1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>

**Academic Vocabulary:** evidence, classify\*, categorize\*, main problem\*, solution\*, cause\*, effect\*, chart, end, poem, alliteration illustrations, point of view\*

All \* have Ashlock resources. The rest are found on Schoology.

## Mastering the Priority Standards

	Foundational Skills	Priority Standard(s) Instruction
Week 1:	<p><b>Phonics:</b> Introduce /ar/ ar            Reading/Writing Workshop: <u>A Barn Full of Hats</u>            Literature Anthology: <u>A Lost Button</u> (from <u>Frog and Toad are Friends</u>)            Leveled Reader-On Level: <u>Dog Bones</u>            Leveled Reader-Approaching Level: <u>Nuts for Winter</u>            Leveled Reader-Approaching Level (paired text): <u>Sort by Color</u>            Your Turn Practice Book (page 215): Unit 5 Week 1: <u>The Party</u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> four, large, none, only, put, round  <b>Structural Analysis:</b> Irregular Plurals</p>	<p><b>RL 1</b> <u>A Lost Button</u> T35I: Respond to Reading: Retelling  <b>RL 2</b> Not emphasized: insert instruction/practice where applicable  <b>RL 3</b> <u>A Barn Full of Hats</u> T27 Skill: Point of View, T31 Plot: Sequence, <u>A Lost Button</u> T35B-F: Develop Comprehension 1,3, 7, 8, T35G: Develop Comprehension: Skill: Point of View  <b>RI 1</b> Not emphasized: insert instruction/practice where applicable  <b>RI 5</b> Not emphasized: insert instruction/practice where applicable  <b>RI 7</b> <u>Sort It Out</u> T39-T39B: Develop Comprehension: Text Features: Use Illustrations 2, 3, 4, 5</p>
Week 2:	<p><b>Phonics:</b> Introduce /ur/            Reading/Writing Workshop: <u>A Bird Named Fern</u>            Literature Anthology: <u>Kitten's First Full Moon</u>            Leveled Reader-On Level: <u>Hide and Seek!</u>            Leveled Reader-Approaching Level: <u>Little Blue's Dream</u>            Leveled Reader-Approaching Level (paired text): <u>Hello, Little</u>            Your Turn Practice Book (page 215): Unit 5 Week 2: <u>A Bunny Wish</u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> another, climb, full, great, poor, through  <b>Structural Analysis:</b> Inflectional Ending -er</p>	<p><b>RL 1</b> <u>Kitten's First Full Moon</u> T113B-: Develop Comprehension: Ask and Answer Questions 18  <b>RL 2</b> <u>Kitten's Full Moon</u> T113R Respond to Reading: Retelling  <b>RL 3</b> <u>A Bird Named Fern</u> T105: Plot/Cause and Effect, T109 Plot: Sequence, <u>Kitten's First Full Moon</u> T113B-P: Develop Comprehension: Skill: Cause and Effect 1, 8, 11, 17  <b>RI 1</b> Not emphasized: insert instruction/practice where applicable  <b>RI 5</b> <u>The Moon</u> T117-T117B: Develop Comprehension: 1, 3, 5  <b>RI 7</b> Not emphasized: insert instruction/practice where applicable</p>
Week 3:	<p><b>Phonics:</b> Introduce /or/ or, ore, oar            Reading/Writing Workshop: <u>The Story of a Robot Inventor</u>            Literature Anthology: <u>Thomas Edison, Inventor</u>            Leveled Reader-On Level: <u>The Wright Brothers</u>            Leveled Reader-Approaching Level: <u>The Wright Brothers</u>            Leveled Reader-Approaching Level (paired text): <u>Fly Away, Butterfly</u>            Your Turn Practice Book (page 239): Unit 5 Week 3: <u>Good Ideas</u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=80B3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> began, better, guess, learn, right, sure  <b>Structural Analysis:</b> Abbreviations</p>	<p><b>RL 1</b> <u>Thomas Edison, Inventor</u> T191D: Develop Comprehension: 5, 9, Respond To Reading: Retelling  <b>RL 2</b> Not emphasized: insert instruction/practice where applicable  <b>RL 3</b> <u>The Story of a Robot Inventor</u> T183 :Skill Connections within Text/ Problem and Solution, T187 Comprehension/Fluency: Connections within Text: Sequence, <u>Thomas Edison, Inventor</u> T191A-H: Develop Comprehension: 1, 2, 6, 11, 12, T 191H: Maintain Sill: Sequence 13, T191I Develop Comprehension: Skill: Problem and Solution  <b>RI 1</b> NA</p>

