

Week	Marking Period 1	Week	Marking Period 3
1	Getting Started – Days 1-5	21	Unit 6: North, East, South, West-Lesson 1-5
2	Getting Started –Days 6-10	22	Unit 6: North, East, South, West-Lesson 6-10
3	Unit 1: Back to School- Lesson 1-3	23	Unit 6: North, East, South, West- Lesson 11-15
4	Unit 1: Back to School- Lesson 4-7	24	Unit 7: I Think I Can- Lesson 1-4
5	Unit 1: Back to School- Lesson 8-12	25	Unit 7: I Think I Can- Lesson 5-9
6	Unit 1: Back to School- Lesson 13-15	26	Unit 7: I Think I Can- Lesson 10-14
7	Unit 2: Where Animals Live-Lesson 1-5	27	Unit 7: I Think I Can- Lesson 15-19
8	Unit 2: Where Animals Live-Lesson 6-10	28	Unit 7/Lesson 20- Unit 8: Away We Grow Lesson 1-4
9	Unit 2: Where Animals Live-Lesson 11-15	29	Unit 8: Away We Grow- Lesson 5-9
10	Unit 3: I Am Responsible: Lesson 1-3	30	Unit 8: Away We Grow -Lesson 10-14
Week	Marking Period 2	Week	Marking Period 4
11	Unit 3: I Am Responsible: Lesson 4-8	31	Unit 8: Away We Grow -Lesson 15-19
12	Unit 3: I Am Responsible- Lesson 9-11	32	Unit 8: Away We Grow- Lesson 20-25
13	Unit 3: I Am Responsible- Lesson 12-15	33	Unit 9: Home, Sweet Home- Lesson 1-5
14	Unit 4: Our Neighborhood at Work- Lesson 1-5	34	Unit 9: Home, Sweet Home- Lesson 6-10
15	Unit 4: Our Neighborhood at Work- Lesson 6-10	35	Unit 9: Home, Sweet Home- Lesson 11-15
16	Unit 4: Our Neighborhood at Work- Lesson 11-15	36	Unit 9: Home, Sweet Home- Lesson 16-20
17	Unit 5: What’s the Weather-Lesson 1-2	37	Unit 9: Home, Sweet Home- Lesson 21-25
18	Unit 5: What’s the Weather-Lesson 3-7	38	Unit 10: I Am Brave- Lesson 1-5
19	Unit 5: What’s the Weather-Lesson 8-12	39	Unit 10: I Am Brave- Lesson 6-10
20	Unit 5: What’s the Weather-Lesson 13-15	40	Unit 10: I Am Brave- Lesson 11-15

Time Frame	September through Mid-October
Topic	
Phonics/Speaking/Listening/Letter Formation/Writing/Language Arts/Grammar/Reading	
Big Idea	
Reading, writing, listening and speaking, and language skills are required to be able to communicate effectively.	
Essential Questions	
<ul style="list-style-type: none"> • Reading: How do we build words? • Writing: Why do we need to print? • Speaking and Listening: How do you become a good listener? • Language: How is spoken language different from written language? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Reading: Sounds are associated with letters and strings of letters (sounds) make words. • Writing: Each letter of the alphabet has a specific form, name, and sound. • Speaking and Listening: Listening and reading are important in order to gain information. • Language: Oral words can be matched to printed words. 	
CCSS	RL.1.2, RL.1.3, RL.1.4, RL.1.7, RI.1.1, RI.1.3, RI.1.6, RI.1.7, RF.1.1, RF.1.2, RF.1.2.a-c, RF.1.3, RF.1.3.b, RF.1.3.g, W.1.3, W.1.5-8, SL.1.2, SL.1.5, L.1.1, L.1.1.a-c, L.1.2, L.1.2.d, L.1.2.e, L.1.4, L.1.4.a, L.1.5, L.1.5.a
Key Concepts and Skills	
<p><u>Reading for Literature</u> Students will</p> <ul style="list-style-type: none"> • be introduced to the parts of a book. • retell stories, including key details, and demonstrate understanding of their central message. 	
<p><u>Reading for Information</u> Students will</p> <ul style="list-style-type: none"> • begin to understand the different genres. • ask and answer questions about key details in a text. 	
<p><u>Reading: Foundational Skills</u> Students will</p> <ul style="list-style-type: none"> • begin to blend words orally. • be introduced to segmenting syllables. • begin to associate sounds with letters. 	

Writing

Students will

- be introduced to various letter forms and practice letter formation.
- with guidance and support from adults, use a variety of digital tools to produce and publish writing including in collaboration with peers.

Speaking and Listening

Students will

- listen attentively and answer questions to oral stories, poems, or directions.
- recite/sing the alphabet.
- practice reading high frequency words.
- add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language

Students will

- print all upper and lower case letters.
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- use sentence-level context as a clue to the meaning of a word or phrase.
- use common, proper, and possessive nouns.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- with guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.

Learning Activities**Reading for Literature**

- Locate the parts of the book as directed, i.e., title, author, illustrator, Table of Contents.

Reading for Information

- Discuss the difference between reality and fantasy.
- Reading high frequency words on word walls or flash cards.
- Practice letter sequence.

Reading: Foundational Skills

- Read alphabet cards.
- Blend word lines.
- Add, delete, or change sounds to change words.

Writing

- Practice printing letters according to specific formation.
- Use proper spacing.

- Practice writing first name beginning with a capital letter.
- Participate in dictation activities.

Speaking and Listening

- Recite the alphabet/sing The Alphabet Song.
- Use high frequency words in reading, writing, and speech.
- Listen to stories on tape.
- Learn to distinguish syllables in names and words and clap them out.
- Share written work with peers in oral presentations.

Language

- Participate in dictation activities.
- Explain what the author and illustrator do, and the purpose of the Table of Contents.

