

YCUSD 2016-17 - Grade 1 Reading Wonders – Units 1 & 2

Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
	8/11-8/12		2	Teach Routines/Administer Diagnostic Assessments			
1	8/15-8/19	SS/1	5	Start Smart Daily Lessons/ Teach Routines/ Administer Diagnostic Assessments			
2	8/22-8/26	SS/2	5				
3	8/29-9/2	SS/3	5				
4	Sept 5 th : Labor Day 9/6-9/9	Unit 1/ Week 1	4	<p>Phonological Awareness: Identify rhyme, Phoneme Isolation/Blending/Segmentation</p> <p>Phonics/Spelling: /a/ spelled a</p> <p>Structural Analysis: Inflectional Ending: –s</p> <p>HFW: does, not, school, what</p> <p>Decodable Readers: “Pam Can” “Pack a Bag”</p> <p>Daily Handwriting: Aa</p>	<p>Listening Comp: “This School Year Will Be the Best!” “Schools Around the World”</p> <p>Reading/Writing Workshop “Jack Can” (Fiction)</p> <p>Fluency: Phrasing</p> <p>Literature Anthology/ Close Reading Companion: Main Selection: “Nat and Sam” (Fiction) Paired Read: “Rules at School” (Nonfiction)</p> <p>Literature Big Book “This School Year Will Be the Best!”</p> <p>Skill: Key Details Strategy: Visualize</p>	<p>Writing: Informative/Explanatory <u>Day 1:</u> Shared (Reading/Writing Workshop) <u>Day 2:</u> Interactive (Reading/Writing Workshop) <u>Days 3-5:</u> Independent (Literature Anthology)</p> <p>Grammar: Sentences</p>	<p>Research/Inquiry: Make a Page For a Class Book</p> <p>Text Connections: “What do you do at your school?”</p> <p>Text to Music</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
5	9/12-9/16	Unit 1/ Week 2	5	<p>Phonological Awareness: Alliteration/ Phoneme Categorization/ Blending/Segmentation</p> <p>Phonics/Spelling: Introduce short /i/</p> <p>Structural Analysis: Double Final Consonants</p> <p>HFW: down, out, up, very</p> <p>Decodable Readers: “Kim and Nick” “Jill and Jim”</p> <p>Daily Handwriting: Ii</p>	<p>Listening Comp: “City Mouse and Country Mouse”</p> <p>Reading/Writing Workshop “Six Kids” (Fantasy)</p> <p>Fluency: Intonation</p> <p>Literature Anthology/ Close Reading Companion: Main Selection: “Go Pip” (Fantasy) Paired Read: “I Live Here” (Nonfiction)</p> <p>Literature Big Book “Alicia’s Happy Day”</p> <p>Skill: Key Details Strategy: Visualize</p>	<p>Writing: Informative/Explanatory <u>Day 1:</u> Shared (Reading/Writing Workshop) <u>Day 2:</u> Interactive (Reading/Writing Workshop) <u>Days 3-5:</u> Independent (Literature Anthology)</p> <p>Grammar: Word Order</p>	<p>Research/Inquiry: Make a Page For a Class Book</p> <p>Text Connections: “What is it like where you live?”</p> <p>Text to Fine Art</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

