

# CLK ELEMENTARY

## ELA Curriculum Guide

### Grade 1



| Into Reading Module  | Standards  | Essential Question:   | Foundational Essential Skills   | Reading Workshop & Vocabulary Essential Skills   | Writing Workshop Essential Skills  | Assessments  | Module Learning Targets  |
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| <p><b>Module 1:</b><br/>Nice to Meet You</p> <p>3 weeks</p> <p>*Begin Module #1 on the 3rd full week of school</p> | <p><b>Essential:</b><br/>RF 1.1 (Lessons: 1-15)<br/>RF 1.2 (Lessons: 1-15)<br/>RF 1.3 (Lessons: 1-15)<br/>RF 1.4 (Lessons 1-15)<br/>RI/L 1.1 (Lessons: 1-15)<br/>W 1.2 (Lesson: 15)<br/>SL 1.1 (Lessons: 1-15)<br/>L 1.5 (Lessons: 1-8, 10-13, 15)<br/>L 1.6 (Lessons: 2-15)</p> <p><b>Need to Know:</b><br/>RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.7, W 1.3, SL 1.2, SL 1.3, SL 1.4, L 1.2, L 1.4</p> <p><b>Familiar With:</b><br/>RI/L 1.4, RI/L 1.9, W 1.1, W 1.8, L 1.1, L 1.5</p> | <p><b>Essential Question:</b> How can making new friends and learning new things help us?</p> | <p><b>Phonological Awareness:</b><br/>Blend Onset and Rime<br/>Segment<br/>Syllables,<br/>Onset/Rime<br/>Alliteration;<br/>Isolate<br/>Phonemes<br/>Blend Phonemes<br/>Segment Onset and Rime<br/>Alliteration;<br/>Segment<br/>Phonemes<br/>Segment<br/>Phonemes<br/>Isolate<br/>Phonemes:<br/>Identify Vowel</p> <p><b>Phonics:</b><br/>Consonants m, s, t, b; Short a<br/>Consonants n, d, p, c /k/; Short a<br/>Consonants r, f, s /z/; Short i<br/>Inflection -s</p> <p><b>Spelling:</b><br/>Short a<br/>Short i</p> <p><b>High Frequency Words:</b><br/><b>Week 1:</b><br/>go, is, like, see,</p> | <p><b>Vocabulary:</b><br/>Power Words<br/>Reader's Vocabulary<br/>Generative Vocabulary<br/>- Words About Feelings<br/>- Inflection -ed Vocabulary<br/>Strategy<br/>- Classify and Categorize</p> <p><b>Multiple Genres:</b><br/>Discuss Genre Characteristics<br/>- Realistic Fiction<br/>- Fantasy<br/>- Narrative<br/>Nonfiction<br/>- Informational Text<br/>- Fairy Tale<br/>- Song</p> <p><b>Speaking and Listening:</b><br/>Collaborative Conversations</p> <p><b>Comprehension:</b><br/>Use<br/><i>Metacognitive Skills</i><br/>- Ask and Answer</p> | <p><b>Writing Form:</b><br/>- Write an opinion<br/>- Write a narrative<br/>- Write an informational text<br/>- Add details to strengthen writing in response to peer questions and suggestions</p> <p><b>Mentor Text:</b><br/>Ralph Tells a Story by Abby Hanlon</p> <p><b>Grammar Mini Lessons:</b><br/>- Common Nouns: People and Animals<br/>- Common Nouns: Places and Things<br/>- Action Verbs</p> | <p><b>Summative:</b><br/><u>Beginning of the Year Acadience Benchmark Assessment</u></p> <p>End of module assessment</p> <p>Included in the end of module assessment:</p> <p>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b><br/>HMH Module Inventories (foundational skills only)</p> <p>HMH selection quizzes</p> <p>Leveled Readers</p> <p>Comprehension Quizzes</p> | <p><b>Learning Targets:</b><br/>•I can identify letters.<br/>•I can identify words.<br/>•I can recognize that words are combined to make a sentence.<br/>•I can recognize that the first word in a sentence is capitalized.<br/>•I can recognize that words are separated by spaces before and after them.<br/>•I can recognize that a sentence ends with a punctuation mark.<br/>•I can recognize important parts of a sentence (ie., first word, capitalization, period).<br/>•I can tell the difference between long vowel sounds and short vowel sounds.<br/>•I can blend sounds to make words</p> |

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|  |  | <p>the, this, to, we<br/><u>Decodable:</u> am, at</p> <p><b>Week 2:</b><br/>a, first, good, had, he, I, my, was<br/><u>Decodable:</u> an, can, man</p> <p><b>Week 3:</b><br/>and, find, for, just, many, one, she, then<br/><u>Decodable:</u> as, if, in, is, it</p> <p><b>Concepts of Print:</b><br/>Letters, Words, and Sentences<br/>Directionality<br/>End Punctuation</p> <p><b>Fluency:</b><br/>Accuracy and Self-Correction<br/>Reading Rate<br/>Phrasing</p> | <p>Questions<br/>- Monitor and Clarify<br/>- Make Inferences</p> <p><i>Literary Elements/Author's Purpose and Craft</i><br/>- Story Structure<br/>- Elements of Poetry<br/>- Author's Purpose<br/>- Central Idea<br/>- Characters</p> <p><b>Response to Text:</b><br/>Interact with Sources<br/>Written Response</p> <p><b>Fluency:</b><br/>Accuracy and Self-Correction<br/>Reading Rate<br/>Phrasing</p> |  | <p>Running Records</p> <p>1:1 Observation Records</p> <p>Daily Lesson Checks</p> <p>HMH High Frequency Word Inventory</p> | <p>including consonant blends.<br/>•I can break apart a word.<br/>•I can put a word back together.<br/>•I can take apart the sounds in a word.<br/>•I can add sounds to make new words.<br/>•I can take away sounds to make new words.<br/>•I can replace sounds to make new words.<br/>•I can spell words with common consonant digraphs.<br/>•I can decode regularly spelled one-syllable words.<br/>•I can identify the silent -e at the end of a word.<br/>•I can identify common long vowel teams.<br/>•I can identify the number of syllables in a printed word.<br/>•I can decode two syllable words.<br/>•I can read words with different endings.<br/>•I can read irregularly spelled words.<br/>•I can understand what I read.<br/>•I can tell why I read.<br/>•I can read out loud correctly.<br/>•I can read out loud smoothly.<br/>•I can read out loud with expression.<br/>•I can fix mistakes that I make when I read.<br/>•I can use the rereading strategy after I fix my mistake if needed.</p> |
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|  |  |  |  |  |  |  | <ul style="list-style-type: none"><li>•I can answer questions about important details in a text.</li><li>•I can ask questions about important details in a text. For narrative...</li></ul> <ul style="list-style-type: none"><li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li><li>•I can write a sentence to introduce a topic (beginning)</li></ul> <ul style="list-style-type: none"><li>•I can write about the events of a story (middle)</li><li>•I can use words to tell the order of a story (transitions, and, then, so)</li><li>•I can write an ending to leave the reader out of the story.</li></ul> <p>For opinion. . .</p> <ul style="list-style-type: none"><li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li><li>•I can write a sentence to introduce a topic (beginning)</li><li>•I can write about the events of a story (middle)</li><li>•I can use words to tell the order of a story (transitions, and, then, so)</li><li>•I can write an ending to leave the reader out of the story.</li><li>•I can give a reason for my opinion.</li></ul> <p>For informative/explanatory...</p> <ul style="list-style-type: none"><li>•I can write a topic sentence to lead the reader into the story.(beginning)</li></ul> |
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|  |  |  |  |  |  |  | <p>g)</p> <ul style="list-style-type: none"><li>•I can write a sentence/s that includes facts about the topic. (middle)</li><li>•I can write an ending to leave the reader out of the story.</li><li>•I can follow rules when discussing topics with others.</li><li>•I can listen to when others speak.</li><li>•I can respond to others when they speak.</li><li>•I can participate in conversations by asking questions.</li><li>•I can think about people's differences (physical, emotional, culture, disabilities, etc.) when communicating with them.</li><li>•I can use common nouns when speaking and writing</li><li>•I can use proper nouns when speaking and writing.</li><li>•I can use possessive nouns when speaking and writing.</li><li>•I can use singular nouns with matching verbs in basic sentences.</li><li>•I can use plural nouns with matching verbs in basic sentences.</li><li>•I can use pronouns when speaking and writing.</li><li>•I can use adjectives when speaking and writing.</li><li>•I can use conjunctions (e.g. and, but, or, so, because) when speaking and writing.</li><li>•I can use verb tenses when</li></ul> |
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|  |  |   |  |  |  |  | <p>speaking and writing.</p> <ul style="list-style-type: none"> <li>•I can use prepositions( e.g. during, beyond, toward) when speaking and writing.</li> <li>•I can produce a complete sentence in response to prompts when speaking and writing.</li> <li>•I can capitalize dates.</li> <li>•I can capitalize names of people.</li> <li>•I can use punctuation at the end of my sentences.</li> <li>•I can use commas in dates.</li> <li>•I can use commas when listing items.</li> <li>•I can use what I know about words to spell new words.</li> </ul> |
| <p><b>Module 2:</b><br/>My Family, My Community</p> <p>3 weeks</p> | <p><b>Essential:</b><br/>RF 1.1 (Lessons: 1-3, 6, 8, 11, 13)<br/>RF 1.2 (Lessons: 1-15)<br/>RF 1.3 (Lessons: 1-15)<br/>RF 1.4 (Lessons: 1-15)<br/>RI/L 1.1 (Lessons: 1-15)<br/>W 1.2 (Lessons: 6, 11, 15)<br/>SL 1.1 (Lessons: 1-15)<br/>L 1.5 (Lessons: 1-15)<br/>L 1.6 (Lessons: 2-15)<br/>Need to Know:<br/>RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.6, RI/L 1.7, RI/L 1.8, W 1.3, SL 1.2, SL 1.4, L 1.2, L 1.4</p> <p><b>Familiar With:</b><br/>RI/L 1.4, RI/L 1.9, W 1.1, L 1.1, SL 1.5</p> | <p><b>Essential Question:</b><br/>How does everyone in my family and community make them special?</p> | <p><b>Phonological Awareness:</b><br/>Blend Onset and Rime<br/>Blend Phonemes<br/>Segment Onset and Rime<br/>Segment<br/>Phonemes<br/>Alliteration;<br/>Isolate<br/>Phonemes<br/>Isolate<br/>Phonemes<br/>Isolate, Segment<br/>Phonemes<br/>Isolate Phoneme:<br/>Identify Vowel</p> <p><b>Phonics:</b><br/>Consonants g, k<br/>Review Short a, i<br/>Consonants l, h;<br/>Short o<br/>Review Short a, i, o<br/>Consonants w, j, y, v;<br/>Short u<br/>Review Short i, o, u</p> <p><b>Spelling:</b><br/>Short i<br/>Short o<br/>Short u</p> | <p><b>Vocabulary:</b><br/>Power Words<br/>Reader's Vocabulary<br/>Generative Vocabulary<br/>Words About Places and Things<br/>- Words About Actions and Directions<br/>Vocabulary Strategy<br/>- Antonyms</p> <p><b>Multiple Genres:</b><br/><i>Discuss Genre Characteristics</i><br/>- Opinion Writing<br/>- Informational Text<br/>- Realistic Fiction<br/>- Fantasy<br/>- Video</p> <p><b>Speaking and Listening:</b><br/>Social Communication</p> <p><b>Comprehension:</b><br/>Use</p> | <p><b>Writing Form:</b><br/>- Write an opinion<br/>- Write a narrative<br/>- Write an informational text<br/>- Add details to strengthen writing in response to peer questions and suggestions</p> <p><b>Mentor Text:</b><br/>Nana in the City by Lauren Castillo</p> <p><b>Grammar Mini Lessons:</b><br/>- Adjectives: Size and Shape;<br/>Articles<br/>- Adjectives: Color and Number<br/>- Complete Sentences</p> | <p><b>Summative:</b><br/>End of module assessment</p> <p>Included in the end of module assessment:<br/><br/>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b><br/>HMH selection quizzes<br/><br/>HMH Module Inventory (Foundational Skills only)<br/><br/>Leveled Readers<br/><br/>Comprehension Quizzes<br/><br/>Running Records</p> | <p><b>Learning Targets:</b><br/>•I can identify letters.<br/>•I can identify words.<br/>•I can recognize that words are combined to make a sentence.<br/>•I can recognize that the first word in a sentence is capitalized.<br/>•I can recognize that words are separated by spaces before and after them.<br/>•I can recognize that a sentence ends with a punctuation mark.<br/>•I can recognize important parts of a sentence (ie., first word, capitalization, period).<br/>•I can tell the difference between long vowel sounds</p>                    |