Assessments

- Benchmark assessments
- Informal/formal teacher observation
- Tests, quizzes
- Writer's Notebooks
- Writing Samples
- Authentic performance assessment
- Oral fluency checks

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts		

Interdisciplinary Connections

- Math
- Science
- Social Studies
- Art
- Music
- Physical movement
- Technology

Technology Integration		
CPI #	Activity	Proficiency Level
8.1.P.A.2	Use the keyboard to type names.	Mastery
8.1.2.A.1	Use a mouse to navigate a menu on the screen to locate Starfall.com to listen to letter sounds.	Introductory
8.1.2.A.2	Use Smartboard to introduce and explain basic technological terms.	Introductory
Technology Resources		
<ul style="list-style-type: none">• eBigBook• eSkills & eGames• eDecodables• eAssess• Computers• www.starfall.com• http://www.abcya.com/first_grade_computers.htm (Magnets, Alphabet Matches)• www.brainpopjr.com		

Time Frame	Mid-October through Mid-November
Topic	
Phonics/Reading/Writing/Speaking and Listening/Language/Letter Formation	
Big Idea	
Reading, writing, listening and speaking, and language skills are required to be able to communicate effectively.	
Essential Questions	
<ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> ○ How do good readers encode and decode words? ○ What comprehension strategies do good readers use to gain a better understanding of what they are reading? • Writing: <ul style="list-style-type: none"> ○ How can strings of words form sentences that help communicate thoughts? ○ Why do we need to print? • Speaking and Listening: <ul style="list-style-type: none"> ○ What are some strategies that good listeners use? ○ How does listening help us to understand the world around us? • Language: How are letters, words, and sentences related? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> ○ Sounds are associated with letters. ○ Good readers use comprehension strategies, such as browsing, picture clues, predicting, visualizing, and asking questions about text to increase understanding. • Writing: <ul style="list-style-type: none"> ○ Each letter of the alphabet has a specific form. ○ Strings of words form sentences which communicate thoughts. • Speaking and Listening: <ul style="list-style-type: none"> ○ Listening carefully to details helps us visualize what is being spoken which, in turn, increases understanding. ○ Language: <ul style="list-style-type: none"> ○ Oral words can be matched to printed words. ○ Sentences are composed of words that are composed of phonemes. 	
CCSS	RL.1.1-3 and 7; RI.1.1-3 and 6-7; RF.1.1-2.a-d; RF.1.3, RF.1.3.b, RF.1.3.d-g; W.1.2, W.1.5, W.1.7-8; SL.1.2, SL.1.4; L.1.a-c, L.1.1.f, L.1.2., L.1.2.d-e, L.1.5.a-b, L.1.6
Key Concepts and Skills	

Reading for Literature

Students will

- continue to blend and decode words.
- retell stories, including key details, and demonstrate understanding of their central message.
- describe characters, settings, and major events in a story, using key details.

Reading for Information

Students will

- distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading: Foundational Skills

Students will

- demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence.
- Demonstrate understanding of spoken words, syllables, and sounds.
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Know and apply grade-level phonics and word analysis skills in decoding words.

Writing

Students will

- write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 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.

Speaking and Listening

Students will

- listen attentively and answer questions to oral stories, poems, or directions.
- describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Language

Students will

- print all upper and lower case letters.
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- use sentence-level context as a clue to the meaning of a word or phrase.
- use common, proper, and possessive nouns.
- use singular and plural nouns with matching verbs in basic sentences.
- use frequently occurring adjectives.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- with guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.

Learning Activities

Reading for Literature

- Locate the parts of the book as directed, i.e., title, author, illustrator, Table of Contents.
- Read decodable books.
- Identify the main idea and supporting details in the story.

Reading for Information

- Ask and answer questions about key details in a text.
- Reading high frequency words on word walls or flash cards.
- Practice letter sequence.

Reading: Foundational Skills

- Read alphabet cards.
- Blend word lines.
- Add, delete, or change sounds to change words.
- Play word building games and dictation.
- Sing “Apples and Bananas.”

Writing

- Practice printing letters according to specific formation.
- Use proper spacing.
- Perform journal writing on a weekly basis.
- Participate in dictation activities.

Speaking and Listening

- Practice oral blending.
- Listen to specific sounds in words.
- Use high frequency words in reading, writing, and speech.
- Listen to stories on tape.
- Learn to distinguish syllables in names and words and clap them out.
- Name a synonym or antonym for given words.
- Listen to a sentence and identify its type.
- Discuss main idea and details of a story.
- Share written work with peers in oral presentations.

Language

- Use sound knowledge to participate in dictation activities.
- Explain what the author and illustrator do, and the purpose of Table of Contents.

Assessments

- Benchmark assessments
- Informal/formal teacher observation
- Tests, quizzes
- Writer’s Notebooks
- Writing Samples
- Authentic performance assessment
- Oral fluency checks

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts		

Interdisciplinary Connections

- Math
- Science
- Social Studies
- Art
- Music
- Theater
- Technology

Technology Integration

CPI #	Activity	Proficiency Level
8.1.2.A.1	Use mouse to navigate a menu on the screen to locate Starfall.com to listen to letter sounds.	Developing
8.1.2.A.2	Use the keyboard to type a short sentence and pictures with letters.	Developing
8.1.2.A.3	View brainpopjr.com (Technology/Parts of a computer).	Introductory
8.1.2.C.1	Interclass collaborative activity: Use the Smartboard to work on www.abcya.com to play “Sight Word Bingo.”	Introductory

Technology Resources

- eBigBook
- eSkills & eGames
- eDecodables
- eAssess
- Computers
- www.starfall.com
- http://www.abcya.com/first_grade_computers.htm
- <http://www.brainpopjr.com/>

Time Frame	Mid-November through December
Topic	
Phonics/Reading/Writing/Speaking and Listening/Language/Letter Formation	
Big Idea	
Reading, writing, listening and speaking, and language skills are required to be able to communicate effectively.	
Essential Questions	
<ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> ○ How do we use encoding and decoding skills to build words? ○ What comprehension strategies do good readers use to gain a better understanding of what they are reading? • Writing: <ul style="list-style-type: none"> ○ How can strings of words form sentences that help communicate thoughts? ○ How do writers use drawings, letters, and words to create a story? • Speaking and Listening: <ul style="list-style-type: none"> ○ What are some strategies that good listeners use? ○ How do good readers make meaning from text? • Language: <ul style="list-style-type: none"> ○ How are letters, words, and sentences related? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> ○ Sounds are associated with letters. ○ Good readers use comprehension strategies, such as browsing, picture clues, predicting, visualizing, and asking questions about text to increase understanding. • Writing: <ul style="list-style-type: none"> ○ Writers use the writing process to create a story. . ○ Strings of words form sentences which communicate thoughts. • Speaking and Listening: <ul style="list-style-type: none"> ○ Listening carefully to details and helps us visualize what is being spoken which in turn, increases understanding. ○ The conventions of language help readers and writers understand what is being communicated. • Language: <ul style="list-style-type: none"> ○ Oral words can be matched to printed words. ○ Sentences are composed of words which are composed of phonemes. 	
CCSS	RL.1.2-4 ; RI.1.1-3; RF.1.1-2.c-d; RF.1.3, RF.1.3.a-b, RF.1.3.g; W.1.2, W.1.5, W.1.7-8; SL.1.2, SL.1.4; SL.1.6; L.1.a; L.1.1.j, L.1.2., L.1.2.d-e; L.1.5.a; L.1.6

Key Concepts and Skills

Reading for Literature

Students will

- continue to blend and decode words.
- retell stories, including key details, and demonstrate understanding of their central message.
- describe characters, settings, and major events in a story, using key details.
- identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading for Information

Students will

- ask and answer questions about key details in a text.
- identify the main topic and retell key details of a text.
- describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading: Foundational Skills

Students will

- demonstrate understanding of the organization and basic features of print.
- recognize the distinguishing features of a sentence.
- demonstrate understanding of spoken words, syllables, and sounds.
- isolate and pronounce initial medial vowel, and final sounds (phonemes) in spoken single syllable words.
- segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- know and apply grade-level phonics in word analysis skills in decoding words.
- know the sound-spelling correspondences for common consonant digraphs.
- recognize and read grade appropriate irregularly spelled words.