		<b>RI 5 NA</b> <b>RI 7 NA</b>
Week 4:	Phonics: Introduce Diphthongs <i>ou, ow</i> Reading/Writing Workshop: <u>Now, What's that Sound?</u> Literature Anthology: <u>Whistle for Willie</u> Leveled Reader-On Level: <u>Down on the Farm</u> Leveled Reader-Approaching Level: <u>Thump, Jangle, Crash</u> Leveled Reader-Approaching Level (paired text): <u>How to Make Maracas</u> Your Turn Practice Book (page 251): Unit 5 Week 4: <u>Dad's Game</u> <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y</a> HFW: <i>color, early, instead, nothing, oh, thought</i> <b>Structural Analysis:</b> Inflectional Endings – <i>er, -est</i>	<b>RL 1</b> Interactive Read Aloud: T245 Strategy: Ask and Answer Questions 1, 2,3, T255 Listening Comprehension: Reread the Interactive Read Aloud Strategy: Ask and Answer Questions <u>Whistle for Willie</u> T269B: Develop Comprehension: Ask and Answer Questions: 1 and 6 <b>RL 2</b> <u>Whistle for Willie</u> : T269P: Respond to Reading: Retelling <b>RL 3</b> <u>Now, What's That Sound?</u> T261: Skill: Plot/Problem and Solution, T265 Comprehension/Fluency: Point of View, <u>Whistle for Willie</u> : T269B-M: Develop Comprehension: Problem and Solution: 2, 3, 8 10, 18, Point of View: 7, 12, 19, T269N: Skill: Problem/Solution <b>RI 1</b> <u>Shake! Strike! Strum!</u> T273A: Develop Comprehension: Ask and Answer Questions 1 <b>RI 5</b> <u>Shake! Strike! Strum!</u> Develop Comprehension T273: Text Features 2, 3 <b>RI 7</b> Not emphasized: insert instruction/practice where applicable
Week 5:	Phonics: Introduce Diphthongs <i>oi, oy</i> Reading/Writing Workshop: <u>The Joy of a Ship</u> Literature Anthology: <u>Building Bridges</u> Leveled Reader-On Level: <u>What is a Yurt?</u> Leveled Reader-Approaching Level: <u>What is a Yurt?</u> Leveled Reader-Approaching Level (paired text): <u>Treehouses</u> Your Turn Practice Book (page 263): Unit 5 Week 5: <u>How to Build a Snowman</u> <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y</a> HFW: <i>above, build, fall, knew, money toward</i> <b>Structural Analysis:</b> Final Stable Syllable	<b>RL 1</b> Interactive Read Aloud: T323: Strategy: Ask and Answer Questions, Reread the Interactive Read Aloud: T333 Strategy: Ask and Answer Questions <b>RL 2</b> <u>The Joy of a Ship</u> T343: Main Idea and Key Details <b>RL 3</b> <u>The Joy of a Ship</u> T339: Skill: Connections within Text/Cause and Effect <b>RI 1</b> <u>Building Bridges</u> T347B: Develop Comprehension: Ask and Answer Details: 2 <b>RI 5</b> Not emphasized: insert instruction/practice where applicable <b>RI 7</b> Not emphasized: insert instruction/practice where applicable

Greeley-Evans School District 6		1 <sup>st</sup> Grade
<b>Reading Curriculum Guide</b>		
<b>Unit 6: Together We Can</b>	<b>Priority Standard: Foundational</b>	
April 13- May 24 <b>TRE Days: 4</b>	All 1 <sup>st</sup> grade foundational skills should be mastered by the end of first grade.	
	<b>Priority Standards: Reading Literature</b>	
	1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	



<b>Assessment:</b> Weekly Assessments on day 5 of each week.  <b>Notes:</b>	1.3 Describe characters, settings, and major events in a story, using key details.
	<b>Priority Standards: Reading Informational</b>
	1.1 Ask and answer questions about key details in a text. 1.5 Know and use various text features (e.g. heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 1.7 Use the illustrations and details in a text to describe its key ideas.
	<b>Priority Standard: Language</b>
	1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
	<b>Priority Standard: Speaking and Listening</b>
	1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.