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|  |  |  | <p><b>High Frequency Words:</b></p> <p><b>Week 1:</b><br/>are, buy, little, said, too, up, will, you<br/><u>Decodable:</u> big, did, its, ran, sit</p> <p><b>Week 2:</b><br/>do, live (verb), of, our, wants, what, with, your<br/><u>Decodable:</u> got, had, has, him, his, not</p> <p><b>Week 3:</b><br/>about, eat, how, make, out, put, takes, who<br/><u>Decodable:</u> but, cut, on, run, up, us</p> <p><b>Concepts of Print:</b><br/>Words in Sentences<br/>Commas<br/>Quotation Marks</p> <p><b>Fluency:</b><br/>Expression<br/>Intonation<br/>Accuracy and Self-Correction</p> | <p><i>Metacognitive Skills</i><br/>- Retell<br/>- Summarize<br/>- Make Connections<br/>- Ask and Answer Questions</p> <p><i>Literary Elements/Author's Purpose and Craft</i><br/>- Text Organization<br/>- Setting<br/>- Text Features<br/>- Content-Area Words</p> <p><b>Response to Text:</b><br/>Interact with Sources<br/>Written Response</p> <p><b>Fluency:</b><br/>Expression<br/>Intonation<br/>Accuracy and Self-Correction</p> |  | <p>1:1 Observation Records</p> <p>Daily Lesson Checks</p> <p>HMH High Frequency Word Inventory</p> | <p>and short vowel sounds.</p> <ul style="list-style-type: none"> <li>•I can blend sounds to make words including consonant blends.</li> <li>•I can break apart a word.</li> <li>•I can put a word back together.</li> <li>•I can take apart the sounds in a word.</li> <li>•I can add sounds to make new words.</li> <li>•I can take away sounds to make new words.</li> <li>•I can replace sounds to make new words.</li> <li>•I can spell words with common consonant digraphs.</li> <li>•I can decode regularly spelled one-syllable words.</li> <li>•I can identify the silent -e at the end of a word.</li> <li>•I can identify common long vowel teams.</li> <li>•I can identify the number of syllables in a printed word.</li> <li>•I can decode two syllable words.</li> <li>•I can read words with different endings.</li> <li>•I can read irregularly spelled words.</li> <li>•I can understand what I read.</li> <li>•I can tell why I read.</li> <li>•I can read out loud correctly.</li> <li>•I can read out loud smoothly.</li> <li>•I can read out loud with expression.</li> <li>•I can fix mistakes that I make when I read.</li> </ul> |
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|  |  |  |  |  |  |  | <ul style="list-style-type: none"><li>•I can use the rereading strategy after I fix my mistake if needed.</li><li>•I can answer questions about important details in a text.</li><li>•I can ask questions about important details in a text.</li></ul> <p>For narrative...</p> <ul style="list-style-type: none"><li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li><li>•I can write a sentence to introduce a topic (beginning)</li></ul> <ul style="list-style-type: none"><li>•I can write about the events of a story (middle)</li><li>•I can use words to tell the order of a story (transitions, and, then, so)</li><li>•I can write an ending to leave the reader out of the story.</li></ul> <p>For opinion. . .</p> <ul style="list-style-type: none"><li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li><li>•I can write a sentence to introduce a topic (beginning)</li><li>•I can write about the events of a story (middle)</li><li>•I can use words to tell the order of a story (transitions, and, then, so)</li><li>•I can write an ending to leave the reader out of the story.</li><li>•I can give a reason for my opinion.</li></ul> <p>For informative/explanatory...</p> |
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|  |  |  |  |  |  |  | <ul style="list-style-type: none"><li>•I can write a topic sentence to lead the reader into the story.(beginning)</li><li>•I can write a sentence/s that includes facts about the topic. (middle)</li><li>•I can write an ending to leave the reader out of the story.</li><li>•I can follow rules when discussing topics with others.</li><li>•I can listen to when others speak.</li><li>•I can respond to others when they speak.</li><li>•I can participate in conversations by asking questions.</li><li>•I can think about people's differences (physical, emotional, culture, disabilities,etc.) when communicating with them.</li><li>•I can use common nouns when speaking and writing</li><li>•I can use proper nouns when speaking and writing.</li><li>•I can use possessive nouns when speaking and writing.</li><li>•I can use singular nouns with matching verbs in basic sentences.</li><li>•I can use plural nouns with matching verbs in basic sentences.</li><li>•I can use pronouns when speaking and writing.</li><li>•I can use adjectives when speaking and writing.</li><li>•I can use conjunctions (e.g. and, but, or, so,</li></ul> |
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|  |   |   |  |  |  |  | <p>because) when speaking and writing.</p> <ul style="list-style-type: none"> <li>•I can use verb tenses when speaking and writing.</li> <li>•I can use prepositions( e.g. during, beyond, toward) when speaking and writing.</li> <li>•I can produce a complete sentence in response to prompts when speaking and writing.</li> <li>•I can capitalize dates.</li> <li>•I can capitalize names of people.</li> <li>•I can use punctuation at the end of my sentences.</li> <li>•I can use commas in dates.</li> <li>•I can use commas when listing items.</li> <li>•I can use what I know about words to spell new words.</li> </ul> |
| <p><b>Module 3:</b><br/>Amazing Animals</p> <p>3 weeks</p> | <p><b>Essential:</b><br/>RF 1.1 (Lessons: 1-3, 6, 8, 11, 13)<br/>RF 1.2 (Lessons: 1-15)<br/>RF 1.3 (Lessons: 1-15)<br/>RF 1.4 (Lessons: 1-15)<br/>RI/L 1.1 (Lessons: 1-15)<br/>W 1.2 (Lessons: 2, 4, 6, 13, 15)<br/>SL 1.1 (Lessons: 1-12, 15)<br/>L 1.5 (Lessons: 1-13, 15)<br/>L 1.6 (Lessons: 3-15)</p> <p><b>Need to Know:</b><br/>RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.6, RI/L 1.7, W 1.3, SL 1.2, SL 1.3, SL 1.4, L 1.2, L 1.4</p> <p><b>Familiar With:</b><br/>RI/L 1.4, RI/L 1.9, W 1.1, L 1.1,</p> | <p><b>Essential Question:</b><br/>How do animals' bodies help them?</p> | <p><b>Phonological Awareness:</b><br/>Blend Phonemes<br/>Isolate, Segment<br/>Phonemes<br/>Identify, Produce<br/>Rhyme<br/>Isolate<br/>Phonemes:<br/>Identify Vowel<br/>Alliteration:<br/>Digraphs</p> <p><b>Phonics:</b><br/>Consonants qu /kw/, x, z; Short e<br/>Review Short e, i, o, u<br/>Double Final Consonants<br/>Consonants ck /k/<br/>Consonant Digraph sh<br/>Review s and sh</p> <p><b>Spelling:</b><br/>Short e<br/>Double Final Consonants<br/>Consonant</p> | <p><b>Vocabulary:</b><br/>Power Words<br/>Reader's Vocabulary<br/>Generative Vocabulary<br/>Words About Time and Position<br/>- Inflection -ing</p> <p><b>Vocabulary Strategy</b><br/>Synonyms</p> <p><b>Multiple Genres:</b><br/><i>Discuss Genre Characteristics</i><br/>- Informational Text<br/>- Realistic Fiction<br/>- Folktale<br/>- Narrative Nonfiction<br/>- Fantasy<br/>- Procedural Text<br/>- Video</p> <p><b>Speaking and</b></p> | <p><b>Writing Form:</b><br/>- Write an opinion<br/>- Write a narrative<br/>- Write an informational text<br/>- Add details to strengthen writing in response to peer questions and suggestions<br/>- Recall information from experience or sources to answer questions with guidance and support<br/>- Use digital tools to produce and publish writing, including in collaboration with peers<br/>- Participate in shared research and writing projects</p> | <p><b>Summative:</b><br/>End of module assessment</p> <p>Included in the end of module assessment:<br/><br/>(Foundational Skills,<br/>Generative Vocabulary,<br/>Vocabulary Strategies,<br/>Comprehension/Literary Analysis,<br/>Grammar,<br/>Writing)</p> <p><b>Common Formative:</b><br/>HMH selection quizzes<br/><br/>HMH Module Inventory (Foundational Skills only)<br/><br/>Leveled Readers</p> | <p><b>Learning Targets:</b><br/>•I can identify letters.<br/>•I can identify words.<br/>•I can recognize that words are combined to make a sentence.<br/>•I can recognize that the first word in a sentence is capitalized.<br/>•I can recognize that words are separated by spaces before and after them.<br/>•I can recognize that a sentence ends with a punctuation mark.<br/>•I can recognize important parts of a sentence (ie., first word, capitalization, period).<br/>•I can tell the difference between long vowel sounds and short vowel</p>   |