Writing

Students will

- write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- participate in shared research and writing projects.
- 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.

Speaking and Listening

Students will

- listen attentively and answer questions to oral stories, poems, or directions.
- describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- produce complete sentences when appropriate to task and situation.
- share written work with peers through oral presentations.

Language

Students will

- print all upper and lower case letters.
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- use sentence-level context as a clue to the meaning of a word or phrase.
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- sort words into categories to gain a sense of the concepts that categories represent.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- with guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.

Learning Activities**Reading for Literature**

- Locate the parts of the book as directed, i.e., title, author, illustrator, Table of Contents.
- Read decodable books.
- Identify the main idea and supporting details in the story.

Reading for Information

- Ask and answer questions about key details in a text.
- Read high frequency words on word walls or flash cards.
- Read words in sentences to gain knowledge.

Reading: Foundational Skills

- Partner read.
- Blend word lines and sentences.
- Add, delete, or change sounds to change words.
- Play word building games and dictation.
- Sing “Apples and Bananas.”

Writing

- Practice printing letters according to specific formation.
- Use proper spacing, capitals, and punctuation.
- Perform journal writing on a weekly basis.
- Participate in dictation activities.
- Begin writing stories independently.

Speaking and Listening

- Practice oral blending.
- Listen to specific sounds in words.
- Use high frequency words in reading, writing, and speech.

- Listen to stories on tape.
- Following and giving directions.
- Listen to a sentence and identify its type.
- Discuss main idea and details of a story.
- Share written work with peers through oral presentations.

Language

- Use sound knowledge to participate in dictation activities.
- Explain what the author and illustrator do, and the purpose of Table of Contents.
- Review declarative sentences.
- Introduce interrogative sentences.

Assessments

- Benchmark assessments
- Informal/formal teacher observation
- Tests, quizzes
- Writer’s Notebooks
- Writing Samples
- Authentic performance assessment
- Oral fluency checks

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts		

Interdisciplinary Connections

- Math
- Science
- Social Studies
- Art
- Music
- Theater
- Technology

Technology Integration

CPI #	Activity	Proficiency Level
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8.1.P.C.1 & 8.1.P.C.2	Practice unit skills with eGames CD on the overhead TV screen. During Workshop, students will insert and listen to stories on CDs.	Mastery
8.1.2.A.4	Use the keyboard to type a short sentence using capitals, spaces, and “enter” to go on to the next sentence.	Introductory
8.1.2.A.5	Guide students in navigating in developmentally appropriate virtual environments.	Introductory
8.1.2.B.1	Create and illustrate original ideas for an acrostic poem using www.readwritethink.org .	Introductory
Technology Resources		
<ul style="list-style-type: none">• eBigBook• eSkills & eGames• eDecodables• eAssesses• Computers• www.starfall.com• http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html• http://www.readwritethink.org/classroom-resources/student-interactives/acrostic-poems-30045.html		

Time Frame	December through January
Topic	
Phonics/Reading/Writing/Speaking and Listening/Language/Letter Formation	
Big Idea	
Reading, writing, listening and speaking, and language skills are required to be able to communicate effectively.	
Essential Questions	
<ul style="list-style-type: none">• Reading:<ul style="list-style-type: none">○ How do you use encoding and decoding skills to build words?○ What comprehension strategies do good readers use to gain better understanding of what they are reading?• Writing:<ul style="list-style-type: none">○ How can strings of words form sentences that help communicate thoughts?○ How do writers use letters and words to create stories and form letters?• Speaking and Listening:<ul style="list-style-type: none">○ How does listening help you draw conclusions?○ How does punctuation assist a reader when making meaning from the text?• Language:<ul style="list-style-type: none">○ Can good readers figure out what something says even if they do not know all the words?○ Why is it important to proofread your work?	
Enduring Understandings	
<ul style="list-style-type: none">• Reading:<ul style="list-style-type: none">○ Sounds are associated with letters.○ Good readers use comprehension strategies, such as browsing, picture clues, predicting, visualizing, and asking questions about text to increase understanding.• Writing:<ul style="list-style-type: none">○ Writers use the writing process to create a stories and formal letters.○ Strings of words form sentences which communicate thoughts.• Speaking and Listening:<ul style="list-style-type: none">○ Listening carefully to details helps us visualize what is being spoken which, in turn, increases understanding.○ The conventions of language help readers and writers understand what is being communicated.• Language:<ul style="list-style-type: none">○ Using context clues and information from other words can help readers figure out meanings.○ Proofreading ensures that you are saying what you mean and conveying your ideas.	

CCSS	RL.1.1-3 ; RI.1.2-3 and 6-8; RF.1.1-2.a; RF.1.3, RF.1.3.c,f-g; W.1.3; W.1.5,7-8; SL.1.1.c, SL.1.2; L.1.1.a; L.1.1.f,j, L.1.2., L.1.2.d-e; L.1.5.a-b; L.1.6
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Key Concepts and Skills

Reading for Literature

Students will

- ask and answer questions about key details in a text.
- continue to blend and decode words.
- retell stories, including key details, and demonstrate understanding of their central message.
- describe characters, settings, and major events in a story, using key details.
- identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading for Information

Students will

- identify the main topic and retell key details of a text.
- describe the connection between two individuals, events, ideas, or pieces of information in a text.
- distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- use the illustrations and details in a text to describe its key ideas.

Reading: Foundational Skills

Students will

- demonstrate understanding of the organization and basic features of print.
- demonstrate understanding of spoken words, syllables, and sounds.
- distinguish long from short vowel sounds in spoken single-syllable words.
- know and apply grade level phonics in word analysis skills in decoding words.
- know final-e and common vowel team conventions for representing long vowel sounds.
- read words with inflectional endings.
- recognize and read grade appropriate irregularly spelled words.