**Academic Vocabulary:** same, author’s message, section, heading, information, caption, opposite, compound word, clue, cause, effect, theme  
**All \* have Ashlock resources. The rest are found on Schoology.**

## Mastering the Priority Standards

	Foundational Skills	Priority Standard(s) Instruction
Week 1:	<b>Phonics:</b> Introduce Variant Vowel /u/ as in <i>moon</i> Reading/Writing Workshop: <u>Super Tools</u> Literature Anthology: <u>Click, Clack, Moo: Cows that Type</u> Leveled Reader-On Level: <u>What a Feast</u> Leveled Reader-Approaching Level: <u>Two Hungry Elephants</u> Leveled Reader-Approaching Level (paired text): <u>Dogs Helping People</u> Your Turn Practice Book (page 275): Unit 6 Week 1: <u>Working Together</u> <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y</a> <b>HFW:</b> <i>answer, brought, busy, door, enough, eyes</i> <b>Structural Analysis:</b> Suffixes <i>-ful, -less</i>	<b>RL 1</b> <u>Click, Clack, Moo, Cows that Type</u> T35C: 3 Ask and Answer Questions <b>RL 2</b> <u>Click, Clack, Moo, Cows that Type</u> Develop Comprehension T35E 6 Retell, T35M Respond to Reading: Retell <u>Super Tools</u> T26: Genre/Fantasy <b>RL 3</b> Not emphasized: instruction/practice where applicable <b>RI 1</b> NA <b>RI 5</b> <u>March On!</u> T38: Text Feature: Captions, Develop Comprehension: Text Features 1, 2, 4 <b>RI 7</b> Not emphasized: insert instruction/practice where applicable
Week 2:	<b>Phonics:</b> Introduce Variant Vowel /o/ <i>aw, au</i> Reading/Writing Workshop: <u>All Kinds of Helpers</u> Literature Anthology: <u>Meet Rosina</u> Leveled Reader-On Level: <u>Helping Me, Helping You!</u> Leveled Reader-Approaching Level: <u>Helping Me, Helping You!</u> Leveled Reader-Approaching Level (paired text): <u>Fire!</u> Your Turn Practice Book (page 287): Unit 6 Week 2: <u>Coaches</u> <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y</a> <b>HFW:</b> <i>brother, father, friend, love, mother, picture</i> <b>Structural Analysis:</b> Vowel Team Syllables	<b>RL 1</b> NA <b>RL 2</b> NA <b>RL 3</b> NA <b>RI 1</b> <u>Meet Rosina</u> T113E Develop Comprehension 7 <b>RI 5</b> NA <b>RI 7</b> Not emphasized: insert instruction/practice where applicable