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|  |  |  | <p>Digraph sh</p> <p><b>High Frequency Words:</b></p> <p><b>Week 1:</b><br/>day, every, fly, have, look, made, they, write<br/><u>Decodable:</u> get, let, red, six, ten, yes</p> <p><b>Week 2:</b><br/>all, down, four, from, her, now, saw, went<br/><u>Decodable:</u> back, off, pick, tell, well, will</p> <p><b>Week 3:</b><br/>by, call, could, know, some, there, were, would<br/><u>Decodable:</u> fish, hot, wish</p> <p><b>Concepts of Print:</b><br/>Letters, Words, and Sentences<br/>End Punctuation<br/>Dialogue</p> <p><b>Fluency:</b><br/>Reading Rate<br/>Expression<br/>Phrasing</p> | <p><b>Listening:</b><br/>Ask and answer questions</p> <p><b>Comprehension:</b><br/><i>Use Metacognitive Skills</i><br/>- Ask and Answer Questions<br/>- Create Mental Images<br/>- Monitor and Clarify<br/>- Summarize</p> <p><i>Literary Elements/Author's Purpose and Craft</i><br/>- Story Structure<br/>- Text Organization<br/>- Point of View<br/>- Chronological Order</p> <p><b>Response to Text:</b><br/>Interact with Sources<br/>Written Response</p> <p><b>Fluency:</b><br/>Reading Rate<br/>Expression<br/>Phrasing</p> | <p><b>Mentor Text:</b><br/>Giraffes by Kate Riggs</p> <p><b>Grammar Mini Lessons:</b><br/>- Sentence Parts<br/>- Statements<br/>- Singular and Plural Noun</p> | <p>Comprehension Quizzes</p> <p>Running Records</p> <p>1:1 Observation Records</p> <p>Daily Lesson Checks</p> <p>HMH High Frequency Word Inventory</p> | <p>sounds.</p> <ul style="list-style-type: none"> <li>• I can blend sounds to make words including consonant blends.</li> <li>• I can break apart a word.</li> <li>• I can put a word back together.</li> <li>• I can take apart the sounds in a word.</li> <li>• I can add sounds to make new words.</li> <li>• I can take away sounds to make new words.</li> <li>• I can replace sounds to make new words.</li> <li>• I can spell words with common consonant digraphs.</li> <li>• I can decode regularly spelled one-syllable words.</li> <li>• I can identify the silent -e at the end of a word.</li> <li>• I can identify common long vowel teams.</li> <li>• I can identify the number of syllables in a printed word.</li> <li>• I can decode two syllable words.</li> <li>• I can read words with different endings.</li> <li>• I can read irregularly spelled words.</li> <li>• I can understand what I read.</li> <li>• I can tell why I read.</li> <li>• I can read out loud correctly.</li> <li>• I can read out loud smoothly.</li> <li>• I can read out loud with expression.</li> <li>• I can fix mistakes that I make when I read.</li> <li>• I can use the rereading strategy after I fix my mistake if needed.</li> <li>• I can answer questions about important details in a text.</li> <li>• I can ask questions about</li> </ul> |
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|  |  |  |  |  |  | <p>important details in a text.<br/>For narrative...</p> <ul style="list-style-type: none"> <li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li> <li>•I can write a sentence to introduce a topic (beginning)</li> </ul> <p>•I can write about the events of a story (middle)</p> <ul style="list-style-type: none"> <li>•I can use words to tell the order of a story (transitions, and, then, so)</li> <li>•I can write an ending to leave the reader out of the story.</li> </ul> <p>For opinion. . .</p> <ul style="list-style-type: none"> <li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li> <li>•I can write a sentence to introduce a topic (beginning)</li> <li>•I can write about the events of a story (middle)</li> <li>•I can use words to tell the order of a story (transitions, and, then, so)</li> <li>•I can write an ending to leave the reader out of the story.</li> <li>•I can give a reason for my opinion.</li> </ul> <p>For informative/explanatory...</p> <ul style="list-style-type: none"> <li>•I can write a topic sentence to lead the reader into the story.(beginning)</li> <li>•I can write a sentence/s that includes facts about the topic. (middle)</li> <li>•I can write an ending to leave the reader out of the story.</li> <li>•I can follow rules when</li> </ul> |
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|  |  |  |  |  |  |  | <p>discussing topics with others.</p> <ul style="list-style-type: none"><li>•I can listen to when others speak.</li><li>•I can respond to others when they speak.</li><li>•I can participate in conversations by asking questions.</li><li>•I can think about people's differences (physical, emotional, culture, disabilities, etc.) when communicating with them.</li><li>•I can use common nouns when speaking and writing</li><li>•I can use proper nouns when speaking and writing.</li><li>•I can use possessive nouns when speaking and writing.</li><li>•I can use singular nouns with matching verbs in basic sentences.</li><li>•I can use plural nouns with matching verbs in basic sentences.</li><li>•I can use pronouns when speaking and writing.</li><li>•I can use adjectives when speaking and writing.</li><li>•I can use conjunctions (e.g. and, but, or, so, because) when speaking and writing.</li><li>•I can use verb tenses when speaking and writing.</li><li>•I can use prepositions( e.g. during, beyond, toward) when speaking and writing.</li><li>•I can produce a complete sentence in response to prompts when speaking and writing.</li><li>•I can capitalize</li></ul> |
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|  |  |  |   |  |   |   | <p>dates.</p> <ul style="list-style-type: none"> <li>• I can capitalize names of people.</li> <li>• I can use punctuation at the end of my sentences.</li> <li>• I can use commas in dates.</li> <li>• I can use commas when listing items.</li> <li>• I can use what I know about words to spell new words.</li> </ul>   |
| <p><b>Module 4:</b><br/>Better Together</p> <p>3 weeks</p> | <p><b>Essential:</b><br/>RF 1.1 (Lessons: 1, 3, 11, 13)<br/>RF 1.2 (Lessons: 1-15)<br/>RF 1.3 (Lessons: 1-15)<br/>RF 1.4 (Lessons: 1-15)<br/>RI/L 1.1 (Lessons: 1-15)<br/>W 1.2 (Lessons: 2, 4, 6, 10, 15)<br/>SL 1.1 (Lessons: 1-3, 5-15)<br/>L 1.5 (Lessons: 1-4, 6-8, 10-13, 15)<br/>L 1.6 (Lessons: 2-15)</p> <p><b>Need to Know:</b><br/>RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.6, RI/L 1.7, RI/L 1.8, W 1.3, SL 1.2, SL 1.3, SL 1.4, L 1.2, L 1.4</p> <p><b>Familiar With:</b><br/>RI/L 1.4, RI/L 1.9, W 1.1, W 1.6, W 1.7, W 1.8, L 1.1, SL 1.5</p> | <p><b>Essential Question:</b><br/>Why is it important to do my best and get along with others?</p> | <p><b>Phonological Awareness:</b><br/>Alliteration:<br/>Digraphs<br/>Blend Phonemes<br/>Segment<br/>Phonemes<br/>Manipulate<br/>Phonemes:<br/>Change<br/>Segment, Count<br/>Phonemes<br/>Manipulate<br/>Phonemes: Add, Change</p> <p><b>Phonics:</b><br/>Consonant<br/>Digraph ch<br/>Review ch and sh<br/>Consonant<br/>Digraph th, wh;<br/>Trigraph -tch<br/>Inflections -s, -es<br/>Initial Blends with s<br/>Review sh, th, st</p> <p><b>Spelling:</b><br/>Consonant<br/>Digraph ch<br/>Consonant<br/>Digraph th, wh<br/>Initial Blends with s</p> <p><b>High Frequency Words:</b><br/><b>Week 1:</b><br/>be, here, me, play, started, today, use, very<br/><u>Decodable:</u><br/>much, such</p> <p><b>Week 2:</b><br/>jump, right, say, their, walk, way, where, why<br/><u>Decodable:</u> that, them, then, this,</p> | <p><b>Vocabulary:</b><br/>Power Words<br/>Reader's<br/>Vocabulary<br/>Generative<br/>Vocabulary<br/>- Compound Words<br/>- Suffixes -er, -est</p> <p><b>Vocabulary Strategy:</b><br/>Context Clues</p> <p><b>Multiple Genres:</b><br/><i>Discuss Genre Characteristics</i><br/>- Opinion Writing<br/>- Informational Text<br/>- Biography<br/>- Fantasy<br/>- Folktale<br/>- Video</p> <p><b>Speaking and Listening:</b><br/>Give and Follow Instructions</p> <p><b>Comprehension:</b><br/>:<br/><i>Use Metacognitive Skills</i><br/>- Evaluate<br/>- Synthesize<br/>- Retell<br/>- Make Connections</p> <p><i>Literary Elements/Author's Purpose and Craft</i><br/>- Ideas and Support<br/>- Central Idea<br/>- Point of View<br/>- Text Features</p> | <p><b>Writing Form:</b><br/>-- Write an opinion<br/>- Write a narrative<br/>- Write an informational text<br/>- Add details to strengthen writing in response to peer questions and suggestions<br/>- Recall information from experience or sources to answer questions with guidance and support<br/>- Use digital tools to produce and publish writing, including in collaboration with peers<br/>- Participate in shared research and writing projects</p> <p><b>Mentor Text:</b><br/>Do Unto Otters by Laurie Keller</p> <p><b>Grammar Mini Lessons:</b><br/>- Prepositions and Prepositional Phrases<br/>- Proper Nouns<br/>- Commands</p> | <p><b>Summative:</b><br/>End of module assessment</p> <p>Included in the end of module assessment:<br/><br/>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b><br/>HMH selection quizzes<br/><br/>HMH Module Inventory (Foundational Skills only)<br/><br/>Leveled Readers<br/><br/>Comprehension Quizzes<br/><br/>Running Records<br/><br/>1:1 Observation Records<br/><br/>Daily Lesson Checks<br/><br/>HMH High Frequency Word Inventory</p> | <p><b>Learning Targets:</b><br/>• I can identify letters.<br/>• I can identify words.<br/>• I can recognize that words are combined to make a sentence.<br/>• I can recognize that the first word in a sentence is capitalized.<br/>• I can recognize that words are separated by spaces before and after them.<br/>• I can recognize that a sentence ends with a punctuation mark.<br/>• I can recognize important parts of a sentence (ie., first word, capitalization, period).<br/>• I can tell the difference between long vowel sounds and short vowel sounds.<br/>• I can blend sounds to make words including consonant blends.<br/>• I can break apart a word.<br/>• I can put a word back together.<br/>• I can take apart the sounds in a word.<br/>• I can add sounds to make new words.<br/>• I can take away sounds to make new words.<br/>• I can replace sounds to make new words.<br/>• I can spell words with</p> |

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|  |  |  | <p>when, which</p> <p><b>Week 3:</b><br/>after, before, does, don't, grow, into, no, wash<br/><u>Decodable:</u> spell, still, stop, than, with</p> <p><b>Concepts of Print:</b><br/>Words in Sentences<br/>Directionality<br/>Capitalization</p> <p><b>Fluency:</b><br/>Intonation<br/>Accuracy and Self-Correction<br/>Reading Rate</p> | <p>- Characters<br/>- Theme</p> <p><b>Response to Text:</b><br/>Interact with Sources<br/>Written Response</p> <p><b>Fluency:</b><br/>Intonation<br/>Accuracy and Self-Correction<br/>Reading Rate</p> |  | <p>common consonant digraphs.</p> <ul style="list-style-type: none"> <li>•I can decode regularly spelled one-syllable words.</li> <li>•I can identify the silent -e at the end of a word.</li> <li>•I can identify common long vowel teams.</li> <li>•I can identify the number of syllables in a printed word.</li> <li>•I can decode two syllable words.</li> <li>•I can read words with different endings.</li> <li>•I can read irregularly spelled words.</li> <li>•I can understand what I read.</li> <li>•I can tell why I read.</li> <li>•I can read out loud correctly.</li> <li>•I can read out loud smoothly.</li> <li>•I can read out loud with expression.</li> <li>•I can fix mistakes that I make when I read.</li> <li>•I can use the rereading strategy after I fix my mistake if needed.</li> <li>•I can answer questions about important details in a text.</li> <li>•I can ask questions about important details in a text.<br/>For narrative...</li> <li>•I can write a topic sentence with supporting details to lead the reader into the story.<br/>(beginning)</li> <li>•I can write a sentence to introduce a topic<br/>(beginning)</li> <li>•I can write about the events of a story (middle)</li> <li>•I can use words to tell the order of a story<br/>(transitions, and, then, so)</li> </ul> |
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|  |  |  |  |  |  | <ul style="list-style-type: none"> <li>•I can write an ending to leave the reader out of the story.</li> </ul> <p>For opinion. . .</p> <ul style="list-style-type: none"> <li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li> <li>•I can write a sentence to introduce a topic (beginning)</li> <li>•I can write about the events of a story (middle)</li> <li>•I can use words to tell the order of a story (transitions, and, then, so)</li> <li>•I can write an ending to leave the reader out of the story.</li> <li>•I can give a reason for my opinion.</li> </ul> <p>For informative/explanatory...</p> <ul style="list-style-type: none"> <li>•I can write a topic sentence to lead the reader into the story.(beginning)</li> <li>•I can write a sentence/s that includes facts about the topic. (middle)</li> <li>•I can write an ending to leave the reader out of the story.</li> <li>•I can follow rules when discussing topics with others.</li> <li>•I can listen to when others speak.</li> <li>•I can respond to others when they speak.</li> <li>•I can participate in conversations by asking questions.</li> <li>•I can think about people's differences (physical, emotional, culture, disabilities,etc.) when communicating with them.</li> <li>•I can use common nouns</li> </ul> |
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|   |   |  |   |   |   |   | <ul style="list-style-type: none"> <li>when speaking and writing</li> <li>•I can use proper nouns when speaking and writing.</li> <li>•I can use possessive nouns when speaking and writing.</li> <li>•I can use singular nouns with matching verbs in basic sentences.</li> <li>•I can use plural nouns with matching verbs in basic sentences.</li> <li>•I can use pronouns when speaking and writing.</li> <li>•I can use adjectives when speaking and writing.</li> <li>•I can use conjunctions (e.g. and, but, or, so, because) when speaking and writing.</li> <li>•I can use verb tenses when speaking and writing.</li> <li>•I can use prepositions( e.g. during, beyond, toward) when speaking and writing.</li> <li>•I can produce a complete sentence in response to prompts when speaking and writing.</li> <li>•I can capitalize dates.</li> <li>•I can capitalize names of people.</li> <li>•I can use punctuation at the end of my sentences.</li> <li>•I can use commas in dates.</li> <li>•I can use commas when listing items.</li> <li>•I can use what I know about words to spell new words.</li> </ul> |
| <b>Module 5:</b><br>Now You See It,<br>Now You Don't<br><br>3 weeks | <b>Essential:</b><br>RF 1.1 (Lessons: 6, 8, 11, 13)<br>RF 1.2 (Lessons: 1-15)<br>RF 1.3 (Lessons: | <b>Essential Question:</b><br>Why do light and dark come and go? | <b>Phonological Awareness:</b><br>Blend Phonemes<br>Manipulate<br>Phonemes: Add<br>Segment, Count | <b>Vocabulary:</b><br>Power Words<br>Reader's<br>Vocabulary<br>Generative<br>Vocabulary | <b>Writing Form:</b><br>- Write an opinion<br>- Write a narrative<br>- Write an | <b>Middle of the Year Summative:</b><br><u>Middle of the Year Acadience Benchmark</u> | <b>Learning Targets:</b><br><ul style="list-style-type: none"> <li>•I can identify letters.</li> <li>•I can identify words.</li> <li>•I can recognize</li> </ul>  |