Writing

Students will

- 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.
- participate in shared research and writing projects.
- 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.
- with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Students will

- participate in collaborative conversations with diverse partners about grade one topics and

text with peers and adults in small and larger groups.

- ask questions to clear up any confusion about the topics and texts under discussion.
- listen attentively and answer questions to oral stories, poems, or directions.

Language

Students will

- print all upper and lower case letters.
- use frequently occurring adjectives.
- use conventional spelling for words for common spelling patterns and for frequently occurring irregular words.
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- use sentence-level context as a clue to the meaning of a word or phrase.
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- sort words into categories to gain a sense of the concepts that categories represent.
- define words by category and by one or more key attributes.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Learning Activities

Reading for Literature

- Locate the parts of the book as directed, i.e., title, author, title, and Table of Contents.
- Read decodable books.
- Identify the main idea and supporting details in the story.

Reading for Information

- Ask and answer questions about key details in a text.
- Read high frequency words in text and isolation.
- Reading words in sentences to gain knowledge.
- Students will use comprehension skills to help them understand stories being read.

Reading: Foundational Skills

- Partner read.
- Blend word lines and sentences.
- Add, delete, or change sounds to change words.
- Play word building games and dictation.
- Sing “Apples and Bananas.”

Writing

- Practice printing letters according to specific formation.
- Use proper spacing, capitals, and punctuation.

- Perform journal writing on a weekly basis.
- Participate in dictation activities.
- Begin writing stories independently.

Speaking and Listening

- Practice oral blending.
- Listen to specific sounds in words.
- Use high frequency words in reading, writing, and speech.
- Orally summarize selection.
- Recognizing rhythm.
- Listen to a sentence and identify its type.
- Discuss main idea and details of a story.
- Share written work with peers through oral presentations.

Language

- Use sound knowledge to participate in dictation activities.
- Explain what the author and illustrator do and the purpose of Table of Contents.
- Review declarative sentences.
- Introduce interrogative exclamatory sentences.

Assessments

- Benchmark assessments
- Informal/formal teacher observation
- Tests, quizzes
- Writer's Notebooks
- Writing Samples
- Authentic performance assessment
- Oral fluency checks

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts		

Interdisciplinary Connections

- Math
- Science
- Social Studies
- Art

- Music
- Theater
- Technology

Technology Integration

CPI #	Activity	Proficiency Level
8.1.P.A.4	Use number keys to make a list.	Mastery
8.1.P.C.1	Practice unit skills with eGames CD on the overhead TV screen.	Mastery
8.1.2.A.5	Complete a web quest task.	Developing
8.2.2.B.2	Locate places in town (e.g. food store, fire department, etc.) using www.googleearth.com .	Introductory

Technology Resources

- eBigBook
- eSkills & eGames
- eDecodables
- eAssesses
- Computers
- www.starfall.com
- www.brainpopjr.com
- <http://www.readwritethink.org/classroom-resources/student-interactives/>
- http://www.opencourtresources.com/imagine_it/grade1.html
- www.googleearth.com

Time Frame	January through February
Topic	
Phonics/Reading/Writing/Speaking and Listening/Language/Letter Formation	
Big Idea	
Reading, writing, listening and speaking, and language skills are required to be able to communicate effectively.	
Essential Questions	
<ul style="list-style-type: none">• Reading:<ul style="list-style-type: none">○ How do you use encoding and decoding to build words?○ What comprehension strategies do good readers use to gain a better understanding of what they are reading?• Writing:<ul style="list-style-type: none">○ Why should writers stay on topic?○ Why do writers use different forms of writing to express their ideas?• Speaking and Listening:<ul style="list-style-type: none">○ How does a speaker help a listener comprehend?○ How does punctuation assist a reader when making meaning from the text?• Language:<ul style="list-style-type: none">○ How do pictures help generate ideas for writing?○ Why is it important to proofread your work?	
Enduring Understandings	
<ul style="list-style-type: none">• Reading:<ul style="list-style-type: none">○ Sounds are associated with letters.○ Good readers use comprehension strategies, such as browsing, picture clues, predicting, visualizing, and asking questions about text to increase understanding.• Writing:<ul style="list-style-type: none">○ Writers should stay on topic so the reader can understand what the writer is trying to convey.○ Through different forms of writing, writers can communicate meaningful writing.• Speaking and Listening:<ul style="list-style-type: none">○ Listening carefully to details helps us visualize what is being spoken which in turn, increases understanding.○ The conventions of language help readers and writers understand what is being communicated.• Language:<ul style="list-style-type: none">○ Using context clues and information from other words can help readers figure out meanings.○ Proofreading ensures that you are saying what you mean and getting your point	

across.

CCSS

RL.1.2-3; RI.1.1-3; RI.1.6-8; RF.1.1-2.a,c; RF.1.3.c,e; RF.1.4.a; W.1.2; W.1.5,7-8; SL.1.1.a,c, SL.1.2; SL.1.4; L.1.1.a-c; L.1.2.a-e; L.1.6

Key Concepts and Skills

Reading for Literature

Students will

- retell stories, including key details, and demonstrate understanding of their central message.
- describe characters, settings, and major events in a story, using key details.

Reading for Information

Students will

- identify the main topic and retell key details of a text.
- describe the connection between two individuals, events, ideas, or pieces of information in a text.
- distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- use the illustrations and details in a text to describe its key ideas.
- identify the reason an author gives to support points in a text.

Reading: Foundational Skills

Students will

- demonstrate understanding of the organization and basic features of print.
- demonstrate understanding of spoken words, syllables, and sounds.
- distinguish long from short vowel sounds in spoken single-syllable words.
- isolate and pronounce initial medial vowel, and final sounds in spoken single syllable words.
- know and apply grade level phonics in word analysis skills in decoding words.
- know final-e and common vowel team conventions for representing long vowel sounds.
- decode two syllable words following basic patterns by breaking the words into syllables.
- read with sufficient accuracy and fluency to support comprehension.

Writing

Students will

- write informative/exclamatory texts in which they name a topic, supply some facts about the topic.
- 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.
- participate in shared research and writing projects.
- 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.
- with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Students will

- participate in collaborative conversations with diverse partners about grade one topics and text with peers and adults in small and large groups.
- ask questions to clear up any confusion about the topics and texts under discussion.
- listen attentively and answer questions to oral stories, poems, or directions.
- share written work with peers through oral presentations.

Language

Students will

- print all upper and lower case letters.
- use common, proper, possessive nouns.
- use conventional spelling for words for common spelling patterns and for frequently occurring irregular words.
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- with guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.

Learning Activities

Reading for Literature

- Locate the parts of the book as directed, i.e., title, author, title, and Table of Contents.
- Read decodable books.
- Identify the main idea and supporting details in the story.