<p>Week 3:</p>	<p><b>Phonics:</b> Introduce Silent Letter  Reading/Writing Workshop: <u>Wrapped in Ice</u>  Literature Anthology: <u>Rain School</u>  Leveled Reader-On Level: <u>Heat Wave</u>  Leveled Reader-Approaching Level: <u>Snow Day</u>  Leveled Reader-Approaching Level (paired text): <u>A Mountain of Snow</u>  Your Turn Practice Book (page 299): Unit 6 Week 3: <u>Storm Watch</u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> <i>been, children, month, question, their, year</i>  <b>Structural Analysis:</b> Compound Words</p>	<p><b>RL 1</b> <u>Rain School</u> T191C: 3 Ask and Answer Questions  <b>RL 2</b> <u>Rain School</u> T191D-N: Develop Comprehension 5, 6, 8, 12, 18, 20, T191O Develop Comprehension: Skill Lesson, T191Q: Respond to Reading: Retelling  <b>RL 3</b> <u>Wrapped In Ice</u> T183: Skill: Plot/Cause and Effect  <b>RI 1</b> Not emphasized: insert instruction/practice where applicable  <b>RI 5</b> <u>Rainy Weather</u> T195A: Develop Comprehension: Text Features 2, 3, 4,  <b>RI 7</b> Not emphasized: insert instruction/practice where applicable</p>
<p>Week 4:</p>	<p><b>Phonics:</b> Introduce Three-letter Blends  Reading/Writing Workshop: <u>A Spring Birthday</u>  Literature Anthology: <u>Lissy's Friends</u>  Leveled Reader-On Level: <u>Latkas for Sam</u>  Leveled Reader-Approaching Level: <u>The Quilt</u>  Leveled Reader-Approaching Level (paired text): <u>Making a Quilt Square</u>  Your Turn Practice Book (page 311): Unit 6 Week 4: <u>Sue's Surprise</u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> <i>before, front, heard, push, tomorrow, your</i>  <b>Structural Analysis:</b> Inflectional Endings <i>-ed, -ing</i></p>	<p><b>RL 1</b> NA  <b>RL 2</b> <u>A Spring Birthday</u> T261: Skill Lesson: Theme  <b>RL 3</b> <u>A Spring Birthday</u> T265: Plot: Problem/Solution. <u>Lissy's Friends</u> T269D-N Develop Comprehension: 5, 11, 19, 20, 22, T269Q Respond To Reading: Retelling  <b>RI 1</b> Not emphasized: insert instruction/practice where applicable  <b>RI 5</b> <u>How to Plant Seeds</u> T273: Develop Comprehension: Text Features: Directions, <u>Making Paper Shapes</u> T273A-B: Develop Comprehension 2 and 3.  <b>RI 7</b> Not emphasized: insert instruction/practice where applicable</p>
<p>Week 5:</p>	<p><b>Phonics:</b> Introduce /ar/ <i>air, are, ear</i>  Reading/Writing Workshop: <u>Share the Harvest and Give Thanks</u>  Literature Anthology: <u>Happy Birthday, U.S.A.!</u>  Leveled Reader-On Level: <u>It's Labor Day</u>  Leveled Reader-Approaching Level: <u>It's Labor Day</u>  Leveled Reader-Approaching Level (paired text): <u>Four Voyages</u>  Your Turn Practice Book (page 323): Unit 6 Week 5: <u>Favorite Days</u>  <a href="http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y">http://connected.mcgraw-hill.com/rd14t/iwbPlayer.standalone.do?assetId=8OB3M2OJNVJT1RLN1MFHNY6X9Y</a>  <b>HFW:</b> <i>favorite, few, gone, surprise, wonder, young</i>  <b>Structural Analysis:</b> <i>r-Controlled Vowel Syllables</i></p>	<p><b>RL 1</b> NA  <b>RL 2</b> NA  <b>RL 3</b> NA  <b>RI 1</b> Not emphasized: insert instruction/practice where applicable  <b>RI 5</b> <u>A Young Nation Grows</u> T350-351: Text Features 1 and 2  <b>RI 7</b> Not emphasized: insert instruction/practice where applicable</p>

# Quick Reference Pacing Guide

2016-2017

## Grade 1

Unit	Instructional Days	Additional TRE Days	Dates
Start Smart	7	0	Aug. 22 - Aug. 30
1	26	2	Aug. 31 - Oct. 7
2	27	2	Oct. 10 - Nov. 16
3	29	4	Nov. 17 - Jan. 11
4	30	2	Jan. 12 - Feb. 27
5	27	2	Fe. 28 - April 12
6	29	4	April 13 - May 24

# Common Core Priority Standards

## 1<sup>st</sup> Grade

### Reading: Foundational Skills

#### **RF 1.1 Demonstrate understanding of the organization and basic features of print.**

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### **RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (Phonemes)**

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

#### **RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled on-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade- appropriate irregularly spelled words.

#### **RF 1.4 Read with sufficient accuracy and fluency to support comprehension**

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Reading: Literature

#### **RL 1.1 Ask and answer questions about key details in a text.**

#### **RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.**

#### **RL 1.3 Describe characters, settings, and major events in a story, using key details.**

### Reading: Informational Text

#### **RI 1.1 Ask and answer questions about key details in a text.**

#### **RI 1.5 Know and use various text features (e.g. heading, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.**

#### **RI 1.7 Use the illustrations and details in a text to describe its key ideas.**

## Speaking and Listening

**SL 1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.**

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

## Reading: Language

**L 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- a. Print many upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home, Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or so, because*).
- h. Use determiners (e.g., articles, demonstratives)
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**L 1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L 1.4 Determine of clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies**

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

## Writing: Text Types and Purposes

**W 1. 2 Write informative/explanatory texts in which they introduce a topic, supply some facts about the topic, and provide some sense of closure.**

**W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**

**Writing: Production and Distribution of Writing**

**W 1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**

**Writing: Research to Build and Present Knowledge**

**W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**



There are research-based best instructional practices around Literacy which enables all elementary students to have access to high quality, consistent teaching.