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| <p>1-15)<br/>RF 1.4 (Lessons: 1-15)<br/>RI/L 1.1 (Lessons: 1-15)<br/>W 1.2 (Lessons: 2, 5, 6, 8, 11, 13, 15)<br/>SL 1.1 (Lessons: 1-4, 6, 7, 9, 15)<br/>L 1.5 (Lessons: 1-4, 6-8, 10-13, 15)<br/>L 1.6 (Lessons: 2-15)</p> <p><b>Need to Know:</b><br/>RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.6, RI/L 1.7, RI/L 1.8, W 1.3, SL 1.2, SL 1.3, SL 1.4, L 1.2, L 1.4</p> <p><b>Familiar With:</b><br/>RI/L 1.9, W 1.6, W 1.1, W 1.7, W 1.8, L 1.1</p> |  | <p>Phonemes<br/>Manipulate<br/>Phonemes:<br/>Delete<br/>Manipulate<br/>Phonemes:<br/>Change</p> <p><b>Phonics:</b><br/>Initial Blends with l<br/>Review st, sl, fl, cl<br/>Initial Blends with r<br/>Compound Words<br/>Final Blends<br/>Inflection -ed</p> <p><b>Spelling:</b><br/>Initial Blends with l<br/>Initial Blends with r<br/>Final Blends</p> <p><b>High Frequency Words:</b><br/><b>Week 1:</b><br/>around, came, come, found, other, people, two, worked<br/><u>Decodable:</u> black</p> <p><b>Week 2:</b><br/>again, away, because, cold, fall, full, or, pretty<br/><u>Decodable:</u> N/A</p> <p><b>Week 3:</b><br/>any, done, laugh, long, more, pull, teacher, think<br/><u>Decodable:</u> and, ask, best, fast, jump, just</p> <p><b>Concepts of Print:</b><br/>Directionality<br/>Commas<br/>Letters, Words, and Sentences</p> <p><b>Fluency:</b><br/>Expression<br/>Phrasing<br/>Innovation</p> | <p>- Suffixes -er, -est<br/>- Inflection -s<br/>- Suffixes -y, -ful<br/>Vocabulary<br/>Strategy<br/>- Reference<br/>Sources</p> <p><b>Multiple Genres:</b><br/><i>Discuss Genre Characteristics</i><br/>- Informational Text<br/>- Realistic Fiction<br/>- Opinion Writing<br/>- Narrative Nonfiction<br/>- Fantasy<br/>- Song</p> <p><b>Speaking and Listening:</b><br/>N/A</p> <p><b>Comprehension:</b><br/><i>Use Metacognitive Skills</i><br/>- Make Inferences<br/>- Make and Confirm Predictions<br/>- Make Connections</p> <p><i>Literary Elements/Author's Purpose and Craft</i><br/>- Text Features<br/>- Story Structure<br/>- Ideas and Support<br/>- Central Idea<br/>- Theme</p> <p><b>Response to Text:</b><br/>Interact with Sources<br/>Written Response</p> <p><b>Fluency:</b><br/>Expression<br/>Phrasing<br/>Intonation</p> | <p>informational text<br/>- Add details to strengthen writing in response to peer questions and suggestions<br/>- Recall information from experience or sources to answer questions with guidance and support<br/>- Use digital tools to produce and publish writing, including in collaboration with peers<br/>- Participate in shared research and writing projects</p> <p><b>Mentor Text:</b><br/>Why the Sun and the Moon Live in the Sky by Elphinstone Dayrell</p> <p><b>Grammar Mini Lessons:</b><br/>- Subjects and Verbs<br/>- Verbs and Time<br/>- The Verb Be</p> | <p><b>Assessment</b><br/>End of module assessment<br/>Included in the end of module assessment:<br/>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)<br/><b>Common Formative:</b><br/>HMH selection quizzes<br/>HMH Module Inventory (Foundational Skills only)<br/>Leveled Readers<br/>Comprehension Quizzes<br/>Running Records<br/>1:1 Observation Records<br/>Daily Lesson Checks<br/>HMH High Frequency Word Inventory</p> | <p>that words are combined to make a sentence.<br/>•I can recognize that the first word in a sentence is capitalized.<br/>•I can recognize that words are separated by spaces before and after them.<br/>•I can recognize that a sentence ends with a punctuation mark.<br/>•I can recognize important parts of a sentence (ie., first word, capitalization, period).<br/>•I can tell the difference between long vowel sounds and short vowel sounds.<br/>•I can blend sounds to make words including consonant blends.<br/>•I can break apart a word.<br/>•I can put a word back together.<br/>•I can take apart the sounds in a word.<br/>•I can add sounds to make new words.<br/>•I can take away sounds to make new words.<br/>•I can replace sounds to make new words.<br/>•I can spell words with common consonant digraphs.<br/>•I can decode regularly spelled one-syllable words.<br/>•I can identify the silent -e at the end of a word.<br/>•I can identify common long vowel teams.<br/>•I can identify the number of syllables in a printed word.<br/>•I can decode two syllable words.<br/>•I can read words with different endings.<br/>•I can read</p> |
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|  |  |  |  |  |  |  | <p>irregularly spelled words.</p> <ul style="list-style-type: none"><li>•I can understand what I read.</li><li>•I can tell why I read.</li><li>•I can read out loud correctly.</li><li>•I can read out loud smoothly.</li><li>•I can read out loud with expression.</li><li>•I can fix mistakes that I make when I read.</li><li>•I can use the rereading strategy after I fix my mistake if needed.</li><li>•I can answer questions about important details in a text.</li><li>•I can ask questions about important details in a text.</li></ul> <p>For narrative...</p> <ul style="list-style-type: none"><li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li><li>•I can write a sentence to introduce a topic (beginning)</li><li>•I can write about the events of a story (middle)</li><li>•I can use words to tell the order of a story (transitions, and, then, so)</li><li>•I can write an ending to leave the reader out of the story.</li></ul> <p>For opinion. . .</p> <ul style="list-style-type: none"><li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li><li>•I can write a sentence to introduce a topic (beginning)</li><li>•I can write about the events of a story (middle)</li><li>•I can use words to tell the order of a story</li></ul> |
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|  |  |  |  |  |  |  | <p>(transitions, and, then, so)</p> <ul style="list-style-type: none"><li>•I can write an ending to leave the reader out of the story.</li><li>•I can give a reason for my opinion.</li></ul> <p>For informative/explanatory...</p> <ul style="list-style-type: none"><li>•I can write a topic sentence to lead the reader into the story.(beginning)</li><li>•I can write a sentence/s that includes facts about the topic.</li></ul> <p>(middle)</p> <ul style="list-style-type: none"><li>•I can write an ending to leave the reader out of the story.</li><li>•I can follow rules when discussing topics with others.</li><li>•I can listen to when others speak.</li><li>•I can respond to others when they speak.</li><li>•I can participate in conversations by asking questions.</li><li>•I can think about people's differences (physical, emotional, culture, disabilities, etc.) when communicating with them.</li><li>•I can use common nouns when speaking and writing</li><li>•I can use proper nouns when speaking and writing.</li><li>•I can use possessive nouns when speaking and writing.</li><li>•I can use singular nouns with matching verbs in basic sentences.</li><li>•I can use plural nouns with matching verbs in basic sentences.</li><li>•I can use pronouns when speaking and</li></ul> |
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|  |  |  |   |   |  |   | <p>writing.</p> <ul style="list-style-type: none"> <li>•I can use adjectives when speaking and writing.</li> <li>•I can use conjunctions (e.g. and, but, or, so, because) when speaking and writing.</li> <li>•I can use verb tenses when speaking and writing.</li> <li>•I can use prepositions( e.g. during, beyond, toward) when speaking and writing.</li> <li>•I can produce a complete sentence in response to prompts when speaking and writing.</li> <li>•I can capitalize dates.</li> <li>•I can capitalize names of people.</li> <li>•I can use punctuation at the end of my sentences.</li> <li>•I can use commas in dates.</li> <li>•I can use commas when listing items.</li> <li>•I can use what I know about words to spell new words.</li> </ul> |
| <p><b>Module 6:</b><br/>Celebrate America<br/><br/>3 weeks</p> | <p><b>Essential:</b><br/>RF 1.1 (Lessons: 1-3, 6, 8, 12, 13)<br/>RF 1.2 (Lessons: 1-15)<br/>RF 1.3 (Lessons: 1-15)<br/>RF 1.4 (Lessons: 1-15)<br/>RI/L 1.1 (Lessons: 1-15)<br/>W 1.2 (Lessons: 6, 11, 13, 15)<br/>SL 1.1 (Lessons: 1-15)<br/>L 1.5 (Lessons: 1-4, 6-8, 10-15)<br/>L 1.6 (Lessons: 2-15)</p> <p><b>Need to Know:</b><br/>RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.6, RI/L 1.7, RI/L 1.8, W 1.3, SL 2, SL 3,</p> | <p><b>Essential Question:</b><br/>What do holidays and symbols tell about our country?</p> | <p><b>Phonological Awareness:</b><br/>Blend Phonemes<br/>Isolate Phonemes:<br/>Identify Vowel Segment<br/>Phonemes<br/>Identify, Produce Rhyme<br/>Manipulate Phonemes:<br/>Delete</p> <p><b>Phonics:</b><br/>Long e, i, o (CV)<br/>Possessives with 's<br/>Long a (VCe)<br/>Soft c<br/>Long i, o (VCe)<br/>Silent Letters (kn, wr)</p> <p><b>Spelling:</b><br/>CV Pattern;</p> | <p><b>Vocabulary:</b><br/>Power Words<br/>Reader's Vocabulary<br/>Generative Vocabulary<br/>- Suffixes -y, -ful<br/>- Suffixes -less, -ful<br/>- Words About Actions<br/>Vocabulary Strategy<br/>- Multiple-Meaning Words</p> <p><b>Multiple Genres:</b><br/><i>Discuss Genre Characteristics</i><br/>- Informational Text<br/>- Song<br/>- Drama<br/>- Realistic Fiction</p> | <p><b>Writing Form:</b><br/>- Write an opinion<br/>- Write a narrative<br/>- Write an informational text<br/>- Add details to strengthen writing in response to peer questions and suggestions<br/>- Recall information from experience or sources to answer questions with guidance and support<br/>- Use digital tools to produce and publish writing, including in collaboration with peers</p> | <p><b>Summative:</b><br/>End of module assessment<br/><br/>Included in the end of module assessment:<br/><br/>(Foundational Skills,<br/>Generative Vocabulary,<br/>Vocabulary Strategies,<br/>Comprehension/<br/>Literary Analysis,<br/>Grammar,<br/>Writing)</p> <p><b>Common Formative:</b><br/>HMH selection quizzes<br/><br/>HMH Module Inventory</p> | <p><b>Learning Targets:</b><br/>•I can identify letters.<br/>•I can identify words.<br/>•I can recognize that words are combined to make a sentence.<br/>•I can recognize that the first word in a sentence is capitalized.<br/>•I can recognize that words are separated by spaces before and after them.<br/>•I can recognize that a sentence ends with a punctuation mark.<br/>•I can recognize important parts of a sentence (ie, first word, capitalization, period).</p>   |