Reading for Information

- Ask and answer questions about key details in a text.
- Read high frequency words in text and isolation.
- Reading words in sentences to gain knowledge.
- Students will use comprehension skills to help them understand stories being read.

Reading: Foundational Skills

- Partner read.
- Blend word lines and sentences.
- Add, delete, or change sounds to change words.
- Play word building games and dictation.
- Sing “Apples and Bananas.”

Writing

- Practice printing letters according to specific formation.
- Use proper spacing, capitals, and punctuation.
- Perform journal writing on a weekly basis.
- Participate in dictation activities.
- Begin writing stories independently.

Speaking and Listening

- Practice oral blending.
- Listen to specific sounds in words.
- Use high frequency words in reading, writing, and speech.
- Orally summarize selection.
- Recognizing rhythm.
- Listen to a sentence and identify its type.
- Discuss main idea and details of a story.

Language

- Use sound knowledge to participate in dictation activities.
- Explain what the author and illustrator do, and the purpose of Table of Contents.
- Review declarative sentences.
- Introduce interrogative exclamatory sentences.

Assessments

- Benchmark assessments
- Informal/formal teacher observation
- Tests, quizzes
- Writer's Notebooks
- Writing Samples
- Authentic performance assessment
- Oral fluency checks

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts		

Interdisciplinary Connections

- Math
- Science
- Social Studies

- Art
- Music
- Theater
- Technology

Technology Integration

CPI #	Activity	Proficiency Level
8.1.P.C.1	Practice unit skills with eGames CD on the overhead TV screen.	Mastery
8.1.P.A.5 & 8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support. For example, looking up information about animals.	Mastery
8.1.2.A.5	Complete a web quest task.	Developing

Technology Resources

- eBigBook
- eSkills & eGames
- eDecodables
- eAssesses
- Computers
- www.starfall.com
- http://www.sheppardsoftware.com/web_games_vocab.htm
- http://www.abcya.com/first_grade_computers.htm

Time Frame	February through March
Topic	
Phonics/Reading/Writing/Speaking and Listening/Language/Letter Formation	
Big Idea	
Reading, writing, listening and speaking, and language skills are required to be able to communicate effectively.	
Essential Questions	
<ul style="list-style-type: none"> • Reading: How do good readers make meaning from text? • Writing: What strategies do good writers use? • Speaking and Listening: How does a speaker help a listener comprehend? • Language: Why is it important to spell words correctly? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> ○ Sounds are associated with letters. ○ Good readers use comprehension strategies, such as browsing, picture clues, predicting, visualizing, and asking questions about text to increase understanding. • Writing: <ul style="list-style-type: none"> ○ Writers write and report ideas sequentially and stay on topic. • Speaking and Listening: <ul style="list-style-type: none"> ○ Listening carefully to details helps us visualize what is being spoken which in turn, increases understanding. • Language: <ul style="list-style-type: none"> ○ The conventions of language help readers and writers understand what is being communicated. 	
CCSS	RL.1.1-3, RL.1.9; RI.1.1-3; RI.1.6-7; RF.1.1.a,2.a,2.c, 3.c,g;RF.1.4.a; W.1.2-3; W.1.5,7-8; SL.1.1.c, SL.1.2; L.1.1.a-b; L.1.2.c-e
Key Concepts and Skills	
<u>Reading for Literature</u>	
Students will	
<ul style="list-style-type: none"> • ask and answer questions about key details in a text. • retell stories, including key details, and demonstrate understanding of their central message. • describe characters, settings, and major events in a story, using key details. 	
<u>Reading for Information</u>	
Students will	
<ul style="list-style-type: none"> • identify the main topic and retell key details of a text. 	

- describe the connection between two individuals, events, ideas, or pieces of information in a text.
- distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- use the illustrations and details in a text to describe its key ideas.
- identify the reason an author gives to support points in a text.

Reading: Foundational Skills

Students will

- recognize the distinguishing features of a sentence.
- demonstrate understanding of the organization and basic features of print.
- demonstrate understanding of spoken words, syllables, and sounds.
- distinguish long from short vowel sounds in spoken single-syllable words.
- isolate and pronounce initial medial vowel, and final sounds in spoken single syllable words.
- know and apply grade level phonics in word analysis skills in decoding words.
- know final-e and common vowel team conventions for representing long vowel sounds.
- decode two syllable words following basic patterns by breaking the words into syllables.
- read with sufficient accuracy and fluency to support comprehension.
- read on level text with purpose and understanding.

Writing

Students will

- write informative/exclamatory texts in which they name a topic, supply some facts about the topic.
- 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.
- participate in shared research and writing projects.
- 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.
- with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Students will

- participate in collaborative conversations with diverse partners about grade one topics and text with peers and adults in small and larger groups.
- ask questions to clear up any confusion about the topics and texts under discussion.
- ask and answer questions about key details in a text read aloud for information presented orally or through other media.
- listen attentively and answer questions to oral stories, poems, or directions.

Language

Students will

- print all upper and lower case letters.
- use common, proper, possessive nouns.
- use conventional spelling for words for common spelling patterns and for frequently occurring irregular words.
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- with guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.
- use commas in dates and to separate single words in a series.

Learning Activities

Reading for Literature

- Locate the parts of the book as directed, i.e., title, author, title, and Table of Contents.
- Read decodable books.
- Identify the main idea and supporting details in the story.

Reading for Information

- Ask and answer questions about key details in a text.
- Read high frequency words in text and isolation.
- Reading words in sentences to gain knowledge.
- Students will use comprehension skills to help them understand stories being read.
- Be introduced to comparatives.

Reading: Foundational Skills

- Partner read.
- Blend word lines and sentences.
- Play word building games and dictation.
- Be introduced to inflectional endings.
- Be introduced to commas in series, quotation marks, and alphabetical order.

Writing

- Use proper spacing, capitals, and punctuation.
- Perform journal writing on a weekly basis.
- Participate in dictation activities.
- Begin writing stories independently.
- Write and report ideas sequentially and stay on topic.
- Begin to write using comparatives, inflectional endings, and commas in a series.
- Spell words correctly.
- Use adjectives to add detail.

Speaking and Listening

- Practice oral blending.
- Listen to specific sounds in words.
- Use high frequency words in reading, writing, and speech.
- Orally summarize selection.
- Communicate in complete sentences.
- Sequence ideas.
- Create, view, and interpret charts and graphs.
- Discuss main idea and details of a story.

Language

- Use sound knowledge to participate in dictation activities.
- Explain what the author and illustrator do and the purpose of Table of Contents.
- Review declarative sentences.
- Introduce interrogative exclamatory sentences.