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6	9/19-9/23	Unit 1/ Week 3	5	<p>Phonological Awareness: Contrast Vowel Sounds, Phoneme Substitution/ Blending/Segmentation</p> <p>Phonics/Spelling: Beginning Consonant Blends</p> <p>Structural Analysis: Plural Nouns –s</p> <p>HFW: be, come, good, pull</p> <p>Decodable Readers: “Cliff Has a Plan” “A Good Black Cat”</p> <p>Daily Handwriting: Ll</p>	<p>Listening Comp: “Our Pets”</p> <p>Reading/Writing Workshop “A Pig for Cliff” (Fantasy)</p> <p>Fluency: Phrasing</p> <p>Literature Anthology/ Close Reading Companion: “Flip” (Fantasy) “What Pets Need” (Nonfiction)</p> <p>Literature Big Book “Cool Dog School Dog”</p> <p>Skill: Key Details</p> <p>Strategy: Visualize</p>	<p>Writing: Narrative <u>Day 1:</u> Shared (Reading/Writing Workshop) <u>Day 2:</u> Interactive (Reading/Writing Workshop) <u>Days 3-5:</u> Independent (Literature Anthology)</p> <p>Grammar: Capitalization and Punctuation</p>	<p>Research/Inquiry: Create a Poster</p> <p>Text Connections: “What makes a pet special?”</p> <p>Text to Poetry</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
7	9/26-9/30	Unit 1/ Week 4	5	<p>Phonological Awareness: Phoneme Categorization/ Segmentation/Deletion, Rhyme, Phoneme Blending</p> <p>Phonics/Spelling: Short /o/</p> <p>Structural Analysis: Alphabetical Order</p> <p>HFW: fun, make, they, too</p> <p>Decodable Readers: “Bob is a Fun Pet” “Dog and Fox”</p> <p>Daily Handwriting: Oo</p>	<p>Listening Comp: “Games Long Ago”</p> <p>Reading/Writing Workshop “Toss! Kick! Hop!”</p> <p>Fluency: Phrasing</p> <p>Literature Anthology/ Close Reading Companion: “Friends” (Nonfiction) “There Are Days and There Are Days” (Poetry)</p> <p>Literature Big Book “Friends All Around”</p> <p>Skill: Key Details</p> <p>Strategy: Ask and Answer Questions</p>	<p>Writing: Informative/Explanatory <u>Day 1:</u> Shared (Reading/Writing Workshop) <u>Day 2:</u> Interactive (Reading/Writing Workshop) <u>Days 3-5:</u> Independent (Literature Anthology)</p> <p>Grammar: Question and Exclamation Marks</p>	<p>Research/Inquiry: Make a Poster</p> <p>Text Connections: “What do friends do together?”</p> <p>Text to Fine Art</p> <p>Speaking and Listening: <i>Throughout week- all components</i></p>

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8	10/3-10/7	Unit 1/ Week 5	5	<p>Phonological Awareness: Phoneme Categorization/ Segmentation/Deletion/ Blending</p> <p>Phonics/Spelling: Beginning Consonant Blends</p> <p>Structural Analysis: Possessives</p> <p>HFW: jump, move, run, two</p> <p>Decodable Readers: “Snap, Skip, Trot” “Snip and Fred Can Move”</p> <p>Daily Handwriting: Review correct writing position</p>	<p>Listening Comp: “Rabbit and Coyote Race”</p> <p>Reading/Writing Workshop “Move and Grin”</p> <p>Fluency: Phrasing</p> <p>Literature Anthology/ Close Reading Companion: “Move It!” (Nonfiction) “Using Diagrams” (Nonfiction)</p> <p>Literature Big Book “The Move!”</p> <p>Skill: Key Details</p> <p>Strategy: Ask and Answer Questions</p>	<p>Writing: Informative/Explanatory <u>Day 1:</u> Shared (Reading/Writing Workshop) <u>Day 2:</u> Interactive (Reading/Writing Workshop) <u>Days 3-5:</u> Independent (Literature Anthology)</p> <p>Grammar: Writing Sentences</p>	<p>Research/Inquiry: Create a Visual Record</p> <p>Text Connections: “How does the human body move?”</p> <p>Text to Photography</p> <p>Speaking and Listening: <i>Throughout week- all components</i></p>
9	10/10-10/14	Unit 1/ Week 6	5	<p>Phonological Awareness: Review all weeks</p> <p>Phonics/Spelling: Review: /a/ spelled a; Short /i/; Short /o/; Beginning Consonant Blends</p> <p>Structural Analysis: Review all weeks</p> <p>HFW: does, not, school, what down, out, up, very be, come, good, pull fun, make, they, too jump, move, run, two</p> <p>Decodable Readers: Reread all Unit 1 Decodables</p> <p>Daily Handwriting: Continue daily practice</p>	<p>Reader’s Theater: “Look at Me Now”</p> <p>Time For Kids (Reading Digitally): “World Games”</p>	<p>Share Your Writing: Informative/Explanatory</p> <p>Unit Grammar: Unit Review</p>	<p>Text Connections: Connect to the Big Idea: <i>What makes us special?</i></p> <p>Research/Inquiry: Choose a Project! – The Big Idea: <i>What makes you special?</i> Select from weeks 1-5</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
				Unit Assessment – to be determined (throughout Unit 1/Week 6)			
10	10/17-10/21	Unit 1/ Week 7	5	Extension Week (Unit 1 only)			