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|  | <p>SL 4, L 1.2, L 1.4</p> <p><b>Familiar With:</b><br/>RI/L 1.4, RI/L 1.9, W 1.1, W 1.8, L 1.1, SL 1.5</p> | <p>Question Words<br/>Long a (VCe)<br/>Long i, o (VCe)</p> <p><b>High Frequency Words:</b><br/><b>Week 1:</b><br/>another, gave, house, over, own, read, water, white<br/><u>Decodable:</u> be, he, into, me, she, so</p> <p><b>Week 2:</b><br/>always, began, better, gives, hurt, shall, should, things<br/><u>Decodable:</u> ate, came, gave, made, make, place</p> <p><b>Week 3:</b><br/>carry, draw, eight, even, goes, may, seven, shows<br/><u>Decodable:</u> home, like, ride, side, time, white</p> <p><b>Concepts of Print:</b><br/>Words in Sentences<br/>Capitalization<br/>Dialogue</p> <p><b>Fluency:</b><br/>Accuracy and Self-Correction<br/>Reading Rate<br/>Expression</p> | <p>- Opinion Writing<br/>- Narrative Nonfiction<br/>- Poetry</p> <p><b>Speaking and Listening:</b><br/>N/A</p> <p><b>Comprehension:</b><br/><i>Use Metacognitive Skills</i><br/>- Make and Confirm Predictions<br/>- Evaluate<br/>- Make Connections<br/>- Create Mental Images</p> <p><i>Literary Elements/Author's Purpose and Craft</i><br/>- Text Features<br/>- Elements of Poetry<br/>- Elements of Drama<br/>- Point of View<br/>- Ideas and Support<br/>- Text Organization<br/>- Story Structure</p> <p><b>Response to Text:</b><br/>Interact with Sources<br/>Written Response</p> <p><b>Fluency:</b><br/>Accuracy and Self-Correction<br/>Reading Rate<br/>Expression</p> | <p>- Participate in shared research and writing projects</p> <p><b>Mentor Text:</b><br/>The Thanksgiving Door by Debby Atwel</p> <p><b>Grammar Mini Lessons:</b><br/>- Questions<br/>- Compound Sentences<br/>- Names of Months, Days, and Holidays</p> | <p>(Foundational Skills only)</p> <p>Leveled Readers</p> <p>Comprehension Quizzes</p> <p>Running Records</p> <p>1:1 Observation Records</p> <p>Daily Lesson Checks</p> <p>HMH High Frequency Word Inventory</p> | <ul style="list-style-type: none"> <li>• I can tell the difference between long vowel sounds and short vowel sounds.</li> <li>• I can blend sounds to make words including consonant blends.</li> <li>• I can break apart a word.</li> <li>• I can put a word back together.</li> <li>• I can take apart the sounds in a word.</li> <li>• I can add sounds to make new words.</li> <li>• I can take away sounds to make new words.</li> <li>• I can replace sounds to make new words.</li> <li>• I can spell words with common consonant digraphs.</li> <li>• I can decode regularly spelled one-syllable words.</li> <li>• I can identify the silent -e at the end of a word.</li> <li>• I can identify common long vowel teams.</li> <li>• I can identify the number of syllables in a printed word.</li> <li>• I can decode two syllable words.</li> <li>• I can read words with different endings.</li> <li>• I can read irregularly spelled words.</li> <li>• I can understand what I read.</li> <li>• I can tell why I read.</li> <li>• I can read out loud correctly.</li> <li>• I can read out loud smoothly.</li> <li>• I can read out loud with expression.</li> <li>• I can fix mistakes that I make when I read.</li> <li>• I can use the rereading strategy after I fix my mistake if needed.</li> <li>• I can answer</li> </ul> |
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|  |  |  |  |  |  | <p>questions about important details in a text.</p> <ul style="list-style-type: none"><li>•I can ask questions about important details in a text.</li></ul> <p>For narrative...</p> <ul style="list-style-type: none"><li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li><li>•I can write a sentence to introduce a topic (beginning)</li></ul> <p>•I can write about the events of a story (middle)</p> <ul style="list-style-type: none"><li>•I can use words to tell the order of a story (transitions, and, then, so)</li><li>•I can write an ending to leave the reader out of the story.</li></ul> <p>For opinion. . .</p> <ul style="list-style-type: none"><li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li><li>•I can write a sentence to introduce a topic (beginning)</li><li>•I can write about the events of a story (middle)</li><li>•I can use words to tell the order of a story (transitions, and, then, so)</li><li>•I can write an ending to leave the reader out of the story.</li><li>•I can give a reason for my opinion.</li></ul> <p>For informative/explanatory...</p> <ul style="list-style-type: none"><li>•I can write a topic sentence to lead the reader into the story. (beginning)</li><li>•I can write a sentence/s that includes facts about the topic. (middle)</li><li>•I can write an</li></ul> |
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|  |  |  |  |  |  |  | <p>ending to leave the reader out of the story.</p> <ul style="list-style-type: none"><li>•I can follow rules when discussing topics with others.</li><li>•I can listen to when others speak.</li><li>•I can respond to others when they speak.</li><li>•I can participate in conversations by asking questions.</li><li>•I can think about people's differences (physical, emotional, culture, disabilities, etc.) when communicating with them.</li><li>•I can use common nouns when speaking and writing</li><li>•I can use proper nouns when speaking and writing.</li><li>•I can use possessive nouns when speaking and writing.</li><li>•I can use singular nouns with matching verbs in basic sentences.</li><li>•I can use plural nouns with matching verbs in basic sentences.</li><li>•I can use pronouns when speaking and writing.</li><li>•I can use adjectives when speaking and writing.</li><li>•I can use conjunctions (e.g. and, but, or, so, because) when speaking and writing.</li><li>•I can use verb tenses when speaking and writing.</li><li>•I can use prepositions( e.g. during, beyond, toward) when speaking and writing.</li><li>•I can produce a complete sentence in</li></ul> |
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|   |  |   |  |  |   |   | <p>response to prompts when speaking and writing.</p> <ul style="list-style-type: none"> <li>•I can capitalize dates.</li> <li>•I can capitalize names of people.</li> <li>•I can use punctuation at the end of my sentences.</li> <li>•I can use commas in dates.</li> <li>•I can use commas when listing items.</li> <li>•I can use what I know about words to spell new words.</li> </ul>  |
| <p><b>Module 7:</b><br/>The Big Outdoors<br/><br/>3 weeks</p> | <p><b>Essential:</b><br/>RF 1.1 (Lessons: 1-3)<br/>RF 1.2 (Lessons: 1-15)<br/>RF 1.3 (Lessons: 1-15)<br/>RF 1.4 (Lessons: 1-15)<br/>RI/L 1.1 (Lessons: 1-15)<br/>W 1.2 (Lessons: 8, 10, 15)<br/>SL 1.1 (Lessons: 1-3, 5-15)<br/>L 1.5 (Lessons: 1-8, 10-15)<br/>L 1.6 (Lessons: 1-15)</p> <p><b>Need to Know:</b><br/>RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.6, RI/L 1.7, RI/L 1.8, W 3, SL 1.2, SL 1.4, L 1.2, L 1.4</p> <p><b>Familiar With:</b><br/>RI/L 1.4, RI/L 1.9, W 1.7, W 1.8, L 1.1, SL 1.5</p> | <p><b>Essential Question:</b><br/>How do things in nature change?</p> | <p><b>Phonological Awareness:</b><br/>Blend Phonemes<br/>Manipulate Phonemes:<br/>Change Segment Phonemes<br/>Identify, Produce Rhyme<br/>Produce Rhyme</p> <p><b>Phonics:</b><br/>Long u, e (VCe)<br/>Soft g (g, dge)<br/>Long e (ea, ee)<br/>Short e (ea)<br/>Long a (ai, ay)<br/>Contractions with 'm, 's, n't, 'l</p> <p><b>Spelling:</b><br/>Long u; VCe<br/>Pattern<br/>Long e Patterns<br/>Long a Vowel<br/>Teams</p> <p><b>High Frequency Words:</b><br/><b>Week 1:</b><br/>animal, heads, keep, let's, point, something, voice, won't<br/><u>Decodable:</u> five, must, these, those, use, write</p> <p><b>Week 2:</b><br/>below, far, hear, hold, old, only, open, round<br/><u>Decodable:</u><br/>clean, green, head, please, read, see</p> | <p><b>Vocabulary:</b><br/>Power Words<br/>Reader's Vocabulary<br/>Generative Vocabulary<br/>- Words About Feelings and Beliefs<br/>- Suffix -less<br/>- Words About Places and Things<br/>Vocabulary Strategy<br/>- Shades of Meaning</p> <p><b>Multiple Genres:</b><br/><i>Discuss Genre Characteristics</i><br/>- Opinion Writing<br/>- Informational Text<br/>- Fantasy<br/>- Realistic Fiction<br/>- Procedural Text<br/>- Narrative Nonfiction<br/>- Song</p> <p><b>Speaking and Listening:</b><br/>Ask and Answer Questions</p> <p><b>Comprehension:</b><br/>Interact with Sources<br/>Written Response</p> <p><b>Response to Text:</b><br/>Intonation</p> | <p><b>Writing Form:</b><br/>- Write an opinion<br/>- Write a narrative<br/>- Write an informational text<br/>- Add details to strengthen writing in response to peer questions and suggestions<br/>- Recall information from experience or sources to answer questions with guidance and support<br/>- Use digital tools to produce and publish writing, including in collaboration with peers<br/>- Participate in shared research and writing projects</p> <p><b>Mentor Text:</b><br/>Ask Me by Bernard Waber</p> <p><b>Grammar Mini Lessons:</b><br/>- Future Tense<br/>- Subject Pronouns<br/>- The Pronouns I and Me</p> | <p><b>Summative:</b><br/>End of module assessment<br/><br/>Included in the end of module assessment:<br/><br/>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b><br/>HMH selection quizzes<br/><br/>HMH Module Inventory (Foundational Skills only)<br/><br/>Leveled Readers<br/><br/>Comprehension Quizzes<br/><br/>Running Records<br/><br/>1:1 Observation Records<br/><br/>Daily Lesson Checks<br/><br/>HMH High Frequency Word Inventory</p> | <p><b>Learning Targets:</b><br/>•I can identify letters.<br/>•I can identify words.<br/>•I can recognize that words are combined to make a sentence.<br/>•I can recognize that the first word in a sentence is capitalized.<br/>•I can recognize that words are separated by spaces before and after them.<br/>•I can recognize that a sentence ends with a punctuation mark.<br/>•I can recognize important parts of a sentence (ie, first word, capitalization, period).<br/>•I can tell the difference between long vowel sounds and short vowel sounds.<br/>•I can blend sounds to make words including consonant blends.<br/>•I can break apart a word.<br/>•I can put a word back together.<br/>•I can take apart the sounds in a word.<br/>•I can add sounds to make new words.<br/>•I can take away sounds to make new words.</p> |