Assessments

- Benchmark assessment
- Informal/formal teacher observation
- Tests, quizzes
- Writer's Notebooks
- Writing Samples
- Authentic assessment

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts		

Interdisciplinary Connections

- Math
- Science
- Social Studies
- Art
- Music
- Technology
- Physical Movement

Technology Integration		
CPI #	Activity	Proficiency Level
8.1.P.C.1	Practice unit skills with eGames CD on the overhead TV screen.	Mastery
8.1.P.F.1	Navigate the basic functions of a browser; accessing starfall.com by themselves.	Mastery
8.1.2.A.2	Work with a partner to teach each other technological terms.	Developing
8.1.2.A.3	Take a quiz on brainpopjr.com to review computer applications and hardware.	Developing
8.1.2.F.1	Use mapping tools to find locations on USA maps using the National Geographic Mapmaker website.	Introductory
Technology Resources		
<ul style="list-style-type: none"> • eBigBook • eSkills & eGames • eDecodables • eAssesses • Computers • www.starfall.com • www.brainpopjr.com • http://www.sheppardsoftware.com/web_games_vocab.htm • http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1 		

Time Frame	March through April
Topic	
Phonics/Reading/Writing/Speaking and Listening/Language/Letter Formation	
Big Idea	
Reading, writing, listening and speaking, and language skills are required to be able to communicate effectively.	
Essential Questions	
<ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> ○ What is the difference between reality and fantasy? ○ How do readers figure out new words? • Writing: How does personal experience help you write a story? • Speaking and Listening: How does your voice help the listener understand your message? • Language: How does personal experience and prior knowledge help you understand a story? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> ○ Reality is real life experiences and fantasy is make believe. ○ Good readers use comprehension strategies, such as browsing, picture clues, predicting, visualizing, and asking questions about text to increase understanding. • Writing: Personal experiences help us to write because we make connections and add details. • Speaking and Listening: Inflection in reading helps the listeners understand what the reader is trying to convey. • Language: The conventions of language help readers and writers understand what is being communicated. 	
CCSS	RL.1.1-3, RL.1.9, RL.1.10; RI.1.10; RF.1.2., 2.c, 3.c,g;RF.1.4.a; W.1.2-3; W.1.5,7-8; SL.1.1.c, SL.1.2; L.1.1.a-b; L.1.2.c-e
Key Concepts and Skills	
<u>Reading for Literature</u>	
Students will	
<ul style="list-style-type: none"> • ask and answer questions about key details in a text. • retell stories, including key details, and demonstrate understanding of their central message. • describe characters, settings, and major events in a story, using key details. • identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 	
<u>Reading for Information</u>	
Students will	

- identify the main topic and retell key details of a text.
- describe the connection between two individuals, events, ideas, or pieces of information in a text.
- distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- use the illustrations and details in a text to describe its key ideas.
- identify the reason an author gives to support points in a text.
- with prompting and support read informational text appropriately complex for grade 1.

Reading: Foundational Skills

Students will

- recognize the distinguishing features of a sentence.
- demonstrate understanding of the organization and basic features of print.
- demonstrate understanding of spoken words, syllables, and sounds.
- distinguish long from short vowel sounds in spoken single-syllable words.
- isolate and pronounce initial medial vowel, and final sounds in spoken single syllable words.
- know and apply grade level phonics in word analysis skills in decoding words.
- know final-e and common vowel team conventions for representing long vowel sounds.
- recognize and read grade-appropriate irregularly spelled words.
- decode two syllable words following basic patterns by breaking the words into syllables.
- read with sufficient accuracy and fluency to support comprehension.
- read on level text with purpose and understanding.

Writing

Students will

- 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.
- participate in shared research and writing projects.
- 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.
- with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Students will

- participate in collaborative conversations with diverse partners about grade one topics and text with peers and adults in small and larger groups.
- follow agreed-upon rules for discussions (e.g., listening to others with care)
- build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- ask questions to clear up any confusion about the topics and texts under discussion.

- ask and answer questions about key details in a text read aloud for information presented orally or through other media.
- listen attentively and answer questions to oral stories, poems, or directions.

Language

Students will

- print all upper and lower case letters.
- use personal, possessive, and indefinite pronouns.
- use frequently occurring adjectives and affixes.
- use conventional spelling for words for common spelling patterns and for frequently occurring irregular words.
- spell untaught or unfamiliar words phonetically, drawing on phonemic awareness and spelling conventions.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade one reading and content, choosing flexibly from an array of strategies.
- use sentence level context as a clue to the meaning of a word or phrase.
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- sort words into categories to gain a sense of the concepts the categories represent.
- with guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.
- use commas in dates and to separate single words in a series.

Learning Activities

Reading for Literature

- Locate the parts of the book as directed, i.e., title, author, title, and Table of Contents.
- Read decodable books.
- Identify the main idea and supporting details in the story.

Reading for Information

- Ask and answer questions about key details in a text.
- Read high frequency words in text and isolation.
- Reading words in sentences to gain knowledge.
- Students will use comprehension skills to help them understand stories being read.
- Be introduced to comparatives.

Reading: Foundational Skills

- Partner read.
- Blend word lines and sentences.
- Play word building games and dictation.
- Be introduced to inflectional endings.

- Be introduced to commas in series, quotation marks, and alphabetical order.

Writing

- Use proper spacing, capitals, and punctuation.
- Perform journal writing on a weekly basis.
- Participate in dictation activities.
- Begin writing stories independently.
- Write and report ideas sequentially and stay on topic.
- Begin to write using comparatives, inflectional endings, and commas in a series.
- Spell words correctly.
- Use adjectives to add detail.

Speaking and Listening

- Practice oral blending.
- Listen to specific sounds in words.
- Use high frequency words in reading, writing, and speech.
- Orally summarize selection.
- Communicate in complete sentences.
- Sequence ideas.
- Create, view, and interpret charts and graphs.
- Discuss main idea and details of a story.

Language

- Use sound knowledge to participate in dictation activities.
- Explain what the author and illustrator do, and the purpose of Table of Contents.
- Review declarative sentences.
- Introduce interrogative exclamatory sentences.