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11	10/24-10/28	Unit 2/ Week 1	5	<p>Phonological Awareness: Phoneme Blending/Isolation/ Segmentation</p> <p>Phonics/Spelling: Short /e/ spelled e and ea</p> <p>Structural Analysis: Inflectional ending: –ed</p> <p>HFW: again, help, new, there, use</p> <p>Decodable Readers: “Ted Gets a Job” “I Sell Crabs”</p> <p>Daily Handwriting: Ee</p>	<p>Listening Comp: “Jobs Around Town!”</p> <p>Reading/Writing Workshop “Good Job, Ben!”</p> <p>Fluency: Intonation</p> <p>Literature Anthology/ Close Reading Companion: “The Red Hat” (Realistic Fiction) “Firefighters at Work” (Nonfiction)</p> <p>Literature Big Book “Millie Waits for the Mall”</p> <p>Skill: Character, Setting, Events</p> <p>Strategy: Make and Confirm Predictions</p>	<p>Writing: Informative/Explanatory <u>Day 1:</u> Shared (Reading/Writing Workshop) <u>Day 2:</u> Interactive (Reading/Writing Workshop) <u>Days 3-5:</u> Independent (Literature Anthology)</p> <p>Grammar: Nouns</p>	<p>Research/Inquiry: Write a Script</p> <p>Text Connections: “What can we learn about jobs that help the community?”</p> <p>Text to Fine Art</p> <p>Speaking and Listening: <i>Throughout week- all components</i></p>
12	10/31-11/4	Unit 2/ Week 2	5	<p>Phonological Awareness: Rhyme, Phoneme Identity/Blending/Segmenta tion</p> <p>Phonics/Spelling: Short /u/</p> <p>Structural Analysis: Contractions with ‘s</p> <p>HFW: could, live, one, then, three</p> <p>Decodable Readers: “Can Bud Stop Bug” “It’s Up to Us”</p> <p>Daily Handwriting: Uu</p>	<p>Listening Comp: “The Three Little Pigs”</p> <p>Reading/Writing Workshop “Cubs in a Hut”</p> <p>Fluency: Expression</p> <p>Literature Anthology/ Close Reading Companion: “The Pigs, the Wolf, and the Mud” (Fantasy) “Homes Around the World” (Nonfiction)</p> <p>Literature Big Book “The 3 Little Dassies”</p> <p>Skill: Character, Setting, Events</p> <p>Strategy: Make and Confirm Predictions</p>	<p>Writing: Informative/Explanatory <u>Day 1:</u> Shared (Reading/Writing Workshop) <u>Day 2:</u> Interactive (Reading/Writing Workshop) <u>Days 3-5:</u> Independent (Literature Anthology)</p> <p>Grammar: Singular and Plural Nouns</p>	<p>Research/Inquiry: Draw and Label a Building</p> <p>Text Connections: What can we learn about the buildings in our community? What are they made of?</p> <p>Text to Music</p> <p>Speaking and Listening: <i>Throughout week- all components</i></p>