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|  |  |  | <p><b>Week 3:</b><br/>air, different, drink, enough, never, small, through, under<br/><u>Decodable:</u> day, don't, may, play, say, way</p> <p><b>Concepts of Print:</b><br/>Words in Sentences<br/>Directionality<br/>End Punctuation</p> <p><b>Fluency:</b><br/>Intonation<br/>Phrasing<br/>Accuracy and Self-Correction</p> | <p>Phrasing<br/>Accuracy and Self-Correction</p> <p><b>Fluency:</b><br/>Intonation<br/>Phrasing<br/>Accuracy and Self-Correction</p> |  | <ul style="list-style-type: none"> <li>•I can replace sounds to make new words.</li> <li>•I can spell words with common consonant digraphs.</li> <li>•I can decode regularly spelled one-syllable words.</li> <li>•I can identify the silent -e at the end of a word.</li> <li>•I can identify common long vowel teams.</li> <li>•I can identify the number of syllables in a printed word.</li> <li>•I can decode two syllable words.</li> <li>•I can read words with different endings.</li> <li>•I can read irregularly spelled words.</li> <li>•I can understand what I read.</li> <li>•I can tell why I read.</li> <li>•I can read out loud correctly.</li> <li>•I can read out loud smoothly.</li> <li>•I can read out loud with expression.</li> <li>•I can fix mistakes that I make when I read.</li> <li>•I can use the rereading strategy after I fix my mistake if needed.</li> <li>•I can answer questions about important details in a text.</li> <li>•I can ask questions about important details in a text.<br/>For narrative...</li> <li>•I can write a topic sentence with supporting details to lead the reader into the story.<br/>(beginning)</li> <li>•I can write a sentence to introduce a topic<br/>(beginning)</li> <li>•I can write about the events of a story<br/>(middle)</li> </ul> |
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|  |  |  |  |  |  |  | <p>when communicating with them.</p> <ul style="list-style-type: none"><li>•I can use common nouns when speaking and writing</li><li>•I can use proper nouns when speaking and writing.</li><li>•I can use possessive nouns when speaking and writing.</li><li>•I can use singular nouns with matching verbs in basic sentences.</li><li>•I can use plural nouns with matching verbs in basic sentences.</li><li>•I can use pronouns when speaking and writing.</li><li>•I can use adjectives when speaking and writing.</li><li>•I can use conjunctions (e.g. and, but, or, so, because) when speaking and writing.</li><li>•I can use verb tenses when speaking and writing.</li><li>•I can use prepositions( e.g. during, beyond, toward) when speaking and writing.</li><li>•I can produce a complete sentence in response to prompts when speaking and writing.</li><li>•I can capitalize dates.</li><li>•I can capitalize names of people.</li><li>•I can use punctuation at the end of my sentences.</li><li>•I can use commas in dates.</li><li>•I can use commas when listing items.</li><li>•I can use what I know about words to spell new words.</li></ul> |
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| <p><b>Module 8:</b><br/>Tell Me a Story</p> <p>3 weeks</p> | <p><b>Essential:</b><br/>RF 1.1 (Lessons: 2)<br/>RF 1.2 (Lessons: 1-8, 10-15)<br/>RF 1.3 (Lessons: 1-15)<br/>RF 1.4 (Lessons: 1-15)<br/>RI/L 1.1 (Lessons: 1-15)<br/>W 1.2 (Lessons: 5, 10, 11, 13, 15)<br/>SL 1.1 (Lessons: 1-4, 6-15)<br/>L 1.5 (Lessons: 1-15)<br/>L 1.6 (Lessons: 2-15)</p> <p><b>Need to Know:</b><br/>RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.6, RI/L 1.7, W 1.3, W 1.5, SL 1.2, SL 1.3, SL 1.4, L 1.2, L 1.4</p> <p><b>Familiar With:</b><br/>RI/L 1.4, RI/L 1.9, W 1.8, L 1.1, SL 1.5</p> | <p><b>Essential Question:</b><br/>What lessons can we learn from stories?</p> | <p><b>Phonological Awareness:</b><br/>Blend Phonemes<br/>Isolate<br/>Phonemes:<br/>Identify Vowel Segment<br/>Phonemes<br/>Manipulate<br/>Phonemes: Add<br/>Manipulate<br/>Phonemes:<br/>Delete<br/>Manipulate<br/>Phonemes:<br/>Change<br/>Segment, Count<br/>Phonemes</p> <p><b>Phonics:</b><br/>Long o (oa, ow)<br/>Long o, i (oe, ie)<br/>Long i (igh, y)<br/>Long i, o<br/>r-Controlled<br/>Vowel ar<br/>Two-Syllable Words</p> <p><b>Spelling:</b><br/>Long o<br/>Long i Patterns<br/>r-Controlled<br/>Vowel ar</p> <p><b>High Frequency Words:</b><br/><b>Week 1:</b><br/>along, answer, children, going, mother, talk, upon, woman<br/><u>Decodable:</u> each, goes, grow, know, own</p> <p><b>Week 2:</b><br/>bring, eyes, family, girl, move, soon, together, warm<br/><u>Decodable:</u> by, cold, find, fly, hold, kind</p> <p><b>Week 3:</b><br/>brown, few, funny, myself, new, once, thank, words<br/><u>Decodable:</u> car, far, hard, old, right, yellow</p> <p><b>Concepts of Print:</b><br/>Capitalization</p> | <p><b>Vocabulary:</b><br/>Power Words<br/>Reader's Vocabulary<br/>Generative Vocabulary<br/>-Words About Actions and Directions<br/>-Suffix -ly<br/>Vocabulary Strategy<br/>-Classify and Categorize</p> <p><b>Multiple Genres:</b><br/><i>Discuss Genre Characteristics</i><br/>-Informational Text<br/>-Folktales<br/>-Fantasy<br/>-Drama<br/>-Fable<br/>-Biography<br/>-Video</p> <p><b>Speaking and Listening:</b><br/>Ask and Answer Questions</p> <p><b>Comprehension:</b><br/><i>Use Metacognitive Skills</i><br/>-Create Mental Images<br/>-Make Connections<br/>-Make Inferences<br/>-Synthesize</p> <p><i>Literary Elements/Author's Purpose and Craft</i><br/>-Text Features<br/>-Theme<br/>-Characters<br/>-Elements of Drama<br/>-Setting<br/>-Point of View<br/>-Central Idea</p> <p><b>Response to Text:</b><br/>Interact with Sources<br/>Written Response</p> <p><b>Fluency:</b><br/>Reading Rate</p> | <p><b>Writing Form:</b><br/>- Write an opinion<br/>- Write a narrative<br/>- Write an informational text<br/>- Add details to strengthen writing in response to peer questions and suggestions<br/>- Recall information from experience or sources to answer questions with guidance and support<br/>- Use digital tools to produce and publish writing, including in collaboration with peers<br/>- Participate in shared research and writing projects</p> <p><b>Mentor Text:</b><br/>The Kissing Hand by Audrey Penn</p> <p><b>Grammar Mini Lessons:</b><br/>- Possessive Pronouns<br/>- Indefinite Pronouns<br/>- Contractions</p> | <p><b>Summative:</b><br/>End of module assessment<br/><br/>Included in the end of module assessment:<br/><br/>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)<br/><br/><b>Common Formative:</b><br/>HMH selection quizzes<br/><br/>HMH Module Inventory (Foundational Skills only)<br/><br/>Leveled Readers<br/><br/>Comprehension Quizzes<br/><br/>Running Records<br/><br/>1:1 Observation Records<br/><br/>Daily Lesson Checks<br/><br/>HMH High Frequency Word Inventory</p> | <p><b>Learning Targets:</b><br/>• I can identify letters.<br/>• I can identify words.<br/>• I can recognize that words are combined to make a sentence.<br/>• I can recognize that the first word in a sentence is capitalized.<br/>• I can recognize that words are separated by spaces before and after them.<br/>• I can recognize that a sentence ends with a punctuation mark.<br/>• I can recognize important parts of a sentence (i.e., first word, capitalization, period).<br/>• I can tell the difference between long vowel sounds and short vowel sounds.<br/>• I can blend sounds to make words including consonant blends.<br/>• I can break apart a word.<br/>• I can put a word back together.<br/>• I can take apart the sounds in a word.<br/>• I can add sounds to make new words.<br/>• I can take away sounds to make new words.<br/>• I can replace sounds to make new words.<br/>• I can spell words with common consonant digraphs.<br/>• I can decode regularly spelled one-syllable words.<br/>• I can identify the silent -e at the end of a word.<br/>• I can identify common long vowel teams.<br/>• I can identify the number of syllables in a printed word.</p> |
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|  |  |  | <p>Letters, Words, and Sentences<br/>Directionality</p> <p><b>Fluency:</b><br/>Reading Rate<br/>Expression<br/>Phrasing</p> | <p>Expression<br/>Phrasing</p> |  | <ul style="list-style-type: none"> <li>•I can decode two syllable words.</li> <li>•I can read words with different endings.</li> <li>•I can read irregularly spelled words.</li> <li>•I can understand what I read.</li> <li>•I can tell why I read.</li> <li>•I can read out loud correctly.</li> <li>•I can read out loud smoothly.</li> <li>•I can read out loud with expression.</li> <li>•I can fix mistakes that I make when I read.</li> <li>•I can use the rereading strategy after I fix my mistake if needed.</li> <li>•I can answer questions about important details in a text.</li> <li>•I can ask questions about important details in a text.</li> </ul> <p>For narrative...</p> <ul style="list-style-type: none"> <li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li> <li>•I can write a sentence to introduce a topic (beginning)</li> </ul> <ul style="list-style-type: none"> <li>•I can write about the events of a story (middle)</li> <li>•I can use words to tell the order of a story (transitions, and, then, so)</li> <li>•I can write an ending to leave the reader out of the story.</li> </ul> <p>For opinion. . .</p> <ul style="list-style-type: none"> <li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li> <li>•I can write a sentence to introduce a topic</li> </ul> |
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|  |  |  |  |  |  |  | <p>(beginning)</p> <ul style="list-style-type: none"><li>•I can write about the events of a story (middle)</li><li>•I can use words to tell the order of a story (transitions, and, then, so)</li><li>•I can write an ending to leave the reader out of the story.</li><li>•I can give a reason for my opinion.</li></ul> <p>For informative/explanatory...</p> <ul style="list-style-type: none"><li>•I can write a topic sentence to lead the reader into the story.(beginning)</li><li>•I can write a sentence/s that includes facts about the topic. (middle)</li><li>•I can write an ending to leave the reader out of the story.</li><li>•I can follow rules when discussing topics with others.</li><li>•I can listen to when others speak.</li><li>•I can respond to others when they speak.</li><li>•I can participate in conversations by asking questions.</li><li>•I can think about people's differences (physical, emotional, culture, disabilities,etc.) when communicating with them.</li><li>•I can use common nouns when speaking and writing</li><li>•I can use proper nouns when speaking and writing.</li><li>•I can use possessive nouns when speaking and writing.</li><li>•I can use singular nouns with matching verbs in basic sentences.</li><li>•I can use plural</li></ul> |
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|  |   |   |  |   |  |  | <p>nouns with matching verbs in basic sentences.</p> <ul style="list-style-type: none"> <li>•I can use pronouns when speaking and writing.</li> <li>•I can use adjectives when speaking and writing.</li> <li>•I can use conjunctions (e.g. and, but, or, so, because) when speaking and writing.</li> <li>•I can use verb tenses when speaking and writing.</li> <li>•I can use prepositions( e.g. during, beyond, toward) when speaking and writing.</li> <li>•I can produce a complete sentence in response to prompts when speaking and writing.</li> <li>•I can capitalize dates.</li> <li>•I can capitalize names of people.</li> <li>•I can use punctuation at the end of my sentences.</li> <li>•I can use commas in dates.</li> <li>•I can use commas when listing items.</li> <li>•I can use what I know about words to spell new words.</li> </ul> |
| <p><b>Module 9:</b><br/>Grow, Plants, Grow!<br/><br/>3 weeks</p> | <p><b>Essential:</b><br/>RF 1.1 (Lessons: 1-3, 6, 8, 11, 13)<br/>RF 1.2 (Lessons: 3-10)<br/>RF 1.3 (Lessons: 1-15)<br/>RF 1.4 (Lessons: 1-15)<br/>RI/L 1.1 (Lessons: 1-15)<br/>W 1.2 (Lessons: 4, 5, 11)<br/>SL 1.1 (Lessons: 1-3, 6-15)<br/>L 1.5 (Lessons: 1-4, 6-8, 10-13, 15)<br/>L 1.6 (Lessons: 2-15)</p> | <p><b>Essential Question:</b><br/>What do plants need to live and grow?</p> | <p><b>Phonological Awareness:</b><br/>Segment, Count Syllables<br/>Segment, Count Phonemes<br/>Blend Phonemes<br/>Blend Syllables<br/>Add Syllables<br/>Delete Syllables</p> <p><b>Phonics:</b><br/>r-Controlled Vowels or, ore<br/>r-Controlled Vowels er, ir, ur<br/>Two-Syllable Words<br/>Final Blends ng, nk; Inflection -ing</p> | <p><b>Vocabulary:</b><br/>Power Words<br/>Reader's Vocabulary<br/>Generative Vocabulary<br/>- Words About Places and Things<br/>- Prefix un-<br/>Vocabulary Strategy<br/>- Reference Sources</p> <p><b>Multiple Genres:</b><br/><i>Discuss Genre Characteristics</i><br/>- Poetry</p> | <p><b>Writing Form:</b><br/>- Write an opinion<br/>- Write a narrative<br/>- Write an informational text<br/>- Add details to strengthen writing in response to peer questions and suggestions<br/>- Recall information from experience or sources to answer questions with guidance and support</p> | <p><b>End of the Year Summative:</b><br/><u>End of the Year Acadience Benchmark Assessment</u><br/><br/>End of module assessment<br/><br/>Included in the end of module assessment:<br/><br/>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies,</p> | <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>•I can identify letters.</li> <li>•I can identify words.</li> <li>•I can recognize that words are combined to make a sentence.</li> <li>•I can recognize that the first word in a sentence is capitalized.</li> <li>•I can recognize that words are separated by spaces before and after them.</li> <li>•I can recognize that a sentence ends with a punctuation</li> </ul>  |