Literacy Best Practices		Purpose
Best Practice 1: Explicit Word Analysis Instruction, Including Phonics	<p>Teachers use explicit instruction that builds word knowledge and directly teaches skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, context clues, vocabulary)</p> <ul style="list-style-type: none"> <li>● Phonics Decoding Strategy (PDS) <ul style="list-style-type: none"> <li>○ 2-3 times per week</li> </ul> </li> <li>● Word Learning Strategies (WLS) <ul style="list-style-type: none"> <li>○ 2-3 times per week</li> </ul> </li> <li>● Specific Word Instruction <ul style="list-style-type: none"> <li>○ Daily</li> </ul> </li> <li>● Irregular Word Review / Affix Review / Reading Entire Words Routine (SIPPS) <ul style="list-style-type: none"> <li>○ Before any new story</li> </ul> </li> <li>● Spelling Instruction <ul style="list-style-type: none"> <li>○ In Targeted Instruction</li> </ul> </li> </ul>	<p>Research has proven that academic growth is maximized for students who are provided explicit instruction around phonics and vocabulary. (Archer and Hughes, 2011)</p>
Best Practice 2: Building Comprehension Skills and Strategies	<p>Students are taught using the gradual release of responsibility model (I do, We do, Y'all do, You do) and given opportunities to apply the comprehension strategies for constructing meaning.</p> <ul style="list-style-type: none"> <li>● Toolbox <ul style="list-style-type: none"> <li>○ Use the Toolbox Metaphor to introduce the strategy/skill of the week</li> </ul> </li> <li>● Narrative/Informational Pathways <ul style="list-style-type: none"> <li>○ Use the Pathways to introduce the genre</li> </ul> </li> <li>● QAR <ul style="list-style-type: none"> <li>○ Embed QAR when reading text</li> </ul> </li> <li>● Close Reading <ul style="list-style-type: none"> <li>○ Embed close reading when reading complex text</li> </ul> </li> <li>● Read-Alouds</li> </ul>	<p>Research shows that the gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement, reading comprehension, and literacy outcomes. (Fisher, 2008)</p> <p>Scientifically based reading research shows that reading aloud to students increases achievement on standardized test scores and helps develop students' reading abilities. The Commission on Reading concluded, "the single most important activity for building the knowledge required for eventual success is reading aloud to children" (Anderson et al. 1985, 23). Reading aloud increases students' background knowledge, introduces them to various story structures, and demonstrates competent reading strategies—all of which contribute to increased reading ability and achievement on standardized tests.</p>

	<ul style="list-style-type: none"> <li>o Spark a love of reading and model skills and strategies</li> </ul>	
Best Practice 3: Time in Text	Students have opportunities for sustained independent reading (30-40 minutes) every day to increase fluency and vocabulary.	Numerous studies have shown that increasing students' volume of reading is one of the most important levers in increasing their achievement (Million Words Campaign)
Best Practice 4: Standards-based Instruction	Teachers thoughtfully plan using the standards as a guide for instruction and the curriculum as a resource.	The Common Core State Standards represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school. (CCSS)
Best Practice 5: Reading for Purpose	Students have extensive opportunities to read for a variety of purposes and to apply what is read every day. Discussion and writing are used by students to organize their thinking and to reflect on what they read for specific purposes.	Research shows that before reading, good readers tend to set goals for their reading. They often create a mental overview or outline of the text to help them decide whether it is relevant to their goals. (Reading Rockets)
Best Practice 6: Collaborative Conversations	Engage students in meaningful dialogue that allows them to use the domain-specific and academic vocabulary they are acquiring.  Quality Student Interactions Scaffolding Tasks: <ul style="list-style-type: none"> <li>● Think, Pair, Share</li> <li>● Clarifying Bookmark</li> <li>● Socratic Seminar</li> <li>● Kagan Strategies</li> <li>● Reciprocal Teaching</li> </ul>	The active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking. There is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as individuals. The shared learning gives students an opportunity to engage in discussion, practice academic language, take responsibility for their own learning, become critical thinkers. (Fisher and Frey, 2013, Gokhale, 1995)
Best Practice 7: Assessment to Inform Instruction	Formal and informal checks for understanding are used to guide and adjust instruction. <ul style="list-style-type: none"> <li>● Standard Checkouts</li> <li>● Exit Tickets</li> <li>● Clipboard Checks</li> <li>● Written Responses</li> <li>● Graphic Organizers</li> </ul>	Asking students to demonstrate their understanding of the subject matter is critical to the learning process; it is essential to evaluate whether the educational goals and standards of the lessons are being met. (Edutopia, 2008)

The Toolbox Metaphor: Good readers have a toolbox full of strategies and skills that they take with them when they read.