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13	11/7-11/10 Nov 11 th : Veterans Day	Unit 2/ Week 3	4	<p>Phonological Awareness: Phoneme Categorization/Blending/Substitution/Segmentation</p> <p>Phonics/Spelling: Ending consonant blends: nd, nk, nt, st, sk, mp</p> <p>Structural Analysis: Inflectional ending: –ing</p> <p>HFW: eat, no, of, under, who</p> <p>Decodable Readers: “In a Land of Grass” “Stomp and Romp”</p> <p>Daily Handwriting: Tt</p>	<p>Listening Comp: “Animals in the Dessert”</p> <p>Reading/Writing Workshop “The Best Spot”</p> <p>Fluency: Phrasing</p> <p>Literature Anthology/ Close Reading Companion: “At a Pond” (Nonfiction) “Way Down Deep” (Poetry)</p> <p>Literature Big Book “Babes in the Bayou”</p> <p>Skill: Main Topic and Key Details</p> <p>Strategy: Reread</p>	<p>Writing: Narrative <u>Day 1:</u> Shared (Reading/Writing Workshop) <u>Day 2:</u> Interactive (Reading/Writing Workshop) <u>Days 3-5:</u> Independent (Literature Anthology)</p> <p>Grammar: Possessive Nouns</p>	<p>Research/Inquiry: Make a Collage</p> <p>Text Connections: What can we learn about a habitat? What kinds of creatures live there?</p> <p>Text to Fine Art</p> <p>Speaking and Listening: <i>Throughout week- all components</i></p>
14	11/14-11/18	Unit 2/ Week 4	5	<p>Phonological Awareness: Phoneme Isolation/Categorization/Blending/Segmentation</p> <p>Phonics/Spelling: Consonant digraphs: th, sh, ng</p> <p>Structural Analysis: Closed syllables</p> <p>HFW: all, call, day, her, want</p> <p>Decodable Readers: “Dash Has a Wish” “The Helping Game” “Send a Big Thanks”</p> <p>Daily Handwriting: Ff</p>	<p>Listening Comp: “Luis’s Library”</p> <p>Reading/Writing Workshop “Thump Thump Helps Out”</p> <p>Fluency: Intonation</p> <p>Literature Anthology/ Close Reading Companion: “Neil’s Books” (Fantasy) “Kids Can Help!” (Nonfiction)</p> <p>Literature Big Book “The Story of Martin Luther King Jr.”</p> <p>Skill: Character, Setting, Events</p> <p>Strategy: Reread</p>	<p>Writing: Narrative <u>Day 1:</u> Shared (Reading/Writing Workshop) <u>Day 2:</u> Interactive (Reading/Writing Workshop) <u>Days 3-5:</u> Independent (Literature Anthology)</p> <p>Grammar: Common and Proper Nouns</p>	<p>Research/Inquiry: Make a List</p> <p>Text Connections: How can we make our classroom a better place?</p> <p>Text to Poetry</p> <p>Speaking and Listening: <i>Throughout week- all components</i></p>
	11/21-11/25			Thanksgiving Break			

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15	11/28-12/2	Unit 2/ Week 5	5	<p>Phonological Awareness: Phoneme Segmentation/Addition/ Blending</p> <p>Phonics/Spelling: Consonant digraphs: ch, tch, wh, ph</p> <p>Structural Analysis: -es (plural nouns)</p> <p>HFW: around, by, many, place, walk</p> <p>Decodable Readers: “A Map Match” “A Fun Chest” “Phil and Steph Get Lost” “Maps and Graphs”</p> <p>Daily Handwriting: Cc</p>	<p>Listening Comp: “Map It”</p> <p>Reading/Writing Workshop “Which Way on the Map”</p> <p>Fluency: Phrasing</p> <p>Literature Anthology/ Close Reading Companion: “Fun With Maps” (Nonfiction) “North, East, South, or West?” (Nonfiction)</p> <p>Literature Big Book “Me on the Map”</p> <p>Skill: Main Topic and Key Ideas</p> <p>Strategy: Reread</p>	<p>Writing: Informative/Explanatory <u>Day 1:</u> Shared (Reading/Writing Workshop) <u>Day 2:</u> Interactive (Reading/Writing Workshop) <u>Days 3-5:</u> Independent (Literature Anthology)</p> <p>Grammar: Irregular Plural Nouns</p>	<p>Research/Inquiry: Make a map</p> <p>Text Connections: What can we learn about maps?</p> <p>Speaking and Listening: <i>Throughout week- all components</i></p>
16	12/5-12/9	Unit 2/ Week 6	5	<p>Phonological Awareness: Review all weeks</p> <p>Phonics/Spelling: Review: Short /e/ spelled e and ea; Short /u/; Ending consonant blends: nd, nk, nt, st, sk, mp Consonant digraphs: th, sh, ng Consonant digraphs: ch, tch, wh, ph</p> <p>Structural Analysis: Review all weeks</p> <p>HFW: again, help, new, there, use could, live, one, then, three eat, no, of, under, who all, call, day, her, want around, by, many, place, walk</p> <p>Decodable Readers: Reread all Unit 2 Decodables</p> <p>Daily Handwriting: Continue daily practice</p>	<p>Reader’s Theater: “I Speak, I Say, I Talk”</p> <p>Time for Kids (Reading Digitally): “Help Your Community”</p>	<p>Share Your Writing: Informative Text Presentations</p> <p>Unit Grammar: Unit Review</p>	<p>Text Connections: Connect to the Big Idea. “What makes a community?”</p> <p>Research/Inquiry: Project Presentations, Reliable Resources</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
Unit Assessment – to be determined (throughout Unit 2/Week 6)							