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|  | <p><b>Need to Know:</b><br/>RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.6, RI/L 1.7, RI/L 1.8, W 1.3, W 1.5, SL 1.2, SL1.3, SL 1.4, L 1.2, L 1.4</p> <p><b>Familiar With:</b><br/>RI/L 1.4, RI/L 1.9, W 1.8, L 1.1, SL 1.5</p> |  | <p>Review inflections -s, -es</p> <p><b>Spelling:</b><br/>r-Controlled Vowels or, ore<br/>r-Controlled Vowels er, ir, ur<br/>Final Blends;<br/>Inflections -s, -es</p> <p><b>High Frequency Words:</b><br/><b>Week 1:</b><br/>almost, also, between, ever, food, really, sing, three<br/><u>Decodable:</u> for, light, more, or, start, why</p> <p><b>Week 2:</b><br/>boy, door, father, maybe, nearest, says, shouted, until<br/><u>Decodable:</u> first, hand, her, hurt, next, went</p> <p><b>Week 3:</b><br/>above, blue, knew, number, push, sure, took, watch<br/><u>Decodable:</u> bring, drink, going, long, thank, thing</p> <p><b>Concepts of Print:</b><br/>Words in Sentences<br/>End Punctuation<br/>Letters, Words, and Sentences</p> <p><b>Fluency:</b><br/>Intonation<br/>Accuracy and Self-Correction<br/>Reading Rate</p> | <p>- Procedural Text<br/>- Fantasy<br/>- Folktale<br/>- Informational Text<br/>- Video</p> <p><b>Speaking and Listening:</b><br/>Ask and answer questions</p> <p><b>Comprehension :</b><br/><i>Use Metacognitive Skills</i><br/>- Evaluate<br/>- Monitor and Clarify<br/>-Retell<br/>- Ask and Answer Questions</p> <p><i>Literary Elements/Author's Purpose and Craft</i><br/>- Elements of Poetry<br/>- Text Organization<br/>- Story Structure<br/>- Text Features<br/>- Chronological Order</p> <p><b>Response to Text:</b><br/>- Interact with Sources<br/>- Written Response</p> <p><b>Fluency:</b><br/>Intonation<br/>Accuracy and Self-Correction<br/>Reading Rate</p> | <p>- Use digital tools to produce and publish writing, including in collaboration with peers<br/>- Participate in shared research and writing projects</p> <p><b>Mentor Text:</b><br/>One Bean by Anne Rockwell</p> <p><b>Grammar Mini Lessons:</b><br/>- Exclamations<br/>- Kinds of Sentences<br/>- Adjectives: The Senses</p> | <p>Comprehension/ Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b><br/>HMH selection quizzes</p> <p>HMH Module Inventory (Foundational Skills only)</p> <p>Leveled Readers</p> <p>Comprehension Quizzes</p> <p>Running Records</p> <p>1:1 Observation Records</p> <p>Daily Lesson Checks</p> <p>HMH High Frequency Word Inventory</p> | <p>mark.</p> <ul style="list-style-type: none"> <li>•I can recognize important parts of a sentence (ie.,first word, capitalization, period).</li> <li>•I can tell the difference between long vowel sounds and short vowel sounds.</li> <li>•I can blend sounds to make words including consonant blends.</li> <li>•I can break apart a word.</li> <li>•I can put a word back together.</li> <li>•I can take apart the sounds in a word.</li> <li>•I can add sounds to make new words.</li> <li>•I can take away sounds to make new words.</li> <li>•I can replace sounds to make new words.</li> <li>•I can spell words with common consonant digraphs.</li> <li>•I can decode regularly spelled one-syllable words.</li> <li>•I can identify the silent -e at the end of a word.</li> <li>•I can identify common long vowel teams.</li> <li>•I can identify the number of syllables in a printed word.</li> <li>•I can decode two syllable words.</li> <li>•I can read words with different endings.</li> <li>•I can read irregularly spelled words.</li> <li>•I can understand what I read.</li> <li>•I can tell why I read.</li> <li>•I can read out loud correctly.</li> <li>•I can read out loud smoothly.</li> <li>•I can read out loud with expression.</li> <li>•I can fix mistakes that I make when I</li> </ul> |
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|  |  |  |  |  |  |  | <p>read.</p> <ul style="list-style-type: none"> <li>•I can use the rereading strategy after I fix my mistake if needed.</li> <li>•I can answer questions about important details in a text.</li> <li>•I can ask questions about important details in a text.</li> </ul> <p>For narrative...</p> <ul style="list-style-type: none"> <li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li> <li>•I can write a sentence to introduce a topic (beginning)</li> </ul> <ul style="list-style-type: none"> <li>•I can write about the events of a story (middle)</li> <li>•I can use words to tell the order of a story (transitions, and, then, so)</li> <li>•I can write an ending to leave the reader out of the story.</li> </ul> <p>For opinion. . .</p> <ul style="list-style-type: none"> <li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li> <li>•I can write a sentence to introduce a topic (beginning)</li> <li>•I can write about the events of a story (middle)</li> <li>•I can use words to tell the order of a story (transitions, and, then, so)</li> <li>•I can write an ending to leave the reader out of the story.</li> <li>•I can give a reason for my opinion.</li> </ul> <p>For informative/explanatory...</p> <ul style="list-style-type: none"> <li>•I can write a topic sentence to lead the reader into the</li> </ul> |
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|  |  |  |  |  |  |  | <p>story.(beginning)</p> <ul style="list-style-type: none"><li>•I can write a sentence/s that includes facts about the topic.</li></ul> <p>(middle)</p> <ul style="list-style-type: none"><li>•I can write an ending to leave the reader out of the story.</li></ul> <ul style="list-style-type: none"><li>•I can follow rules when discussing topics with others.</li></ul> <ul style="list-style-type: none"><li>•I can listen to when others speak.</li></ul> <ul style="list-style-type: none"><li>•I can respond to others when they speak.</li></ul> <ul style="list-style-type: none"><li>•I can participate in conversations by asking questions.</li></ul> <ul style="list-style-type: none"><li>•I can think about people's differences (physical, emotional, culture, disabilities,etc.) when communicating with them.</li></ul> <ul style="list-style-type: none"><li>•I can use common nouns when speaking and writing</li></ul> <ul style="list-style-type: none"><li>•I can use proper nouns when speaking and writing.</li></ul> <ul style="list-style-type: none"><li>•I can use possessive nouns when speaking and writing.</li></ul> <ul style="list-style-type: none"><li>•I can use singular nouns with matching verbs in basic sentences.</li></ul> <ul style="list-style-type: none"><li>•I can use plural nouns with matching verbs in basic sentences.</li></ul> <ul style="list-style-type: none"><li>•I can use pronouns when speaking and writing.</li></ul> <ul style="list-style-type: none"><li>•I can use adjectives when speaking and writing.</li></ul> <ul style="list-style-type: none"><li>•I can use conjunctions (e.g. and, but, or, so, because) when speaking and writing.</li></ul> <ul style="list-style-type: none"><li>•I can use verb tenses when speaking and writing.</li></ul> <ul style="list-style-type: none"><li>•I can use prepositions( e.g.</li></ul> |
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|   |  |   |  |  |   |  | during, beyond, toward) when speaking and writing.<br><ul style="list-style-type: none"> <li>•I can produce a complete sentence in response to prompts when speaking and writing.</li> <li>•I can capitalize dates.</li> <li>•I can capitalize names of people.</li> <li>•I can use punctuation at the end of my sentences.</li> <li>•I can use commas in dates.</li> <li>•I can use commas when listing items.</li> <li>•I can use what I know about words to spell new words.</li> </ul>  |
| <b>Module 10:</b><br>Dare to Dream<br><br>3 weeks | <b>Essential:</b><br>RF 1.1 (Lessons: 6, 8, 11, 13)<br>RF 1.2 (Lessons: 1, 2, 6-15)<br>RF 1.3 (Lessons: 1-15)<br>RF 1.4 (Lessons: 1-15)<br>RI/L 1.1 (Lessons: 1-15)<br>W 1.2 (Lessons: 2, 4, 5, 15)<br>SL 1.1 (Lessons: 1-3, 5-7, 9-15)<br>L 1.5 (Lessons: 1-7, 9-13, 15)<br>L 1.6 (Lessons: 2-13, 15)<br><br><b>Need to Know:</b><br>RI/L 1.2, RI/L 1.3, RI/L 1.7, W 1.3, W 1.5, SL 1.2, SL 1.3, SL 1.4, L 1.2, L 1.4<br><br><b>Familiar With:</b><br>RI/L 1.4, RI/L 1.9, W 1.1, W 1.6, W 1.7, W 1.8, L 1.1, SL 1.5 | <b>Essential Question:</b><br>How can thinking in new ways help solve problems? | <b>Phonological Awareness:</b><br>Segment, Count Syllables<br>Blend Syllables<br>Blend Phonemes<br>Segment Phonemes<br><br><b>Phonics:</b><br>Contractions with 've, 're<br>Suffixes -er, -est<br>Vowel Pattern oo (//)<br>Consonant + le<br>Vowel Patterns: //(Spellings oo, ou, ew)<br>Vowel Patterns//(Spellings ue, u)<br><br><b>Spelling:</b><br>Contractions with 'm, 's, n't, 'll<br>Words with oo (//)<br>Vowel Patterns: // | <b>Vocabulary:</b><br>Power Words<br>Reader's Vocabulary<br>Generative Vocabulary<br>- Prefix re-<br>- Words About Places and Things<br>Vocabulary Strategy<br>- Shades of Meaning<br><br><b>Multiple Genres:</b><br><i>Discuss Genre Characteristics</i><br>- Informational Text<br>- Realistic Fiction<br>- Fantasy<br>- Poetry<br>- Biography<br>- Video<br><br><b>Speaking and Listening:</b><br>N/A<br><br><b>Comprehension Use</b><br><i>Metacognitive Skills</i><br>- Retell<br>- Make Inferences<br>- Create Mental Images<br>- Make | <b>Writing Form:</b><br>- Write an opinion<br>- Write a narrative<br>- Write an informational text<br>- Add details to strengthen writing in response to peer questions and suggestions<br>- Recall information from experience or sources to answer questions with guidance and support<br>- Use digital tools to produce and publish writing, including in collaboration with peers<br>- Participate in shared research and writing projects<br><br><b>Mentor Text:</b><br>The Girl Who Could Dance in Outer Space by Maya Cointrea<br><br><b>Grammar Mini Lessons:</b><br>- Adverbs<br>- Adjectives That | <b>Summative:</b><br>End of module assessment<br><br>Included in the end of module assessment:<br><br>(Foundational Skills,<br>Generative Vocabulary,<br>Vocabulary Strategies,<br>Comprehension/<br>Literary Analysis,<br>Grammar,<br>Writing)<br><br><b>Common Formative:</b><br>HMH selection quizzes<br>HMH Module Inventory (Foundational Skills only)<br><br>Leveled Readers<br><br>Comprehension Quizzes<br><br>Running Records<br><br>1:1 Observation Records<br><br>Daily Lesson Checks | <b>Learning Targets:</b><br><ul style="list-style-type: none"> <li>•I can identify letters.</li> <li>•I can identify words.</li> <li>•I can recognize that words are combined to make a sentence.</li> <li>•I can recognize that the first word in a sentence is capitalized.</li> <li>•I can recognize that words are separated by spaces before and after them.</li> <li>•I can recognize that a sentence ends with a punctuation mark.</li> <li>•I can recognize important parts of a sentence (ie., first word, capitalization, period).</li> <li>•I can tell the difference between long vowel sounds and short vowel sounds.</li> <li>•I can blend sounds to make words including consonant blends.</li> <li>•I can break apart a word.</li> <li>•I can put a word back together.</li> <li>•I can take apart the sounds in a </li></ul> |