Assessments

- Benchmark assessment
- Informal/formal teacher observation
- Tests, quizzes
- Writer's Notebooks
- Writing Samples
- Authentic assessment

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		

x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts
Interdisciplinary Connections					
<ul style="list-style-type: none"> • Math • Science • Social Studies • Art • Music • Technology • Physical Movement 					
Technology Integration					
CPI #		Activity		Proficiency Level	
8.1.P.C.1		Practice unit skills with eGames CD on the overhead TV screen.		Mastery	
8.1.P.F.1		Navigate the basic functions of a browser; access starfall.com independently.		Mastery	
8.1.2.A.4		Use www.toytheatre.com to form a paragraph with 3-5 sentences.		Developing	
8.1.2.B.1		Use http://www.readwritethink.org to complete “Doodle Splash” activity in which they illustrate and write original ideas.		Developing	
Technology Resources					
<ul style="list-style-type: none"> • eAssesses • eDecodables • eBigBook • eSkills & eGames • Computers • http://www.readwritethink.org/classroom-resources/student-interactives/acrostic-poems-30045.html • www.toytheatre.com • www.starfall.com 					

Time Frame	April through Mid-May
Topic	
Phonics/Reading/Writing/Speaking and Listening/Language/Letter Formation	
Big Idea	
Reading, writing, listening and speaking, and language skills are required to be able to communicate effectively.	
Essential Questions	
<ul style="list-style-type: none"> • Reading: How do readers monitor comprehension? • Writing: How do writers express their ideas and feelings? • Speaking and Listening: How can you communicate so that others listen? • Language: How do good readers and writers communicate clearly? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Reading: Good readers use comprehension skills, such as visualizing, clarifying, and classifying, etc. • Writing: Personal experiences help us to write because we make connections and add details. • Speaking and Listening: Inflection in reading helps the listeners understand what the reader is trying to convey. • Language: The conventions of language help readers and writers understand what is being communicated. 	
CCSS	RL.1.1-3, RL.1.5, RL.1.9, RL.1.10; RI.1.1,RI.1.3-5,RI.1.7-10; RF.1.3.c,g;RF.1.4.a-b,W.1.1-3; W.1.5-8; SL.1.1.a-c, SL.1.2-3; L.1.1.a-b,d; L.1.2.d-e, L.1.5.a-b
Key Concepts and Skills	
<p><u>Reading for Literature</u> Students will</p> <ul style="list-style-type: none"> • ask and answer questions about key details in a text. • retell stories, including key details, and demonstrate understanding of their central message. • describe characters, settings, and major events in a story, using key details. • learn about author and illustrators. • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • Compare and contrast the adventures and experiences of characters in stories. <p><u>Reading for Information</u> Students will</p> <ul style="list-style-type: none"> • identify the main topic and retell key details of a text. 	

- ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- know and use various text features (e.g., headings, table of contents, etc.) to locate key facts or information in a text.
- describe the connection between two individuals, events, ideas, or pieces of information in a text.
- distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- identify basic similarities in and differences between two texts on the same topic.
- with prompting and support read informational text appropriately complex for grade 1.
- use the illustrations and details in a text to describe its key ideas.
- identify the reason an author gives to support points in a text.
- read leveled reader from Reading Program.
- review cause and effect.

Reading: Foundational Skills

Students will

- distinguish long from short vowel sounds in spoken single-syllable words.
- isolate and pronounce initial medial vowel, and final sounds in spoken single syllable words.
- know and apply grade level phonics in word analysis skills in decoding words.
- know final e and common vowel team conventions for representing long vowel sounds.
- continue to work on contractions.
- read with sufficient accuracy and fluency to support comprehension.
- read on level text orally and with purpose and understanding.
- recognize and read grade-appropriate irregularly spelled words.

Writing

Students will

- write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- write informative/exclamatory texts in which they name a topic, supply some facts about the topic.
- 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.
- participate in shared research and writing projects.
- 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.
- with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Students will

- participate in collaborative conversations with diverse partners about grade one topics and text with peers and adults in small and larger groups.
- follow agreed-upon rules for discussion (e.g., listening to others with care).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ask questions to clear up any confusion about the topics and texts under discussion.
- ask and answer questions about key details in a text read aloud for information presented orally or through other media.
- ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language

Students will

- print all upper and lower case letters.
- use common, proper, possessive nouns.
- use personal possessive and indefinite pronouns.
- use conventional spelling for words for common spelling patterns and for frequently occurring irregular words.
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- sort words into categories to gain a sense of the concepts the categories represent.
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- with guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.
- define words by category and by one or more key attributes.

Learning Activities**Reading for Literature**

- Locate the parts of the book as directed, i.e., title, author, title, and Table of Contents.
- Read decodable books and developmentally leveled readers.
- Identify the main idea and supporting details in the story.

Reading for Information

- Ask and answer questions about key details in a text.
- Read high frequency words in text and isolation.
- Reading words in sentences to gain knowledge.
- Students will use comprehension skills to help them understand stories being read.
- Review cause and effect.

Reading: Foundational Skills

- Partner read.

- Continue to blend and decode.
- Review alphabetical order, synonyms, antonyms, and homophones.
- Be introduced to contractions.
- Blend word lines and sentences.
- Play word building games and dictation.
- Be introduced to inflectional endings.
- Be introduced to commas in series, quotation marks, and alphabetical order.

Writing

- Use proper spacing, capitals, and punctuation.
- Identify the parts of a sentence.
- Practice writing spelling words correctly.
- Perform journal writing on a weekly basis.
- Participate in dictation activities.
- Begin writing stories independently.
- Write and report ideas sequentially and stay on topic.
- Begin to write using comparatives, inflectional endings, and commas in a series.
- Spell words correctly.
- Use adjectives to add detail. use graphic organizers for brainstorming.
- review drafting, revising, editing, and publishing student stories.

Speaking and Listening

- Practice oral blending.
- Listen to specific sounds in words.
- Use high frequency words in reading, writing, and speech.
- Orally summarize selection.
- Communicate clearly and effectively to share written stories.
- Communicate in complete sentences.
- Sequence ideas.
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Language

- Use sound knowledge to participate in dictation activities.
- Explain what the author and illustrator do, and the purpose of Table of Contents.
- Review declarative sentences.
- Introduce interrogative exclamatory sentences.

Assessments

- Benchmark assessment
- Informal/formal teacher observation
- Tests, quizzes

- Writer's Notebooks
- Writing Samples
- Authentic assessment

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts		

Interdisciplinary Connections

- Math
- Science
- Social Studies
- Art
- Music
- Technology
- Physical Movement

Technology Integration

CPI #	Activity	Proficiency Level
8.1.P.C.1	The class will participate in practicing unit skills with eGames, CD on the overhead, TV screen.	Mastery
8.1.P.F.1	Navigate the basic functions of a browser and will access starfall.com independently.	Mastery
8.2.2.A.1	Watch a brainpopjr.com video on "Email" and teacher will use Smartboard to create a class email to send to pen pals, other classes, etc.	Introductory

Technology Resources

- eBigBook
- eSkills & eGames
- eDecodables
- eAssesses
- Computers
- www.brainpopjr.com
- http://www.abcya.com/first_grade_computers.htm
- www.starfall.com
- <http://imagine-it.banning.schoolfusion.us/>

Time Frame	Mid-May through June
Topic	
Phonics/Reading/Writing/Speaking and Listening/Language/Letter Formation	
Big Idea	
Reading, writing, listening and speaking, and language skills are required to be able to communicate effectively.	
Essential Questions	
<ul style="list-style-type: none"> • Reading: Why should readers vary their choices when selecting a book? • Writing: Why does a writer choose the form of writing he or she does? • Speaking and Listening: What techniques can an effective speaker employ? • Language: How does your voice impact an audience? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Reading: Readers should vary their choices to gain more information and broaden their knowledge base. • Writing: Writers choose the form of writing that best helps them convey their ideas to their audience. • Speaking and Listening: Voice level, eye contact, inflection, and poise are various techniques an effective speaker utilizes. • Language: Inflection and voice level help the listeners understand what the reader is trying to convey. 	
CCSS	RL.1.1-7, RL.1.10; RI.1.-4, RI.1.6-10; RF.1.3.a., c, e-f; RF.1.4.a-b, W.1.1, W.1.3, W.1.5-8; SL.1.1.a-c, SL.1.2-5; L.1.1.a-f; L.1.2.a-e, L.1.4.a, c., L.1.5.a-b
Key Concepts and Skills	
<u>Reading for Literature</u>	
Students will	
<ul style="list-style-type: none"> • ask and answer questions about key details in a text. • retell stories, including key details, and demonstrate understanding of their central message. • describe characters, settings, and major events in a story, using key details. • identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • identify who was telling the story at various points in a text. • use illustrations and details in a story to describe its characters, setting, or events. • learn about author and illustrators. • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • Compare and contrast the adventures and experiences of characters in stories. 	

- with prompting and support read prose and poetry of appropriate complexity for grade 1.

Reading for Information

Students will

- identify the main topic and retell key details of a text.
- ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- know and use various text features (e.g., headings, table of contents, etc.) to locate key facts or information in a text.
- describe the connection between two individuals, events, ideas, or pieces of information in a text.
- distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- identify basic similarities in and differences between two texts on the same topic.
- with prompting and support read informational text appropriately complex for grade 1.
- use the illustrations and details in a text to describe its key ideas.
- identify the reason an author gives to support points in a text.

Reading: Foundational Skills

Students will

- distinguish long from short vowel sounds in spoken single-syllable words.
- decode two syllable words following basic patterns by breaking the words into syllables.
- isolate and pronounce initial medial vowel, and final sounds in spoken single syllable words.
- know and apply grade level phonics in word analysis skills in decoding words.
- know the spelling-sound correspondences for common constant diagraphs.
- know final e and common vowel team conventions for representing long vowel sounds.
- continue to work on contractions.
- read with sufficient accuracy and fluency to support comprehension.
- read words with inflectional endings.
- read on level text orally and with purpose and understanding.
- recognize and read grade-appropriate irregularly spelled words.

Writing

Students will

- write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- write informative/exclamatory texts in which they name a topic, supply some facts about the topic.
- 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.
- participate in shared research and writing projects.
- 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.

- with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Students will

- participate in collaborative conversations with diverse partners about grade one topics and text with peers and adults in small and larger groups.
- follow agreed upon rules for discussion (e.g., listening to others with care).
- build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ask questions to clear up any confusion about the topics and texts under discussion.
- ask and answer questions about key details in a text read aloud for information presented orally or through other media.
- ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language

Students will

- print all upper and lower case letters.
- use common, proper, possessive nouns.
- use singular and plural nouns with matching verbs in basic sentences.
- use verbs to convey a sense of past, present, and future.
- capitalize dates and names of people.
- use end punctuation for sentences.
- use frequently occurring adjectives.
- use personal possessive and indefinite pronouns.
- use conventional spelling for words for common spelling patterns and for frequently occurring irregular words.
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- use sentence-level context and frequently occurring affixes as clues to the meanings of words.
- identify frequently occurring root words and their inflectional forms.
- sort words into categories to gain a sense of the concepts the categories represent.
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- demonstrate command of the conventions of standard English capitalization, punctuation,

and spelling when writing.

- with guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.
- define words by category and by one or more key attributes.

Learning Activities

Reading for Literature

- Locate the parts of the book as directed, i.e., title, author, title, and Table of Contents.
- Read decodable books and developmentally leveled readers.
- Identify the main idea and supporting details in the story.

Reading for Information

- Ask and answer questions about key details in a text.
- Read high frequency words in text and isolation.
- Reading words in sentences to gain knowledge.
- Students will use comprehension skills to help them understand stories being read.
- Review cause and effect.

Reading: Foundational Skills

- Partner read.
- Continue to blend and decode.
- Review alphabetical order, synonyms, antonyms, and homophones.
- Be introduced to contractions.
- Blend word lines and sentences.
- Play word building games and dictation.
- Be introduced to inflectional endings.
- Be introduced to commas in series, quotation marks, and alphabetical order.
- Read leveled reader from Reading Program.
- Review cause and effect.

Writing

- Use proper spacing, capitals, and punctuation.
- Identify the parts of a sentence.
- Practice writing spelling words correctly.
- Perform journal writing on a weekly basis.
- Participate in dictation activities.
- Begin writing stories independently.
- Write and report ideas sequentially and stay on topic.
- Begin to write using comparatives, inflectional endings, and commas in a series.
- Spell words correctly.
- Use adjectives to add detail. use graphic organizers for brainstorming.
- Review drafting, revising, editing, and publishing student stories.

Speaking and Listening

- Practice oral blending.
- Listen to specific sounds in words.
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Interdisciplinary Connections

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- Science
- Social Studies
- Art
- Music
- Technology
- Physical Movement

Technology Integration		
CPI #	Activity	Proficiency Level
8.1.P.F.1	Navigate the basic functions of a browser and access starfall.com independently.	Mastery
8.1.2.A.1	Identify the basic features of a computer by writing the sequence of “how to get onto a certain website.”	Developing
8.1.2.A.5	Utilize www.shepardsoftware.com to review adjectives.	Developing
8.2.2.A.1	Watch a brainpopjr.com video on “Email” and teacher will use Smartboard to create a class email to send to pen pals, other classes, etc.	Developing
Technology Resources		
<ul style="list-style-type: none">• eBigBook• eSkills & eGames• eDecodables• eAssesses• Computers• www.brainpopjr.com• http://www.abcya.com/first_grade_computers.htm• www.starfall.com• http://imagine-it.banning.schoolfusion.us/		