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|  |  |  | <p><b>Week 2:</b><br/>been, heard, hurry, learn, loved, often, study, world<br/><u>Decodable:</u><br/>good, keep, look, my, night, took</p> <p><b>Week 3:</b><br/>bear, color, happy, money, music, second, sound, without<br/><u>Decodable:</u> blue, new, soon, too, try, you</p> <p><b>Concepts of Print:</b><br/>Directionality<br/>Commas<br/>End Punctuation</p> <p><b>Fluency:</b><br/>Intonation<br/>Phrasing<br/>Expression</p> | <p>Connections</p> <p><i>Literary Elements/Author's Purpose and Craft</i></p> <ul style="list-style-type: none"> <li>- Central Idea</li> <li>- Setting</li> <li>- Theme</li> <li>- Elements of Poetry</li> <li>- Text</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>- Characters</li> </ul> <p><b>Response to Text:</b><br/>Interact with Sources<br/>Written Response</p> <p><b>Fluency:</b><br/>Intonation<br/>Phrasing<br/>Expression</p> | <p>Compare<br/>- Spelling</p> | <p>HMH High Frequency Word Inventory</p> | <p>word.</p> <ul style="list-style-type: none"> <li>•I can add sounds to make new words.</li> <li>•I can take away sounds to make new words.</li> <li>•I can replace sounds to make new words.</li> <li>•I can spell words with common consonant digraphs.</li> <li>•I can decode regularly spelled one-syllable words.</li> <li>•I can identify the silent -e at the end of a word.</li> <li>•I can identify common long vowel teams.</li> <li>•I can identify the number of syllables in a printed word.</li> <li>•I can decode two syllable words.</li> <li>•I can read words with different endings.</li> <li>•I can read irregularly spelled words.</li> <li>•I can understand what I read.</li> <li>•I can tell why I read.</li> <li>•I can read out loud correctly.</li> <li>•I can read out loud smoothly.</li> <li>•I can read out loud with expression.</li> <li>•I can fix mistakes that I make when I read.</li> <li>•I can use the rereading strategy after I fix my mistake if needed.</li> <li>•I can answer questions about important details in a text.</li> <li>•I can ask questions about important details in a text.</li> <li>For narrative...</li> </ul> <ul style="list-style-type: none"> <li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li> <li>•I can write a</li> </ul> |
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|  |  |  |  |  |  |  | <p>sentence to introduce a topic (beginning)</p> <ul style="list-style-type: none"> <li>•I can write about the events of a story (middle)</li> <li>•I can use words to tell the order of a story (transitions, and, then, so)</li> <li>•I can write an ending to leave the reader out of the story.</li> </ul> <p>For opinion. . .</p> <ul style="list-style-type: none"> <li>•I can write a topic sentence with supporting details to lead the reader into the story. (beginning)</li> <li>•I can write a sentence to introduce a topic (beginning)</li> <li>•I can write about the events of a story (middle)</li> <li>•I can use words to tell the order of a story (transitions, and, then, so)</li> <li>•I can write an ending to leave the reader out of the story.</li> <li>•I can give a reason for my opinion.</li> </ul> <p>For informative/explanatory...</p> <ul style="list-style-type: none"> <li>•I can write a topic sentence to lead the reader into the story.(beginning)</li> <li>•I can write a sentence/s that includes facts about the topic. (middle)</li> <li>•I can write an ending to leave the reader out of the story.</li> <li>•I can follow rules when discussing topics with others.</li> <li>•I can listen to when others speak.</li> <li>•I can respond to others when they speak.</li> <li>•I can participate in conversations by asking questions.</li> </ul> |
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|  |  |  |  |  |  |  | <ul style="list-style-type: none"><li>•I can think about people's differences (physical, emotional, culture, disabilities, etc.) when communicating with them.</li><li>•I can use common nouns when speaking and writing</li><li>•I can use proper nouns when speaking and writing.</li><li>•I can use possessive nouns when speaking and writing.</li><li>•I can use singular nouns with matching verbs in basic sentences.</li><li>•I can use plural nouns with matching verbs in basic sentences.</li><li>•I can use pronouns when speaking and writing.</li><li>•I can use adjectives when speaking and writing.</li><li>•I can use conjunctions (e.g. and, but, or, so, because) when speaking and writing.</li><li>•I can use verb tenses when speaking and writing.</li><li>•I can use prepositions( e.g. during, beyond, toward) when speaking and writing.</li><li>•I can produce a complete sentence in response to prompts when speaking and writing.</li><li>•I can capitalize dates.</li><li>•I can capitalize names of people.</li><li>•I can use punctuation at the end of my sentences.</li><li>•I can use commas in dates.</li><li>•I can use commas when</li></ul> |
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|   |  |   |   |   |   |  | listing items.<br>•I can use what I know about words to spell new words.  |
| <b>Module 11</b><br>Genre Study:<br>Non-fiction<br><br>3 weeks<br><br>**Optional for<br>summer school | <b>Essential:</b><br>RF 1.1 (Lessons: 1, 4, 6, 8)<br>RF 1.2 (Lessons: 1-5, 7-10, 13-15)<br>RF 1.3 (Lessons: 1-15)<br>RF 1.4 (Lessons: 1-15)<br>RI/L 1.1 (Lessons: 1-15)<br><br><b>Need to Know:</b><br>RI/L 1.2, RI/L 1.3, RI/L 1.6, RI/L 1.7, L 1.2<br><br><b>Familiar With:</b><br>RI/L 1.9, L 1.1 | <b>Essential Question:</b><br><br><b>WEEK 1</b><br>Focus on Narrative Nonfiction<br><br><b>WEEK 2</b><br>Focus on Informational Text<br><br><b>WEEK 3</b><br>Focus on Biography | <b>Foundational Skills</b><br><b>Phonics:</b><br>Diphthongs ow, ou; Diphthongs oy, oi<br><br><b>High-Frequency Words:</b><br><b>Week 1:</b><br>Review: answer, point, right, voice, walk, watch, where, write<br><u>Decodable:</u> boy, down, found, how, now, out<br><br><b>Week 2:</b><br>Review: done, there, think, warm, went, without, woman, worked<br><u>Decodable:</u> brown, draw, saw, walk<br><br><b>Week 3:</b><br>Review: eight, enough, goes, move, thank, their, things, through<br><u>Decodable:</u> funny<br><br><b>Fluency:</b><br>Accuracy and Self-Correction<br>Spelling:Vowel Diphthongs ow, ou (/ou/) | <b>Reading Workshop:</b><br><br><b>Genre Characteristics:</b><br>Narrative<br>Nonfiction<br>Author's Purpose<br>Text Organization | <b>Writing Form:</b><br>- Write an opinion<br>- Write a narrative<br>- Write an informational text<br>- Add details to strengthen writing in response to peer questions and suggestions<br>- Recall information from experience or sources to answer questions with guidance and support<br>- Use digital tools to produce and publish writing, including in collaboration with peers<br>- Participate in shared research and writing projects<br><br><b>Grammar Minilessons:</b><br>Review | <b>Summative:</b><br>End of module assessment<br><br>Included in the end of module assessment:<br><br>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)<br><br><b>Common Formative:</b><br>HMH selection quizzes<br><br>HMH Module Inventory (Foundational Skills only)<br><br>Leveled Readers<br><br>Comprehension Quizzes<br><br>Running Records<br><br>1:1 Observation Records<br><br>Daily Lesson Checks<br><br>HMH High Frequency Word Inventory | <b>Learning Targets:</b><br>•I can tell the difference between long vowel sounds and short vowel sounds.<br>•I can blend sounds to make words including consonant blends.<br>•I can break apart a word.<br>•I can put a word back together.<br>•I can take apart the sounds in a word.<br>•I can add sounds to make new words.<br>•I can take away sounds to make new words.<br>•I can replace sounds to make new words.<br>•I can spell words with common consonant digraphs.<br>•I can decode regularly spelled one-syllable words.<br>•I can identify the silent -e at the end of a word.<br>•I can identify common long vowel teams.<br>•I can identify the number of syllables in a printed word.<br>•I can decode two syllable words.<br>•I can read words with different endings.<br>•I can read irregularly spelled words.<br>•I can understand what I read.<br>•I can tell why I read.<br>•I can read out loud correctly.<br>•I can read out loud smoothly.<br>•I can read out loud with expression.<br>•I can fix mistakes that I |

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|  |   |  |  |   |   |  | <p>make when I read.</p> <ul style="list-style-type: none"> <li>•I can use the rereading strategy after I fix my mistake if needed.</li> <li>•I can answer questions about important details in a text.</li> <li>•I can ask questions about important details in a text.</li> </ul>   |
| <p><b>Module 12</b><br/>(Genre Study: Literary Texts)</p> <p>3 weeks</p> <p>**Optional for summer school</p> | <p><b>Essential:</b><br/>RF 1.1 (Lessons: 1, 4, 6, 8)<br/>RF 1.3 (Lessons: 1-15)<br/>RF 1.4 (Lessons: 1-15)<br/>RI/L 1.1 (Lessons: 1-15)</p> <p><b>Need to Know:</b><br/>RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.7, L 1.2</p> <p><b>Familiar With:</b><br/>RI/L 1.4, RI/L 1.9, L 1.1</p> | <p><b>Essential Question:</b></p> <p><b>Week 1</b><br/>Focus on Realistic Fiction</p> <p><b>Week 2</b><br/>Focus on Folktale</p> <p><b>Week 3</b><br/>Focus on Fantasy</p> | <p><b>Foundational Skills</b></p> <p><b>Phonics:</b><br/>Suffixes -ful, -less, -ly, -y;<br/>Prefixes un-, re-</p> <p><b>Fluency:</b><br/>Phrasing<br/>Spelling:<br/>Suffixes -ful, -ly, -y</p> <p><b>High Frequency Words:</b></p> <p><b>Week 1:</b><br/>Review: above, again, around, does, gives, live, says, what</p> <p><b>Week 2:</b><br/>Review: once, people, these, they, wash, water, who, world<br/>Decodable: open</p> <p><b>Week 3:</b><br/>Review: animal, could, different, pull, should, talk, won't, would</p> | <p><b>Reading Workshop</b></p> <p><b>Genre Characteristics:</b><br/>- Realistic Fiction<br/>- Story Structure<br/>- Point of View</p> | <p><b>Writing Form:</b><br/>- Write an opinion<br/>- Write a narrative<br/>- Write an informational text<br/>- Add details to strengthen writing in response to peer questions and suggestions<br/>- Recall information from experience or sources to answer questions with guidance and support<br/>- Use digital tools to produce and publish writing, including in collaboration with peers<br/>- Participate in shared research and writing projects</p> <p><b>Genre Characteristics:</b><br/>- Realistic Fiction<br/>- Story Structure<br/>- Point of View</p> | <p><b>Summative:</b><br/>End of module assessment</p> <p>Included in the end of module assessment:</p> <p>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b><br/>HMH selection quizzes<br/>HMH Module Inventory (Foundational Skills only)<br/>Leveled Readers<br/>Comprehension Quizzes<br/>Running Records<br/>1:1 Observation Records<br/>Daily Lesson Checks<br/>HMH High Frequency Word Inventory</p> | <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>•I can identify letters.</li> <li>•I can identify words.</li> <li>•I can recognize that words are combined to make a sentence.</li> <li>•I can recognize that the first word in a sentence is capitalized.</li> <li>•I can recognize that words are separated by spaces before and after them.</li> <li>•I can recognize that a sentence ends with a punctuation mark.</li> <li>•I can recognize important parts of a sentence (ie., first word, capitalization, period).</li> <li>•I can spell words with common consonant digraphs.</li> <li>•I can decode regularly spelled one-syllable words.</li> <li>•I can identify the silent -e at the end of a word.</li> <li>•I can identify common long vowel teams.</li> <li>•I can identify the number of syllables in a printed word.</li> <li>•I can decode two syllable words.</li> <li>•I can read words with different endings.</li> <li>•I can read irregularly spelled words.</li> <li>•I can understand what</li> </ul> |



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|  |  |  |  |  |  |  | <p>I read.</p> <ul style="list-style-type: none"><li>•I can tell why I read.</li><li>•I can read out loud correctly.</li><li>•I can read out loud smoothly.</li><li>•I can read out loud with expression.</li><li>•I can fix mistakes that I make when I read.</li><li>•I can use the rereading strategy after I fix my mistake if needed.</li><li>•I can answer questions about important details in a text.</li><li>•I can ask questions about important details in a text.</li></ul> |
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